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To:- All Committee Members

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE - TUESDAY, 21ST JANUARY, 2020

I am now able to enclose, for consideration at the next Tuesday, 21st January, 2020 meeting of the Children's Services Overview and Scrutiny Committee, the following reports that were marked as 'to follow' on the agenda sent out recently.

Agenda No Item

47. **School Performance Indicators and Ofsted reports (Pages 3 - 6)**

To receive a report containing details of the latest Ofsted reports since the last meeting of the Committee and other schools' performance indicators.

48. **SEND Strategy and Action Plan (Pages 7 - 38)**

To receive and consider the Special Educational Needs and Disability (SEND) Strategy and Action Plan report.

52. **Schools causing concern - part 2 (Pages 39 - 46)**

A report containing details of schools causing concern will be considered in a part 2 report.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Susan Parsonage'.

Susan Parsonage
Chief Executive

TITLE	School Performance Indicators and Ofsted reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 21 January 2020
WARD	None Specific
LEAD OFFICER	Director of Children's Services - Carol Cammiss

OUTCOME / BENEFITS TO THE COMMUNITY

Clear understanding of schools' performance in order to recognise and promote success and ensure robust challenge and support continues to deliver improvement

RECOMMENDATION

Note the outcomes of relevant Ofsted reports

SUMMARY OF REPORT

Ofsted Inspection Outcomes October- 2019 January 2020

One inspection report was published in this timeframe.

Gorse Ride Infant School- S8 Good

<https://files.ofsted.gov.uk/v1/file/50140773>

Gorse Ride Infants' School continues to be a good school.

What is it like to attend this school?

Pupils at Gorse Ride Infant School receive a good start to their education. Pupils are happy because they feel safe and secure. They know that adults in the school are ready to help them when they need it. Pupils and staff appreciate the ordered, well-equipped environment and make good use of it.

Pupils are enthusiastic about the lessons that teachers plan for them. Staff make sure that they use pupils' interests and school values as a basis for learning. Lessons interest pupils and are well taught. As a result, pupils learn and achieve well.

The early years provision is a strength of the school. The indoor and outdoor areas are creatively resourced. Children make the most of the carefully chosen activities and have lots of opportunities to practise their reading, writing and number skills. Well-trained adults support them. Children who need extra support are quickly identified, and help is put in place.

Across the school, staff have high expectations of behaviour, and pupils respond to these. Pupils arrive at school eager to learn, and the school buzzes with purposeful activity. Parents and carers are very positive about their children's experiences and describe the school as a place where children thrive.

What does the school do well and what does it need to do better?

Over the past year, senior leaders have prioritised the teaching of English and mathematics across the school. Enthusiastic and knowledgeable leaders lead these subjects well. In some areas, leaders have sought outside support, and the school has benefited from the input of a headteacher adviser.

The mathematics curriculum is well established. Pupils enjoy their lessons and can explain how their learning builds on what they have covered before. Teachers use a variety of teaching methods to support pupils' learning and revisit concepts taught earlier in the year. A range of resources are used effectively. Pupils learn well and can often work independently.

Although standards in reading at the end of Year 2 are below those seen nationally, the teaching of reading is rapidly improving. Across the school, the teaching of phonics is well sequenced. A relatively new approach is helping pupils to learn quicker and remember what they have learned. The leader has ensured that all staff have received comprehensive training and are well supported.

The school promotes reading in many ways, including close involvement with the local library and inviting parents in to hear pupils read and share books. This has increased pupils' enthusiasm about reading and sharing stories with their friends and adults at school and at home. Leaders have invested in providing good-quality books that pupils can read alone.

Leaders have a clear understanding of how they want to link learning in the early years with key stage 1 and prepare pupils for learning in key stage 2. However, in some subjects, the curriculum is not fully developed. Content is well taught, and pupils enjoy their lessons. However, not all lessons naturally build upon each other to provide the knowledge that pupils need to learn more in the future. Senior leaders are well aware of which subjects are weaker. Whole-school training and excellent coaching from the acting deputy head are taking place to support leaders and teachers further.

Pupils' behaviour is superb. Pupils are kind and caring towards each other and focus on their learning. The use of 'silent signals' and carefully embedded routines ensures that pupils and teachers make the best use of lesson time. Minor disruptions in lessons are dealt with quickly. Teaching assistants sensitively support a range of pupils, including those with special educational needs and/or disabilities (SEND).

Lessons are well adapted to allow all pupils with SEND to succeed. The special educational needs coordinator (SENCo) has a detailed knowledge of the pupils in the school who need additional support. She supports teachers and leaders in implementing plans and organising extra learning for pupils.

The local area is currently undergoing regeneration and this has led to fluctuations in school numbers. Pupils often leave or join the school during the school year. Leaders want the best for the pupils, and the headteacher and chair of governors work tirelessly to engage other agencies to assist pupils and families. Staff work hard and are positive about their workload and the support they receive. Staff are passionate about teaching and giving all pupils in the school the opportunity to do the very best they can.

Safeguarding

The arrangements for safeguarding are effective.

All staff take pupils' welfare and safety seriously. Staff are well trained to quickly identify pupils who are at risk of harm or need early help. Records are efficiently kept and checked.

Designated safeguarding leaders make timely referrals. Leaders are quick to offer support to families and are prepared to challenge agencies if pupils are not getting the help they need.

Pupils feel safe in school and state that there are adults they can talk to if they are worried. Adults help pupils to look after themselves by sensitively teaching them to stay safe in the community and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some areas of the curriculum have been effectively developed over the past year by experienced and enthusiastic leaders. However, some leaders are less experienced. Established leaders need to ensure that those new to leadership are given the support that they require to plan and fully introduce a sequenced and well-structured approach to the teaching of specific subject knowledge.
- All pupils are ready for the next stage of education in terms of the experiences they have had and the learning opportunities that are offered to them. However, teachers and leaders need to ensure that pupils' gaps in core knowledge, due to mobility and historically weaker teaching, are addressed quickly and effectively.
- The changing demographic of the school cohort has put increased pressure on leadership, resources and staff. The school should continue to seek external support in order to address pupils' changing needs and strive to maintain a secure leadership team structure that can support staff, families and pupils.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council continues to face severe financial challenges over the coming years as a result of reductions to public sector funding and growing pressures in our statutory services. It is estimated that Wokingham Borough Council will be required to make budget reductions of approximately £20m over the next three years and all Executive decisions should be made in this context

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)			
Next Financial Year (Year 2)			
Following Financial Year (Year 3)			

Other financial information relevant to the Recommendation/Decision
n/a

Cross-Council Implications
n/a

Public Sector Equality Duty
Please confirm that due regard to the Public Sector Equality Duty has been taken and if an equalities assessment has been completed or explain why an equalities assessment is not required.

List of Background Papers
n/a

Contact Gillian Cole/ Sal Thirlway	Service Learning Achievement and Partnerships
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TITLE	SEND Strategy and Action Plan
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 21 January 2020
WARD	(All Wards);
LEAD OFFICER	Director of Children's Services - Carol Cammiss

OUTCOME / BENEFITS TO THE COMMUNITY

By having comprehensive arrangements in place to respond to the outcome of the 2019 SEND Inspection, it is anticipated that services for children with SEND and their families will be improved, and that performance in respect of timeliness, quality, outcomes and cost will improve in line with expectations.

RECOMMENDATION

To note and support the content of the report

SUMMARY OF REPORT

This report updates members of Children's Services Overview & Scrutiny Committee on the recent developments in respect of the arrangements to deliver against the Written Statement of Action within the SEND Improvement Board partnership and specifically references the SEND Strategy and Action Plan as a key outcome of the Board activity.

The SEND Code of Practice 0-25 years 2015 provides statutory guidance for organisations working with and supporting children and young people who have SEND and outlines duties, policies and procedures. The Code places responsibility on the Local Area to identify and meet the needs of children and young people who have SEND.

Wokingham's Local Area SEND Inspection took place 11th – 15th March 2019. This SEND Inspection identified six key areas of development for Wokingham which are contained within the Written Statement of Action (WSoA).

The six task and finish groups are responding to the areas of:

- SEND Strategy
- Timeliness and Quality of Education, Health and Care Plans (EHCPs)
- Co-production
- Management Information
- Joined-up Working
- Transitions

Background

The Children's Act 2014 was designed to bring about significant change in the ways in which Local Areas Education, Social Care and Health Partners plan, design and deliver services and support to all children with Special Educational Needs and Disability (SEND) and their families.

The SEND Code of Practice 0-25 years (2015), provides statutory guidance for organisations working with and supporting children and young people who have SEND and outlines duties, policies and procedures. The Code places responsibility on the Local Area to identify and meet the needs of children and young people who have SEND.

Following introduction of the new legislation and guidance Ofsted and CQC developed and implemented a SEND framework to inspect the effectiveness of Local Areas implementation of the new legislation and in fulfilling their new duties as defined in the SEND Code of Practice (2015) with specific reference to measuring local effectiveness in:

- Identifying children and young people with SEND
- Meeting the needs of children and young people with SEND
- Improving outcomes for children and young people with SEND

For Wokingham the inspection and subsequent key timeline includes:

- 11-15 March 2019: Ofsted and CQC joint Local Area SEND Inspection
- 13th May 2019 : Inspection Report Published requiring Written Statement of Action
- 19th June 2019: Senior Officials and planning meeting with DfE/NHSE
- 12th August 2019: Submission of WSoA for Approval
- 3rd Sept 2019: Confirmation of Ofsted/CQC approval
- 4th Feb 2020: 4 month review meeting
- Tbc 8 month review meeting
- Tbc 12 month review meeting
- Tbc 15 month review meeting
- Approx May 2021: Revisit by Ofsted/CQC

As noted above Wokingham's Local Area SEND Inspection took place 11th – 15th March 2019. This SEND Inspection identified six key areas of development for Wokingham which are contained within the Written Statement of Action (WSoA).

1. The lack of a clearly communicated co-produced strategy and accompanying action plans that are shared and understood across education, health and care in the local area and sharply focused on improving the outcomes of children and young people with SEND
2. The timeliness and quality of EHC plans
3. The lack of co-production at a strategic level to inform effective co-production at all levels.
4. The quality of management information to inform accurate evaluation and energise service improvement across the local area

5. The lack of coherent partnership joint working, and over emphasis of Education within EHCP's indicating a lack of engagement of Health and Social Care agencies.
6. The underdeveloped pathway to enable young people with SEND to make a successful transition to adulthood.

The SEND Improvement Board (established in September 2019), is responsible for managing and monitoring actions as part of the WSoA, reflects and maintains strategic oversight. The Board is responsive to the key areas for improvement identified within the SEND Inspection Letter. The role of the Wokingham SEND Improvement Board is to ensure the delivery of improvements in relation to the six identified areas outlined within the WSoA.

Since September 2019, the SEND Improvement Board (SIB) has met on five occasions with the most recent meeting having taken place on 14th January 2020. As per the agreed Terms of Reference the SIB meetings take place on a monthly basis to monitor the progress of the six task and finish groups working on the Written Statement of Action (WSoA).

The task and finish groups have been established to address the six development areas identified by the SEND Local Area Inspection which took place in March 2019.

The Six Areas of the Written Statement of Action

Task and finish group 1 – SEND Strategy

This group is tasked with looking at the lack of a clearly communicated co-produced strategy and accompanying action plans that are shared and understood across education, health and care in the local area and sharply focused on improving the outcomes of children and young people with SEND.

Membership of the group comprises Wokingham Borough Council Children's Services, SEND Voices Wokingham, Berkshire West CCG, Addington Special School, Secondary Head Teachers Federation, Berkshire Healthcare NHS Foundation Trust.

As part of the inspection concerns were raised by Ofsted and CQC that whilst there had been work undertaken in respect of developing a SEND Strategy for Wokingham, this had gone through numerous iterations, with no strategy being ratified, thus leaving Wokingham with no strategic drive in respect of its SEND arrangements.

Building on these previous iterations of the Wokingham SEND Strategy, the Task and Finish Group has drawn on current information and data, and feedback from partners in order to develop a working document that enables a coherent approach to the key priorities for SEND within the Borough (attached).

However, it is accepted by all parties that due to the time constraints to further develop the strategy to satisfy the publication requirements, the opportunity to co-produce the strategy as per the stated intention of the partnership has not been possible.

This working strategy document is intended to provide for the strategic approach to the key priorities, whilst a fully co-produced strategy is developed, building on these priorities and enabling a broader scope for the direction of improvement of provision and services for children with SEND and their families.

As such, an additional strategic action has been added to the plan, to ensure the co-development of its replacement with anticipated delivery in December 2020.

The current working strategy document was endorsed by the SIB at its meeting on the 13th January 2020.

Task and finish group 2 – Timeliness and Quality of Education, Health and Care Plans (EHCPs)

This group is tasked with looking at the timeliness and quality of EHC plans.

The group has identified that a “process map” is needed from Berkshire Healthcare Foundation Trust (BHFT), which sets out what happens operationally when the LA alerts them that a statutory request for an Education, Health and Care Needs Assessment (EHCNA) request has been received by the LA. The same is required of Social Care.

Wokingham has been participating in the West Berkshire EHCP auditing process. All recommendations from the Berkshire West EHCP audit are being pulled together and bought to the task and finish group identify actions and inform improvements.

In February Wokingham shall host the multi-agency/ multi-authority audit session, whereby each local authority shall present 5 cases and collaboratively audit them together.

Another key area being explored, in relation to timeliness and quality is that of privately commissioned reports received from parents during a statutory assessment. SEND Voices Wokingham are working within their membership to identify the reasons why parents go to private reports for therapy given the steady increase in the number of private reports confirming diagnosis in being received.

The group has also considered multiagency decision making arrangements in other areas, as well as solutions to challenges identified at the previous meeting. During January it is proposed to commence developing recommendations in relation to multiagency decision making pathways.

Berkshire West CCG is hosting a planning workshop on how we can work collectively to support and work with Children/ Young People with ASD/ ADHD in January 2020. Representatives from the Wokingham local area have been identified and invitations will be sent out by the CCG.

Task and finish group 3 - Co-production

This group is tasked with looking at the lack of co-production at a strategic level to inform effective co-production at all levels

This group is chaired by chair of SEND Voices Wokingham (SVW) and have a Terms of Reference agreed especially for this specific group. It was agreed the Task and finish group will begin to develop a workable draft co production agreement and then involve young people and additional members to the group. The group has identified that at present there is no clear policy or process on how a consultation / coproduction should take place and relies heavily on individual knowledge.

A Co-Production Workshop (training) took place on 14th November with good multi-agency attendance and a number of representatives from WBC. This has informed the work of the sub-group and resulted in the formulation of a Co-production charter, which also takes reference from a “Ladder of Coproduction” developed by SEND Voices Wokingham.

The task and finish group has also proposed that Wokingham take part in and run events during the National Coproduction week which takes place in July 2020.

Task and finish group 4 – Management information

This group is tasked with looking at the quality of management information to inform accurate evaluation and energise service improvement across the local area

The group have agreed to use the Council for Disabled Children’s multi-agency dataset as a basis for Wokingham SEND dashboard. The task and finish group currently working on pulling together a dashboard proposal with an identified owner for each indicator and a RAG rating indicating how close they are to being able to report on this with reports to the SIB on progress.

It has been noted that without full representation of all health partners, questions around the availability and interpretation of some indicators will be difficult to get clarity on, therefore a key action going forward is to identify relevant Health reps from the CCG, BHFT & RBH to be part of task and finish group.

Task and finish group 5 – Joined up Working

This group is tasked with looking at the lack of well-coordinated and effectively joined-up work across Education, Health and Social Care.

Multiagency Quality Assurance audit of review EHCPs took place on 7 November 2019. This piece of work overlaps with work being carried out in Task and finish group 2 who are looking to take forward the recommendations that have come out of this pan West Berkshire EHCP audits and the Pan Berkshire Call to Action event that took place in Feb 2019.

The group has identified the need for a robust graduated response/ ordinarily available document and it including input for health and social care provision. WBC do have graduated response guidance however this has not been reviewed since 2016 and needs updating.

The task and finish group is considering multiagency decision making arrangements in other areas across the country and looking at examples of best practise.

Task and finish group 6 – Transitions

This group is tasked with looking at the underdeveloped pathway to enable young people with SEND to make a successful transition to adulthood.

All task and finish group members have had an opportunity to comment on the WBC Approaching Adulthood draft policy. Group members are developing an Approaching Adulthood pack, which provides information for young people, and parents / carers which will need to be co-produced.

The group is developing a professional checklist and aim to relaunch the Transitions Mapping Group in late January 2020. They have identified that they need to establish health representatives on group.

The group has also identified that work around reviews links in with work being carried out in task and finish groups 2 and 5 and therefore there needs to be more joined up working to avoid duplication.

Next Steps

The SIB Chairperson has met with DfE advisor for an informal meeting to discuss next steps. It has been agreed that:

1. Official review meetings to take place in February, May, September and December 2020. Meetings will coincide with SIB meetings as both DfE and NHSE will want to sit in and will be reviewing progress against the WSoA and actions.
2. Uptake of the offer of support from Portsmouth LA as brokered by the DfE. This offer to include:
 - Document sharing (Process maps, EHCP Templates, Panel ToR's, etc)
 - Wokingham Visit to observe Portsmouth panel arrangements
 - Collaborative case moderation exercise that builds on existing audit activity
 - Workforce development information and support
 - Wokingham visit to observe Portsmouth Co-production meeting process.
 - Data and System comparator session
 - Critical friend review of EHCP needs assessment arrangements

RECOMMENDATION

To note and support the content of the report and the actions identified.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council continues to face severe financial challenges over the coming years as a result of reductions to public sector funding and growing pressures in our statutory services. It is estimated that Wokingham Borough Council will be required to make budget reductions of approximately £20m over the next three years and all Executive decisions should be made in this context

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)			
Next Financial Year (Year 2)			
Following Financial Year (Year 3)			

Other financial information relevant to the Recommendation/Decision

Cross-Council Implications (how does this decision impact on other Council services, including properties and priorities?)
These changes and the outcomes from the task & finish groups will also have further beneficial impact on our SEND arrangements.

Public Sector Equality Duty
An Equalities Impact will be undertaken as part of the Task and Finish Group activity.

Reasons for considering the report in Part 2

List of Background Papers
SEND Strategy SEND Strategy Action Plan

Contact Sal Thirlway	Service Learning Achievement and Partnerships
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Wokingham SEND Strategy

Action Plan 2019 - 2021

Wokingham is committed to supporting and improving the life chances of all local children and young people with Special Educational Needs and Disabilities (SEND), ensuring that all are well prepared for life beyond education and training.

Whilst all partners support this vision for Wokingham local area, it has become evident through a variety of informative and consultative exercises that this strategy can go further in supporting our vision.

To this end we will maintain this action plan as a working document whilst we co-produce a final Wokingham Local Area SEND Strategy by December 2020, taking into account developments since the creation of the current document.

BRAG ratings

Blue = Embedded and signed off by SIB;

Green = Action completed, awaiting sign off by SIB;

Amber = Work in progress;

Red = Delayed or Action not yet started –information to be provided in comments section;

Clear = Action not yet started

Strategic Priority 1: Improved data gathering and analysis to support an evidence-based approach to provision.

Improve the quality of management information to inform accurate evaluation and energise service improvement across the local area

- A clear and accurate picture to inform planning and improve services to meet current and future needs of CYP with SEND,
- An increase in the number of CYP having their SEND needs being met locally
- LA and Health shared data that is used to inform strategic decisions.

Actions	Completed By	Lead	BRAG	Expected Outcome
Propose and agree at SIB a set of initial KPIs based on data currently available to produce a first iteration data dashboard across Education, Health and Social Care.	December 2020	Task and Finish Group 4 - WSoA		Initial multi-agency Management Information dashboard established and presented to the SIB.
Scrutinise KPI performance against benchmark data (statistical neighbours and national comparators) through re-establishing the multi-agency monthly Performance Surgery.	Ongoing	Task and Finish Group 4 - WSoA		Monthly performance surgery is quorate

Establish a task & finish group through the SIB to develop an information sharing protocol, and further refine and the set of Key Performance Indicators to promote effective scrutiny of SEND services and inform improvement.	December 2020	Task and Finish Group 4 - WSoA		3. Service plans show evidence that regular performance reporting informs service development.
Task & Finish group to develop demand forecasting model using multi-agency data.	December 2020	Task and Finish Group 4 - WSoA		4. The data set and KPIs help understand current landscape, gaps and support strategic planning and delivery of appropriate service and provision.

Strategic Priority 2: Improved Engagement and Communication

Working closely with schools, social care, health colleagues and other providers we will ensure that the commissioning of places is closely aligned with the changing climate of need in Wokingham; that the commissioning of integrated services ensures a holistic approach and meets the individual needs of children and young people through bespoke packages, from birth to adulthood; and that there is a shared and widely agreed understanding of the role and function for each partner in the delivery of the SEND strategy.

- With and between partners, services, schools, parents, carers and young people. This will be across education, health and social care.
- Communication and engagement needs to be regular, consistent and user friendly

Actions	Completed By	Lead	BRAG	Expected Outcome
Develop a co-production agreement with partners and stakeholders.	December 2020	T&F Group 4 - WSoA		Shared and agreed definition and understanding of what co-production means and looks like throughout within the local area. The coproduction agreement will clearly define roles, responsibilities and expectations.
Regular meetings and other channels of communication between the local authority and service providers	Ongoing	T&F Group 4 - WSoA		Improved communication and improved working relationships
'You said/we did' style of communications published on the Local Offer and distributed to key service areas and parent organisations.	Ongoing	T&F Group 4 - WSoA		Survey of satisfaction to be completed every 6 months by service users. Families will be
Half termly operational meetings and termly strategic meetings to be set up between SEND services, SEND Voices Wokingham (PCF) and SENDIASS as a regular forum to discuss operational service matters.	Half termly starting September 2019	Jointly with SEND -Head of Service, 0-25 SEND Voices Wokingham and SENDIASS		Report will be submitted by operational groups to the SIB.

Strategic Priority 3: Improved Transition at All Stages

- Transitions within Education
- Transitions into Adulthood

- A clearly defined and co-produced transitions pathway detailing Preparations for Adulthood (PFA)
- To have a clear protocol/policy within WBC that defines transitions and the respective roles of Children's Services and Adult Social Care.
- Fully utilise NEET/EET and September guarantee data

Actions	Completed By	Lead	BRAG	Expected Outcome
WSOA Task and finish group to complete draft protocol/policy.	December 2020	T&F Group 6 - WSoA		Co-produced protocol drafted and consulted on with PCF SEND Voices Wokingham being fully involved in providing challenge and scrutiny to the policy development.
WBC and PCF SEND Voices Wokingham deliver 2 parent and carer focus groups to inform initial development (What is the worst experience/what is the best experience/what is the current experience/what would work for families).	December 2020	T&F Group 6 - WSoA		Preparation for Adulthood (PFA) pathway documentation produced and agreed across the partnership
Task and finish group to draft Preparation for Adulthood (PFA) Pathway documentation and guidance.	December 2020	T&F Group 6 - WSoA		Communication strategy and workforce development plan implemented
Clear communication plan and associated workforce development arrangements made to ensure effective implementation of new Preparation for Adulthood (PFA) arrangements.	December 2020	T&F Group 6 - WSoA		Parents/Carers and staff are clear on their accountabilities and the support process for young people transitioning into adulthood

Annual review process to be reviewed and amended to take into account pathway planning.	December 2020	T&F Group 6 - WSoA		The pathway process is embedded into annual reviews
Analyse the reasons for young people with SEND being NEET and incorporate learning in transition planning strategies to ensure that young people with SEND are fully supported to stay in education, employment or training.	December 2020	T&F Group 6 - WSoA		Reduction in SEND NEET

Strategic Priority 4: Improved provision and local capacity building

The increase of children and young people requiring education in special schools and colleges in Wokingham and the projected growth of the 0-25 population will lead to a significant increase in the number of children needing special school places in the next five years (an additional 125 place growth requirement by 2023).

- Develop local provision to meet local demands and needs
- Reduce the increasing pressure on High Needs block
- Increase inclusion through improved provision of specialist support that is universally available
- Review and analysis of current Specialist provision and agree key actions to ensure they meet needs

Actions	Completed By	Lead	BRAG	Expected Outcome
20 Reviewing the provision of the Resources Bases to ensure its sufficiency to meet local needs	January 2020	SEND Lead and Commissioning in consultation with Resource Base Heads and SENCO's		Clearly defined Service Level Agreements with revised funding mechanisms to take into account growth and regular monitoring of local needs.
Increasing capacity of growing need of special school places. Addington School is currently undergoing an expansion to accommodate 250 pupils, focusing on Autism and Learning Disabilities.	September 2020			
Continued joint working with Reading Borough Council on the joint Free School that will look at meeting the needs of 150 children with ASD and Social Emotional, Mental Health needs.	Ongoing until completion			Working in Partnerships with Reading Borough Council on the successful Free School bid for Children with ASD and Social Emotional, behavioural needs

Strategic Priority 5: Coproducing a SEND Strategy that goes further and demands more for Children with SEND.

Whilst all partners support this vision for Wokingham local area, it has become evident through a variety of informative and consultative exercises that this strategy can go further in supporting our vision.

To this end we will maintain this strategy as a working document whilst we co-produce a final Wokingham Local Area SEND Strategy by December 2020, taking into account developments since the creation of the current document.

The development of this broader strategy will build on the strategic priorities contained within this document, and respond to additional strategic drivers for Wokingham.

The development of this broader strategy will build on the strategic priorities contained within this document, and respond to additional strategic drivers for Wokingham. To include but not be limited to:

- SEND placement sufficiency
- Resource Base and Outreach support review
- Home to School Transport
- Enablement Technology

- To develop a project scope of a co-production strategy over the next 12 months for a launch in January 2021

Actions	Completed By	Lead	BRAG	Expected Outcome
Outline next steps for the start of a new Co-production Strategy. This will include a project timeline with key actions that have been developed with partners and stakeholders.	Jan 2019	T&F Group 1		A co-produced, co-owned shared SEND strategy that incorporates priorities across Education, Health and Social Care.
Implement the project as per the timeline to ensure there is a coproduced and co-owned local area SEND Strategy which has been signed off by partners for launch in January 2021	Dec 2020	T&F Group 1		A co-produced and co-owned local area SEND Strategy to ensure needs are holistically met across Education, Health and Care.

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Wokingham 0-25 Special Educational Needs and Disabilities (SEND) Strategy 2019-2021

Wokingham is committed to supporting and improving the life chances of all local children and young people with Special Educational Needs and Disabilities (SEND), ensuring that all are well prepared for life beyond education and training.

Whilst all partners support this vision for Wokingham local area, it has become evident through a variety of informative and consultative exercises that this strategy can go further in supporting our vision.

To this end we will maintain this strategy as a working document whilst we co-produce a final Wokingham Local Area SEND Strategy by December 2020, taking into account developments since the creation of the current document.

Please note, that where this document refers to schools, it is referring to all educational establishments within Wokingham (maintained schools, academies, free schools, special schools and alternative provision).

Introduction

Wokingham is committed to supporting and improving the life chances of all local children and young people with Special Education Needs and Disabilities (SEND), ensuring that all are well prepared for life beyond education and training. The aim of this strategy is to set out the things we want to work towards achieving our vision, reflecting the changes in the law about how we support children and their families, (through the Children and Families Act 2014, the SEND Code of Practice: 0-25 years, the Care Act 2014 and the Equality Act 2010), Chronically sick and disabled persons act (1970), and achieving the best possible outcomes for all.

The Children and Families Act 2014 introduced the biggest changes to SEND in a generation and we want to meet the requirements of the Act in a way that is inclusive and realistic in a very challenging financial context. Through four high level strategic priorities, this strategy serves to provide a sense of direction and will support future planning in a time of significant change. It seeks to address those issues which are of principal concern at this stage and which, when achieved, will have maximum impact on the delivery of effective and efficient services. It is for children, young people and their families, staff, partners and the wider public.

The strategy seeks to understand the need in Wokingham and then organise our resource to meet that need in the most cost effective way. It is designed to demonstrate our collective responsibility and accountability across all partners, specifically education, social care and health and also reflect the contribution made by voluntary and community partners. It will support clear pathways for children, young people and their families with a particular emphasis on the transition between services as children and young people get older and the smooth interface between childhood

and adulthood. Most importantly of all, it should encourage better outcomes for all children and young people.

We realise there is still much to do, to keep pace with increasing and changing demand, to improve provision and to build local capacity. We must target our resources effectively and achieve value for money while recognising the significant increase in numbers supported by high needs funding and the corresponding increase in pressure on broader health and social care services.

Context

Wokingham is a great place for children and young people with SEND to grow up. The area has a strong and growing economy, high performing schools, quality health care providers, and a range of public and privately funded resources for children and young people with SEND and their parents and carers. But like many other local areas, we are facing a rising demand from a growing and changing demography, at a time of reducing public funds. Achieving our aspirations against a backdrop of increased demand, particularly for children and young people with Autistic Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH) needs and constrained local authority and partner resources will require new ways of working across public agencies and a new relationship with service users.

We want to coordinate the support and services for children and young people with SEND and in this strategy we have developed a set of high level priorities for the improvement of services from birth to age 25, which we believe will support us in realising better outcomes through:

- Improving our data gathering and analysis to support an evidence based approach to provision;
- Improving our communication and engagement practices and developing strong partnerships across the local area with schools, health, families and other partners;
- Supporting children to thrive at times of transition and as they become adults;
- Improving provision and building capacity locally to meet need.

We believe that putting a greater emphasis on supporting children and their families to have an active role in their own care will be critical for improving outcomes. We want to ensure that the voice of children, young people and their families is heard in all aspects of decision making.

Wokingham Borough Council is the lead agency for all children and young people's services in Wokingham. This means that the Council brings together all public

services and other stakeholders and supports them in working together to help local children and young people to achieve the best possible outcomes. The Council and its public sector partners are responsible for providing additional support to children and young people with SEND and their families. This support includes:

- Coproducing with children and their families in the decisions that the Council may make about the support and services they receive;
- Providing advice and information to parents on what support is available for children and their families locally;
- Working with parents on the production of joined up education, health and care plan (EHCP) that sets out how education services, schools, health services and social services will support each child;
- Commissioning services jointly between the Council and health services for children with SEND;
- Supporting parents with information and advice, helping them to care for their children.
- Providing support and guidance for families where children and young people have a SEN Support Plan.
- Providing good and timely support for families

We are also committed to working across the area served by the three Berkshire West authorities. Health and local authority partnerships are working to create a shared data set and a shared understanding of need, so that where there is a common need for particular provision, we will work together. This may mean sharing resources with a view to creating new provision that will be closer to families and offering better value for money than independent sector provision.

Our work will be set within a strong management framework with clear accountabilities and reporting lines to ensure that service aspirations are delivered with tangible benefits to local communities and that better outcomes for children and young people are achieved. Our governance arrangements will ensure that services are held to account to achieve these aspirations in a timely and efficient manner. These are explained later in the strategy.

[Our Vision](#)

Our vision for all children and young people with Special Educational Needs and Disabilities in Wokingham is that, with the right support and the right opportunities, they are able to achieve the best possible outcomes and to lead happy and fulfilled lives.

We will improve outcomes by enabling families to support themselves. Placing a greater emphasis on supporting children and their families. We will work with them to improve their outcomes and ensure the voice of the children and their families is heard in all stages of decision making. We have consulted with partners in the production of this strategy to ensure that it reflects the views of all.

We will also achieve this through access to high quality local early years provision, schools and other education settings. We want to provide a well-planned continuum of provision from birth to early adulthood. We aim to meet need in mainstream and universal settings wherever possible and where specialist help is needed we want to ensure that we can provide it in Wokingham whenever appropriate. We want children and young people to get the right support, advice and guidance at the right stage depending on their needs, to make good progress and achieve the best outcomes in all aspects of their lives. We want local provisions to meet local needs.

Special Educational Needs and Disability in Wokingham

1. Who are the children with SEND?

This strategy is concerned with supporting children and young people with SEND to achieve the best possible outcomes and to help parents and carers to provide the best possible care and support. Children and young people with SEND are defined as follows:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (S 20.1 Children and Families Act 2014)

The term disabilities is used as follows:

If you have a physical or mental impairment that has a 'substantial' and 'long term' negative (adverse) effect on your ability to carry out normal day to day activities. (Based on S6.1 Equalities Act 2010)

Wokingham Borough Council has a duty to make suitable arrangements for the education of children and young people aged 0-25 with Special Educational Needs and Disabilities where needs cannot be met by the schools they attend using their own resources. The needs of individual children and young people may be met within mainstream schools and colleges by providing additional support or through a place being provided within a special school or college. Where a child or young person has not made the expected progress despite the school having taken purposeful and relevant action to identify, assess and meet the needs of the child or young person, the school or parents can consider requesting an Education, Health and Care Plan (EHCP) which will set out the services they will receive and the school, college or other provision they will attend.

2. How many children are there with SEND in Wokingham?

There are approximately 38,000 children and young people under the age of 18 years living in Wokingham. This is 23% of the total population in the area. In October 2019, 1035 of children and young people had EHCPs maintained by Wokingham Borough Council, with the most significant needs of resident children being:

- Autistic Spectrum Disorder (ASD) - 40%
- Social Emotional and Mental Health – 19%
- Moderate Learning Difficulty – 9%
- Severe Learning Difficulty – 9%
- Profound or Multiple Learning Difficulty – 4%
- Speech Language and Communication Needs – 7%
- Hearing Impairment – 2%
- Physical Disability – 5%

The overall number of children and young people with an EHCP and the predecessor statement of special educational needs, has grown since 2015 from 730 to 1035 in 2019.

A further 2,319 children were categorised as needing SEN support in Wokingham state-funded schools.

The proportion of children and young people in the borough requiring education in special schools has increased at a rate of 5% per annum since 2015. At the same time, the 0-25 population (and in particular the number of young adolescents of statutory school age) is projected to grow. These two factors will lead to a significant increase in the number of children needing special school places in the next five years. It is estimated that there will be an additional 125 places required by 2023.

Currently the Council educates 34% of children and young people in special schools and specialist post 16 institutions. However, 129 are educated outside of Wokingham, 45% in independent or non-maintained special schools.

3. SEND Provision in Wokingham

In Wokingham there are:

- 10 secondary schools,
- 33 Infant, Junior and Primary schools

- 6 Resource Bases at Primary
- 1 Resource Base at Secondary
- 1 Special School
- 1 Academy Special School
- 1 Pupil Referral Unit

4. *Finance*

The continued reduction of budgets in successive local government financial settlements means that the Council must:

- Seek the best value for money in all service areas, through efficient organisation, better procurement and partnership working with other councils and health commissioners;
- Focus specialist services on those children, young people and families who have the greatest need and who have statutory entitlement;
- Target Early Help services to prevent needs increasing and avoid higher levels of spend on statutory services;
- Review our chargeable services
- Give families and young people greater control in how their financial support is used.

Already stretched High Needs Block funding means that we must target our resources effectively and deliver this strategy in a way that is affordable, recognising the unprecedented increase in pupil numbers supported by High Needs Block funding and the corresponding increase in pressure on the broader health and social care services. Partnership working will become even more important for the future, particularly with schools, where innovative ways to use High Needs Block funding in mainstream schools.

[Our Principles](#)

Across the partnership, we have developed our principles, priorities and key actions. These principles will be reflected in our support, services and provision in order to improve outcomes for children with SEND. They will be embedded in everything we do.

1. Encouraging independence:

We want children and young people to be resilient and confident, so that they are prepared for independent adulthood. We will ensure that services and provision are proportionate to need and we will provide the support and tools for individuals and families to do things for themselves where they are able. Parents, carers, children and young people will feel empowered through being aware of the support available and better informed to make choices and decisions. We recognise that raising a child with a disability can at times be more challenging or complex than raising a child without a disability. We will therefore provide support ranging from information and sign posting to funding for and direct provision of short breaks. We will also provide courses and direct support from skilled staff for specific issues. As every child and their family is different we will accommodate different levels of support based upon individual needs.

2. Ensuring progress:

We want all children and young people to make progress appropriate to their needs. We will ensure that we are well informed about the progress that children are making and support strong inclusive practice. We will hold schools and colleges to account where insufficient progress is made against the EHCPs and SEN Support plans, and will ensure that the right support is in place promptly to respond to changing needs.

3. Communicating well:

We will be transparent and honest in all communication to support the effective delivery of services. We will be clear, open and honest with all our audiences, and will explain who does what, how it works, what to expect and when, and we will keep each other informed. The views and voice of the child and their family will be at the centre of everything that we do. As a consequence, children and their families will feel listened to and involved in planning for their future.

4. Working in partnership:

We will encourage partnership working to ensure that we use our resource as effectively and efficiently as possible. Statutory health, education and care services, schools and the voluntary sector will work together, taking collective responsibility to deliver better outcomes in a coordinated way. We will put children and their families first, to work in partnership to deliver services in line with meeting need and individual choices.

5. Identifying need early:

We aim to improve the long term outcomes for the child and reduce the need for more costly interventions later on. We will identify need as early as possible and work with families and young people to decide how to support that need efficiently. We will treat times of transition with particular importance and ensure that early planning supports and informs the appropriate aspirations of the child and their family.

6. Ensuring financial sustainability:

We will ensure that provision and services are commissioned to ensure clear pathways between services while improving financial sustainability. We will review

commissioning arrangements in the context of local partnerships, spend SEND budgets carefully and efficiently and have a clear understanding of what types of investment best benefit our children.

Our Priorities

Wokingham is committed to supporting and improving the life chances of all local children and young people with Special Educational Needs and Disabilities (SEND), ensuring that all are well prepared for life beyond education and training.

To realise our vision for children and young people with SEND, we have identified the following strategic priorities for 2019-2021. An action plan attached outlines the priorities of this strategy and recognises that we can go further in supporting our vision and a detailed action plan for Strategic Priority 5 accompanies this strategy.

Strategic priority 1: Improved data gathering and analysis to support an evidence-based approach to provision.

Through the development of improved data gathering, systems and processes, we will ensure an evidence based approach to the planning and commissioning of support. We will work closely with health colleagues and those in voluntary and community services to maximise the opportunities for early identification of changing needs and demands to target support in the most effective way. Utilising good quality information we will ensure a transparent and fair allocation of existing resources with budgets aligned to our strategic priorities.

Significant amounts of data are available across the Council and its partners in health. Currently a local health data set is being developed using the Council for Disabled Children's data set to assist with future planning across Berkshire. We will develop a systematic approach to using existing systems in a smarter way. We will use data to plan strategically for the future. We will establish a general agreement of what data we need to collect and how we use it. We will improve methods of quality assurance to make sure that we are using existing resources in the most efficient and effective way.

To have early sight of changing needs and demands we will develop evidence sources such as:

- Pupils with EHCPs by primary need;
- Pupils with SEN Support Plans
- Current placements by primary need;
- Placement costs by primary need;

- Use of EHCP funding in schools;
- Applications for and use of Exceptional Needs Funding;
- High Needs Block budget monitoring;
- Data and trajectory of children in receipt of early intervention.

Strategic priority 2: Improved Engagement and Communication

- With and between partners

Working closely with schools, social care, health colleagues and other providers we will ensure that the commissioning of places is closely aligned with the changing climate of need in Wokingham; that the commissioning of integrated services ensures a holistic approach and meets the individual needs of children and young people through bespoke packages, from birth to adulthood; and that there is a shared and widely agreed understanding of the role and function for each partner in the delivery of the SEND strategy.

- With and between services

Regular meetings and other channels of communication between the local authority and service providers will ensure that commissioned services continue to meet the needs of children and young people, that there is a clarity of purpose and that any changes of priorities and funding are shared with providers and stakeholders. Communication will focus on meeting the needs of the child and the young person in the context of the finite resources available.

- With and between schools

We will support schools to understand their legal and moral obligations to accommodate all children with SEND through regular sharing of information at SENCO network meetings and Schools Forum. We will ensure that schools are held accountable for the outcomes of pupils on their roll and by making reasonable adjustments, ensure that the gap between pupils with SEND and their mainstream counterparts is narrowing.

- With parents, carers and young people

We will communicate regularly with SEND Voices Wokingham, SENDIASS and CAN network in order to provide a co-production working model so that there is ownership by all stakeholders and that the voice of the child and the parents is heard. SENDIASS will ensure access to good quality, impartial information advice and support to parents, children and young people.

Strategic Priority 3: Improved Transition at All Stages

- Transitions within Education

We recognise how important successful transition procedures are to all children but especially for those with additional needs. Transition for a child with SEND requires some additional planning to ensure that it is smooth and successful.

We will ensure effective transitions at all stages of education by working with early years providers to develop communication links between other local settings and primary schools, and supporting effective relationships between primary and secondary schools and post 16 provision. This will ensure greater continuity for children in their movement from home to setting and from school to school. Transition from one setting to another should be seen as a seamless journey.

Planning for transition should be timely and commence prior to when the child is due to start in their new setting, to enable sufficient time for any plans or support to be put into place. Parents and any professionals involved with the child should be invited to the transition meeting. This ensures parents can make informed decisions for their children.

- Transitions into adulthood

We will establish a clear pathway across the partnership which allows for 'Preparing for Adulthood' (PfA) arrangements to begin at 14 years. This includes defined roles and responsibility within the Local Authority both strategically and operationally. Children's and Adult's Services will work in partnership with other agencies, the child and young person and their family to develop effective person centred preparation for adulthood.

The PfA Pathway will deliver the following;

- Emphasis on a planning process to support children and young people with SEND to make positive transitions into adulthood in all aspects of their life including:
 - ✓ Employment;
 - ✓ Good adult health;
 - ✓ Independent living;
 - ✓ Participating in society and/ or the local community.

- Establishment of a new Preparing for Adulthood and Transition Team between Children's and Adult's services to embed and co-ordinate a preparing for adulthood pathway.
- Development of a workforce training programme to embed the principles of Preparing for Adulthood, in line with legislative duties and Children's and Adult's Services approaches.
- Development of advice, information and signposting for young people, parents and carers and professionals through the Local Offer and other routes.
- Development of the market place to ensure that there is suitable post 18 provision in place to support young people's aspiration and life choices through to adulthood, including employment and accommodation.
- Development of a mental health protocol which specifies how young people with SEND and mental health problems are prepared for adulthood and transition to adult mental health services, where appropriate.
- Early information and advice for young people and their parents and carers in respect of where their needs or their children's needs do not meet the thresholds for Adult's Services provision.

Strategic Priority 4: Improved provision and local capacity building

The increase of children and young people requiring education in special schools and colleges in Wokingham and the projected growth of the 0-25 population will lead to a significant increase in the number of children needing special school places in the next five years (an additional 125 place growth requirement by 2023).

We know that we need additional capacity to support growth, specifically to include the ASD and SEMH needs which demands further investigation, expertise and understanding to ensure provision is effective and appropriate.

Insufficient local capacity and the consequent use of high cost out of borough provision, has led to a High Needs Block projected deficit. This overspend will potentially increase in 2019/20 as the numbers of children requiring an SEN placement is set to rise.

There will be an additional pressure for 190 places for children with SEND will be required by 2023, to mitigate growth (125 places) and provide a local alternative to high cost, out of borough provision (65 places).

There is one state funded special school within Wokingham Borough, Addington School in Woodley. Addington School is currently undergoing an expansion to accommodate 250 pupils, focusing on Autism and Learning Disabilities. Currently over 80% of the places are taken by children and young people from Wokingham. Northern House as an academy that provides services for up to 72 children with a focus on

Social, Emotional and Mental Health difficulties. Currently around 50% of the places are taken by children and young people from Wokingham.

Six infant, junior and primary schools and one secondary school have designated Resource Bases for children and young people with SEND. The Resource Bases provide support within mainstream schools, so allowing a child to continue to be educated within this environment rather than within a special school. Resources Bases currently cover the following areas (number of schools in brackets):

- Hearing Impairment (1 infant, 1 junior);
- Autism Spectrum Disorders (1 infant, 1 junior, 1 secondary);
- Physical Disabilities (2 primary);
- Speech Language and Communication Needs (1 primary).

The cost of supporting all current children and young people in Wokingham Borough with SEND is £18,000,000 per year. Over recent years, the pressure on the High Needs Block has increased. This reflects the increased size of the cohort and the number of children placed in special schools (particularly independent and non-maintained special schools). These placements are often outside of the borough, and the council is required to meet the home to school transport costs. Transport costs of children with SEND are higher than for children in mainstream schools, reflecting the longer journeys and lower vehicle occupancy rates.

We will review and explore the various options that we have to address this deficit and these will all be investigated as part of this strategy. These options include:

- Increasing inclusion (education in mainstream schools), through improved provision of specialist support;
- Providing local high quality but better value facilities to replace high cost placements;
- Building a new school through a free school application;
- Expanding existing special school provision;
- Developing Satellite Provision linked to an existing school;
- Reviewing the provision of the Resources Bases
- Providing additional support for mainstream schools;
- Improving purchasing frameworks for independent provision.
- Post 16 education provision
- Reviewing the additional health provision required

Strategic Priority 5: Coproducing a SEND Strategy that goes further and demands more for Children with SEND

Wokingham is committed to supporting and improving the life chances of all local children and young people with Special Educational Needs and Disabilities (SEND), ensuring that all are well prepared for life beyond education and training.

Whilst all partners support this vision for Wokingham local area, it has become evident through a variety of informative and consultative exercises that this strategy can go further in supporting our vision.

To this end we will maintain this strategy as a working document whilst we co-produce a final Wokingham Local Area SEND Strategy by December 2020, taking into account developments since the creation of the current document.

The development of this broader strategy will build on the strategic priorities contained within this document, and respond to additional strategic drivers for Wokingham. These include:

- SEND provision sufficiency current and future planning
- Resource Base and Outreach support review
- Home to School Transport
- Enablement Technology

Enablers

To achieve our vision and deliver on our strategic priorities, there are some key enablers which will support this strategy:

- Within the SEND Service to appoint to permanent posts to ensure continuity and consistency;
- Continue to develop a permanent skilled workforce that delivers high quality and effective interventions;
- Promote and support an inclusive culture across and within all our schools;
- Continue to develop the range and quality of information through our SEND Local Offer;
- Develop a set of comprehensive action plans that detail the activities, measures of success and timescales for achieving our strategic priorities.

Indicators of Success

As a result of better use and analysis of data, improved communication and engagement, transition arrangements and improved provisions and local capacity, we will seek to ensure:

1. All children and young people with SEND feel that their voices are valued and heard
2. Local provisions are meeting local needs for children and young people with SEND
3. Transition planning meets the educational, health and care needs of all children and young people and there is a smooth process for families at all stages.
4. Identify children with SEND as early as possible and provide them and their families with the right help at the right time, to achieve best possible outcomes.
5. Robust financial monitoring of all SEND provision and packages of care to be responsive to changing needs whilst delivering value for money and best outcomes.

Governance of the strategy

In order to manage, monitor and evaluate progress effectively it will be vital that there is robust governance of this strategy. This will be undertaken at two levels. Operational scrutiny will be undertaken by the owners of the attached action plans. The purpose of this group is to ensure that action plan is delivered on time and on budget, and where this is not happening, to report obstacles and concerns to the SEND Improvement Board (SIB). This group will be chaired by the Assistant Director Children's Services, (Learning, Achievement & Partnerships).

Other activities will include scoping the future for priorities that are emerging and where early action will ensure that problems do not escalate; identifying the best people, groups, etc. to lead on actions; demonstrating flexibility where situations are changing and actions need revising; learning from the experience of others.

Strategic scrutiny will be undertaken by the Children and Young People's Partnership (CYPP), a multi-agency and multiservice group, to be chaired by the Director for Children's Services. The delivery of this strategy is not the responsibility of a single agency. It requires a partnership approach, owned by all who work with children, young people and their families. The purpose of the group is to support the shared vision, judge progress against the stated strategic priorities and provide scrutiny and challenge to the delivery of the SEND strategy through the operational group.

The CYPP will provide the strategic drive, coordination and oversight by receiving regular reports on performance and outcomes against the strategic priorities and supporting action plans and consider a range of data, information and soft intelligence

from a variety of sources. In considering these data sources the CYPP will evaluate the progress made by the SIB in delivering key improvements for children and young people with SEND and their families. The CYPP will also consider key risks to the successful delivery of the strategy and mitigate/remove any blockages to improving outcomes for this group of children and young people.

Consultation

This working strategy details the overarching vision and direction for children and young people with SEND in Wokingham for the next three years. Faced with radical legislative overhaul through the Children and Families Act 2014, continuing financial pressures and increasing demand, we need to think differently about the way that we plan and deliver SEND support in Wokingham.

We believe this strategy can go further supporting children and young people with special educational needs and disabilities (SEND). This strategy has been produced by officers, partners and schools in the first instance, and the co-produced strategy will reflect the views of parents, carers and young people from Wokingham as well as wider partners in the voluntary sector. It will set out how the local area will work to support children, young people and their families with SEND in future. It is built upon a shared belief that considering and providing for the needs of children and young people with SEND should be 'everyone's business', with the aim of providing effective services which will enable children and young people to thrive that goes further and demands more for Children with SEND.

Timescale

This strategy will cover the period 2019 – 2021, however it is anticipated that a new co-produced strategy will be developed and implemented by Dec 2020 which will supersede this current strategy.

Appendix

SEND Strategy Action Plan

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By virtue of paragraph(s) 4 of Part 1 of Schedule 12A of the Local Government Act 1972.

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