

# COMPILATION OF DATA RELATING TO CHILDREN AND YOUNG PEOPLE'S EMOTIONAL HEALTH & WELLBEING IN TORBAY

This paper brings together a summary of data pulled from:

- Torbay Joint Strategic Needs Assessment 2023/24 [TORBAY JOINT STRATEGIC NEEDS ASSESSMENT 2023/24 \(southdevonandtorbay.info\)](https://www.southdevonandtorbay.info/torbay-joint-strategic-needs-assessment-2023-24)
- Torbay SEND Strategic Needs Assessment 2023 [Torbay Special educational needs jsna \(southdevonandtorbay.info\)](https://www.southdevonandtorbay.info/torbay-send-strategic-needs-assessment-2023)
- Information collated for the Children and Young People's Overview and Scrutiny Sub-Board Spotlight Review of Child and Adolescent Mental Health Services and Emotional Wellbeing Support December 2023

## 1 Torbay Joint Strategic Needs Assessment (JSNA)

This section comprises data from the mental health chapter of the 2023/24 JSNA. For the full document see here: [TORBAY JOINT STRATEGIC NEEDS ASSESSMENT 2023/24 \(southdevonandtorbay.info\)](https://www.southdevonandtorbay.info/torbay-joint-strategic-needs-assessment-2023-24)

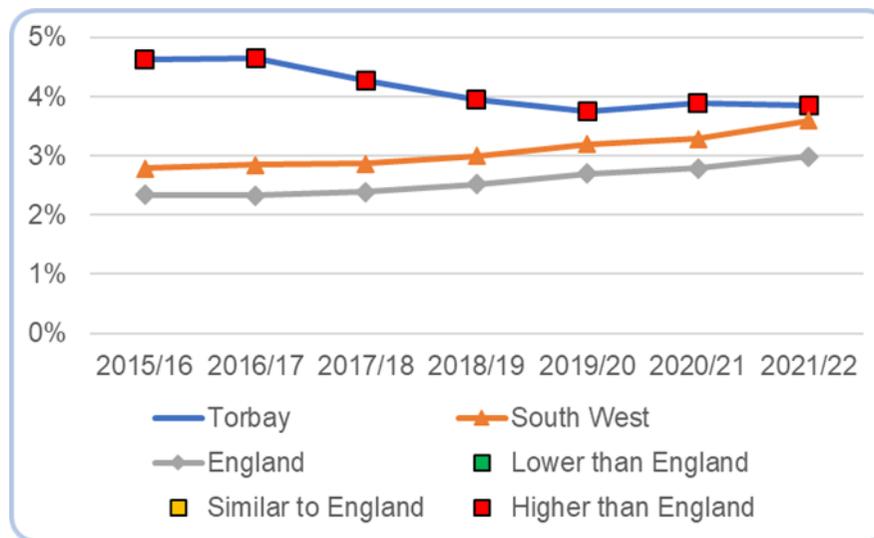
It is well known that a child's learning and development is affected by their mental health and wellbeing. Poor mental health in childhood can impact into adulthood and untreated mental health problems as a child can severely impact people throughout their lives.

Fig 185 shows the percentage of school children who have Special Educational Needs (SEN) with a primary need of social, emotional and mental health. Torbay is significantly higher than England throughout but has decreased and then levelled out over the last few years. Torbay is higher than England for both primary and secondary pupils with these needs.

Torbay is significantly higher than England in the percentage of both boys and girls with these needs in 2020/21 and 2021/22 (the 2 years reported by OHID). More than double the number of boys than girls identified with these needs in Torbay, the South West and England.

Fig 185: Percentage of school pupils with social, emotional and mental health needs

Source: Fingertips



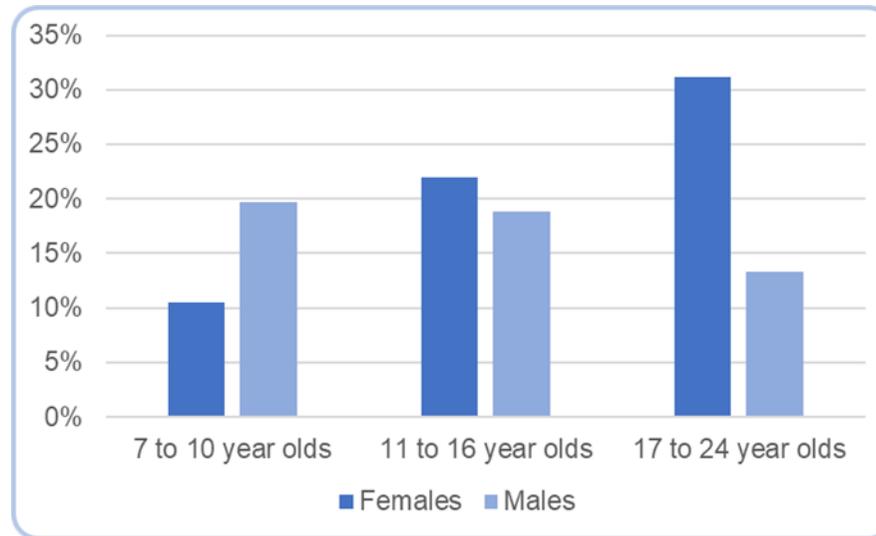
The 2022 survey of the mental health of children and young people in England is the wave 3 follow up of a cohort of children and young people from 2017. Surveys took place in 2017, 2020, 2021 and 2022 with findings weighted to represent the English population of children and young people. Surveys were completed by parents and/or the children/young people depending on their age.

Rates of children aged 7-16 years with a probable mental disorder rose from 12.1% in 2017 to 16.7% in 2020 and stayed pretty stable after that at 17.8% in 2021 and 18.0% in 2022.

Looking at 7-24 year olds in 2022 (Fig 186), differences can be seen between age and sex. 19.7% of boys aged 7-10 have a probable mental disorder compared to 10.5% of girls- boys are significantly higher. Conversely, far more young women aged 17-24 than young men of this age have a probable mental disorder- 31.2% of young women and 13.3% of young men.

Fig 186: Percentage of children/young people with a probable mental disorder, England, 2022

Source: NHS Digital: Mental Health of Children and Young People in England, 2022, using the Strengths and Difficulties Questionnaire

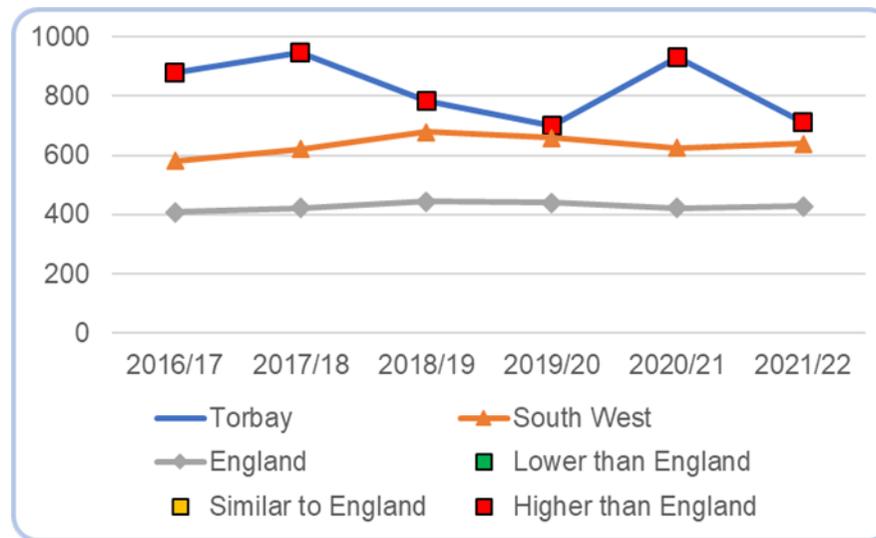


Self-harm in this section is defined as intentional self-injury or self-poisoning. Hospital admissions for self-harm are used as a proxy of the prevalence of severe self-harm and are only the tip of the iceberg in terms of self-harm taking place. The data is for admissions not individuals so will be influenced by people who are admitted more than once, sometimes several or many times.

Hospital admissions for self-harm are more prevalent in younger people. For 10-24 year olds (Fig 193) Torbay has fluctuated over the years but has remained far higher than England for at least the last 6 years. There are large differences between females and males, across England rates are consistently between 3 to 4 times higher for females than males. In Torbay, the number of admissions for females is almost 4 times higher than males over the 5 year period 2017/18 to 2021/22.

Fig 193: Rate of hospital admissions as a result of self-harm, aged 10 to 24, per 100,000 (Age standardised)

Source: Fingertips



## 2 Social, Emotional and Mental Health from the SEN JSNA

This section comprises data relating to social, emotional and mental health from the SEND JSNA. For the full document see here: [Torbay Special educational needs jsna \(southdevonandtorbay.info\)](https://www.southdevonandtorbay.info/special-educational-needs-jsna)

### Primary Needs of School Children with SEND

Amongst school pupils with an EHCP over the period 2019 to 2022, the single largest primary need was that of Autistic Spectrum Disorder which accounted for 22% of plans. This was followed by Social, Emotional & Mental Health Needs (21%), Speech, Language & Communication Needs (20%) and Moderate Learning Difficulties (15%). Between these 4 primary needs they accounted for 77.5% of EHCP (Fig 19). Pupils with a primary need are counted for each individual year.

For school pupils receiving SEN Support over the period 2019 to 2022, the single largest primary need was that of Speech, Language & Communication Needs (25%). This was followed by Social, Emotional & Mental Health Needs (25%), Specific Learning Difficulties (24%) and Moderate Learning Difficulties (9%). Between these 4 primary needs they accounted for 82.6% of SEN Support (Fig 19).

Fig 24: Social, Emotional & Mental Health (EHCP & SEN Support) 2019 to 2022 by ward

Please note that SEN

Support figures for 'Severe' and 'Profound, Multiple' Learning Difficulties have been suppressed due to low numbers.

Fig 19: Primary Needs for EHCP & SEN Support 2019 to 2022

EHCP Primary Need	2019-22 Number	%	SEN Support Primary Need	2019-22 Number	%
Autistic Spectrum Disorder	940	22.1%	Speech, Language & Communication Needs	2,344	24.7%
Social, Emotional & Mental Health Needs	877	20.6%	Social, Emotional & Mental Health Needs	2,340	24.7%
Speech, Language & Communication Needs	830	19.5%	Specific Learning Difficulties	2,289	24.2%
Moderate Learning Difficulties	645	15.2%	Moderate Learning Difficulties	856	9.0%
Physical Disability	340	8.0%	Autistic Spectrum Disorder	543	5.7%
Severe Learning Difficulties	306	7.2%	Other	523	5.5%
Profound, Multiple & Learning Difficulties	105	2.5%	Physical Disability	262	2.8%
Specific Learning Difficulties	105	2.5%	Hearing Impairment	172	1.8%
Hearing Impairment	47	1.1%	Visual Impairment	109	1.2%
Visual Impairment	22	0.5%	Multi-Sensory Impairment	20	0.2%
Other	21	0.5%	Severe Learning Difficulties	Low	Low
Multi-Sensory Impairment	9	0.2%	Profound, Multiple & Learning Difficulties	Low	Low

Source: Torbay School Census Data

### SEND by ward

Barton with Watcombe, King's Ash and Roundham with Hyde have above Torbay average proportions of pupils with primary needs of Social, Emotional & Mental Health (Fig 24).

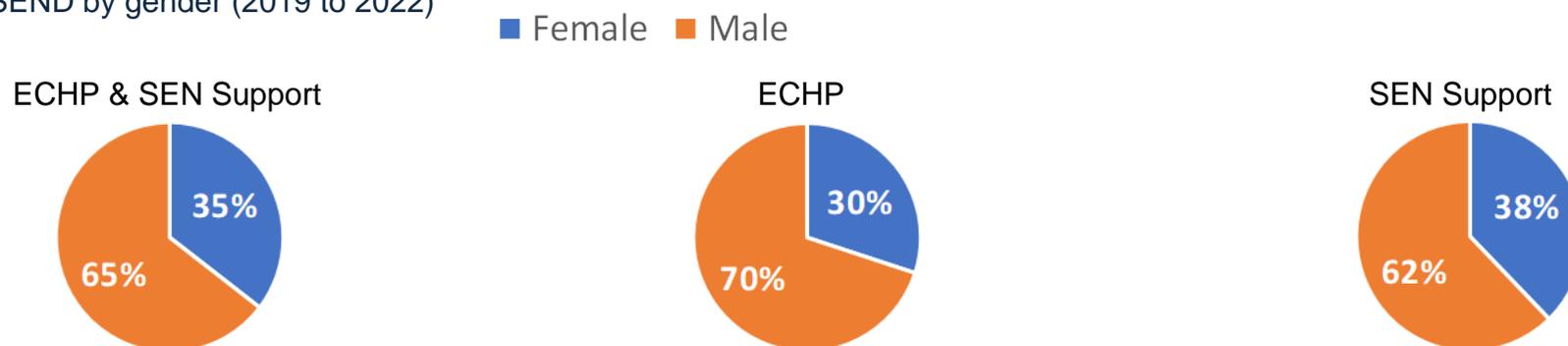


## SEND by gender

For the period 2019 to 2022, approximately 2 in 3 (65%) children and young people at Torbay schools with SEND are male. This rises to 70% for ECHP. The proportion of males is particularly high in the areas of Autistic Spectrum Disorder, Social, Emotional & Mental Health Needs, and Speech, Language & Communication Needs (Fig 28).

Please note that Learning Needs relate to a Primary Need of Moderate Learning Difficulties, Profound, Multiple & Learning Difficulties, Severe Learning Difficulties and Specific Learning Difficulties. Physical Needs relate to a Primary Need of Hearing Impairment, Multi-Sensory Impairment, Physical Disability and Visual Impairment.

Fig 28: Pupil SEND by gender (2019 to 2022)

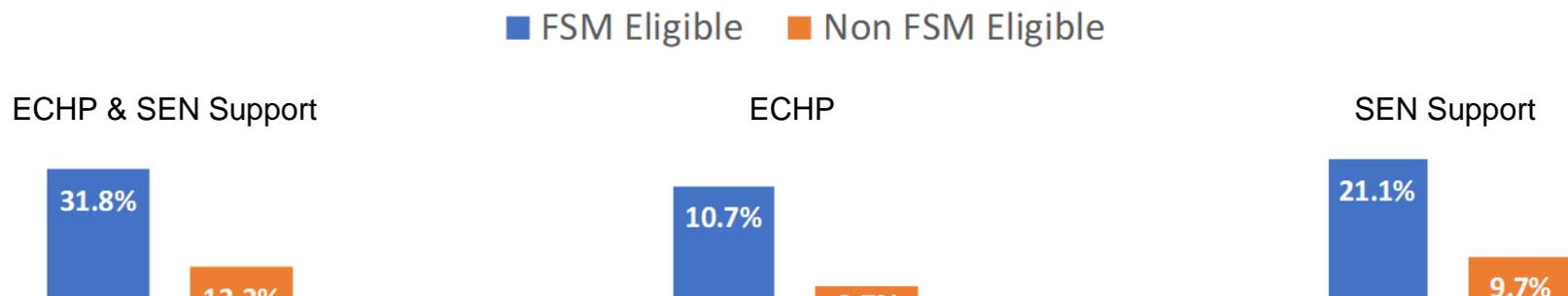


## SEND by Free School Meal Status

For the period 2019 to 2022, 32% of children and young people at Torbay schools who were eligible for free school meals had Special Educational Needs. This is more than double the rate for those not eligible for free school meals. The difference is more marked amongst those in receipt of an EHCP. The five SEND groups shown below in Fig 29 all have higher rates amongst those eligible for free school meals, the difference is most pronounced amongst those with Social, Emotional & Mental Health Needs, Speech, Language & Communication Needs and Learning Needs (Fig 29).

Please note that Learning Needs relate to a Primary Need of Moderate Learning Difficulties, Profound, Multiple & Learning Difficulties, Severe Learning Difficulties and Specific Learning Difficulties. Physical Needs relate to a Primary Need of Hearing Impairment, Multi-Sensory Impairment, Physical Disability and Visual Impairment.

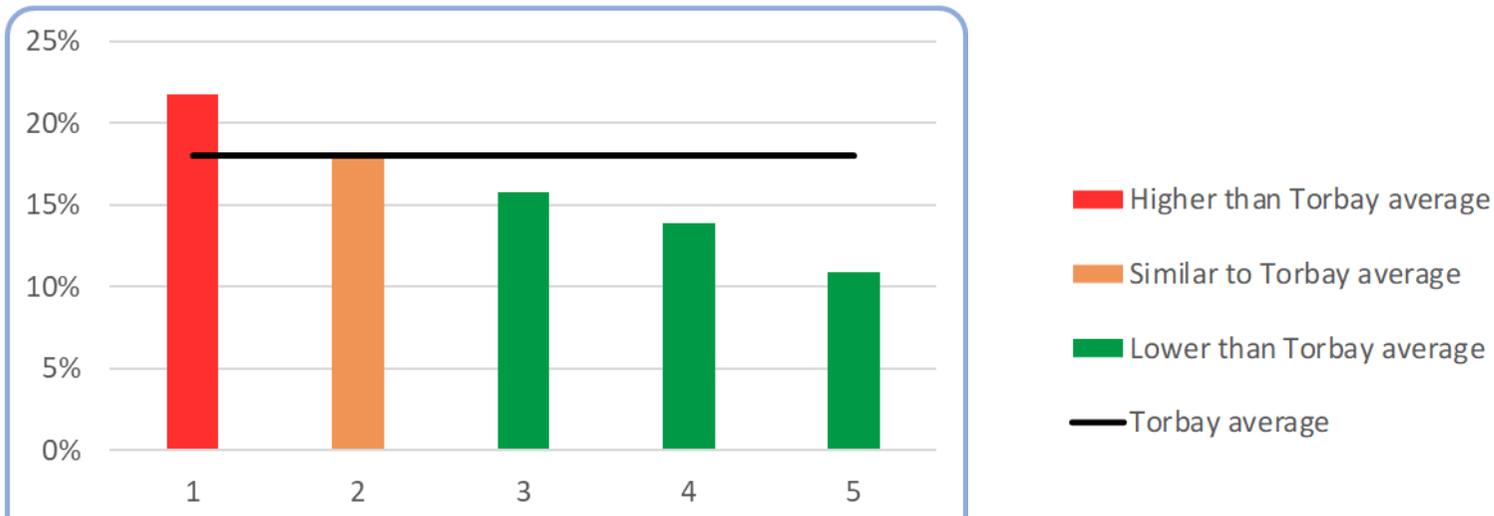
Fig 29: Proportion of pupils with SEND by eligibility for Free School Meals (2019 to 2022)



## SEND by Deprivation

Within Torbay school pupils who live within Torbay, there is a clear pattern of the highest level of SEND being reported within areas amongst the 20% most deprived in England (Fig 30). Almost 22% of those pupils in the most deprived areas in Torbay have either an EHCP or receive SEN Support, this compares to 18% across Torbay and 11% in the least deprived quintile. The deprivation pattern for those with an EHCP and those receiving SEN Support are similar. The five small graphs show the deprivation pattern amongst five groups of SEND, the pattern is consistent with the overall picture for all except Physical Needs and Autistic Spectrum Disorder.

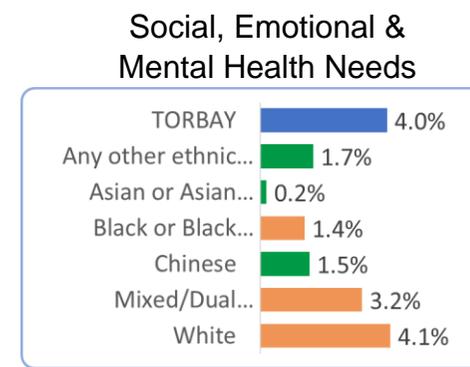
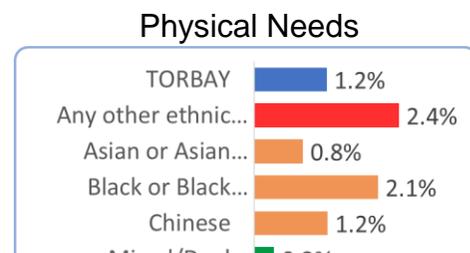
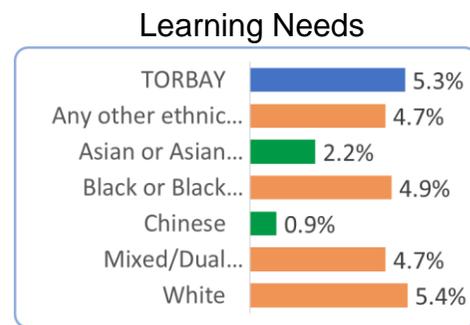
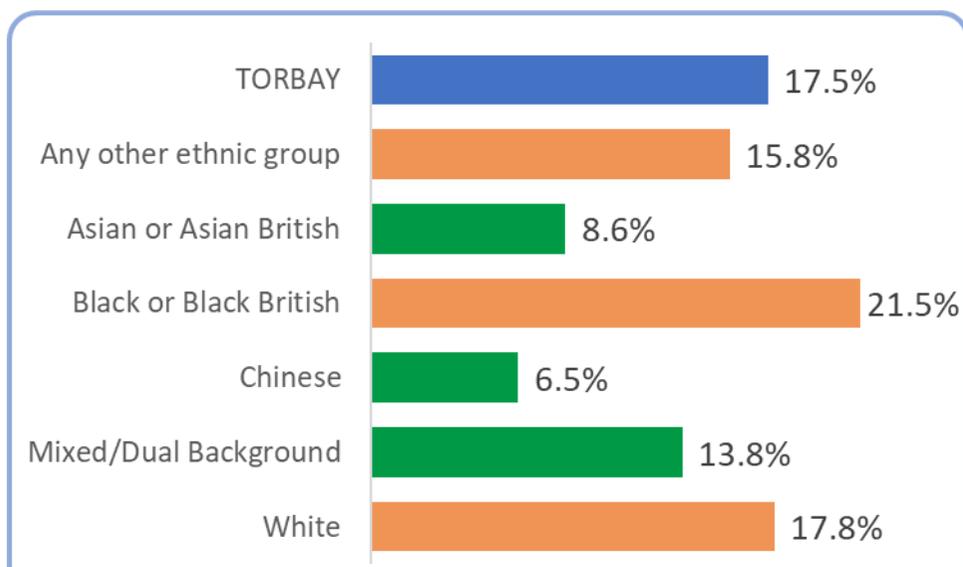
Fig 30: Proportion of pupils with SEND by deprivation quintile (Torbay pupils who attend Torbay schools) – 2019 to 2022



## SEND by Ethnicity

For the period 2019 to 2022, 94% of pupils at Torbay schools whose ethnicity was recorded were classified as White, 90% were White British or similar (eg White English). This leads to Torbay level data on populations that don't identify as White being relatively small and therefore more difficult to ascertain patterns. For 'Asian or Asian British', 'Chinese' and 'Mixed/Dual background' pupils, rates of SEND are significantly lower than the Torbay average (Fig 31). Torbay has low numbers of pupils who identify as Black or Black British which means although SEND rates are higher, they are not higher by a statistically significant amount. The five small graphs show ethnicity amongst the five groups of SEND.

Fig 31: Proportion of pupils with SEND by ethnicity – 2019 to 2022



## SEND by School Type

During 2022, almost half of all pupils with an EHCP attended a Special School, proportions were particularly high in relation to Learning Needs which relates to Moderate Learning Difficulties, Profound, Multiple & Learning Difficulties, Severe Learning Difficulties and Specific Learning Difficulties. Speech, Language & Communication Needs (SLCN) were particularly concentrated in Primary schools (Fig 32). 60% of SEN Support relates to Primary school pupils, again this is particularly concentrated in SLCN which largely accounts for the overall difference between primary and secondary schools (Fig 33).

Fig 32: Pupil EHCP by school type (2022)

2022	All	Learning Needs	Physical Needs	Autistic Spectrum Disorder	Social, Emotional & Mental Health Needs	Speech, Language & Communication Needs
<b>Primary</b>	31.1%	9.9%	34.6%	27.5%	33.0%	57.0%
<b>Secondary</b>	20.1%	12.2%	24.3%	23.9%	30.9%	13.1%
<b>Special</b>	48.7%	78.0%	41.1%	48.6%	35.2%	29.9%
<b>PRU</b>	0.2%	0.0%	0.0%	0.0%	0.9%	0.0%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Torbay School Census Data

Fig 33: Pupil SEN Support by school type (2022)

2022	All	Learning Needs	Physical Needs	Autistic Spectrum Disorder	Social, Emotional & Mental Health Needs	Speech, Language & Communication Needs
Primary	60.3%	52.6%	50.0%	43.7%	49.7%	82.1%
Secondary	38.7%	46.8%	48.5%	56.3%	47.5%	17.9%
Special	0.3%	0.1%	0.7%	0.0%	0.5%	0.0%
PRU	0.8%	0.4%	0.7%	0.0%	2.2%	0.0%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Torbay School Census Data

## SEND by Secondary Need

So far, the JSNA has concentrated on the Primary Needs of Children. A number of children in receipt of an EHCP or SEN Support will also have an identified secondary need. Data over the period 2018/19 to 2021/22 from the Department for Education SEN return shows that 23% of children at Torbay schools with an EHCP had a recognised secondary need, amongst those receiving SEN Support the figure was 15.3%.

The most frequently recorded secondary need among those children receiving an EHCP was for Speech, Language & Communication Needs, followed by Social, Emotional & Mental Health, and Moderate Learning Difficulty. Between them they accounted for 66% of all recorded secondary needs in this group (Fig 35).

Those receiving an EHCP with a primary need of Hearing Impairment were the most likely group to have a recognised secondary need with 34.0% of pupils having a secondary need, followed by Moderate Learning Difficulty (28.2%), and Autistic Spectrum Disorder (27.2%). The least likely to have a recognised secondary need were those with a primary need of Profound & Multiple Learning Difficulties (3.8%), followed by Visual Impairment (9.1%), and Multi-Sensory Impairment (11.1%).

Pupils educated in the Torbay state-funded secondary school sector in receipt of EHCP are more likely than pupils educated in the state-funded primary school sector to have a recognised secondary need, 30% of secondary school sector children compared to 24% of primary school sector children. 19% of pupils educated in state funded special school sector have a recognised secondary need.

The most frequently recorded secondary need among those children receiving SEN Support was for Social, Emotional & Mental Health, followed by Specific Learning Difficulty, and Speech, Language & Communication Needs. Between them they accounted for 70% of all recorded secondary needs in this group (Fig 36).

Those receiving SEN Support with a primary need of Hearing Impairment were the most likely group to have a recognised secondary need with 26.2% of pupils having a secondary need, followed by Physical Disability (24.0%), and Autistic Spectrum Disorder (22.5%). The least likely to have a recognised secondary need were those with a primary need of Specific Learning Difficulty (12.8%), followed by Other Difficulty/Disability (12.8%), and Speech, Language & Communication Needs (14.9%).

Pupils educated in the Torbay state-funded secondary school sector in receipt of SEN Support are more likely than pupils educated in the state-funded primary school sector to have a recognised secondary need, 17% of secondary school sector children compared to 13% of primary school sector children.

Fig 35: Recorded secondary needs against **EHCP** Primary Need - Torbay Schools (2018/19 to 2021/22)

<b>EHCP Primary Need</b>	<b>Percentage with recorded secondary need</b>	<b>Number with recorded secondary need</b>	<b>Most common secondary need</b>	<b>2<sup>nd</sup> most common secondary need</b>	<b>3<sup>rd</sup> most common secondary need</b>
<b>Autistic Spectrum Disorder</b>	27.2%	256	Speech, Language & Communication Needs <b>83</b>	Social, Emotional & Mental Health <b>75</b>	Moderate Learning Difficulty <b>50</b>
<b>Social Emotional &amp; Mental Health</b>	20.9%	183	Speech, Language & Communication Needs <b>52</b>	Moderate Learning Difficulty <b>45</b>	Autistic Spectrum Disorder <b>38</b>
<b>Moderate Learning Difficulties</b>	28.2%	182	Social, Emotional & Mental Health <b>72</b>	Speech, Language & Communication Needs <b>69</b>	Specific Learning Difficulty <b>15</b>
<b>Speech, Language &amp; Communication Needs</b>	20.8%	173	Social, Emotional & Mental Health <b>57</b>	Moderate Learning Difficulty <b>39</b>	Autistic Spectrum Disorder <b>26</b>
<b>Physical Disability</b>	20.6%	70	Speech, Language & Communication Needs <b>20</b>	Specific Learning Difficulty <b>11</b>	Moderate Learning Difficulty <b>10</b>
<b>Severe Learning Difficulty</b>	17.0%	52	Autistic Spectrum Disorder <b>20</b>	Moderate Learning Difficulty <b>12</b>	Visual Impairment <b>5</b>
<b>Specific Learning Difficulty</b>	26.9%	28	Social, Emotional & Mental Health <b>14</b>	Speech, Language & Communication Needs <b>6</b>	Moderate Learning Difficulty <b>6</b>
<b>All</b>	<b>23.0%</b>	<b>975</b>	<b>Speech, Language &amp; Communication Needs - 239</b>	<b>Social, Emotional &amp; Mental Health - 231</b>	<b>Moderate Learning Difficulty - 172</b>

Please note that Hearing Impairment, Other Difficulty/Disability, Profound & Multiple Learning Difficulty, Visual Impairment, and Multi-Sensory Impairment are not included as individual rows in table due to low numbers with a secondary identified need.

Source: Department for Education Special Educational Needs in England

Fig 36: Recorded secondary needs against **SEN Support** Primary Need – Torbay Schools (2018/19 to 2021/22)

SEN Support Primary Need	Percentage with recorded secondary need	Number with recorded secondary need	Most common secondary need	2 <sup>nd</sup> most common secondary need	3 <sup>rd</sup> most common secondary need
<b>Social Emotional &amp; Mental Health</b>	16.5%	385	Specific Learning Difficulty <b>167</b>	Speech, Language & Communication Needs <b>97</b>	Moderate Learning Difficulty <b>42</b>
<b>Speech, Language &amp; Communication Needs</b>	14.9%	349	Specific Learning Difficulty <b>126</b>	Social, Emotional & Mental Health <b>105</b>	Moderate Learning Difficulty <b>37</b>
<b>Specific Learning Difficulty</b>	12.8%	293	Social, Emotional & Mental Health <b>110</b>	Speech, Language & Communication Needs <b>87</b>	Other Difficulty/Disability <b>34</b>
<b>Moderate Learning Difficulty</b>	15.3%	131	Social, Emotional & Mental Health <b>58</b>	Speech, Language & Communication Needs <b>36</b>	Hearing Impairment <b>8</b>
<b>Autistic Spectrum Disorder</b>	22.5%	122	Speech, Language & Communication Needs <b>43</b>	Social, Emotional & Mental Health <b>41</b>	Specific Learning Difficulty <b>16</b>
<b>Other Difficulty/Disability</b>	12.8%	67	Social, Emotional & Mental Health <b>23</b>	Speech, Language & Communication Needs <b>20</b>	Autistic Spectrum Disorder <b>9</b>
<b>Physical Disability</b>	24.0%	63	Social, Emotional & Mental Health <b>18</b>	Speech, Language & Communication Needs <b>16</b>	Specific Learning Difficulty <b>10</b>
<b>Hearing Impairment</b>	26.2%	45	Specific Learning Difficulty <b>14</b>	Social, Emotional & Mental Health <b>12</b>	Speech, Language & Communication Needs <b>11</b>

<b>All</b>	<b>15.3%</b>	<b>1518</b>	<b>Social, Emotional &amp; Mental Health - 382</b>	<b>Specific Learning Difficulty - 368</b>	<b>Speech, Language &amp; Communication Needs - 316</b>
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Please note that Visual Impairment, Severe Learning Difficulty, Profound & Multiple Learning Difficulty, and Multi-Sensory Impairment are not included as individual rows in table due to low numbers with a secondary identified need.

Source: Department for Education Special Educational Needs in England

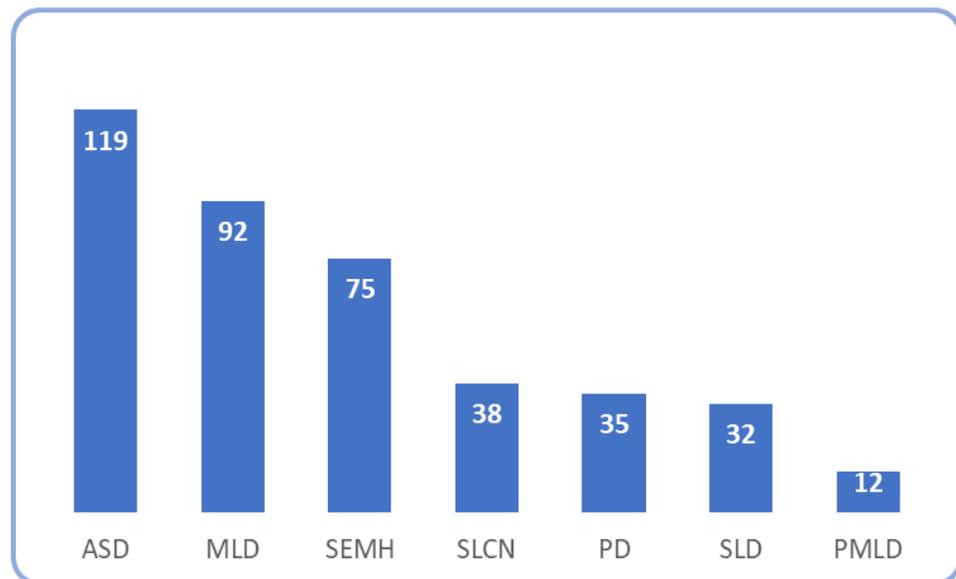
## SEND for Year 9 to Year 14

The transition from childhood to adulthood can be difficult for all children, this has the potential to be exacerbated if a child's needs are not fully considered.

In 2022, there were 938 children in Year 9 to Year 14 at Torbay schools who had an identified primary need, of these 417 had an EHCP. The 3 most prevalent primary needs among those with an EHCP in Year 9 and above during 2022 (Fig 67) were Autistic Spectrum Disorder (ASD), Moderate Learning Difficulties (MLD) and Social, Emotional & Mental Health (SEMH). Between them they account for 69% of the primary needs, those primary needs with 5 or fewer pupils were not included on the graph.

For those children receiving SEN Support in Year 9 and above during 2022 (Fig 68), the 3 most prevalent primary needs were Social, Emotional & Mental Health, Specific Learning Difficulty and Speech, Language & Communication Needs. Between them they account for 69% of the primary needs, those primary needs with 5 or fewer pupils were not included on the graph.

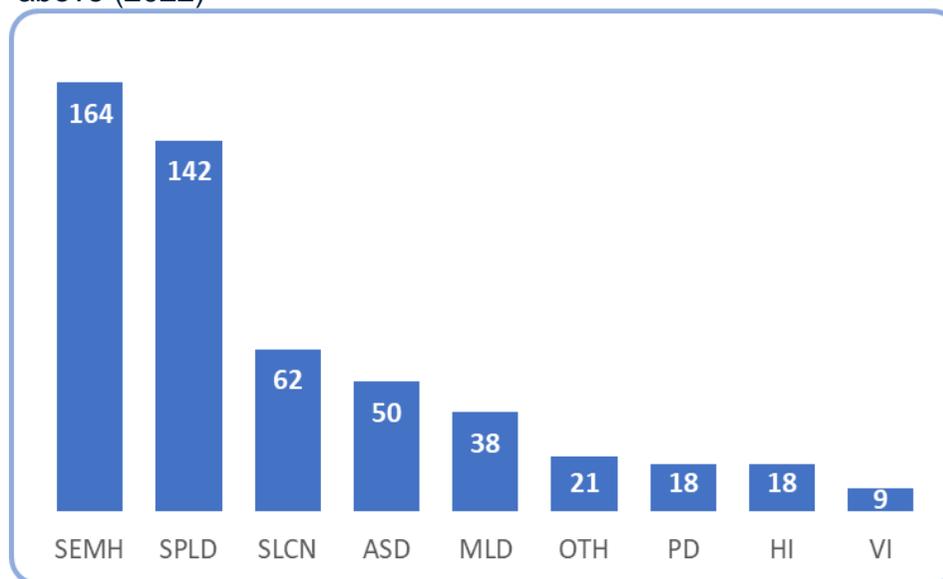
Fig 67: Primary Need of those with EHCP in Year 9 and above (2022)



Source: Torbay School Census Data

ASD = Autistic Spectrum Disorder, HI = Hearing impairment, OTH = Other, MLD = Moderate Learning Difficulty, PD = Physical Disability, PMLD = Profound & Multiple Learning Difficulty, SEMH = Social, Emotional & Mental Health, SLCN = Speech, Language & Communication Needs, SLD = Severe Learning Difficulty, SPLD = Specific Learning Difficulty, VI = Visual Impairment

Fig 68: Primary Need of those with SEN Support in Year 9 and above (2022)



Source: Torbay School Census Data

## Child & Family Health Devon

Child & Family Health Devon are an alliance of local NHS providers for children's health services across Devon, these services are open to a range of children and the SEND status of the children is not available for this data. The number of referrals to services for the period 2019/20 to 2021/22 are listed below (Fig 72). Referral levels during 2021/22 for Mental Health & Wellbeing, Speech & Language Therapy, and Occupational Therapy were significantly below levels in 2019/20 (The first Covid lockdown was in March 2020). Referral numbers during 2021/22 for Physiotherapy, Specialist Autism Spectrum Assessment Team and Learning Disability are either at or above levels seen in 2019/20.

Data for the first 6 months (3 months for Mental Health & Wellbeing) of 2022/23 shows a significant fall in referrals compared to the first 6 months of 2021/22 to the services shown in Fig 72, except Speech & Language Therapy (Similar rate) and Learning Disability (Higher rate). Numbers for Community Children's Nursing are too small for meaningful comparison.

Fig 72: Referrals to Child & Family Health Services - Torbay

Service	2019/20	2020/21	2021/22	19/20 to 21/22 Total
<b>Mental Health &amp; Wellbeing</b>	1,030	994	932	<b>2,956</b>
<b>Speech &amp; Language Therapy</b>	1,091	845	762	<b>2,698</b>
<b>Occupational Therapy</b>	596	356	410	<b>1,362</b>
<b>Physiotherapy</b>	394	351	404	<b>1,149</b>
<b>Specialist Autism Spectrum Assessment Team</b>	382	305	398	<b>1,085</b>
<b>Learning Disability</b>	57	49	58	<b>164</b>
<b>Community Children's Nursing</b>	16	17	Less than 5	

Source: NHS Devon

Average wait times as of June for the period 2019 to 2022 show significant rises in average wait times from receipt of a referral to the first definitive treatment appointment, the exception to this is the Learning Disability service (Fig 73). Wait times rose significantly between June 2019 and June 2020 when the country was in the middle of the first lockdown and in service areas such as the Spectrum Autism Spectrum Assessment Team, and Speech & Language Therapy wait times have continued to rise as we reach June 2022.

Fig 73: Average wait times in weeks from receipt of referral to first definitive treatment appointment - Child & Family Health Services (Torbay)

Service	June 2019	June 2020	June 2021	June 2022
<b>Mental Health &amp; Wellbeing</b>	10.5	12.4	17.6	16.9
<b>Speech &amp; Language Therapy</b>	8.2	13.5	14.7	20.3
<b>Occupational Therapy</b>	0.7	16.1	14.7	10.6
<b>Physiotherapy</b>	7.4	13.3	10.7	13.0
<b>Specialist Autism Spectrum Assessment Team</b>	19.9	47.3	58.1	71.7
<b>Learning Disability</b>	10.4	8.9	3.4	0.6

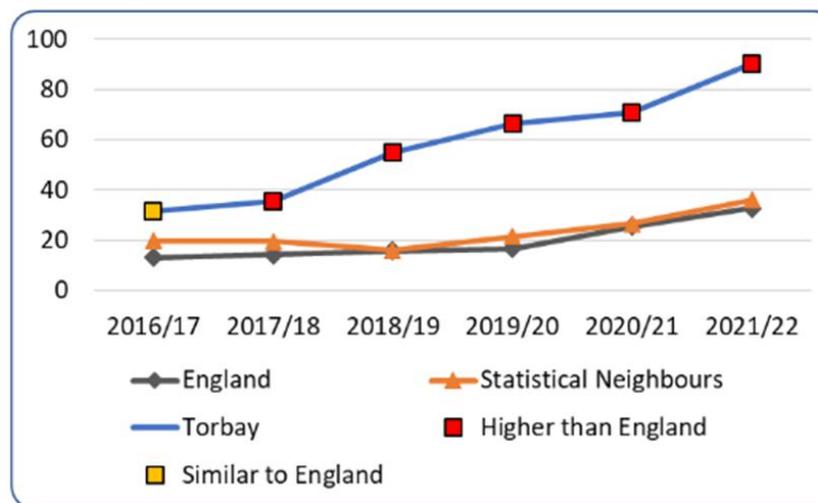
Source: NHS Devon. NOTE: Occupational Therapy June 2019 data relates to July 2019

This section comprises information collated for the Children and Young People’s Overview and Scrutiny Sub-Board Spotlight Review of Child and Adolescent Mental Health Services and Emotional Wellbeing Support December 2023.

### Local eating disorder admissions

- The number of hospital admissions with a primary diagnosis of anorexia, bulimia or other eating disorders amongst under 18s is small but only the most severe cases will be receiving hospital interventions. Torbay has had a consistently significantly higher rate of admissions than England from 2017/18 onwards and it is on an upward trend. In 2021/22 the Torbay rate was 90.3 per 100,000 (England- 32.8).
- The majority of admissions in England are in females. For the 6 years, 2016/17 to 2021/22 combined, 2 out of every 3 admissions of Torbay residents where the primary diagnosis related to an eating disorder were in females under the age of 18, equating to 82 admissions.

**Figure 33: Rate of hospital admissions due to primary diagnosis of an eating disorder, aged under 18, per 100,000**

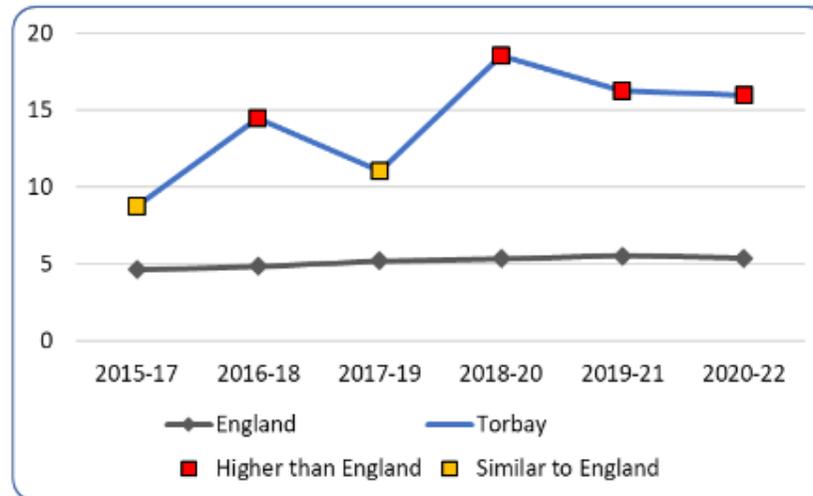


Source: Hospital Episode Statistics, ONS [mid year](#) population estimates

## Local trend in suicides

The suicide rate amongst Torbay's 10-24 year olds fluctuates due to small numbers which can affect the rates. It is significantly higher than the England average in the last three time periods (of 3 years combined). In the eight years from 2015 to 2022, 19 Torbay residents aged 10-24 died by suicide.

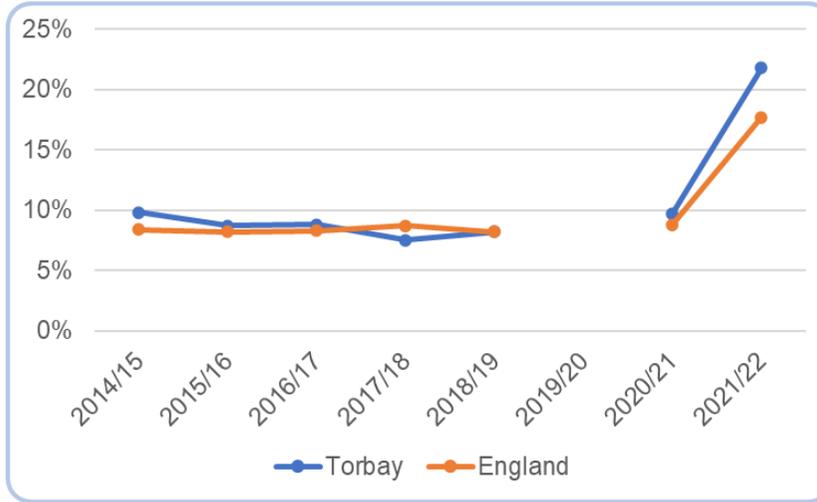
**Figure 34: Suicide rate, aged 10-24, per 100,000**



Source: Primary Care Mortality Database, ONS- [Deaths caused by suicide by quarter in England](#), ONS population estimates and projections, age standardised, the year 2022 is provisional

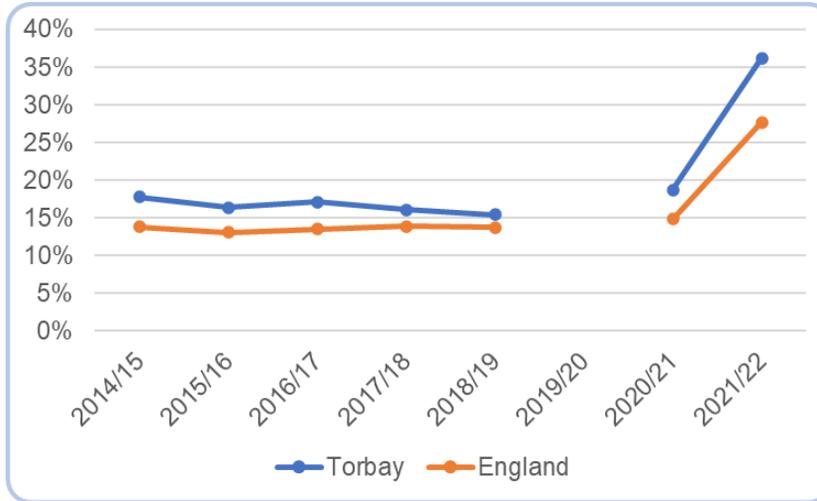
**% of persistent absenteeism – primary and secondary (proxy for EHWB need)**

Percentage of school enrolments classed as persistent absentees (defined as missing 10% or more of possible sessions).



Year	Torbay	England
2014/15	9.8%	8.4%
2015/16	8.7%	8.2%
2016/17	8.8%	8.3%
2017/18	7.5%	8.7%
2018/19	8.2%	8.2%
2019/20		
2020/21	9.7%	8.8%
2021/22	21.8%	17.7%

Primary



Year	Torbay	England
2014/15	17.8%	13.8%
2015/16	16.4%	13.1%
2016/17	17.1%	13.5%
2017/18	16.1%	13.9%
2018/19	15.4%	13.7%
2019/20		
2020/21	18.7%	14.8%
2021/22	36.2%	27.7%

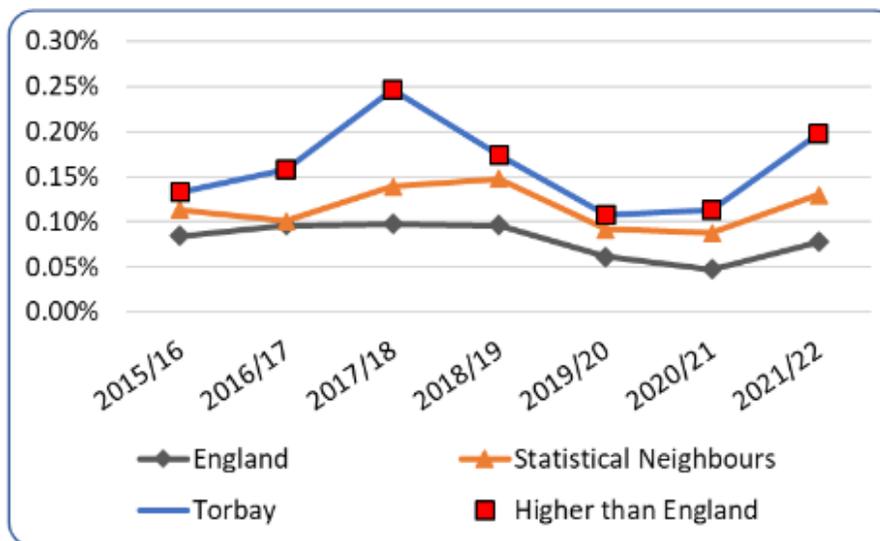
Secondary

Source: Draft CYP HNA (Torbay Public Health)

### Permanent exclusion rate (proxy for EHWB need)

- Torbay's permanent exclusion rate from state funded schools has remained significantly higher than England for the seven years shown in figure 49. Torbay has a rate of 0.20% in 2021/22, equating to 40 pupils, compared to the 0.08% England rate.
- Torbay and England have far higher exclusion rates of boys than girls and of children eligible for free school meals compared to those not eligible. However, numbers are small which will have an effect on rates.
- The data only includes permanent exclusions upheld by the governing body or Independent Review Panel and not those which are ongoing. Please note that Covid-19 restrictions will have had an impact on the rates of permanent exclusions in 2019/20 and 2020/21.

**Figure 49: Permanent exclusion rates- Percentage of pupils excluded**



Source: Department for Education- [Permanent exclusions and suspensions in England](#)