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To:- All Committee Members

**SCHOOLS FORUM - FRIDAY, 11TH DECEMBER, 2020**

I am now able to enclose, for consideration at the next Friday, 11th December, 2020 meeting of the Schools Forum, the following reports that were marked as 'to follow' on the agenda sent out recently.

**Agenda No    Item**

- 3    **HNB Financial Plan and Outlook - Introduction (Pages 3 - 28)**
  
- 3.1    Current Status of HNB resources referencing the SEND Improvement Programme and Written Statement of Action (Pages 29 - 44)
  
- 3.2    Presentation of the latest draft of the SEN Strategic Plan (Pages 45 - 88)

Yours sincerely

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Susan Parsonage  
Chief Executive

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# Agenda Item 3

**TITLE** Current Status of HNB resources, SEND Improvement Programme and Written Statement of Action

**FOR CONSIDERATION BY** Schools Forum on 11 December 2020

**WARD** None Specific;

**LEAD OFFICER** Director, Children's Services - Carol Cammiss

## **OUTCOME / BENEFITS TO THE COMMUNITY**

This reports forms part of regular reporting to Schools Forum, informing areas of statutory decision making and improving visibility and consultation on wider Dedicated Schools Grant (DSG) financial matters.

## **RECOMMENDATION**

Schools Forum is asked to note and comment on the detail presented.

## **SUMMARY OF REPORT**

The report provides Schools Forum with an update on the current status of High Needs Block resources, ongoing actions associated with the SEND Strategy and Written Statement of Action, and an update on the high-level financial plan.

### **SEND & High Needs Block Budget & Improvement Programme Update December 2020**

#### **.01 Purpose of the Report**

To provide Schools Forum with an update on the current status of High Needs Block resources, ongoing actions associated with the SEND Strategy and Written Statement of Action, and the high-level financial plan.

#### **.02 Recommendation**

Schools Forum is asked to note and comment on the detail presented.

#### **.03 Background**

In March 2020, a report was presented to Schools Forum outlining key areas of activity underway in relation to the SEND Improvement Programme and Deficit Management Plan.

Since that time, progress against a number of key actions has slowed due to the impact on organisational capacity from covid-19.

This report seeks to address some of the information gaps that Schools Forum have highlighted, providing further analysis on the SEND position within Wokingham and an update on the significant programme of work ongoing.

#### **.04 SEND Improvement Programme & Written Statement of Action**

In March 2019, Wokingham Borough Council was subject to a joint inspection of its SEND services by the CQC and OFSTED. As a result, the Local Authority, with its partners, prepared a written statement of action to address concerns outlined in the inspection report.

The Local Authority, with its partners, established a SEND Improvement Board to oversee the delivery of the action plan. There are a significant number of developments taking place as a consequence of the work of the Board. Over the course of the last twelve months we have delivered and continue to deliver against all of the key actions contained within the Written Statement of Action (WSoA) following the Ofsted and CQC Inspection of our local area in 2019.

The timeliness and quality of EHCP's has dramatically improved over the course of the last twelve months, with quarterly performance being sustained at above regional and national comparators (2020/21 Q2 72.1% timeliness remains well above the averages for England, the South East (46.4%) and Wokingham's statistical

neighbours (61.5%)). This is a fantastic achievement with improvements across the system leading to this change.

We have published a SEND strategy and worked together to co-produce a SEND strategy befitting our shared aspirations for children with SEND. It is anticipated that this new strategy will be approved by the SIB in January and will lead us forward in developing the right provision and the right services for this cohort of children and families.

We have designed and developed a co-production charter and guidance that supports multi-agency working and the engagement of children and families at both a strategic and operational level.

We have delivered on our commitment to transparency by virtue of our SEND Dashboard that is regularly updated and reviewed within the SIB. This Dashboard enables us to understand our data better and focus on areas of shared concern or shared celebration as it relates to performance across the system.

Our multiagency working arrangements have also moved forward. We have engaged in regular multi-agency quality audits of EHCP's, developed (and will pilot in January) arrangements to support children accessing the right needs led support at the right time in the right place and are finalising our approach to having a well-publicised co-produced Ordinarily Available/ Graduated Response document including education, health and social care. We have also developed a shared approach to training and development and are creating a good practice guide for partners e.g. paperwork standards/consideration of communication/ access needs of the family.

We have also improved arrangements for young people with SEND as they transition into adulthood. We have reconfigured our service arrangements to better support the long term provision for young adults with SEND, we have developed a pathway that more clearly articulates the engagement of agencies and timeframes for support and review and continue to develop materials to explain what is available to young people and families as they move into adulthood.

#### **.05 SEND Strategy**

Over the past six months, a significant amount of work has progressed with partners and stakeholders to develop a refreshed three-year SEND Strategy (0-25) for Wokingham. A separate paper accompanying this report shows the current draft of the SEND Strategy which will develop further in the coming weeks.

Progress with the SEND Strategy has been steered by the Area 1 Task and Finish Group and reported at regular intervals to the SEND Improvement Board (SIB). The final SEND Strategy will reflect the key areas of work relating to SEND improvement including the commitments in the Written Statement of Action, and will build on these to deliver better outcomes for children and young people with SEND and their families.

## .06 Children & Young People with SEND in Wokingham

As reported previously to Schools Forum, the number of children and young people with an EHCP in Wokingham has risen significantly in recent years. While the main driver of this relates to the extension of duties brought about by the Children & Families Act 2014, this comes at a time when the local population is also on the increase.

The 2019/20 academic year saw a 21% rise in the number of EHCPs, with 209 additional plans in place for August 2020 when compared to the same point in the previous year, and that number has continued to rise.

Data from 2017-19 showed that approximately 2.5% of school-age children had EHCPs, which as of August 2019 compared favourably with data from Regional and Statistical Neighbours. However, based on increases in numbers of children and young people with EHCPs in 2020 so far (+8%), which is significantly above the rate of overall population growth, it is expected that this proportion will increase over the coming years.

In August 2019, the percentage of the school population with a Statement or EHCP was 2.5%, a rate which had been stable since 2018. This figure put Wokingham 0.6% below the national and regional average (3.1%) for the same period.

Regional and Statistical Neighbours have seen increases over the past few years in line with the national average, with figures above the Wokingham proportion by 0.8% and 0.45% respectively. (Source: SEND2 Survey 2019)

Although trend data from 2017-19 showed that the proportion of the school population with ECHPs was holding at approx. 2.5%, current 2020 data indicates that funded ECHPs have increased by 8% over the first six months of FY20-21, whilst the local population has grown by an estimated 4% (Wokingham JSNA).

On the basis of this trajectory, it is predicted that over the coming years the absolute number of children and young people with EHCPs is likely to increase, as is the proportion of the school population with an EHCP.

**Table 1 – Percentage of school population with an EHCP 2017-2019**

	2017	2018	2019	% point change from 2018
Wokingham	2.4%	2.5%	2.5%	0%
South East	3%	3.1%	3.3%	0.2%
Statistical neighbours	2.75%	2.81%	2.95%	0.14%
England	2.8%	2.9%	3.1%	0.2%

### EHCP Analysis by Primary Support Need

Analysis in Table 2 below shows the number of EHCPs by primary need type for the total EHCP cohort aged 0-25, from 2018-2020.

Table 2: Breakdown of EHCPs by Primary Support Need (Source: SEN2 Returns)

Primary Need	2018		2019		2020	
	#	%	#	%	#	%
ASD	342	39	374	40	440	41
Hearing impairment	23	3	26	3	26	2
Moderate LD	96	11	91	10	97	9
Multi-sensory impairment	2	0.2	2	0.2	2	0.2
Other difficulty/disorder	4	0.5	4	0.4	6	0.6
Physical disability	50	6	50	5	53	5
Profound and Multiple LD	33	4	35	4	38	4
SEMH	156	18	170	18	215	20
Severe LD	77	9	89	10	96	9
Speech, Language and Communication needs	60	7	69	7	80	7
Specific LD	20	2	21	2	20	2
Visual impairment	2	0.2	3	0.3	3	0.3
Not recorded	2	0.2	0	0	2	0.2

The table shows that the top three primary needs have remained consistent over the past 3 years:

- Autistic Spectrum Disorder (39-41%)
- Social, Emotional and Mental Health (18-20%)
- Moderate Learning Difficulties (9-11%)

### EHCP Analysis by Setting Type

Table 3 shows the proportion of EHCPs at each type of education setting from 2017 to 2019.

Table 3: Breakdown of all EHCPs by setting type

Type of Education Provider	2019			2018			2017		
	ENG%	SE%	WB%	ENG%	SE%	WB%	ENG%	SE%	WB%
Mainstream incl. EY	33.64	29.92	32.76	34.50	30.90	32.60	39.01	33.04	42.39
IND Mainstream	1.02	1.18	1.28	1.00	1.10	1.80	1.14	1.24	0.50
Special incl. Resource bases	38.60	39.70	34.05	39.90	40.00	35.40	39.80	42.63	29.93
Independent Non - Maintained incl. Post 16	6.35	7.48	8.89	6.20	6.60	9.10	6.25	7.24	11.60
AP/PRU	0.80	0.45	0.32	0.80	0.40	0.40	0.80	0.39	0.62
FE College	15.59	16.52	17.13	13.20	14.80	17.30	10.11	11.03	13.47
OTHER	3.32	3.94	1.82	2.20	2.40	0.80	2.89	4.42	1.50

The High Needs Block funds both place and top-up funding for a range of settings and services that support children and young people with SEND.

For different types of setting identified as part of the High Needs Block financial model, further analysis has been undertaken to provide activity and demand trends, detail on funding arrangements and average unit costs, alongside information on ongoing strategic and improvement activity. Analysis on indicative trends over the past 3 years was reviewed, based on the annual SEN2 return undertaken in January each year, alongside a snapshot for the current academic year.

Further information for each setting type is provided below.

## .07 Mainstream

Around 451 pupils with EHCPs are currently supported in mainstream school settings (including Early Years), with this having risen by around 60% since 2017/18.

The table below provides a snapshot of current mainstream placements by Primary Support Need and Key Stage.

*Table 4: Breakdown of all Mainstream placements by PSN*

Primary Support Need	Nursery	Reception	KS1	KS2	KS3	KS4	Post-16	Grand Total	% of Total
Autistic Spectrum Disorder	2	8	22	64	45	24	10	175	39%
Social, Emotional and Mental Health	0	2	5	27	27	20	6	87	19%
Physical Disability	0	2	5	9	4	8	1	29	6%
Vision Impairment	1	0	2	2	0	0	1	6	1%
Hearing Impairment	1	1	3	0	4	3	1	13	3%
Speech, Language or Communication Difficulty	0	20	22	15	7	3	1	68	15%
Severe Learning Difficulty	0	0	1	4	2	0	0	7	2%
Specific Learning Difficulty	0	0	0	1	2	5	1	9	2%
Moderate Learning Difficulty	0	1	6	20	11	9	1	48	11%
Medical	0	0	3	1	3	1	1	9	2%
	<b>4</b>	<b>34</b>	<b>69</b>	<b>143</b>	<b>105</b>	<b>73</b>	<b>23</b>	<b>451</b>	<b>100%</b>

Included in the figures above are 31 children and young people who are placed in a mainstream school out of borough.

*Table 5: Breakdown of Other LA Mainstream placements by PSN and Key Stage*

Primary Support Need	Nursery	Reception	KS1	KS2	KS3	KS4	Post-16	Total	Total %
Autistic Spectrum Disorder	0	0	2	1	3	2	3	11	35%
Social, Emotional and Mental Health	0	0	0	1	2	5	1	9	29%
Physical Disability	0	0	1	0	0	1	0	2	6%
Vision Impairment	0	0	0	1	0	0	0	1	3%
Hearing Impairment	0	0	0	0	1	0	0	1	3%
Speech, Language or Communication Difficulty	0	1	0	0	1	0	1	3	10%
Severe Learning Difficulty	0	0	1	0	0	0	0	1	3%
Specific Learning Difficulty	0	0	0	0	0	0	1	1	3%
Moderate Learning Difficulty	0	0	0	0	1	1	0	2	6%
<b>Total</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>31</b>	<b>100%</b>

### Current Funding Arrangements

Where mainstream schools support an individual with an EHCP, funding is made up of 3 'elements':

1. AWPU – per pupil funding allocated as part of the school's core budget funded from the Schools Block – notionally £4k
2. Notional SEN – part of the funding formula for the Schools Block allocation which takes account of the prior attainment factor + 35% of the lump sum factor – notionally £6k
3. Top-up – funded from the High Needs Block on a named pupil basis

Of the 451 children and young people with an EHCP who are supported in a mainstream setting, around 345 (76%) receive 'top-up' funding from the High Needs Block.

For Wokingham, top-up funding is calculated based on the number of hours agreed for the child or young person, funded at a set annual rate, currently £422.38. This is then adjusted for the Notional SEN allocation.

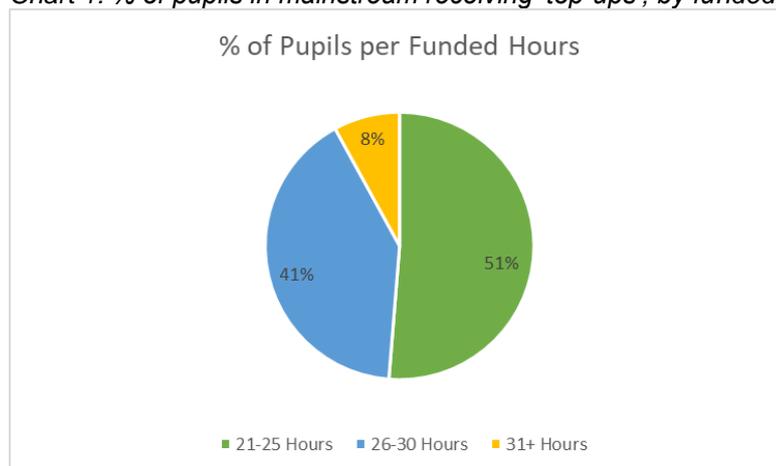
$$\text{£ Annual Top-Up Funding} = (\text{number of hours} \times \text{£}422.38) - \text{£}6,000$$

Where agreed hours are 20 hours or less per week then no top-up is payable under the current funding model as this is deemed to be covered by element 1 & 2 funding.

The current top-up funding model has not been reviewed for a number of years, and it is recognised that financial sustainability in this area is critical in supporting inclusion for local children and young people.

An analysis of current funded hours for those supported in Wokingham mainstream schools is provided below.

Chart 1: % of pupils in mainstream receiving 'top-ups', by funded hours



### **Mainstream Improvement Programme Actions**

#### ⇒ Review of Funding Model

As reported to Schools Forum in March, a review of funding for mainstream top-up arrangements was due to take place during the 2020/21 financial year as part of the planned improvement programme. Work in this area has not yet commenced due to the impact of covid-19 but remains part of the planned activity over the coming months.

#### ⇒ Review of Notional SEN

A review of the Notional SEN factor in the Schools Block Funding Formula has been identified as a recommendation for the Task & Finish Group for the 2022/23 financial year.

### **.08 Resource Bases**

A resource base is specialist provision for children with SEND within a mainstream school, sometimes known as a SEN unit or specialist resource base ([SEND Code of Practice, 2015](#)). It is designed for children who struggle to cope with mainstream without additional support, but who do not require the intensive interventions of a special school.

Resource bases allow a child to stay in mainstream school by having the opportunity to access the resource base for some of the time, in addition to attending their timetabled classes. This varies from child to child and school to school; in rare cases, children will access the resource base for 100% of their class time, but generally the proportion of time spent in the resource base is somewhere between 20% and 80%. To be placed in a resource base, a child must have an EHCP that names the resource base as the required provision.

Around 65 pupils with EHCPs are currently supported in resource base settings, with this having risen by around 33% since 2017/18. This increase reflects an increase in those individuals placed in other LA resource bases, and the increasing profile of the local ASD secondary resource.

The table below provides a snapshot of current placements by Primary Support Need and Key Stage for Wokingham resource bases.

*Table 6: Breakdown of Wokingham Resource Base placements by PSN and Key Stage*

Primary Support Need	Nursery	Reception	KS1	KS2	KS3	KS4	16+	Grand Total
Autistic Spectrum Disorder	0	0	4	6	14	5	0	29
Hearing Impairment	0	0	1	1	0	0	0	2
Medical	0	0	0	0	1	0	0	1
Moderate Learning Difficulty	0	0	0	1	0	0	0	1
Physical Disability	0	0	1	4	0	0	0	5
Social, Emotional and Mental Health	0	0	0	1	0	0	0	1
Speech, Language or Communication Difficulty	0	2	4	6	0	0	0	12
<b>Total</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>19</b>	<b>15</b>	<b>5</b>	<b>0</b>	<b>51</b>

For the small number of Wokingham children and young people supported in resource bases in other LA areas, the majority are placed at Garth Hill College. The table below provides a snapshot of current out of borough placements by Primary Support Need and Key Stage.

*Table 7: Breakdown of Other LA Resource Base placements by PSN and Key Stage*

Primary Support Need	Nursery	Reception	KS1	KS2	KS3	KS4	16+	Grand Total
Autistic Spectrum Disorder	0	0	0	2	5	2	3	12
Hearing Impairment	0	0	0	0	1	0	0	1
Moderate Learning Difficulty	0	0	0	0	0	1	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>14</b>

## Current Funding Arrangements

Where a resource base supports an individual with an EHCP, funding is made up of 3 'elements':

1. AWPU – per pupil funding allocated as part of the school's core budget funded from the Schools Block – notionally £4k
2. Place funding – funded from the High Needs Block at the nationally set rate of £6k per annum
3. Top-up – funded from the High Needs Block on a named pupil basis

The LA commissions a number of places within local resource bases, with national funding guidance requiring this to be informed by both local need and those of other neighbouring LAs. The host LA is therefore responsible for paying the annual place funding to settings, based on the number of commissioned places, regardless of

where children and young people placed there originate from, or indeed whether the places are filled or not. The DfE adjusts for this through the Import / Export adjustment of the High Needs Block Funding Formula.

Top-up funding is paid for by the LA responsible for the EHCP of the child or young person.

Where a commissioned place is 'empty' at the time of the October census and therefore the school would not attract AWPU (element 1) funding in their core budget allocation for the following financial year, the commissioning LA is also responsible for making up the funding gap from their High Needs Block. This equates to £4k per empty place per annum.

Wokingham currently commissions 78 primary resource base placements, and 20 secondary placements in local schools. For the 2020/21 financial year, 37 of those places (all primary) were empty at the October 2019 census date.

Current top-up arrangements for local primary provision are based around the following bandings:

*Table 8: current top-up rates for Wokingham Primary Resource Bases*

<b>SEN Band</b>	<b>Rate</b>
ASD1	£13,037
ASD2	£16,320
ASD3	£19,603
HI2	£15,625
HI3	£20,645
PD1	£4,220
PD2	£7,503
PD3	£10,786
SL1	£0
SL2	£2,894
SL3	£6,177

Current local secondary provision is funded on a flat rate basis of £20,000 per place.

For those children placed in out of borough resource base placements, the top-up paid by Wokingham is generally dictated by the local arrangements of that school.

For the 14 current placements, the annual top-up varies by school and need, however the average payable by Wokingham for the 2020/21 financial year is £32,500.

### **Resource Base Improvement Programme Actions**

#### ⇒ Resource Base Funding Review

This review commenced in Autumn 2019 and was initially due to be complete by April 2020. The global pandemic and changes to staff have brought inevitable delays in the completion of the project, but a more detailed plan is in place to ensure this project is

completed in a timely manner with the involvement and engagement of all the key stakeholders.

### Background

The project was initiated to review the roles of Wokingham's resource bases, with a focus on their funding, which appears to result in an inequity between different types of provision. The review also considered the apparent funding of vacant places alongside a need to move towards a more needs led funding formula.

In order to address a short term funding issue prior to the completion of this project and in order to ensure that there was adequate funding to enable placements to be made in the resource bases, an interim funding model was implemented following consideration of funding formulas in use in neighbouring authorities. This interim funding model is based on a model in place in West Berkshire Local Authority. Because the review has taken longer than was anticipated, the interim arrangement was extended to March then September 2020. As the review remains incomplete, these interim arrangements will be in place to March 2021 after which the new funding arrangements will be implemented as outlined below.

In both the interim and proposed arrangement, the element one and two place funding totalling £10,000 remains in place, supplemented with top-up funding that is calculated according to each child's needs. A proposed major needs assessment/sufficiency project anticipated as taking place during 2021 may determine that the nature of provision and number of places within each resource base needs revision but the principles established in delivering this project will remain the same with a particular focus on funding being needs led.

### Project Activity to Date

In December 2019 schools were asked to complete a matrix outlining the primary and secondary needs of each of the young people placed with them. This information was then collated for each young person against a scoring matrix. The matrix is based on points scores which assess the needs of each young person as fitting within one of six bands, which will subsequently relate to a level of top-up funding.

It was anticipated that this work would be completed by schools in Spring 2020 and be concluded by a moderation meeting which would enable agreement to be reached on the assessed need level. Not all schools responded so the moderation meeting did not take place at that time. Unfortunately, the COVID situation meant that the work was paused due to the pandemic creating the need for numbers of workers to redirect their time. There were subsequently a number of staffing changes which has resulted in the work recommencing following new members of staff bringing themselves up to speed on where the project had got to.

Consideration of the situation has resulted in a revised timetable being determined and an action plan developed to ensure completion of the project by April 2021.

The current situation is that individual meetings have been held with the headteachers of schools that host primary resource bases, to introduce the commissioning lead and for her to outline the next stages of the project and to confirm and ensure their engagement through the remainder of the project. For those schools who had not completed the matrix referred to above, its purpose was explained, and the completed information has now been received.

For any child whose special educational needs are assessed in future as needing a resource base placement, their level of need will be determined by the SEND Panel at the point of the EHCP being issued, using the matrix to assign a band. This band will determine the appropriate level of top up funding in respect of the child.

When a proposed financial value for each draft band is available, a moderation meeting will be held with all resource base heads to ensure that all involved are given the opportunity to participate and for the assessed level of needs to be confirmed.

At the same time, work is taking place to determine the financial implications of the implementation of the revised model. This is considering the level of funding used to date in relation to resource bases, how the top up element can be better allocated according to the six levels of need and the specific implications for each school affected. A proposed funding model and the implications for individual schools will be discussed with each school so they are aware of how the proposal will affect them and have the opportunity to raise any concerns prior to the finalising of the project.

When these exercises are complete, a recommendation will be made to the Children's Services Leadership Team which includes a proposed funding model and the immediate implications for each of the schools affected. Once agreed, the new formula will be applied. It is anticipated that the new arrangements will be implemented in April 2021. The model will initially only apply to schools with resource bases, but it is anticipated that in the longer term, a singular funding model may be applied across all Wokingham's specialist provision.

#### ⇒ ASD Secondary Resource Base Provision

The Council is in discussion with schools about developing a new resource base for secondary aged children (years 7 – 11) with ASD and SEMH needs to open in September 2021. The resource base will be hosted by a Wokingham secondary school and will take five children in its year 7 intake, every year from September 2021, until they reach a full complement of 25 children in years 7 – 11 by September 2025.

The resource base will be funded in line with the resource base funding model currently being developed as referred to in the other report.

The new resource base would have the following requirements:

- The resource base will offer places for five children per year group over and above the school's agreed admission number
- The places will be available for Wokingham children meeting the admissions criteria set out below
- The aim is for students accessing this new resource to take part in the school's main curriculum
- Students accessing this resource will normally be in mainstream classes with opportunities to access some individualised learning to meet sensory needs which cannot be addressed in mainstream classes, as they arise
- The resource base will only be available to young people diagnosed with ASD, whose EHCP specifically indicates the need for resource base provision.
- Children will be allocated to the resource base by Wokingham Borough Council's Special Educational Needs Service based on the following criteria:

- Any child deemed suitable for a placement within the resource base will receive support:
- to manage access to a broad and balanced mainstream curriculum
- delivered by specialist subject teachers
- with social skills, pastoral support, extracurricular activities including support to address Social, emotional and mental health related issues
- with information, advice and guidance about future education and work options tailored to meet his/her specific needs
- Access to supervised break and lunchtime activities
- Within an inclusive environment which demonstrably values all of its children
- from agencies and organisations which are external to the school
- in ensuring a close relationship between his/her home setting and the school

In order to benefit from a place in this resource base, it is expected that an allocated child will:

- Have the cognitive ability suitable for a mainstream placement
- Have sufficient understanding to recognise appropriate social behaviours, including the effect of actions on the feelings of others
- Have the ability to develop friendships and other appropriate relationships
- Have the ability, with help when necessary, to appropriately undertake sensory processing
- Have the ability, with help when necessary, to develop interests and process information, which require the need to absorb and recognise information and concepts, with the ability to process information and develop opinions
- Have a need for support with Social, Emotional and Mental Health issues but not demonstrated significant and recurring behavioural issues which would normally be unacceptable in a mainstream secondary school

The Council intends to reach agreement with a school to deliver such provision on the following basis:

- the school and local authority will enter into an agreement to deliver the resource base provision for a minimum period of five years.
- The funding for the resource base will consist of a place based element to cover minimum costs to be incurred by a school in the delivery of the provision supported by top up funding, based on an assessment of needs in accordance with funding bandings for children with special educational needs attending resource bases which are currently being developed
- It is intended that the school will provide five places per year group in the resource base for Wokingham children, over and above the school's published admission number.
- It is intended that the resource base will admit 5 children to Year 7 in September 2021 and 5 children to each year 7 group annually until it becomes "full" in September 2025.
- The funding formula will be effective for each academic year period i.e. September to August. The place based element of funding will be applied to the number of available places (5 in 2021 increasing by 5 per year) while the top up banding will be applied to the specific children within those places based on their assessed needs. Should a child in placement leave in year, they may be replaced with a child nominated by the SEND department with the top-up element being determined by the grading relating to the child's assessed level of need.

All Wokingham secondary schools have been invited to express an interest in delivering the resource base and an application process will take place in Winter 2020/21.

## .09 Special Schools

Special schools form a key and significant part of SEND provision, providing a range of interventions to meet the needs of our children and young people.

Currently around 405 Wokingham children and young people with an EHCP are currently supported in a special school setting, with this having risen by around 12% since 2017/18.

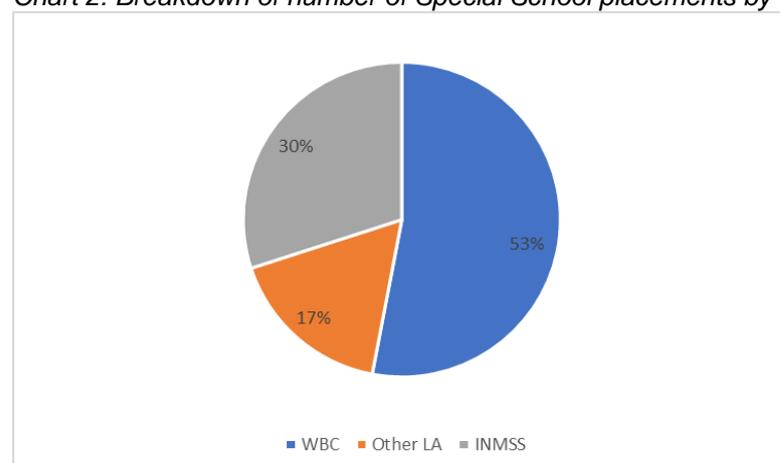
The table below provides a snapshot of current special school placements by Primary Support Need and Key Stage.

Table 9: Breakdown of Special School placements by PSN and Key Stage

Primary Support Need	Nursery	Reception	KS1	KS2	KS3	KS4	Post-16	Grand Total	% of Total
Autistic Spectrum Disorder	0	0	14	50	58	20	27	169	42%
Hearing Impairment	0	0	0	0	1	2	3	6	1%
Medical	0	0	0	1	0	0	0	1	0%
Moderate Learning Difficulty	0	0	0	7	6	4	5	22	5%
Multi-Sensory Impairment	0	0	0	1	1	0	0	2	0%
Physical Disability	0	0	0	2	2	1	7	12	3%
Profound and Multi Learning Difficulty	0	1	1	12	11	1	5	31	8%
Severe Learning Difficulty	0	2	11	19	10	11	17	70	17%
Social, Emotional and Mental Health	0	0	2	16	25	23	10	76	19%
Specific Learning Difficulty	0	0	0	0	1	2	0	3	1%
Speech, Language or Communication Difficulty	0	0	1	3	4	2	1	11	3%
Vision Impairment	0	0	0	0	0	0	1	1	0%
Other	0	0	0	0	1	0	0	1	0%
<b>Total</b>	<b>0</b>	<b>3</b>	<b>29</b>	<b>111</b>	<b>120</b>	<b>66</b>	<b>76</b>	<b>405</b>	<b>100%</b>

Of those, 53% are within Wokingham Special Schools, a further 17% in other LA Special Schools, with around 30% in Independent & Non-Maintained Special Schools.

Chart 2: Breakdown of number of Special School placements by setting type



## Current Funding Arrangements – Wokingham Special Schools

Where a special school supports an individual with an EHCP, funding is made up of 2 'elements':

1. Place funding – funded from the High Needs Block at the nationally set rate of £10k per annum
2. Top-up – funded from the High Needs Block on a named pupil basis

Responsibility for the payment of place and top-up funding works in a similar way to resource bases, in that the 'host' local authority is responsible for commissioning arrangements to ensure sufficiency.

### Addington Funding Model:

Currently top-ups for Addington range from £14,392 to £37,779, with around 73% on the lower banding.

### Chiltern Way Funding Model:

Following the change from Northern House to Chiltern Way, a revised funding model has been put in place recognising the significant improvement activity required. In the short-term top-ups will be paid on a flat rate basis, allowing financial sustainability as the new Trust drives forward the changes. For the first year this has been set at just over £30k but will reduce over the coming years, in line with agreed commissioning arrangements.

## Independent & Non-Maintained

Currently around 125 Wokingham children and young people with an EHCP are currently supported in an independent or non-maintained special school setting, with this having risen by around 16% since 2017/18.

The table below provides a snapshot of current INMSS placements by Primary Support Need and Key Stage.

*Table 10: Breakdown of INMSS placements by PSN and Key Stage*

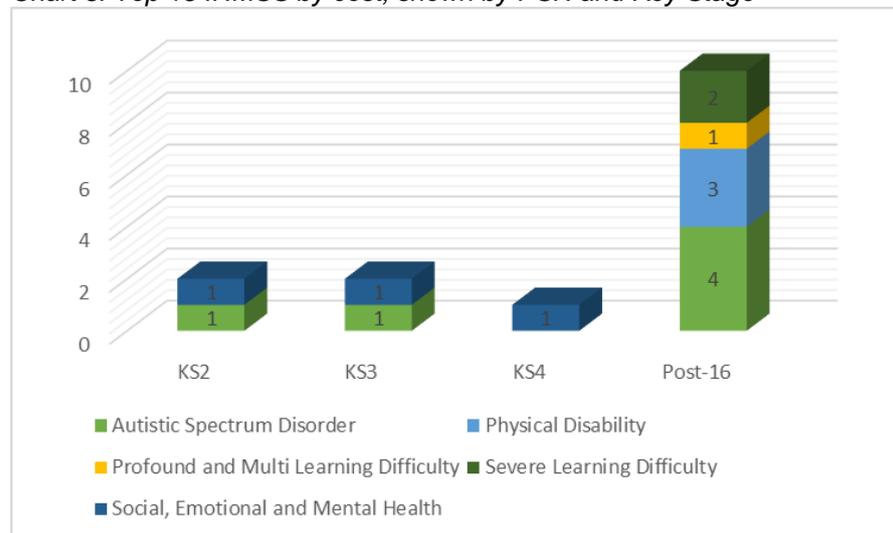
Primary Support Need	Nursery	Reception	KS1	KS2	KS3	KS4	Post-16	Grand Total	% of Total
Autistic Spectrum Disorder	0	0	2	11	24	6	15	58	46%
Hearing Impairment	0	0	0	0	1	2	1	4	3%
Moderate Learning Difficulty	0	0	0	3	1	2	3	9	7%
Multi-Sensory Impairment	0	0	0	1	0	0	0	1	1%
Physical Disability	0	0	0	1	1	0	4	6	5%
Profound and Multi Learning Difficulty	0	0	1	0	0	0	1	2	2%
Severe Learning Difficulty	0	0	0	1	0	0	2	3	2%
Social, Emotional and Mental Health	0	0	1	6	8	12	10	37	30%
Specific Learning Difficulty	0	0	0	0	0	1	0	1	1%
Speech, Language or Communication Difficulty	0	0	0	1	1	0	0	2	2%
Vision Impairment	0	0	0	0	0	0	1	1	1%
Other	0	0	0	0	1	0	0	1	1%
<b>Total</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>24</b>	<b>37</b>	<b>23</b>	<b>37</b>	<b>125</b>	<b>100%</b>

As with the overall EHCP analysis, ASD and SEMH account for the most significant % of placements, in this case representing a more significant proportion of the cohort at a combined position of 76%. The analysis also demonstrates a more significant weighting in secondary and post-16.

The average cost of an INMSS placement is around £60k, however within the current cohort there is a significant range of costs. A small number of placements are more than £100k per annum with the top 15 costed placements accounting for over 25% of overall spend.

Further analysis of this group shows that there is a particular weighting in the post-16 age group.

Chart 3: Top 15 INMSS by cost, shown by PSN and Key Stage



Around 20% of INMSS placements are jointly funded with social care and/or health, with this cohort largely reflective of those above. This equates to funding of around £880k per annum. This continues to be an area of review with a focus on tripartite arrangements as part of the improvement agenda. Discussions are ongoing with the CCG to ensure there is a more robust process for agreeing shared costs, with consideration of a single arrangement spanning the 3 LAs in the West Berkshire CCG area.

### **Special School Improvement Programme Actions**

#### ⇒ New Free School

In 2019, Wokingham Borough Council submitted a proposal to develop a Free Special School to the DfE. This bid was not successful, but at the same time, Reading Council also submitted a proposal for a 150 place Free Special School for children with Autism to serve Reading, Wokingham and West Berkshire, which was approved by the DfE.

This school would meet a major Wokingham need, reduce place and transport costs and be much closer to Wokingham than most independent and non-maintained school sites.

However, since the DfE's approval of the Reading scheme, a number of changes occurred:

- Reading BC found that their proposed site was not available. The land they were proposing to use is leased to a third party who wished to retain it for their own use. Reading BC were unable to offer a satisfactory alternative.
- Wokingham BC supported Reading BC by identifying land at Winnersh Farm which could be used to accommodate this school. Other land was considered, including on the Hatch Farm Dairies site, but due to development challenges was not adopted for use.
- Wokingham and Reading would be able to commission 75 places each (rather than the original 70 places for Reading and 40 each for Wokingham and West Berkshire) following West Berkshire's withdrawal from the project. This is to Wokingham's benefit, as the 40 places that would otherwise have been available would have met a smaller proportion of the Council's current and expected future provision.

As a consequence, Wokingham Borough Council, in partnership with the Brighter Futures for Children Trust (acting on behalf of Reading Council) and the Department for Education DfE) is currently developing a new Special School for children with Special Education Needs and Disabilities at Winnersh Farm.

The new school will help the Council meet its statutory duties to Children and Young People with Special Education Needs, The school will be a special free school, for 150 pupils (all ages), for children with autism (ASD) and Social Emotional and Mental Health (SEMH) Difficulties. It is anticipated that half the places will be used by Wokingham children and young people. The other half being used by children and young people from Reading.

The school will be built and funded by the Department for Education. An academy trust has been appointed by the DfE to run the school. Revenue funding will come from the councils' High Needs Block Budget resulting in a lower cost than alternative out of borough independent and non-maintained school places.

The Council is currently negotiating with the Brighter Futures for Children Trust about the terms of a memorandum of Understanding which will ensure that any unanticipated additional costs will be funded on an equal basis and that the places available in the school will be funded in the same way for Wokingham and Reading. This is to ensure that neither party is effectively subsidising the other.

⇒ *ISS and Non-Maintained*

A significant programme of work is ongoing in this area, recognising the large proportion of HNB spend wrapped up in these placements. Commissioning arrangements, funding contributions from both social care and health, internal planning and review processes, and how information is captured and recorded to inform improved management information is a key deliverable under the improvement agenda.

.10 **Post 16 Colleges / FE / Training**

In addition to those post-16 pupils supported in mainstream, resource bases and special school settings, a number of young people are also currently within further education / college settings or undertaking an apprenticeship / training opportunity.

Around 216 young people with EHCPs are currently supported in FE / post-16 college settings, with this having risen by around 44% since 2017/18. This increase largely reflects the extension of SEND regulations to those aged 25 as part of the 2014 reforms.

The table below provides a snapshot of current placements by primary support need and age supported in post-16 colleges and further education.

Table 11: Breakdown of Post-16 FE College placements by PSN and Age Group

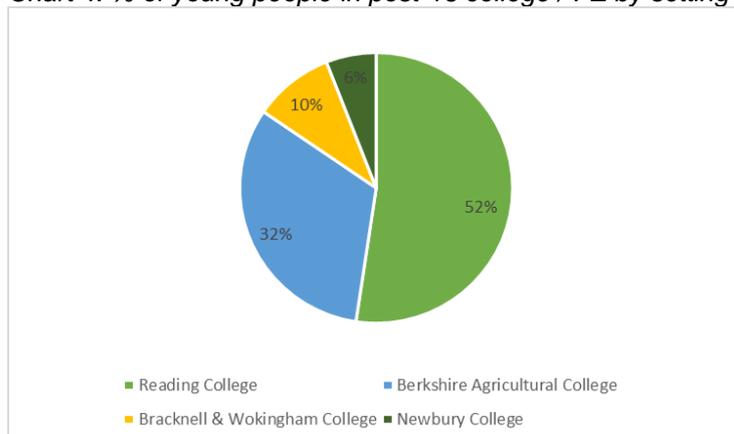
Age	16-19	20+	Grand Total
Autistic Spectrum Disorder	51	46	97
Social, Emotional and Mental Health	32	8	40
Hearing Impairment	2	3	5
Moderate Learning Difficulty	16	18	34
Physical Disability	3	4	7
Profound and Multi Learn Diff	1	4	5
Severe Learning Difficulty	3	9	12
Speech, Language or Communication Difficulty	9	3	12
Specific Learning Difficulty	0	1	1
Vision Impairment	1	0	1
<b>Total</b>	<b>118</b>	<b>96</b>	<b>214</b>

### Current Funding Arrangements

Of those young people supported in these settings, around 84 of those attract individual funding from the High Needs Block. This effectively works like an element 3 'top-up' as with other setting types.

The majority of these 'funded' placements are at Reading College and Berkshire Agricultural College, with around 71 young people attracting 'top-up' funding in these 2 settings.

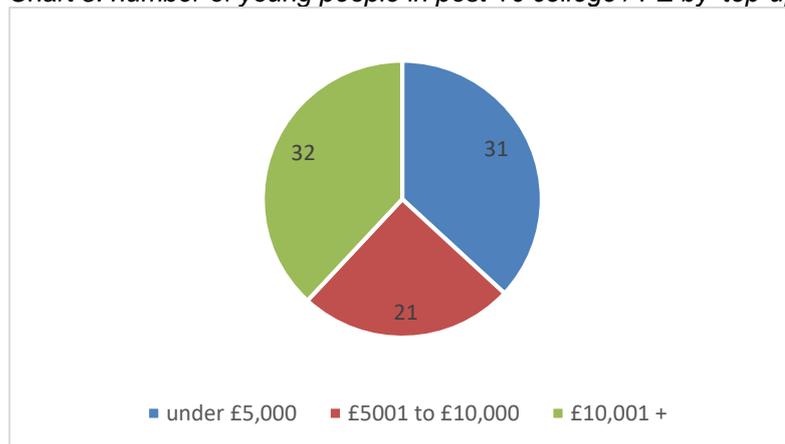
Chart 4: % of young people in post-16 college / FE by setting



The level of funding paid for each young person varies significantly depending on need, attendance model and establishment.

The chart below groups annual funding levels to give an indication of cost spread.

Chart 5: number of young people in post-16 college / FE by 'top-up' level



### **Post 16 Colleges / FE / Training Improvement Programme Actions**

⇒ **Commissioning Arrangements**

The process for planning and commissioning future need in relevant educational establishments requires to be more clearly set out, and work is being undertaken with the post-16 lead in the SEND Team to improve visibility and understanding of this.

⇒ **Understanding the peak of demand from legislative changes**

Work remains ongoing to ensure that activity and financial modelling correctly interprets the peak of the increase resulting from the regulation changes in 2014 and identifies key data for monitoring going forward.

### **.11 Pupil Referral Unit**

As previously reported to Schools Forum, recent capital investment from the LA in Foundry College has provided for expanded and improved facilities. However annual revenue funding for the school, provided from the High Needs Block, has not been reviewed for a number of years. An inflationary uplift was applied for the 2020/21 financial year in recognition that funding had remained stagnant for some time.

There are 47 places notionally funded at Foundry (32 medical/vulnerable and 15 permanent exclusions), however the actual number on roll varies with demand, with peaks and troughs across the year having to be managed by the school.

Funding for the 2020/21 financial year consist of the following elements:

1. Place Funding £470k
2. 'Top-Up' £519k
3. Outreach Service £64k

In addition, transport costs of £82k are funded from Home to School Transport budgets held in the Council's General Fund.

## **Pupil Referral Unit Improvement Programme Actions**

### ⇒ Review of Foundry Model

In conjunction with colleagues at Foundry, the LA has recently commenced a review of funding arrangements that will seek to provide a clear funding base moving forward ensuring future strategy for the school is aligned with financial planning. As part of that review the objectives outlined in Foundry's 5-year vision will be considered:

- Centrally funded Early Years and Primary Outreach Provision
- Provision for Post-16 pupils who require on-going support in line with the raising participation agenda
- Provision for Medical / Vulnerable pupils irrespective of the source of diagnosis
- Provision for the re-engagement and reintegration of Children Missing in and from Education
- Emergency support for looked after children
- Specialist provision for primary aged pupils with an EHCP (SEMH)
- Specialist provision for secondary pupils with an EHCP (ASD)
- Development of on-site Alternative Provision for KS4 pupils in vocational and work related learning

## .12 **Therapy**

The High Needs Block funds a range of therapies for children and young people with SEND through both broader commissioned arrangements and a small number of pupil specific arrangements such as Applied Behaviour Analysis (ABA).

### **Children and Young People's Integrated Therapies (CYPIT)**

In accordance with the SEND Code of practice, the Provision of Therapy Services is a key component of Wokingham's Special educational, health and social care local offer for children and young people in the Borough with SEN and/or disabilities.

The Council commissions Berkshire Healthcare Foundation Trust (BHFT) to deliver a Children and Young People's Integrated Therapy Service (CYPIT) (Occupational Health, Physiotherapy and Speech and Language Therapy) for children and young people in Wokingham where therapy provision has been identified in the educational provision section of their Education, Health and Care Plan (EHCP).

West Berkshire Council and Reading Borough Council also commission BHFT to deliver CYPIT services for their local populations under separate agreements. Berkshire West CCG funds BHFT to provide therapy services for children and young people aged 0-19 without an EHCP, across the Berkshire West area under a separate agreement. WBC Early Help also provides funding in the region of £12K per annum to BHFT to provide Speech and Language drop-ins to children's centres across the Borough.

The CYPIT service consists of Speech and Language Therapists, Occupational Therapists and Physiotherapists working alongside assistant therapy staff. Teams are managed by a Manager and supported by a Professional Lead within each Profession.

CYPIT delivers a three tiered service model:

- Universal: includes training to school staff, provision of advice regarding strategies to use in schools, advice regarding the classroom environment, preventative work
- Targeted: for example, setting up targeted groups, which would then be run by school staff
- Individualised: personalised and coproduced therapy plans with SMART objectives, direct and indirect intervention, tailored to the individual child's needs at that time.

*Speech and Language:* Every LA mainstream school within the Wokingham LA area has a dedicated Speech and Language Therapist (SLT). The therapist meets with the SENCO to discuss and map the needs of the pupils and agree how these will be addressed and also contribute to the EHCP assessment process for children being considered for an EHCP. Work carried out will differ from school to school depending on the balance of each school's needs. In addition to this support provided to all LA mainstream schools and named free schools and academies, there is dedicated SLT provision at Addington School, All Saints complex needs resource, Lambs Lane complex needs resource, Wescott and Westende ASD resources, Highwood Speech and Language Resource and Emmbrook Infant and Junior Hearing Impaired Resource.

*Physiotherapy:* Paediatric Physiotherapy is commissioned to provide assessment and intervention to school aged children who present with a non-acute condition affecting their physical development and/or function with an EHCP requiring specialist physiotherapy support and to contribute to the EHCP assessment process for children being considered for an EHCP. In addition to support to all LA schools, there is dedicated provision at Addington School and All Saints and Lambs Lane complex needs resources.

*Occupational Therapy (OT):* Paediatric Occupational Therapy is commissioned to provided assessment and treatment management to school aged children with an EHCP and to contribute to the EHCP assessment process for children being considered for an EHCP. In addition to support to all LA schools, there is dedicated provision at Addington School, and All Saints and Lambs Lane complex needs resources.

The Council recently extended the contract with Berkshire Healthcare Foundation Trust for the provision of Children and Young People's Integrated Therapies (CYPIT), with effect from the 1 April 2021 with a contract value of £389,520 for 2021/22. With effect from the 1 April 2020 and following consultation with the Schools Forum in March 2020, funding for CYPIT is charged against the High Needs Block (HNB).

During the year, the Council will be exploring the opportunities for jointly commissioning CYPIT in future with neighbours in Reading and West Berkshire and with West Berkshire Clinical Commissioning Group (CCG)

The CYPIT service is working jointly with LA partners, other local providers and the CCG to strengthen the 'ordinarily available' provision and ensure that education staff and parents are aware of how to find advice and strategies to try before referring to

specialist services. This includes the development of a shared Training Directory, which CYPIT will continue to contribute to as they further develop their training offer.

*Education and Training:* Delivery of 'live' training as business as usual has been challenging to arrange during the COVID pandemic. CYPIT are in the process of devising some online training packages with the aim of recording these and provide links on their website, so that professionals can click a link to watch or re-watch training sessions.

CYPIT has developed a School Support Resource pack, containing advice, information and resources for working with children and young people with Speech Language and Communication Needs. This was well-received by education colleagues.

In addition to training for parents and school staff, clinicians have used the reduction in travel time to ensure that all staff internally have necessary skills and training.

Areas covered have included:

- Makaton (an alternative communication system) – for both mainstream and special schools therapy staff
- Dysphagia – to ensure that all SLTs working in special schools have the necessary knowledge to support young people with swallowing difficulties and to understand when to seek specialist support from the Dingley team.
- Augmentative Alternative Communication (AAC) – understanding the range of AAC and how to support a child who uses AAC

### .13 **SEND Sufficiency Project**

It is recognised that while there are a number of related activities taking place to address the Written Statement of Action and to ensure that the Council is meeting its statutory obligations, in order to effectively address its medium and longer term needs it is necessary for there to be a detailed sufficiency project undertaken which is complementary to the action plan and will specifically address issues relating to:

- the current and future special educational needs of Wokingham's children and young people
- existing provision currently available and accessed to meet current needs
- the nature of required future provision
- the costs and funding methodology associated with existing provision and
- proposals for future funding arrangements which ensure value for money and focus on meeting individual needs, locally wherever possible

Detailed proposals are currently in discussion; however it is proposed the project will consist of a number of phases.

Phase 1 will consist of:

- a detailed assessment of current needs based on an analysis of the needs of children/young people identified with SEND without an EHCP, those children with current existing EHCPs, engagement with professional staff within education, early years, health, social care, the engagement of schools/colleges, parent/carers and young people representatives

- A detailed assessment of the nature of all provision currently available and accessed by Wokingham children/young people with SEND
- A detailed assessment of the current funding methodology for all provision accessed by Wokingham children with SEND

Phase 2 will consist of:

- Using the information obtained to prepare a detailed analysis of need for the next 5 years, using early years information to inform primary aged projections, primary aged information to inform secondary projections and secondary aged information to inform post 16 projections.
- Using this information to determine the nature of provision required for the next 5 years including the specific needs to be addressed, the type of provision required and the likely number/volume of places and/or support required within each provision type to meet each category of need.

Following consultation on the identified needs and types of services proposed to meet those needs, Phase 3 will consist of:

- Assessing the financial implications of delivering/commissioning services of the nature indicated, including any costs associated with changes in required building provision as well as increases or decreases in existing service levels
- developing proposed funding methodology for the proposals which is seen to be fair to those providing the services and which is primarily led by the needs of each child/young person

Following completion of the three phases, a detailed recommendation will be produced consisting of:

- The type of provision required to meet the special educational needs of Wokingham's children and young people aged 0 to 25 for the period September 2022 to August 2027
- The financial implications of delivering these recommendations, including any proposed building related costs and any increase or decrease in delivery of particular services or creation of any new services
- The specific effects of implementing these recommendations on individual providers or institutions.
- A proposed implementation plan subject to acceptance of the proposals

The Project will not duplicate other activity taking place on behalf of the SEND Improvement Board but will, in particular, take account of activity relating to:

- "ordinary available" provision in mainstream schools
- Review of Resource Based Funding
- Any changes to the decision-making processes of the SEN Panel
- Any revision to decision-making processes for jointly funded posts between education, health and/or social care (often known as tripartite arrangements)

In order to obtain as comprehensive and detailed a picture as possible, there will be liaison throughout the project with those responsible for assessing the special educational needs of young people, those responsible for the commissioning of placements and services to meet the assessed needs, those responsible for the delivery of those placements and services, those responsible for the performance management of those providing related placements and services and those responsible for associated funding issues, including the Schools' Forum. The liaison

may take the form of group discussions, questionnaires, one to one conversations and consideration of any written material produced relating to the needs of the young people involved.

It is currently proposed that the sufficiency project will take place during the period January to July 2021.

#### .14 **Financial Planning**

As reported to Schools Forum previously, in summer of 2019, Wokingham was one of 32 local authorities required to submit a deficit recovery plan to the DfE.

Since then, additional funding provided nationally has gone some way in recognising the increasing and significant financial pressures local authorities face in managing SEND budgets, while appropriately supporting vulnerable children and young people through their education journey.

However, for Wokingham, over the course of this financial year, costs have continued to outstrip available funding with initial forecasts being outpaced by both a significant increase in demand and rising costs for local settings.

The current forecast in-year deficit for the High Needs Block is £2.9m, which represents 14% of available funding for the year. This takes the forecast cumulative deficit position to £6.26m at the end of 2020/21.

Previous discussion has highlighted the need for a two-stage journey of recovery. Firstly, seeking to balance the in-year position, aligning provision needed to meet need to available resources, while ensuring financial sustainability of local settings. Secondly, seeking to identify any further actions that would allow the deficit built up over the previous years to be managed down.

Previous projections undertaken within Wokingham had sought to forecast the number of children and young people with EHCPs for Wokingham over the coming years, informed by population projections, house building and other demographic factors. However, the significant increase over the past academic year has meant that current actual position is already above that previously forecast for the 2021/22 academic year. The significant programme of work outlined across the agenda of this meeting demonstrates the complexity of financial planning assumptions at this time.

##### Activity & Financial Reporting

Currently financial information on individual EHCPs is not held within the case management system used by the SEND Service. Financial information is largely spreadsheet based and requires significant manual effort and intervention to maintain and ensure accuracy. This also means that producing robust management information that links activity and pupil led data to costs is currently difficult and time consuming to produce.

Improvements in this area have been identified as part of the overall improvement programme. In the interim, improved internal processes and information sharing within the SEND Service, supported by the Children's Services Finance Team are being taken forward.

### **Financial Planning for 2021/22**

Nationally, High Needs Block funding is increasing by a further £730m, or 10%, in 2021/22. The National Funding Formula will ensure that every local authority receives an increase of at least 8% per head of population compared to this year.

The provisional budget for Wokingham is £22.6m, an increase of £2.1m on 2020/21 levels. In addition, following consultation with schools and with the support of Schools Forum, 0.5% of the Schools Block will be transferred to the High Needs Block for 2021/22. While final figures will be confirmed following receipt of final budget figures later in December, this is expected to be around £589k.

While this combined increase in funding of around £2.73m is welcome news, significant challenge remains to deliver a sustainable financial position for SEND in Wokingham, particularly against the backdrop of an in-year deficit of £2.9m.

Schools Forum will be consulted on the detail of the High Needs Block budget for 2021/22 in the new year, however some key considerations are outlined below.

#### **Full Year Impact of the 2020/21 Academic Year**

Given changes in HNB forecast over recent months, the full year impact of the current academic year will increase the cost base for the 2021/22 financial year when compared to current forecast figures. Detail of this is being worked through for the draft budget consultation.

#### **Impact of 2021/22 Academic Year changes**

Experience in 2020/21 financial reporting has shown that initial assumptions of movements associated with the new academic year were significantly understated. While this was largely influenced by the significant increase in EHCPs issued over a relatively short period of time, areas for improvement in this have been identified. A more detailed model of tracking and projecting likely costs for those at key transition points, such as primary to secondary and post-16, is being worked through to inform the draft budget consultation for 2021/22.

#### **Inflation assumptions**

Consideration of annual inflation uplifts have not been routinely considered for HNB funded settings, however this commitment has been given as changes to funding models have been rolled out e.g. on the revised Addington top-up bandings. Appropriate options are being considered across HNB expenditure headings to inform the draft budget for 2021/22.

As an indicative example, a 1% inflation uplift on top-ups and other commissioned arrangements within the High Needs Block would equate to around £200k.

### Pay and Pension Grants

Grants previously paid directly are now rolled into the HNB allocation for the coming financial year and will need to be considered as part of budget setting to ensure continuity of funding for relevant settings.

As an indicative example, the grants received for local HNB settings for the current financial year was just over £285k.

### Stepped formula changes – Hospital Education

An increase to the Willow House budget was actioned for 2020/21 as part of a stepped change to reflect relevant funding factors more closely behind the HNB. A further increase is planned for the 2021/22 financial year to bring local arrangements in line with national funding formula calculations.

While detail of the 2021/21 HNB settlement is still awaited, based on the information used for 2021/22 budget setting, it was anticipated that a further circa £25k from HNB funding available would be allocated to the local hospital education budget for next year.

### Impact of ongoing reviews

Given the ongoing nature of reviews for mainstream, resource bases and Foundry, the financial impact of outcomes in those areas is not yet known. Financial planning assumptions are being reviewed to inform scenarios for the draft budget consultation for 2021/22.

## **Financial Planning 2022/23 Onwards**

Future funding levels across local government finance are uncertain. The government has been clear they would keep plans under review given the unprecedented uncertainty of Covid-19, and as such a one-year Spending Review was announced by the Chancellor in late November. While schools were identified as one of the 'cornerstone(s) of society', funding levels beyond next financial year are unclear.

As part of the deficit management plan submitted to the DfE in the summer of 2019, a 5-year model was developed, seeking to project activity and costs against potential available resources. For the reasons outlined earlier in this report, those projections have been significantly outstripped by local demand. A revised model is therefore part of the key deliverables of the improvement activity underway and will be informed by the wealth of data coming from the strategy work, needs analysis and other programme workstreams.

A major national review into support for children and young people with SEND was announced in 2019 by central government and it is therefore likely that future activity locally will be influenced by outcomes from that.

The content of the strategy and the programme activity underway will contribute to cost containment and deficit reduction over the course of the period of the strategy and beyond. As that work remains ongoing, costed implications are not yet fully worked through.

It is worth noting that whilst the major priorities and key actions in the SEND Strategy are intended to help address budget pressures and challenges (for example by strengthening local provision; improving the efficiency of the way services operate; and strengthening strategic commissioning and forward planning); the Strategy will be delivered in the context of significant challenges arising from demographic pressures, increasing trends in levels and complexity of need, and complex legislative requirements which restrict the number of options available applying reasonable limits to levels of spend. The aspiration is that the final SEND Strategy enables partners and stakeholders to work together to address these challenges in the most effective ways.

Schools Forum will be kept fully updated on the implications for longer term financial strategy as outcomes from the complex programme of work inform and update planning assumptions.

## WSOA (P)

### Local Area Preparation Template for Standard WSoA Review Meeting

#### General update on progress or areas of significant impact on the local area e.g. staffing

##### General Update

The period since the last WSoA review in July 2020 has seen continued progression and momentum in our improvement aims. From September 2020 onwards, the board was expanded back to its full representation, after a period of condensed attendees during the first wave of Covid-19.

The Co-produced SEND Strategy is nearing completion, with facilitated workshops by the Council for Disabled Children in August and further consultation with key stakeholders, this comprehensive and co-produced piece of work will be finalised and launched in the new year.

A new EHCP template has been developed which will be launched alongside the review of the Annual Reviews, this is a more person-focused template with greater emphasis on outcomes and incorporating the voice of the children, young people, parents and carers.

The Wokingham Local Area SEND Co-Production Charter has been finalised along with the accompanying guidance document. This has been through rigorous consultation with key partners and stakeholders to develop this functional and important piece of work that will support Local Area organisations, such as Berkshire Health Foundation Trust, Royal Berkshire Foundation Trust, SEND Voices Wokingham and Wokingham Borough Council, to embed the principles of Co-production into their day-to-day work.

The SIB data dashboard provides key intelligence that is presented and discussed at every SEND Improvement Board. The dashboard is constantly being updated with other information based off of feedback received by board members on what would be beneficial to understand.

##### Evidence of Impact

Many of the actions within the WSoA have now been either completed or embedded into practice.

##### Covid-19

While the ongoing Covid-19 pandemic continues to impact the workload and resources of SIB organisations, the SIB and all six task and finish groups have continued to meet virtually on a monthly basis to work on the actions outlined in the WSoA. It has been important to recognise the balance between keeping up pace, minimizing or avoiding slippage and also the ongoing impact of Covid-19 on all partners within the board.

WSoA Actions/timescale check				
Are there any actions behind schedule?			Yes	
Area	Objective	Action	Reason	Mitigation/remedial action
2	A. All EHCPs to be issued within statutory timescales	<p>Whilst there has been significant improvement in this area, we have still not achieved our reported aim of 100% EHCP's issued in timescale.</p> <p>The Service re-design to ensure sufficiency of staff to meet ongoing demand is still scheduled (albeit placed on hold due to Covid-19 Response capacity)</p>		
	C. Quality Assurance of EHCPs to ensure they are person centred, co-produced and meet the SEND needs of CYP	<p>The impact of Covid-19 has limited our ability to continue to develop the induction and training programme. A SEND multi-agency training directory has been developed, where courses to support professionals and volunteers in the local area are all listed in a single document. A process has been agreed whereby the directory is updated regularly.</p> <p>A new EHCP template has been developed which is more person-centred and captures the voices of the children and young people, parents and carers. This will be launched alongside the review of the Annual Review process and will involve working closely with schools to ensure that there is a smooth transition of plans.</p>		
	D. Appropriate multi-agency representation and involvement with the Education, Health and Care needs process	<p>This objective is directly linked with areas 2 (Timeliness and Quality of EHCPs) and area 5 (Joined up Working). Health colleagues continue to be impacted as the pandemic continues.</p> <p>The 'Right Support at the Right Time in the Right Place' pilot is due to commence 01 January 2021, the progress and impact of which will be overseen by the Berkshire West SEND Joint Implementation Group (JIG). This model will run for 12 months across the 3 Local Areas in Berkshire West. This revised model will 'front load' the EHC Pathway process to ensure that everything possible has been tried and referrals have been made prior to requesting an EHC assessment. In order to ensure that this pilot has the best chance of success, it has taken time to plan and develop.</p>		
3	C. Co-production strengthens service improvement: the views of different groups of children and young people are listened to and acted upon	<p>The development of the local area youth forum is ongoing. A small working group formed out of the area 3 (Strategic Co-Production) task and finish group was established to focus on the development of the SEND Youth Forum project scope document. The SIB agreed the scoping document in September and the task and finish group are now focusing attention on partner conversations around joint funding and operations.</p>		
4	Agree transparent and published data which indicates the effectiveness of different elements of the SEND system and	<p>A new performance dashboard has been introduced and is regularly reviewed within the SIB.</p> <p>Planning towards the initial demand forecasting model has begun and will be developed over the coming months</p>		

	informs future demand for services to inform effective multi-agency planning.	As with other areas and organisations associated with the SIB, there have been capacity challenges relating to the Covid-19 crisis, where the focus of the teams have been taken away from SEND onto the additional demands placed on them in response to new data collections for example.
5	A. To have multidisciplinary SEND panel arrangements with representation from education, health and care	<p>This objective is directly linked with areas 2 (Timeliness and Quality of EHCPs) and area 5 (Joined up Working). Health colleagues continue to be impacted as the pandemic continues.</p> <p>The 'Right Support at the Right Time in the Right Place' pilot is due to commence 01 January 2021, the progress and impact of which will be overseen by the Berkshire West SEND Joint Implementation Group (JIG). This model will run for 12 months across the 3 Local Areas in Berkshire West. This revised model will 'front load' the EHC Pathway process to ensure that everything possible has been tried and referrals have been made prior to requesting an EHC assessment. In order to ensure that this pilot has the best chance of success, it has taken time to plan and develop.</p>
6	B. To have a clear, co-produced Preparation for Adulthood Pathway that articulates the engagement, roles and responsibilities of all key stakeholders/partners at each stage of transition to adulthood.	<p>The area 6 (Transition to Adulthood) task and finish group have developed a Preparation for Adulthood document for professionals and a Pathway to Adulthood document for parents and carers.</p> <p>A knock-on effect was induced due to delays in receiving feedback from all partners for the Preparation for Adulthood document which was exacerbated by Covid-19. Feedback has been received and is being reviewed and implemented as appropriate.</p>
31	C. Improve transition arrangements through the hospital provision	There was a lack of availability of health representation due to Covid-19 which has impacted this area; as this action is led by health organisations it has had a negative impact on the completion of the action. There has been difficulty in mapping out the journey due to the complexity of needs, however there is now regular attendance to the area 6 (Transition to Adulthood) task and finish group by PCT Liaison Nurse and RBFT.
	D. To increase the number of people aged 14+ who are on GP Learning Disability registers and access a LD health check	There was a lack of availability of health representation due to Covid-19 which has impacted this area; as this action is led by health organisations it has had a negative impact on the completion of the action. The area 6 (Transition to Adulthood) task and finish group is now regularly attended by health colleagues who are leading the work for this objective. Work is being carried out with GPs and BHFT to monitor uptake of health checks alongside annual review data.

Support received in this reporting period	
<b>All Areas:</b>	
<b>Provider</b>	Council for Disabled Children (CDC)
<b>Support/Activity</b>	<b>Facilitating workshops</b>
<b>Impact/Outcomes from the activity</b>	<ul style="list-style-type: none"> <li>➤ Facilitated a multi-agency workshop in August 2020 which focused predominantly on refining and developing outcome measures and developing a shared understanding of the outcomes sought for children and young people with SEND in Wokingham.</li> <li>➤ Enabled co-production of outcome measures for the co-produced SEND Strategy</li> </ul>
<b>Provider</b>	
<b>Provider</b>	Dingley's Promise (via CDC)
<b>Support/Activity</b>	<b>Virtual Training and Action Learning Sets</b>
<b>Impact/Outcomes from the activity</b>	<ul style="list-style-type: none"> <li>➤ 6 spaces on the Transitions Training for Early Years. Colleagues from a range of services have signed up for the training to be delivered by Dingley's Promise as part of the DfE CDC funded support programme.</li> <li>➤ Action learning sets has commenced looking at early years transitions. Wokingham have requested whether principles and learning can be developed to encompass good practice for transitions at other stages also.</li> </ul>
<b>Provider</b>	
<b>Provider</b>	In-Control Partnership
<b>Support/Activity</b>	<b>Youth Voice Development</b>
<b>Impact/Outcomes from the activity</b>	<ul style="list-style-type: none"> <li>➤ We have discussed support from In-control to further our ambition for a youth forum and looking at how we can use existing resources to collate youth views.</li> <li>➤ Links to POET survey adoption.</li> </ul>

## WSoA Strand Progress

<b>Area 1</b>	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 outcomes for children and young people with SEND
<p><b>Progress on key actions</b></p> <p>Work towards the co-produced SEND strategy has been progressing at a steady pace. The four main activity strands towards the co-produced strategy have been:</p> <ol style="list-style-type: none"><li>1. Building narrative for the strategy; this has included determining areas of strength and development, and a narrative for needs and key trends.</li><li>2. A needs analysis which explored specific lines of enquiries in the background to the other work around the strategy. This work has helped to highlight the local needs and particular priorities, issues, trends and support a narrative to the action plan. This includes a wide range of data from the SEN team, the SIB dashboard, analysis of trends and needs for SEN support, benchmarking CDC data and a CDC toolkit, future in mind data, the Joint Strategic Needs Assessment (JSNA), qualitative data from parents/carers through Send Voices Wokingham and more.</li><li>3. Refining actions in the action plan which included reviewing and addressing gaps in the plan through partner feedback.</li><li>4. Continued engagement both within the area 1 (Co-Produced SEND Strategy) task and finish group and with other key stakeholders through interviews and meetings.</li></ol> <p>A multi-agency workshop was held in August, facilitated by the Council for Disabled Children (CDC), called “Joining the Dots Between Strategic Outcomes, Priorities, and Data in Wokingham”. This focused predominantly on refining and developing outcome measures and developing a shared understanding of the outcomes sought for children and young people with SEND in Wokingham. This workshop supported the development of a long list of outcome measures which was then refined through partner consultation. It also provided key resources to stakeholders, such as a guide to outcomes based commissioning for parents and carers, detailed notes of the discussions at the workshop and links to case study’s and other local authority children and young people’s plans to support the development of the co-produced SEND Strategy.</p> <p>The area 1 (Co-Produced SEND Strategy) task and finish group are working hard to get the co-produced SEND strategy completed but are also ensuring that all partners are able to consult upon and have sight of the final strategy, therefore it was agreed by the SIB to schedule the sign off of the co-produced SEND strategy to take place at the board meeting in January 2021.</p>	

**Evidence of impact**

To have an effective and meaningful co-produced SEND Strategy, which has been developed with all key partners and stakeholders that will improve outcomes for children and young people with SEND, their families and to focus future endeavours.

Data sets that have been gathered and work in progress is around obtaining management and performance information is providing intelligence and informing strategic planning. We have a SIB data set, operational performance packs that have started to incorporate health data and we continue to build these data sets.

We have an effective and meaningful co-produced SEND Strategy, which has been developed with all key partners and stakeholders that will improve outcomes for children and young people with SEND, their families and to focus future endeavours.

**Key next steps**

Continue work towards the final co-produced SEND strategy. This will include:

- Utilising the I-statements to gather a vast range of views, and this can provide a baseline for ascertaining the views of young adults.
- Ensuring parents/carers and children and young people are consulted upon with the objective in the strategy, whilst taking into consideration the Christmas holiday period.
- Submission and sign off to decision-making committees and bodies

Following the final sign off of the co-produced SEND strategy, focus will then move to the implementation of the strategy and action plan.

<b>Area 2</b>	The timeliness and quality of EHC Plans
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**Progress on key actions**

To address the quality of EHC plans, the area 2 (EHCP) task and finish group have developed a revised EHCP template. This template has is focused on being more person-centered and is based on the West Berkshire model. The group will be working closely with schools and other key partners to ensure a smooth transition to this template when appropriate. A small working group from the area 2 (EHCP) task and finish group is being established which will focus on reviewing the annual review process. It was agreed that this should tie in with the new EHC template and alignment with the work around developing the Graduated Approach.

The Ordinarily Available and Graduated Approach project has been led by one of the external consultant and progressed with the support of the area 2 (EHCP) task and finish group. Following interviews with key partners and working alongside the development of the co-produced SEND strategy, the initial draft document has been circulated to settings and feedback has been incorporated.

The area 2 (EHCP) task and finish group have been working closely with health partners, the Berkshire West CCG, Berkshire Health Foundation Trust and the Royal Berkshire Foundation Trust, who have representatives in the group, carry out key actions under this area. There has been a lot of work to analyse reasons why health reports are not consistently produced within the 6 week time limit. BHFT provide monthly reports to the DCO on the progress and timeliness of assessments, and RBFT provide this on a quarterly basis. This data is also frequently fed into the SIB data dashboard which is produced on a monthly basis by the area 4 (Management Information) group.

#### EHC Plans issued within timescale:

	2019							20 weeks timescale Benchmarking 2019:	
	2019	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	YTD 2020		
20 weeks	9%	86%	67%	82%	67%	69%	61%	National	58.7%
30 weeks	33%	9%	21%	18%	11%	8%	15%	Stat Nbours	61.5%
40 weeks	15%	5%	0%	0%	11%	15%	11%	South East	46.4%
50 weeks	7%	0%	8%	0%	11%	8%	9%	Reading	48.9%
Over 50 weeks	2%	0%	0%	0%	0%	0%	3%	W Berks	84.5%
								Bracknell	61.1%

#### Timeliness of RBFT EHCP assessments within 6 weeks:

	2019-20				2020-21	
	Q1	Q2	Q3	Q4	Q1	Q2
Wokingham	26.5%	64.3%	100%	90.9%	100%	

**BHFT: EHCPs completed with 6 weeks of referral (12 rolling months):**

	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Total
Total No. of EHCP's due to be completed	4	8	12	11	13	18	9	14	14	5	4	1	113
No. Of EHCP Breaches (completed after 6 weeks or form not completed)	1	6	4	7	5	6	0	0	1	2	0	0	32
% Of EHCP Breach (completed after 6 weeks or form not completed)	25%	75%	33%	64%	38%	33%	0%	0%	7%	40%	0%	0%	28%
% Of EHCP completed within 6 weeks	75%	25%	67%	36%	62%	67%	100%	100%	93%	60%	100%	100%	72%

Wokingham hosted the Berkshire West Multi-Agency EHCP audit in November which had been rescheduled from earlier in the year due to Covid-19, the theme for this audit was 'Complex Health Needs' and involved each Berkshire West local authority presenting 5 cases which were then collaboratively audited.

**Evidence of impact**

A marked improvement in service delivery and performance with an increased level of confidence amongst parents/ carer's. Feedback received so far is the increase in staffing and change in processes e.g. Officers attending reviews, chairing co-production meetings is having a positive effect.

Marked improvement in BHFT health reports being delivered within 6 weeks and delays not causing the 20 week deadline not to be reached.

Improved EHCP template with a more person-centred focus which captures the voices of the children and young people, parents and carers.

**Key next steps**

Implementation of the new EHCP template and conduct a review of the transfer of current EHCPs onto the template as well as new assessments. This will be tied in with the review of the Annual Review process and launched simultaneously.

For the Ordinarily Available and Graduated Approach project, the next stages are to carry out participation days with parents and carers. The participation days for parents and carers will include this, but will also follow the feedback provided by settings to enable a clear picture that

may result in a separate document created for parents and carers to use. The completion of the consultation period is dependent on the availability of the relevant people and feedback. Following agreement by parents and carers, the document is scheduled to be rolled out by the end of December and to be embedded across all areas by the end of March 2021.

<b>Area 3</b>	The lack of co-production at a strategic level to inform effective co-production at all levels
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**Progress on key actions**

The work of this task and finish group has been predominantly focused on the development of the Wokingham Local Area SEND Co-Production Charter which was signed off by the SIB following in-depth consultation with parents and carers, schools and educational settings, the Local Authority, health partners and the voluntary sector. Accompanying the Charter, the area 3 (Strategic Co-production) task and finish group have developed a Co-Production Guidance and Quality Indicators for Co-Production document to be used alongside the Charter and to support partners in their application of co-production in their respective organisations and areas. The Guidance includes:

- An overview of Co-production in SEND, including differentiating between co-production and participation
- Principles of Co-production
- Quality Indicators to support the assessment of how well respective organisations has co-production embedded in its way of working and determine what needs to be done to improve
- Self-Assessment and Monitoring Frameworks, providing an example reporting template for organisations to track their projects, programmes and monitor the levels of co-production used in its delivery
- Considerations and Useful Information

Key partners of the board were asked to review and sign up to the final Co-Production Charter. By signing up to the Charter, the respective organisations committed to the principles laid out and to demonstrate this through reporting to the SEND Improvement Board who will monitor the impact of the Charter. Stakeholders and partners have been asked to provide reports at least every 6 months.

The task and finish group have also been enhance the type of communications that are published on the Local Offer. Termly updates are provided on the Local Offer which include information and links to the work that is happening within the SEND service. The latest update is for the autumn term 2020 ([here](#)), with the next update due around the February half term. The annual You Said, We Did summary for the period of September 2019 to August 2020 is also available on the website and was published in August in line with the SEND Code of Practice ([here](#)).

A small working group formed out of the area 3 (Strategic Co-Production) task and finish group was established to focus on the development of the the SEND Youth Forum project scope document. The SIB agreed the scoping document in September and the task and finish group are now focusing attention on partner conversations around funding.

As of November 2020, the area 3 (Strategic Co-Production) task and finish group will be co-chaired by a representative from the Voluntary Sector alongside the WBC SEND Strategic Lead. This will reinforce the principles of co-production within this task and finish group and the SIB.

#### **Evidence of impact**

Shared local area understanding of what coproduction is, what it looks like and how to embed it into everyday practice to ensure there is a tangible difference being made and that partners are held to account. This is highlighted by partner organisations signing up to the Charter and committing to providing the 6-monthly updates to the SIB on progress around embedding the co-production principles.

With more information published on the Local Offer, it will raise awareness of the ongoing work within the SEND service for parents and carers.

#### **Key next steps**

Work will continue around developing the Youth Forum; it has been emphasized to the board that it will be a local area youth forum and further discussions around identifying budget and resources are to be had. Once this has been established, it will feed into a more detailed document at the tendering stage.

<b>Area 4</b>	The quality of management information to inform accurate evaluation and energise service improvement across the local area
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#### **Progress on key actions**

The SEND Improvement Board dashboard, as created by the area 4 (Management Information) task and finish group continues to be a standing item on the board agenda. The dashboard has developed further based off of partner feedback during the board meetings around other intelligence to include, how it could be presented and links to other key workstreams.



SIB Dashboard -  
Oct 2020 Data.pdf

The area 4 (Management Information) group have also begun work towards the demand forecasting model which was outlined at the November SIB meeting. After reviewing the approach among other local authorities taken for forecasting demand for SEND services, it was determined that the initial model for Wokingham will work on the assumption that past behaviour is the best indicator of future behaviour, and to provide linear forecasts based on recent trends using a vast range of available data sources. The initial demand forecasting model is scheduled to be presented to the SIB in January 2021 in order to maintain pressure on the delivery of actions, with an understanding that this may move to February should there be increased service pressure due to Covid-19.

This group is also working closely with schools and education settings to define the term 'Primary Need' to have clarification across the Local Authority that this is not diagnosis led, as previous data has had the learning disability recorded as the primary need in annual reviews. This has initially begun with SENCO representatives and Education Psychology colleagues attending the area 4 (Management Information) task and finish group meetings.

As with other areas and organisations associated with the SIB, there have been capacity challenges relating to the Covid-19 crisis, where the focus of the teams have been taken away from SEND onto the additional demands placed on them in response to new data collections for example.

#### **Evidence of impact**

The authority will be better placed to meet demand and ensure that requests for services are met at the appropriate level as soon as they are made.

Once the demand forecasting model has been implemented and embedded, this will support the local authority and education settings to plan early for future SEND provisions required. The authority will be better placed to meet demand and ensure that requests for services are met at the appropriate level as soon as they are made.

Information and intelligence is regularly shared to the SIB members via the dashboard, which includes up to date data on EHCP performance and profile, SEN support profile and data from a health perspective – both Berkshire Health Foundation Trust and Royal Berkshire Foundation Trust.

**Key next steps**

Conversations on the SIB data dashboard will be ongoing to address what is missing or what other information may be useful to include to help flag initial key lines of enquiry or key priority areas going forward.

To develop the initial demand forecasting model; further consideration will be given to improvements once the initial model has been developed. Dependent on the time taken to develop the initial model and then to implement it, will have an impact on the September 2021 intake.

The group will continue to work with the other areas of the SIB to ensure data consistency and alignment.

<b>Area 5</b>	The lack of well-coordinated and effectively joined up work across education, health and social care.
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**Progress on key actions**

The area 5 (Joined Up Working) task and finish group have developed a revised EHC pathway with a greater emphasis on providing support earlier using the four 'building blocks' which underpin the pathway. The revised model "front loads" the process in order to ensure that everything possible has been tried and referrals have been made prior to requesting an EHC assessment.

The pilot model will be launched in January 2021 for 12 months and will be monitored by the Berkshire West SEND JIG. All documentation, processes and timeframes have been agreed and the pilot phase project plan along with the communications strategy has been agreed with the relevant owners. Success measures for the pilot have also been established. The Standard Operating Procedures for the pilot dovetails with the local area Graduated Response / Ordinarily Available document, which the area 5 (Joined up Working) group are supporting the area 2 (EHCPs) group to develop.

The task and finish group have also developed the health needs questionnaire which is now called "Identifying a child's needs and finding help'. This document has been co-produced, approved and shared on the Local Offer, with the GP network and through the parent carer forum SEND Voices Wokingham.

The group have also developed a multi-agency training directory where courses to support professionals and volunteers in the local area are all listed in a single document. A process has been agreed whereby the directory is updated regularly.

**Evidence of impact**

Greater understanding across the partnership of the challenges experienced by families and partners in the existing model. Consensus on what good looks like.

There is greater clarity on need, provision, and outcomes in the revised reporting forms.

Increase in queries going to the DCO where needs may exceed ordinarily available local services. Potential issues are being addressed in a timelier manner.

Desire across the system to have a joint training directory and to share training opportunities to build closer working relationships between partners.

Other work has benefited from the closer relationships between partners e.g. ASD/ADHD tender/ Transforming Care CYP/ joint working during the COVID period to reduce risk- all work which is not captured in the Action statements on this document.

#### **Key next steps**

The work of this task and finish group has been extremely closely linked to wider work that has been undertaken across Berkshire West to improve joined up working in relation to identifying CYP who may have SEND; providing timely support to meet needs and joint decision making. This work has been driven by audit findings and feedback from partners and the experience of families. WSoA group 5 has provided assurance that the work is being implemented in Wokingham.

Members of the area 5 (Joined up Working) task and finish group are of the view that the work is now concluded other than action A4d- implementation of the new way of working pilot. The pilot will run throughout 2021 across the 3 Local areas in Berkshire West and progress and impact will be overseen by the Berkshire West SEND Joint Implementation Group (JIG). Following agreement from the SIB, the area 5 (Joined up Working) task and finish group will cease as of December 2020.

#### **Area 6**

The underdeveloped pathway to enable young people with SEND to make a successful transition to adulthood

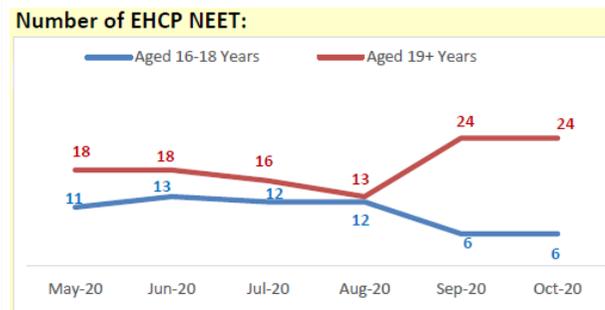
#### **Progress on key actions**

The area 6 (Transition to Adulthood) task and finish group have developed a Preparation for Adulthood document for professionals and a Pathway to Adulthood document for parents and carers. It was identified that this document should be aligned into the Annual Review process, which is where this group link in to the area 2 (EHCP) task and finish group.

The area 6 (Transition to Adulthood) task and finish group now have regular attendance from the PCT Liaison Nurse who has worked with the group around the actions around increasing the number of young people over 14 who are on GP learning disability registers and access an LD health check. It has been identified that GPs may need further training regarding an approach to health checks, and this could make appointment times longer. Data is also being provided for young people aged 14 to 25.

The group have been raising awareness around promotion of registration on practice registers and of health checks. This has currently been centered around nurses and providing leaflets to parents and carers. The GP health check has been included in the transitions guide and the guide for professionals.

The area 6 (Transition to Adulthood) task and finish group have also embedded the process of analyzing reasons being young people with SEND and NEET by working closely with the SEND team and the NEET team, reports are being regularly gathered and analyzed as part of the Transitions Mapping meetings. The number of 16 to 18 year olds who have an EHCP and are NEET has halved since August 2020. There is however an increase in those aged 19+ who have an EHCP and are NEET; this is thought to be linked to Covid-19 and is being investigated by the relevant teams.



### Evidence of impact

Positive feedback of GP appointments taking place either online or via video calls with regards to health checks.

Promotion of and signposting to the LD register to raise awareness of the benefits of the annual health checks in early identification of need.

Reduction in the number of SEND NEET for those aged 16 to 18.

Careful and continuous monitoring of SEND NEET to identify and understand gaps, hidden demand and how to reach and support these individuals.

### Key next steps

Discussions will take place within the area 6 (Transition to Adulthood) group around whether a tool for GPs would be beneficial for LD checks. Multi-agency training could be provided but with the challenge of ensuring it is relevant to each individual if the checklist approach is used.

The group will continue to monitor the uptake of GP offer to increase the number of LD health checks.

The Pathway to Adulthood document for parents and carers will be distributed.

### Any additional information

Following the October 2020 board meeting, it was agreed that the BRAG rating definitions should be reviewed in order to differentiate between the actions that have been completed as per the WSoA but not yet embedded into practice, and those that have been completed, embedded and acknowledging that work will continue to progress on the action. Subsequently, there have been several changes to actions that have been updated from 'Green' to 'Blue' based on the revised BRAG definitions.

BRAG Definitions	
Blue	Signed off by SIB, action is embedded into processes and work is continually progressing on this action
Green	Action completed but not embedded, awaiting sign off by SIB
Amber	Work in progress
Red	Action not yet started

The two external consultants have continued to support work around several WSoA projects: the development of the co-produced SEND strategy, the Graduated Approach/Ordinarily Available document, and Home to School Transport review. Each of these projects have progressed significantly as detailed under the appropriate areas above.

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## WOKINGHAM SEND STRATEGY (0-25) 2020 – 2023

VERSION 2.0 FOR DEVELOPMENT AND CONSULTATION

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**Please note that the SEND Strategy is currently in development.** This draft reflects work to date and will develop further over the course of this month, particularly in relation to:

- Further work on the Action Plan to refine the list of top priority Actions, assign owners and timescales for delivery
- Focus groups and working sessions to refine the “long list” of Outcome Measures which will be used to measure performance and the success of this Strategy
- Further work to develop the Needs Analysis to ensure this reflects relevant data and information from all partner agencies and organisations

At this stage any views and feedback are welcome on this draft: please feel free to feed views into:

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## 1. INTRODUCTION

Wokingham is a great place for children and young people to grow up. The area is vibrant and has a strong local economy. Most families in Wokingham benefit from high quality housing and access to good community services. Schools in Wokingham are excellent. Healthcare provision across the Berkshire West area is accessible and high quality. The aspiration set out in this Strategy is that Wokingham is a great place for children and young people with SEND to grow up.

There are several good services and support locally for children and young people with SEND in Wokingham and their families. There is a good range of public and privately funded resources for Wokingham children and young people with SEND. Parents and carers of children and young people with SEND in Wokingham benefit from an extremely active and engaged Parent Carer Forum, as well as advocacy, advice and support from outstanding independent, voluntary, community and charity sector organisations.

However, like many local areas, Wokingham faces several challenges which need to be addressed in the coming years in order to improve outcomes for children and young people with SEND. The needs of children and young people are changing and increasing in the context of sustained pressures on public finances. The impact of the COVID-19 pandemic is already being felt in terms of additional pressures on funding for local public services and dramatic shifts in the way that services are provided, which present further challenges for improving outcomes for children and young people with SEND.

Over the years, pressures on funding for SEND support have increased significantly. Increases in demand and the challenges of meeting needs locally has driven increases in placements for children and young people outside Wokingham, which has put additional pressure on available funding. Although investments have been made in strengthening local provision (including expansion of Special provision in the Borough) and further investments are set to follow in the coming years, costs of placements in the Independent and Non-Maintained Sector and with travel assistance for children and young people with SEND accessing education out of borough are significant and unsustainable at their current rate.

Trend data show that the demand for SEND support in Wokingham is increasing. Over the last few years there has been a significant upward trend in the numbers of children and young people with Education Health and Care Plans (EHCPs) and numbers of children and young people requiring SEN support in schools. There have been notable increases in demand for support in relation to Autism Spectrum Disorder (ASD) and Social and Emotional Mental Health (SEMH) in particular. The numbers of younger children (aged 7-11) requiring some form of SEN support has increased significantly over the last three years, partly as a result of changing demographics and needs, and partly as a result of better assessments and more successful early identification and prevention.

Strategic partners across Wokingham are committed to putting children and young people at the heart of everything they do. The signatories to this document are committed to improving outcomes for children and young people with SEND over the next three years, and this Strategy sets out how this will be achieved.

## 2. UNDERSTANDING LOCAL NEEDS PART 1: SUMMARY OF INSIGHTS FROM ANALYSIS OF LOCAL QUANTITATIVE DATA

This Strategy sets out strategic priorities which will give particular focus to planning and delivery over the next three years. These priorities, and the actions which will deliver them, have been informed by a Strategic Needs Analysis.

The Needs Analysis has two parts. Part one is based on analysis of quantitative data relevant to SEND needs, trends and priorities. Part one is summarised below; the detailed data analysis can be found in **Appendix 2**.

Conclusions from analysis of quantitative data	Some of the implications for the SEND Strategy
<p>1. <b>Needs and support requirements relating to SEND have increased significantly</b> in Wokingham between 2017 and 2020; analysis of trend data suggests that future increases are likely over the next three years.</p>	<p>The <b>sufficiency of local provision</b> will need to feature as a priority area in the SEND Strategy. This will be a challenge in the context of upward trends in needs and demand for services and support, and availability of resources to meet needs.</p>
<p>2. Trend data from 2017-2020 show <b>increasing numbers and proportion of Wokingham children and young people with EHCPs</b>. The increases are in excess of local population growth (approximately 4% over the past 3 years, compared with an increase of 8% in the number of children and young people with EHCPs between 2019 and 2020).</p>	
<p>3. Within this group, the <b>increasing numbers of younger children (in Reception, KS1 and KS2) with EHCPs requires attention</b>, and explanations for this require further research and discussion. Although absolute numbers are small, between 2019 and 2020 there was a <b>75% increase in the numbers of children at Reception age with EHCPs</b>. Data collected at the local level also demonstrates <b>increased demand for support for children aged between 3 months and 5 years</b>. Increases in the numbers of children at early Curriculum years have potentially significant implications for increased demand for services and support in coming years.</p>	<p>Special attention should be given in the Strategy to how best meet the needs of <b>younger children, and provision at Early Years</b>. This is partly a question of sufficiency of provision, and partly a matter of ensuring successful transitions e.g. to primary education.</p>
<p>4. In terms of primary SEN needs featured in EHCPs, various datasets show the greatest areas of need as consistently being for ASD, SEMH, SLC and MLD. In recent years, there have been <b>significant proportionate increases in ASD and SEMH in KS2 and KS3 particularly</b>. This also has potentially significant implications for demand for services and support as these children age through the education system.</p>	<p>The Strategy and Action Plan will need to set out clear actions to address growing demand for support in relation to <b>ASD, SEMH, SLC and MLD</b>. A clear, shared <b>definition and understanding of “MLD”</b> also merits attention in the Strategy.</p>

Conclusions from analysis of quantitative data	Some of the implications for the SEND Strategy
<p>5. Through consultation on the SEND Strategy in general, <b>the sufficiency of local support for SEMH-related needs</b> is an area which professionals, parents and carers have consistently flagged as a priority area of focus for the SEND Strategy.</p>	<p>A <b>multi-profession, co-produced, partnership approach</b> is required to sufficiently address needs relating to SEMH in the next three years.</p>
<p>6. Reviews of EHCPs show <b>there are increases in several types and levels of SEN needs at KS2 level</b>. Explanations for this, implications of services and how the system needs to be shaped over the lifetime of this Strategy require further research and discussion. As of 2020, <b>more children at KS2 receive SEN support than any other Curriculum Year (41% of the total number of children and young people receiving SEN support are in KS2)</b>. In terms of SEN Support, there are also increasing levels of needs relating to ASD in KS2 and an upward trend between 2017 and 2020.</p>	<p>The Strategy should clearly address how support in <b>advance of and around KS2</b> will strengthen and improve in the coming years. This has implications for <b>commissioning sufficient support</b>, as well as ensuring appropriate <b>transition arrangements</b> are in place and planned for ahead of time; that <b>information sharing</b> between professionals is effective; and families are engaged in a <b>genuinely coproduced approach</b> to addressing needs.</p>
<p>7. <b>There is also a general upward trend in demand for SEN Support</b>. Currently 9% of children and young people in Wokingham receive SEN Support, and numbers of children with SEN support in state-funded Wokingham schools have increased significantly since 2017. <b>Increases in SEN support needs related to SEMH across most Key Stages</b> over the last three years is particularly striking.</p>	<p>The Strategy will need to include clear actions to <b>strengthen inclusion</b> in mainstream education, and the support that is <b>ordinarily available</b> in Wokingham schools to support children and young people with SEND or possible SEND needs to be clarified.</p>
<p>8. As with many other local areas across the country, it is a consistent struggle to ensure that needs are met through local provision in Wokingham. A significant proportion (<b>approximately 33%</b>) of <b>children and young people with EHCPs are educated Out of Borough</b>. Over 62% of children and young people educated out of borough are 16+.</p>	<p>The Strategy must include a clear, (multi-strand) plan for enhancing the sufficiency of local provision and <b>reducing dependence on out of borough placements</b>. There will be several components to this, including commissioning, clarification of the ordinarily available offer, a clear strategy for resource bases, and more efficient and effective working between professionals and families.</p>
<p>9. Collectively, the scale and nature of trend increases has significant implications for the strategic approach to <b>strengthening local arrangements for children and young people with SEND and their families</b>: particularly in relation to <b>the sufficiency of in-borough provision</b> particularly for areas of growing need; support for children and young people in <b>mainstream settings</b>, and <b>strengthening transition arrangements</b> between school years and into adulthood.</p>	

### 3. UNDERSTANDING LOCAL NEEDS PART 2: SUMMARY OF INSIGHTS FROM STAKEHOLDER ENGAGEMENT AND QUALITATIVE DATA

It is important that qualitative information about the needs of children and young people with SEND and their families, how well these needs are being met currently, and what needs to change in the coming years, is also included in this Strategy in order to give greater context and meaning to the quantitative data analysis, and create a more comprehensive picture of what works well in Wokingham in relation to support for children and young people with SEND and their families, and what needs to improve in the coming years.

Part two therefore summarises some of the key areas of strength and areas for improvement identified by Parents and Carers in Wokingham, professionals across services, and through the joint inspection of services for children and young people with SEND and their families carried out in 2019.

#### *Views of Parents and Carers on what works well in Wokingham*

Throughout last year (2019), SEND Voices Wokingham (Wokingham's Parent Carer Forum) carried out several engagement events, coffee mornings, Local Offer Live events and focus groups, in order to identify the practice, support and delivery which Parents and Carers valued and felt were effective in Wokingham, as well as areas for improvement and development. Areas of strength identified through this extensive engagement work included:

- Some extremely passionate and able professionals across different services and agencies providing support for children and young people with SEND
- Valuable and highly regarded support from the SENDIASS service
- Some strong examples of effective work to improve outcomes on the part of particular schools, Headteachers and SENDCos
- Extremely highly regarded support from Addington special school

However, several areas for improvement and development were also identified, including:

1. Early intervention is critically important and needs to be strengthened
2. A range of improvements are needed to improve and strengthen the EHCP process – more work is needed to improve the timeliness and quality of EHCPs, and the processes around and feeding into assessments also need work to improve
3. Several aspects of local provision are not sufficient at the moment – including local education provision, social and emotional mental health provision,
4. Communication between professionals, and children, young people and families, needs to improve
5. Transport provision for children and young people with SEND to access education placements is a priority area of concern for parents and carers – issues around safeguarding, appropriateness and consistency around provision have been raised in several stakeholder engagement events, as well as communication between professionals and families
6. Better communication and information sharing is needed in order to address the needs of vulnerable children and young people with SEND
7. Arrangements for successful transitions to adulthood needs much more focus and improvement, to ensure young people are not “lost in transition”. Better information sharing and teamwork across services and professions is needed to achieve this,
8. Too many variations in effectiveness across different services for children and young people with SEND – for example in terms of education outcomes and health outcomes – greater

consistency of effectiveness is needed

9. Generally closer working and more effective communication with parents and carers – a consistently effective “coproduced” approach is needed to ensure the best possible outcomes for children and young people with SEND

#### *Insights from the joint inspection of SEND provision in Wokingham*

In the Spring of 2019, a joint inspection between Ofsted and the Care Quality Commission (CQC) found that there were several strengths in Wokingham’s local area approach to support for children and young people with SEND, their parents and carers. These included:

##### **a) Effective work and support to identify special educational needs and/or disabilities early**

- Strong and effective collaboration and communication between health professionals working in child development and those in the acute sector, which helps to identify a child’s needs at the earliest point
- Well-trained staff in early years educational settings working well with health professionals to identify SEND needs quickly
- Speech and Language therapists working effectively to support early identification of need, “drop in” services provide additional support, and comprehensive screen assessments help to identify early children who may have ASD
- Helpful assessments of young people entering the youth offending service, and inclusion of speech and language therapists and CAMHS specialists in the service helps to improve assessment and access to support
- Work to strengthen information sharing between health professionals enables a more rounded overview of a child or young person’s needs

##### **b) Several clear examples of how the needs of children and young people with special educational needs and/or disabilities are being met effectively**

- Some good multiagency working in relation to early years support (e.g. through the early years support panel)
- Some strong partnerships and teamwork between professionals across education, health and care to provide support for children and young people with SEND in schools, and several examples of effective working by Wokingham SENCos
- Some support for children and young people whilst waiting for neurodevelopmental assessments is very highly valued by parents, for example the local autism spectrum service for information, support and training
- Local voluntary, community and charity organisations provide some excellent support to children and young people with SEND, and their parents and carers
- Therapy services working effectively as part of an integrated therapy service

##### **c) Several clear examples where partners across Wokingham have worked to improve outcomes for children and young people with SEND**

- Some good educational outcomes for children with an EHCP, with results at KS2 and KS4 above the national average
- Some good examples of support for children and young people with SENDS to improve

- longer term outcomes, for example through access to training and employment
- Additional focus on reducing school exclusions for children and young people was also identified as welcome
- Children and young people being well supported in the in-patient unit to continue learning and education
- Constructive efforts to improve health services by using feedback and health data effectively were highlighted as a positive development

However, overall the inspection found that significant improvements to Wokingham's support for children and young people with SEND and their families are needed. Several specific areas for improvement were identified; these are summarised below:

1. Wokingham needs a **clearly communicated and co-produced SEND Strategy and accompanying action plan**, which are shared and understood across education, health and care, and which are focused on improving the outcomes of children and young people with SEND.
2. The **timeliness and quality of EHCPs** needs to improve
3. **Co-production** at the strategic level to inform effective co-production at all other levels is lacking and needs focused development
4. The **quality of management information** to inform accurate evaluation and energise service improvement needs to improve
5. **Joint working and joined up thinking** and delivery between professionals across education, health and social care needs to be strengthened
6. Successful **transitions** to adulthood also requires focused improvement in Wokingham.

The key areas for improvement identified through the joint inspection inform the priorities within this strategy, and the priority actions set out in the Action Plan.

There are several examples of great services and support for children and young people with SEND and their families, and this strategy aims to strengthen and build on these. However, several areas for improvement have also been identified by parents and carers and professionals in Wokingham, and regulatory bodies, and these too will help to shape the priorities and actions set out in this Strategy and Action Plan.

#### 4. OUR VISION AND STRATEGIC PRIORITIES

Based on our analysis of local needs and engagement with stakeholders including professionals across agencies and disciplines, and the feedback and views of parents and carers, we have established a simple vision for this strategy, which will be delivered through four clear strategic priorities. **Our Vision is:**

**We will work together to deliver better outcomes for children and young people with SEND.**

To achieve this we will:

1

2

3

4

**Build local provision to better meet local needs...**

**Delivered through an efficient, effective, well managed system....**

**With real coproduction embedded at all levels of planning & delivery...**

**Enabled through intelligence & strategic commissioning.**

52

- Sufficiency and consistency of local SEND provision
- Defining consistent universal offer and “ordinarily available” provision
- Future direction and strategy for inclusion and support offer in mainstream settings
- Improving the value for money (effectiveness and cost) of resource base provision
- Define the future direction and strategy for in-borough special provision
- Focus on gaps / issues of concern to parents, carers, children and young people: e.g. mental health and transport services

- Strengthening “transitions” of all types – into adulthood, between mainstream and special, between school years, “managed moves”
- Embed a consistent graduated approach across Wokingham
- Early intervention, prevention and forward planning is embedded in assessment and decision-making
- Timeliness and quality of assessments reflects the above
- Make it easier for parents and carers to engage with services

- Drive meaningful co-production at a strategic and individual level
- Strengthen genuine partnership between professionals, children, young people, parents and carers in the way services are planned, delivered and reviewed
- Effective implementation of the SEND Coproduction Charter, with systematic reviews to ensure change is happening on the ground
- Consistently effective approaches to evaluation and management of service user feedback

- Strengthen quality and use of data and evidence-led planning
- Develop a single shared view of local needs across the area
- Genuinely strategic joint commissioning
- Early intervention and prevention central to commissioning
- Strengthen the focus on outcomes / impact on people’s lives in performance management, and management of implementation of the SEND Strategy

## 5. OUTCOME MEASURES: HOW WE WILL KNOW WE HAVE MADE A DIFFERENCE

In order to ensure the SEND Strategy and Action Plan focused on delivering the greatest possible positive impact on outcomes for children and young people with SEND and their families, strategic partners and key stakeholders have developed a set of **Outcome Measures**.

The Outcome Measures have been developed by key stakeholders with support from the Council for Disabled Children (CDC). They are based around “I Statements”, with clearly measurable indicators attached to each statement. The “I Statements” are:

1. I am physically and mentally as healthy as I can be
2. I am happy
3. I feel supported
4. I feel safe
5. I am included and active in my local community
6. I am hopeful for the future
7. I am as independent as I can be
8. My family and/or the people who care for me are supported.

Performance against these Outcome Measures will be monitored and reviewed by the key groups responsible for delivering the Actions set out in the Action Plan (see Appendix 1). Arrangements for monitoring performance against these Outcomes is set out in the Governance Section (Appendix 3).

The Outcome Measures are as follows. Within the set of measures, some **key measures** have been identified for priority attention in terms of monitoring and oversight. The key measures have been highlighted in **BLUE**.

Outcome	Measures
1) I am as physically and mentally healthy as I can be	<ul style="list-style-type: none"> <li>• % CYP missing school or college due to ill health</li> <li>• % CYP children and young people with SEND who state that they know how to stay healthy</li> <li>• % CYP with SEND measured as obese, in proportion to overall population of children and young people (NCMP measurements, but not broken down by SEND).</li> <li>• Average length of waiting time for services e.g. CAMHS Therapies, paediatrics.</li> <li>• Benchmarked against national info.</li> <li>• # CYP with LD on GP LD register (aged 14+)</li> <li>• % of above having an annual health check (aged 14+)</li> <li>• Mental Health Services dataset</li> <li>• # CYP attending A&amp;E as a result of self-harm</li> <li>• % asthmatic CYP reporting confidence in using their asthma inhaler</li> <li>• # schools taking up Mental Health training</li> <li>• # CYP accessing emotional health and well-being services</li> </ul>

2) I am happy	<ul style="list-style-type: none"> <li>• % YP with SEND who are employed and report that they enjoy their job</li> <li>• % CYP with SEND who report that they have at least one good friend (can potentially get snapshot from Supported Employment Service – limited numbers as only includes people known to SES).</li> <li>• % CYP with SEND actively involved in a hobby (as above).</li> <li>• % CYP with SEND reporting anxiety/reduction in anxiety</li> <li>• Outputs from Mental Health in Schools work</li> <li>• <b>Outputs from POET survey</b></li> <li>• Electively Home Educated data capture.</li> <li>• KPIs in voluntary sector contracts (Camp Mohawk, for example)</li> </ul>
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Outcome	Measures
3) I feel supported	<ul style="list-style-type: none"> <li>• % CYP with SEND who report that they have at least one person (adult or peer) who supports them and who they trust</li> <li>• % CYP with SEND who gave a high rating (1-4) for the support they received in achieving their goals over the last 12 months</li> <li>• % parent carers who stated that they know who to contact to get the support they need for their child/YP</li> <li>• % YP with SEND who are in training or employment state that they have the right level of support to achieve their goals</li> </ul>
4) I feel safe	<ul style="list-style-type: none"> <li>• <b>Appropriate safeguarding / Child Protection / Child in Need indicators, measures and targets</b></li> <li>• % CYP with SEND who stated that they have someone to talk to at school about a worry or concern that they have</li> <li>• % CYP with SEND who feel safe in their local community</li> <li>• % CYP with SEND who told a member of staff about being bullied stated that the bullying has now stopped</li> </ul>
5) I am included and active in my local community	<ul style="list-style-type: none"> <li>• % of absences / exclusions pertaining to CYP with SEND in mainstream education provision</li> <li>• % CYP with SEND who reporting that they have at least one good friend</li> <li>• % of those who can't access mainstream activities that have suitable activities they can access</li> <li>• % CYP with SEND actively involved in a hobby</li> <li>• % CYP with SEND who are able to access mainstream activities</li> <li>• % CYP with SEND in local mainstream school</li> </ul>

6) I am hopeful for the future	<ul style="list-style-type: none"> <li>• % of CYP with SEND who self-report the following quality measures:</li> <li>• I feel I have a plan for the next 12 months, which has been developed in a timely manner (also “I know where I am going to be next year” “I know &amp; understand what my plan is (who my class teacher will be, who else I will be in class with etc.) and when it has changed</li> <li>• I have had an annual review in the last XX months, and I was meaningfully involved/was able to express my thoughts/views</li> <li>• I am looking forward to where I am going to be next year</li> <li>• I feel I have meaningful opportunities to achieve in employment</li> <li>• I feel I have the support I need to achieve my plan</li> <li>• % of CYP that have had a careers advice interview</li> <li>• % of CYP that have had a review</li> <li>• % of CYP at transition point who have a plan and % of CYP at transition points who have the support they need in place (named professional)</li> <li>• % of CYP with F/E, H/E or EET offer</li> </ul>
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Outcome	Measures
7) I am as independent as I can be	<ul style="list-style-type: none"> <li>• % children who are ‘school ready’ (2.5 yr check/phonics screening/e-red book)</li> <li>• % CYP having some say in where they are living</li> <li>• % children who are able to engage with the community activity of their choice</li> <li>• % YP with SEND who access the national curriculum ( at an appropriate level/differentiated)</li> <li>• Indicators from physiotherapy</li> <li>• % CYP with SEND who are NEET</li> <li>• % CYP attending FE and beyond ( who wish to)</li> <li>• % CYP in supported living/living in the setting of their choice</li> <li>• % CYP who self-report they are involved in their transitions ( all points)</li> <li>• Appropriate data from aggregated Annual Reviews</li> </ul>
8) My family and/or the people who care for me are supported	<ul style="list-style-type: none"> <li>• % CYP/Family who report they feel supported during EHC NA process</li> <li>• % CYP with SEND who are LAC because of family break down</li> <li>• % CYP, parents and carers accessing short breaks/activities/ respite</li> <li>• % families who report they have knowledge and use the LO</li> <li>• % families who report they know who to go to for support/advice</li> <li>• % families accessing children’s centres</li> <li>• % families accessing/ supported by EAL/interpreter services/VI/HI/MSI</li> <li>• SENDIASS and SEND Voices surveys with parents and carers/POET</li> </ul>

## APPENDIX 1: OUR THREE-YEAR ACTION PLAN

This Section sets out the Strategic Actions that will deliver against the 4 Strategic Priorities set out in the Section above, over the course of the next three years.

Although all the Strategic Actions have been identified as critically important to improving outcomes for children and young people with SEND and their families, a small number of **Top Priority Actions** have been identified for immediate action.

These Top Priority Actions are highlighted in **PINK** in the Action Plan on the following pages.

**PLEASE NOTE THAT WORK IS ONGOING THROUGHOUT DECEMBER TO ASSIGN OWNERS AND TIMESCALES TO THE ACTIONS, AND REFINE FURTHER THE LIST OF PRIORITY ACTIONS.**

Strategic priority	Key Actions	Priority Lead	Stakeholders
1. Local provision which meets local needs	<ul style="list-style-type: none"> <li>• Improve the sufficiency and consistency of local SEND provision: right support/right time/right place to meet current &amp; future needs</li> <li>• Establish a consistent and coherent universal offer and define what is “ordinarily available”</li> <li>• Define the future direction and strategy for inclusion and offer in mainstream settings</li> <li>• Reviewing and improving the value for money (quality, effectiveness and cost) of resource base provision</li> <li>• Define the future direction and strategy for special provision</li> <li>• Focus on strengthening the local area approach to mental health and SEND transport services</li> </ul>		
Key actions		Owner	By when
1.1	Collaborate with schools and partners to complete and implement the “ordinarily available” offer linked to actions to embed a graduated approach (see Actions for Priority 2), which clearly sets out expected outcomes and support available to professionals	Dan Robinson	Easter 2021
1.2	Implement the outcomes from a collaborative, co-produced and comprehensive review of resource base provision, contracted services and services provided via SLAs. Determine desired outcomes, appropriate success measures and KPIs, and timescales for completion	Commissioning	
1.3	Create SEND identification guidance/tools for use by professionals at all stages to highlight indicators of where further assessment, intervention or referral might be necessary to improve outcomes, drawing on existing tools and good practice and the “Identifying additional needs” tool developed in 2020 by health partners		
1.4	Continue to develop and strengthen a co-ordinated approach to SEND training and development, taking a multi-agency approach where appropriate and embedding use of resources such as the Berkshire West Multi-Agency Training Directory, and outreach support from Addington. Review and evaluate annually to identify impact on outcomes, gaps, issues, emerging requirements (links to 1.1)		

1.5	Put the support and investment in place to ensure the local offer provides a map of local services (e.g. education, health and social care) with links to appropriate referral processes used by professionals in Early Years and schools. Organise the information by concern/need as well as service provided		
1.6	Support SENDIASS, case officers and key stakeholders to develop a programme of support for Early Years and Mainstream Schools to have structured conversations with parents/carers about a child or young person's potential SEND needs, which helps support a graduated approach towards improving outcomes.		
1.7	Support SENDIASS and key stakeholders to strengthen guidance and information for school governors, NQTs and SENCos on awareness and early identification of SEND, availability of local support and processes for access to local services and support		
1.8	Establish an action plan for a co-ordinated approach to reducing school exclusions, based on a Therapeutic Thinking approach, and establish goals and targets for reducing exclusions of children and young people with SEND (links to 2.4)		
1.9	Develop a 5-year forward plan for local special education provision, based on predictive analytics, forward planning based on current cohorts, levels and types of need, and known future developments in the borough (e.g. re: Special education). Ensure sufficient commissioning of therapies and school nursing arrangements is in place (links to 1.1 and 1.2)		
1.10	Strengthen the approach to SEND Transport, focusing on successfully implementing new Home to School Transport and Travel Assistance Policies, take a coproduced approach to improving SEN transport service operations, ensure that SLAs, SOPs and provider training reflect the needs of SEN children and young people (links with 1.9)	Matthew Booth	Sept 2022

Strategic priority	Key Actions	Priority Lead	Stakeholders
1. Local provision which meets local needs	<ul style="list-style-type: none"> <li>• Improve the sufficiency and consistency of local SEND provision: right support/right time/right place to meet current &amp; future needs</li> <li>• Establish a consistent and coherent universal offer and define what is “ordinarily available”</li> <li>• Define the future direction and strategy for inclusion and offer in mainstream settings</li> <li>• Reviewing and improving the value for money of resource base provision</li> <li>• Define the future direction and strategy for special provision</li> <li>• Focus on strengthening the local area approach to mental health and SEND transport services</li> </ul>		
Key actions		Owner	By when
1.11	Review, refresh and implement outcomes from the Review of Commissioning Arrangements for Specialist Independent and Non-Maintained Provision (completed Autumn Term 2019); specifically recommendations in relation development of local SEND provision, post 16 and 19 provision		
1.12	Continue to build on and develop work progressed through Future in Mind and mental health teams in schools, e.g. ensuring SEMH guidance is in place for education settings, including range descriptors, and which reflects Therapeutic Thinking. Ensure that the “ordinarily available” work sufficiently addresses SEMH needs		
1.13	Implement outcomes from reviews of multiagency support available for young people with Learning Disabilities and / or Autism, who are at risk of requiring hospital admission. Incorporate into this work outcomes from the “CYP Positive Behaviour Service Model”		
1.14	Pending outcomes of feasibility assessment, establish an Intensive Support Team for under 18 children with SEND (including MLD, ASD and SEMH)		

1.15	Develop a project to improve post 16 education, learning, careers advice, employment and training for young people with SEND. Scope could include mapping of post 16 provision; reviewing post 16 OT, SALT and Physio provision for sufficiency and effectiveness; audit based review of post 16 provision in mainstream schools using Gatsby benchmark standards for careers provision in SEND; working with schools/colleges to review curriculum and LSA support for learners with SEND; strengthening careers advice and support tailored to the needs of children and young people with SEND		
1.16	Develop new post 19 supported internship provision and review the impact of this, as well as establishing demand for future provision, annually		
1.17	Develop an agreed definition and expected standards for employment related curriculum and delivery for young people with SEND, based on Gatsby benchmarks and promote the understanding and use of this across all Post 16 providers. Make use of employment and internship pathway in place at Addington to help support development in mainstream schools as needed		
1.18	Engage peers / other local authorities and providers / children and young people in reviewing Local Offer content relating to Post 16 education and employment with parents/carers/young people		
1.19	Map local day services and alternative provision in the community, including opportunities for young people who may not meet criteria for social care provision. Identify areas where alternative provision is being used effectively, gaps and areas for improvement, and develop a plan to address these		
1.20	Explore feasibility of information events/network for Post 16 young people with SEND and their families, with a focus on independent living, education and careers		

Strategic priority	Key Actions	Priority Lead	Stakeholders
2. Delivered through an efficient well managed system	<ul style="list-style-type: none"> <li>• Strengthening “transitions” of all types (e.g. into adulthood, between mainstream &amp; special, school years, “managed moves”</li> <li>• Embed a consistent graduated approach across Wokingham</li> <li>• Early intervention, prevention and forward planning is embedded in assessment and decision-making</li> <li>• Timeliness and quality of assessments reflects the above</li> <li>• Make it easier for parents and carers to engage with services</li> </ul>		
Key actions		Owner	By when
2.1	Build on work delivered by multiagency SEND groups to review and improve processes for joint working within and between SEND services, e.g. Working Together & frontloading multiagency input into needs assessments, and strengthening frontloaded multiagency working to improve EHCP timeliness, quality and effectiveness. Evaluate success of pilot approaches, identify any gaps and actions for further improvement	Multiagency Woking T&F Group	Pilot commences January 2021
2.2	Strengthen the process for checking on progress and development of children and young people with SEND, including effective monitoring against outcome measures continuing to strengthen the approach to Annual Reviews		
2.3	Create information on Post 16 education & employment pathways and make these available to mainstream schools for use early in transition planning		
2.4	Apply outcomes from SEND data set for attainment and exclusions to delivery of targeted support (including outreach) to improve attainment and exclusion outcomes (links to 1.8)		
2.5	Based on a clear and consistent understanding and definition of MLD across the local area, co-ordinate profiling of children with MLD who are transferring from mainstream to special schools to establish the nature of their learning needs, additional difficulties and age profile to determine feasibility of catering for more of these pupils in MLD resourced units in mainstream schools. Ensure that what is meant by ‘MLD’ is clearly defined		

2.6	Embed goals and targets to improve outcomes in commissioning (including joint commissioning) agreements, Service Level Agreements, and contracts for services to children and young people with SEND and their families. Embed value for money evaluation of outcomes delivered against requirements in all commissioning, and ensure consistency of KPIs across commissioned and jointly-commissioned services	Commissioning	
2.7	Agree an approach and process for longer term tracking (as well as at point of EHC cease) and reporting on outcomes and destinations from commissioned post 16 courses		
2.8	Review approach to “managed moves” of children and young people with SEND, identifying actions for improvement such as strengthening forward planning and communication, and engagement with children, young people and families.		
2.9	Review, refresh and implement outcomes from the Review of Commissioning Arrangements for Specialist Independent and Non-Maintained Provision (completed Autumn Term 2019); specifically recommendations in relation to contracts and quality assurance, culture change, EHCPs monitoring and review, transition arrangements, the need to embed “plan, do, review” in commissioning (links to actions in 1.1)	Commissioning	
2.10	Define ambitious and stretching targets for improving educational attainment for children and young people with SEND over the next 3 years		

Strategic priority		Key Actions	Priority Lead	Stakeholders
2. Delivered through an efficient well managed system		<ul style="list-style-type: none"> <li>• Strengthening “transitions” of all types, e.g. into adulthood, between mainstream &amp; special, between school years, “managed moves”</li> <li>• Embed a consistent graduated approach across Wokingham</li> <li>• Early intervention, prevention and forward planning is embedded in assessment and decision-making</li> <li>• Timeliness and quality of assessments reflects the above</li> <li>• Make it easier for parents and carers to engage with services</li> </ul>		
Key actions			Owner	By when
2.11	Research and identify examples of good practice in transitions between educational settings. Establish a project group (potentially an existing T&F group) to create a co-produced transitions guidance document, including a standard transitions form template. Circulate this and upload to the Local Offer website. Support SENDCos in primary and secondary to work together around strengthening transition support			
2.12	Review the transition processes from Children’s services to adult services, specifically: from Children’s Therapy Services to Adult Therapy Services; from CAMHS to Adult Mental Health Services / CMHT; from Paediatric to Adult Health services. Develop monitoring arrangements to ensure that transition process is efficient, documented, shared and applied consistently, and define reporting and accountability arrangements to achieve this			
2.13	Review and update protocols relating to Multi Agency Transitions, develop performance indicators and agree monitoring procedures. Promote across stakeholder groups, consider engagement events and scope potential training requirements across agencies. Consider the value of a multi-agency transition event to help promote transition protocols			

2.14	Develop a shared understanding of outcomes for individual children and young people across teams and agencies, and ensure that social care and EHCP plans are shared between appropriate teams and agencies, and review meetings are aligned as far as possible		
2.15	Co-produce a transitions information pack, with flow charts, and promote this to professionals and families, including via the Local Offer website (action also features in Priority 3)		
2.16	Ensure that the transitions team and representatives from adults services are included and engaged in local offer events		
2.17	Transitions team invited to attend a termly “support and review” meeting with special schools, for those young people who will or may be transitioning to adult services		

Strategic priority		Key Actions	Priority Lead	Stakeholders
3. With real coproduction embedded at all levels of planning & delivery...		<ul style="list-style-type: none"> <li>• Genuine partnership between professionals, children, young people, parents and carers in the way services are planned, delivered and reviewed</li> <li>• Coproduction in design, implementation and review</li> <li>• Consistent and implementation of the SEND Coproduction Charter, with systematic reviews to ensure change is happening on the ground</li> <li>• Consistently effective approaches to evaluation and management of service user feedback</li> </ul>		
Key actions			Owner	By when
3.1	Coproduce the “ordinarily available” offer with appropriate agencies and stakeholders, including parents, carers and their representatives, and the Wokingham Youth Forum. Ensure that expectations of the “graduated approach” are shared across all stakeholder groups, and arrangements for monitoring and evaluating impact of the ordinarily available offer are understood and agreed. Collaborate across stakeholder groups to promote and share outcomes from this work			
3.2	Implement the Wokingham Coproduction Charter across agencies: including self-assessment and implementation guidance included in the Charter. Review progress and effectiveness of implementation bi-annually and report outcomes to appropriate governance groups			
3.3	Engage children and young people in work to review and strengthen transition arrangements (see Actions in Priority 2). Seek feedback on current approaches / outcomes and identify key areas for improvement, for example through a Transitions Survey to help evaluate success of the transitions process and identify areas for improvement			
3.4	Co-produce a transitions information pack, with flow charts, and promote this to professionals and families, including via the Local Offer website (action also features in Priority 2)			

3.5	Engage with parents and carers and incorporate feedback on resource base provision (areas of strength and development) - to feed into review of resource base provision		
3.6	Continue to strengthen engagement with school/education networks in delivery, monitoring and review of the SEND Strategy and Action Plan		
3.7	Engage parents, carers, service users and Youth Forum in reviews and development of local provision. Ensure that any assessments made of performance/sufficiency are shaped by parent, carer and service user views		
3.8	Coproduce a strategic approach to local Outreach		
3.9	Review all actions across the SEND Strategy and Action Plan for coproduction requirements: prioritise and forward plan coproduction actions and activities to ensure key areas of the SEND Strategy are sufficiently coproduced		
3.10	Review commissioning / grant funding arrangements in relation to third sector/parent carer representative organisations, with a view to strengthening coproduction in delivery of the SEND Strategy and Action Plan		

Strategic priority	Key Actions	Priority Lead	Stakeholders
4. Enabled through intelligence and strategic commissioning	<ul style="list-style-type: none"> <li>• Strengthen quality and use of data and evidence-led planning</li> <li>• Develop a single shared view of local needs across the area</li> <li>• Genuinely strategic joint commissioning</li> <li>• Early intervention and prevention central to commissioning</li> <li>• Strengthen the focus on outcomes / impact on people's lives in performance management, and management of implementation of the SEND Strategy</li> </ul>		
Key actions		Owner	By when
4.1	Implement the outcome measures associated with the SEND Strategy: set baselines and targets for improvements over the course of the Strategy, review progress against commitments to improve outcomes annually (as a minimum)		
4.2	Based on analysis of performance against targets goals and desired outcomes, identify examples of local best practice. Review this best practice for opportunities for learning across agencies, development and improvement of local provision, promotion of best practice across the local area		
4.3	Develop more effective approaches to predicting future needs: e.g. through consultation across stakeholders including service users, parents and carers; targeted research into specific issues and likely trends in coming years; strengthened approaches to predictive analytics, modelling scenarios around future needs & demand		
4.4	Use data relating to SEND attainment and exclusions to inform the development of targeted support to all education settings to help improve outcomes for children and young people		
4.5	Annually review performance against attainment, employment and training objectives for post 16 young people with SEND, identifying areas of success and areas for development, for the purpose of determining targeted support/interventions to improve outcomes		

4.6	Review, refresh and implement outcomes from the Review of Commissioning Arrangements for Specialist Independent and Non-Maintained Provision (completed Autumn Term 2019); specifically recommendations in relation to Financial Management, decision making and commissioning, data systems and reporting, opportunities for specific savings on identified placements		
4.7	Define expectations of providers of Post 16 providers requirements into commissioning processes, contracts and service level agreements and monitor placements more closely against these expectations, in relation to EHCP outcomes		
4.8	Collate information on numbers of young people with SEND going to university and develop case studies to highlight good practice		
4.9	Engage with Adult Services to review actions within the SEND strategy, and identify opportunities for re-tendering/recommissioning services for children and young people with SEND, and greater alignment between Children's & Adult Social Care commissioning		
4.10	Drive effective strategic planning and joint-commissioning across the Berkshire West area (e.g. in relation to therapies) and strengthen engagement with Berkshire West joint commissioning meetings, and communication within organisations about opportunities at the Berkshire West level		
4.11	Strengthen strategic engagement with Berkshire West SEND strategic groups: actively explore further opportunities for alignment of SEND Strategies across Reading, Wokingham and West Berkshire, joint planning, commissioning and procurement		
4.12	Continue to develop and strengthen the Wokingham SEND data dashboard. Develop the dashboard to assist further in forward planning, joint planning, evaluation of performance and effectiveness, and to aid with strategic commissioning.		

## APPENDIX 2: SEND STRATEGY STRATEGIC NEEDS ANALYSIS (Part 1 expanded detail)

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*Please note that this section, as with others in the current draft strategy, is in development. Work is still underway to ensure that appropriate data from across local services is included in the Needs Analysis.*

## EXECUTIVE SUMMARY OF KEY MESSAGES FROM THE DATA

1. **Needs and support requirements relating to SEND have increased significantly** in Wokingham between 2017 and 2020; analysis of trend data suggests that future increases are likely over the next three years.
2. Trend data from 2017-2020 show **increasing numbers and proportion of Wokingham children and young people with EHCPs**. The increases are in excess of local population growth (approximately 4% over the past 3 years, compared with an increase of 8% in the number of children and young people with EHCPs between 2019 and 2020).
3. Within this group, the **increasing numbers of younger children (in Reception, KS1 and KS2) with EHCPs requires attention**, and explanations for this require further research and discussion. Although absolute numbers are small, between 2019 and 2020 there was a **75% increase in the numbers of children at Reception age with EHCPs**. Data collected at the local level also demonstrates **increased demand for support for children aged between 3 months and 5 years**. Increases in the numbers of children at early Curriculum years have potentially significant implications for increased demand for services and support in coming years.
4. In terms of primary SEN needs featured in EHCPs, the greatest areas of need show consistently across various data sets as being for ASD, SEMH, SLC and MLD. In recent years, there have been **significant proportionate increases in ASD and SEMH in KS2 and KS3 particularly**. This also has potentially significant implications for demand for services and support as these children age through the education system.
5. Through consultation on the SEND Strategy in general, **the sufficiency of local support for SEMH-related needs** is an area which professionals, parents and carers have consistently flagged as a priority area of focus for the SEND Strategy.
6. Reviews of EHCPs show **there are increases in several types and levels of SEN needs at KS2 level**. Explanations for this, implications of services and how the system needs to be shaped over the lifetime of this Strategy require further research and discussion. As of 2020, **more children at KS2 receive SEN support than any other Curriculum Year (41% of the total number of children and young people receiving SEN support are in KS2)**. In terms of SEN Support, there are also increasing levels of needs relating to ASD in KS2 and an upward trend between 2017 and 2020.
7. **There is also a general upward trend in demand for SEN Support**. Currently 9% of children and young people in Wokingham receive SEN Support, and numbers of children with SEN support in state-funded Wokingham schools have increased significantly since 2017. **Increases in SEN support needs related to SEMH across most Key Stages** over the last three years is particularly striking.
8. As with many other local areas across the country, it is a consistent struggle to ensure that needs are met through local provision in Wokingham. A significant proportion (**approximately 33%) of children and young people with EHCPs are educated Out of Borough**. Over 62% of children and young people educated out of borough are 16+.
9. Collectively, the scale and nature of trend increases has significant implications for the strategic approach to **strengthening local arrangements for children and young people with SEND and their families**: particularly in relation to **the sufficiency of in-borough provision** particularly for areas of growing need; support for children and young people in **mainstream settings**, and **strengthening transition arrangements** between school years and into adulthood.

## 1. GENERAL TRENDS

The number of children and young people in Wokingham with EHCPs has increased significantly in recent years and current (2020) data indicates further increases in coming years are likely.

The January 2019 SEND2 Census showed there were 934 EHCPs being maintained by Wokingham Borough Council, an increase from the 2018 census of 67 plans (7.72%). There was an 8.1% increase between the 2017 and 2018 census in the total number of EHCPs. (Source: SEND2 Survey 2019). In the Jan-Aug 2019 period there was an increase of 68 plans, equal to a full year increase of plans seen in 2018 and 2017. (Source: WBC Performance data August 2019).

Data from 2017-19 showed that approximately 2.5% of school-age children had EHCPs, which as of August 2019 compared favourably with data from Regional and Statistical Neighbours. However, based on increases in numbers of children and young people with EHCPs in 2020 so far (+8%), which is significantly above the rate of overall population growth, stakeholders and analysts expect this proportion to increase over the lifetime of this Strategy.

In August 2019 the percentage of the school population with a Statement or EHC plan was 2.5%, a rate which had been stable since 2018. This figure put Wokingham 0.6% below the national and regional average (3.1%) for the same period.

Regional and Statistical Neighbours have seen increases over the past few years in line with the national average, with figures above the Wokingham proportion by 0.8% and 0.45% respectively. (Source: SEND2 Survey 2019)

Although trend data from 2017-19 showed that the proportion of the school population with EHCPs was holding at approx. 2.5% (Table 1 below) current 2020 data (Table 2a below) shows that funded EHCPs have increased by 8% over the first six months of FY20-21, whilst the local population has grown by an estimated 4% (Wokingham JSNA). On the basis of this trajectory, stakeholders and analysts predict that over the lifetime of this Strategy the absolute number of children and young people with EHCPs is likely to increase, as is the proportion of the school population with an EHCP.

**Table 1 – Percentage of school population with an EHCP 2017-2019**

	2017	2018	2019	% point change from 2018
<b>Wokingham</b>	2.4%	2.5%	2.5%	0%
<b>South East</b>	3%	3.1%	3.3%	0.2%
<b>Statistical neighbours</b>	2.75%	2.81%	2.95%	0.14%
<b>England</b>	2.8%	2.9%	3.1%	0.2%

**Table 2a: Total EHCPs funded by Wokingham**

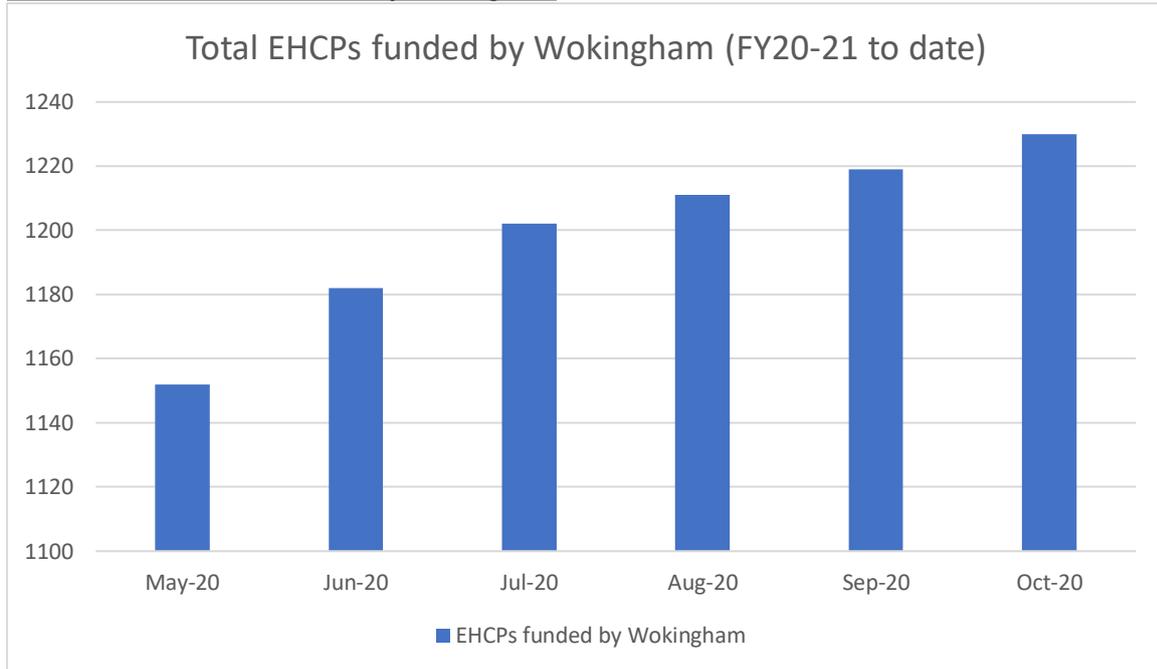


Table 2b below shows the relative proportions of children and young people with EHCPs in different age groups, for 2018, 2019, and current proportions for 2020.

**Table 2b: EHCPs funded by Wokingham by age-group, 2018-2020**

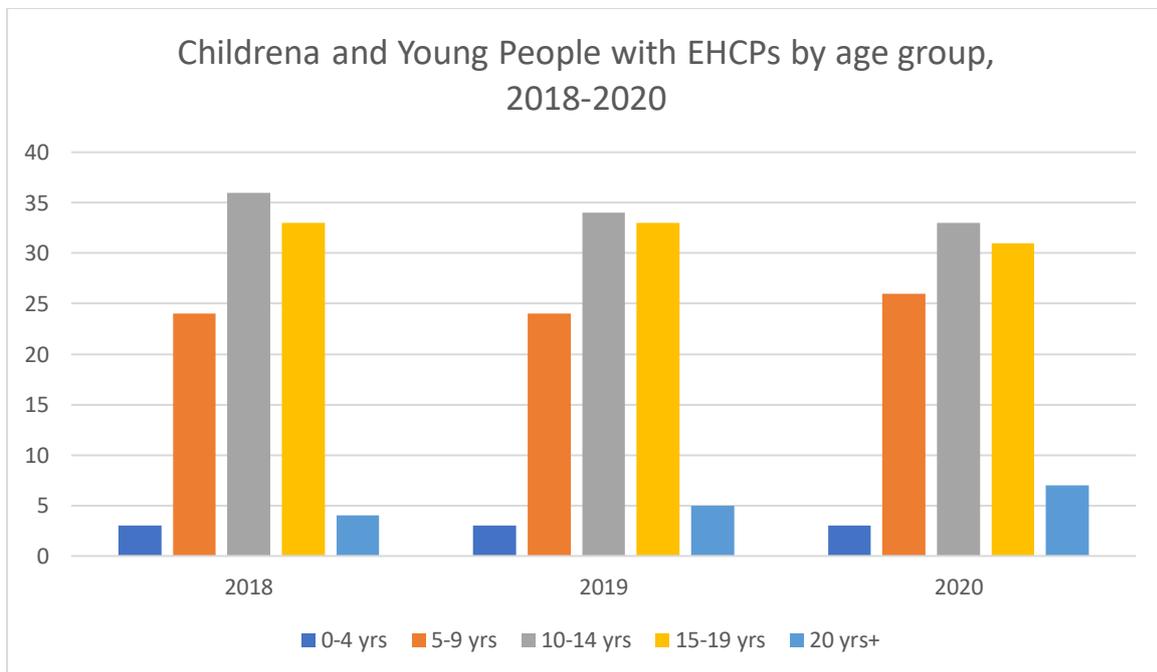


Table 2b shows that the greatest proportion of children and young people with EHCPs are aged between 10-14, with roughly the same proportion aged 15-19. The overall distribution of EHCPs across age groups has remained relatively constant across the three years reviewed, although the proportion of young people aged 20+ with EHCPs has increased over the 3 year period (from 4% in 2018, to 7% in 2020).

Table 2c below shows the gender breakdown of children and young people with EHCPs, 2018-2020.

**Table 2c: Children and Young people with EHCP by gender, 2018-2020**

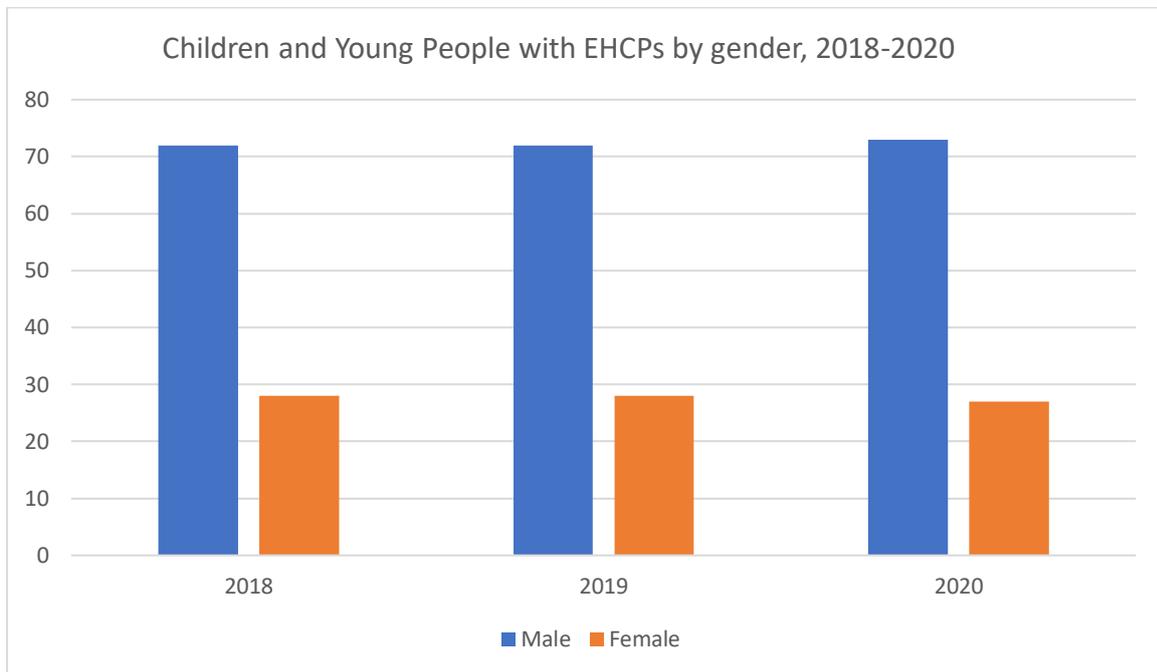
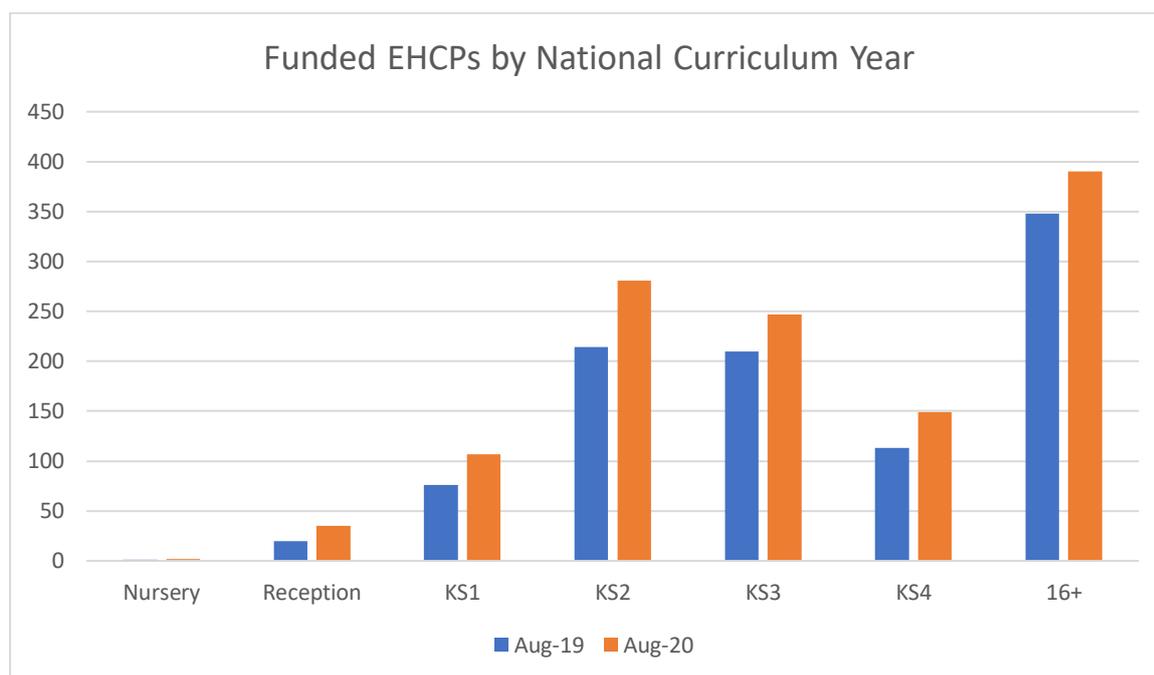


Table 2c shows that the proportions of males and females with EHCPs has remained constant over the last three years, (72-73% male, 27-28% female). This would suggest that males are consistently over-represented in the cohort of children and young people with EHCPs when compared with the gender breakdown of the overall school population.

The number of children with EHCPs has increased across all Key Stages between FY19-20 and FY20-21, as show in Table 3 below (please note that in order to compare full year data, August 2019 and August 2020 are compared in this table):

**Table 3: Funded EHCPs by National Curriculum Year**



Closer examination of these data shows the biggest proportionate increases in numbers of children with ECHPs between 2019 and 2020 were in the following National Curriculum cohorts:

- 75% increase in Reception (although absolute numbers are small)
- 41% increase in KS1
- 32% increase in KS2

Increases in numbers of younger children with EHCPs at earlier Curriculum years potentially suggests likely increases in demand for services and support in future years, as younger children age through the system.

In addition to the data which shows increases in demands for SEN Support and EHCPs for younger children over the past three years, data collected at the local level also demonstrates increased demand for support for younger children such as those under the age of 5. For example, the Dingley's Promise Impact Report 2019 shows that 323 children aged between 3 months and 5 years were supported in 2019-20, which is more than double the number supported in 2018-19.

Explanations for these increases requires further investigation: for example, they could be explained by increases in needs amongst younger children, or reflect the outcomes of better early intervention and early identification of needs, or a combination of these and other factors.

#### *Insights from consultation into increasing demands for EHCPs at certain Key Stages*

As part of the consultation on the SEND Strategy, professionals, parents and carers discussed the increases in demand for support at certain Key Stages and the possible reasons for these. Stakeholders reported that at KS2 education becomes more formalised, the level of complexity of discussion in the classroom increases significantly and this can 'exclude' certain children, for example those children whose language is delayed. Children with ASD are also likely to require significant support in terms of devising an appropriate KS2 curriculum. Parents, carers and professionals are all determined to ensure that children and young people are not "left behind" at KS3, when the education curriculum becomes

more challenging, which also partly explains some of the demand pressure for EHCPs at KS2.

SENCOs are able to support teachers for certain levels of need, but pupils with exceptional need require additional support. SENCOs report that there are cases in which children could cope in secondary education if they were given the right level of support and don't necessarily need an EHCP. However, faced with the challenges of ensuring that all children and young people are supported to achieve their academic potential regardless of their needs, there is increasing pressure in the education system particularly at KS2 to apply for EHCP and secure the support for the child this enables. This sets up a very challenging situation for professionals across education, health and care, who all want to do what is best for the child or young person.

Consultation over the course of this strategy revealed the critical role of a well-informed case officer to help manage these challenges – and help to achieve the best overall way to support children and young people to get the support they need to learn and thrive.

In recent years, professionals have noted an increase in private professional assessments (e.g. private EPs and SALTs advising parents that their children require EHCPs; private dyslexia assessments producing reports recommending EP assessments), which have also helped increase the demand for assessments and EHCPs at KS2.

## SECTION 2: THE NEEDS OF CHILDREN AND YOUNG PEOPLE WITH SEND IN WOKINGHAM

### Needs of children and young people with EHCPs

Table 4 shows the number of EHCPs by primary need type for the total EHCP cohort aged 0-25, from 2018-2020.

**Table 4: EHCPs by primary need type (2018-20)**

Primary Need	2018		2019		2020	
	#	%	#	%	#	%
ASD	342	39	374	40	440	41
Hearing impairment	23	3	26	3	26	2
Moderate LD	96	11	91	10	97	9
Multi-sensory impairment	2	0.2	2	0.2	2	0.2
Other difficulty/disorder	4	0.5	4	0.4	6	0.6
Physical disability	50	6	50	5	53	5
Profound and Multiple LD	33	4	35	4	38	4
SEMH	156	18	170	18	215	20
Severe LD	77	9	89	10	96	9
Speech, Language and Communication needs	60	7	69	7	80	7
Specific LD	20	2	21	2	20	2
Visual impairment	2	0.2	3	0.3	3	0.3
Not recorded	2	0.2	0	0	2	0.2

The table shows that the **top three primary needs** have remained consistent over the past 3 years:

- Autistic Spectrum Disorder (39-41%)
- Social, Emotional and Mental Health (18-20%)
- Moderate Learning Difficulties (9-11%)

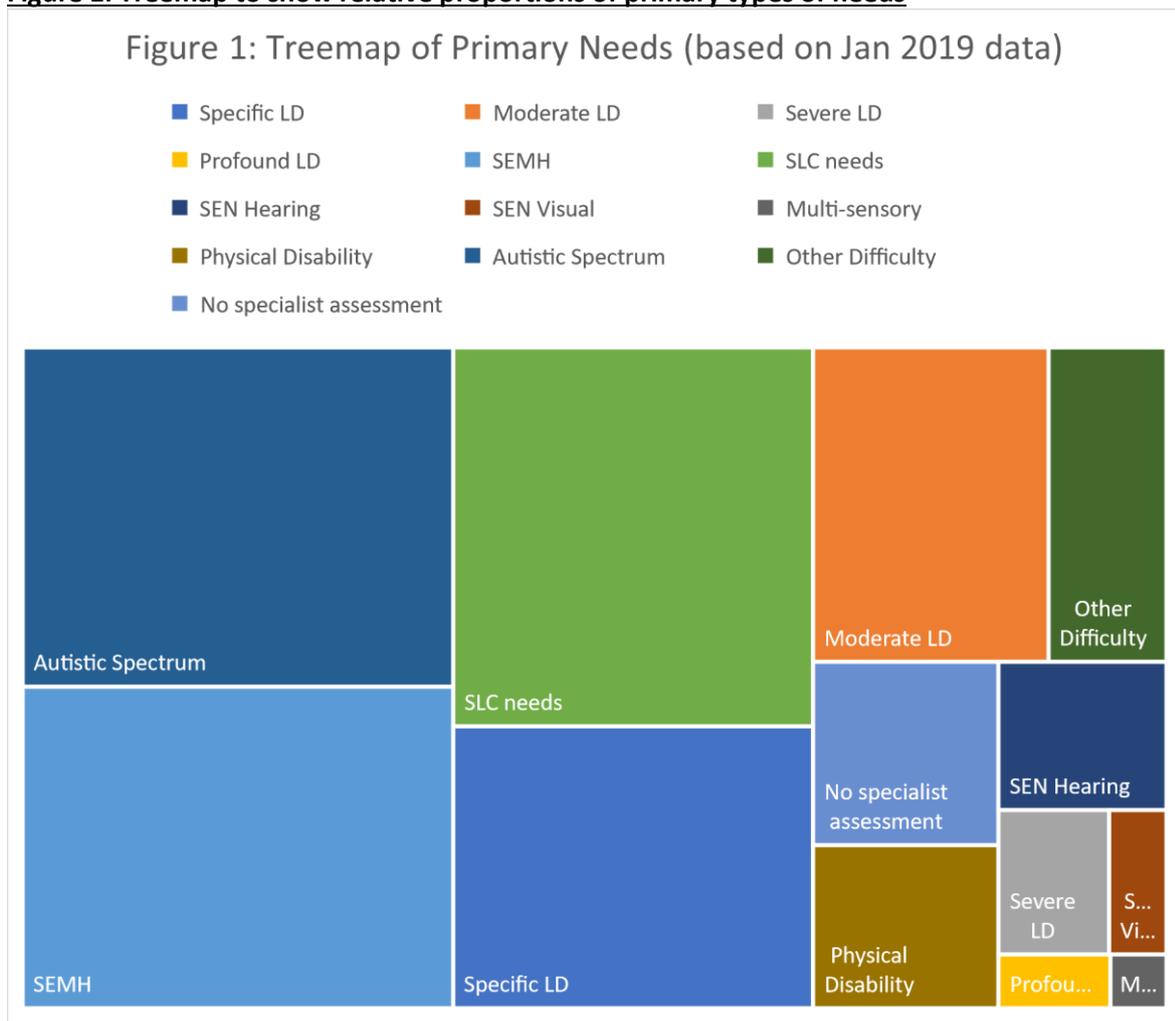
#### *Primary needs in Wokingham compared with National averages*

Table 5 and Figure 1 below show a breakdown of pupils with SEND in Wokingham by Primary type of need, as listed currently on the Council for Disabled Children (CDC) data dashboard, with comparisons to National average figures. (Please note that data as of Jan 2019 has been used, in order to establish a full year comparison with available national averaged data.)

**Table 5: SEN pupils and primary needs compared with national averages (Jan 2019)**

Primary need	Number	% of total	National av.	Above or Below
Specific LD	401	13.4	12.5	↑
Moderate LD	291	9.8	20.4	↓
Severe LD	63	2.1	2.7	↓
Profound LD	25	0.8	0.9	↓
SEMH	545	18.3	17.1	↑
SLC needs	538	18.0	21.7	↓
SEN Hearing	97	3.3	1.8	↑
SEN Visual	34	1.1	1.1	=
Multi-sensory	11	0.4	0.3	↑
Physical Disability	120	4.0	2.9	↑
Autistic Spectrum	577	19.3	11.0	↑
Other Difficulty	147	4.9	4.4	↑
No specialist assessment	135	4.5	3.3	↑
<b>Total</b>	<b>2,984</b>	<b>100</b>	<b>100</b>	<b>62% are above national average</b>

**Figure 1: Treemap to show relative proportions of primary types of needs**

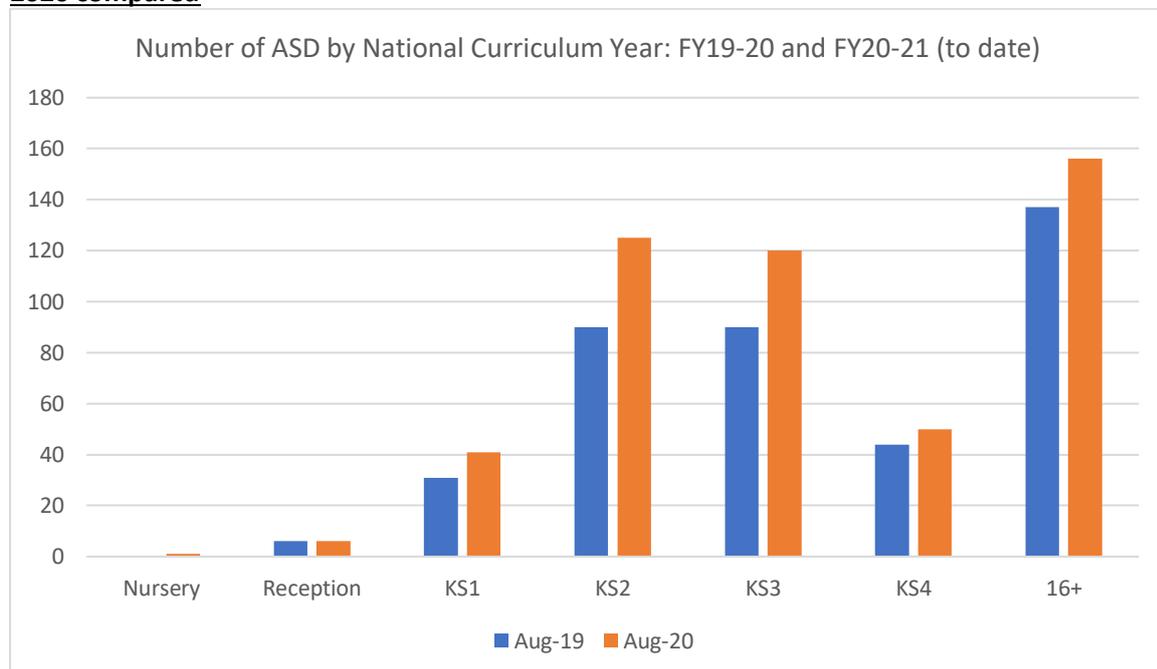


The arrows in Table 5 indicate whether proportions of each primary need category are above or below the national average. The table shows that in Wokingham as of January 2019, most primary need categories are greater than the national average. Figure 1 shows that the largest primary needs are Autism Spectrum Disorder (ASD), Social and Emotional Mental Health (SEMH), Speech, Language and Communication (SLC) needs, and Moderate Learning Disabilities (MLD).

**Increasing trends in Wokingham between 2019 and 2020: ASD and SEMH**

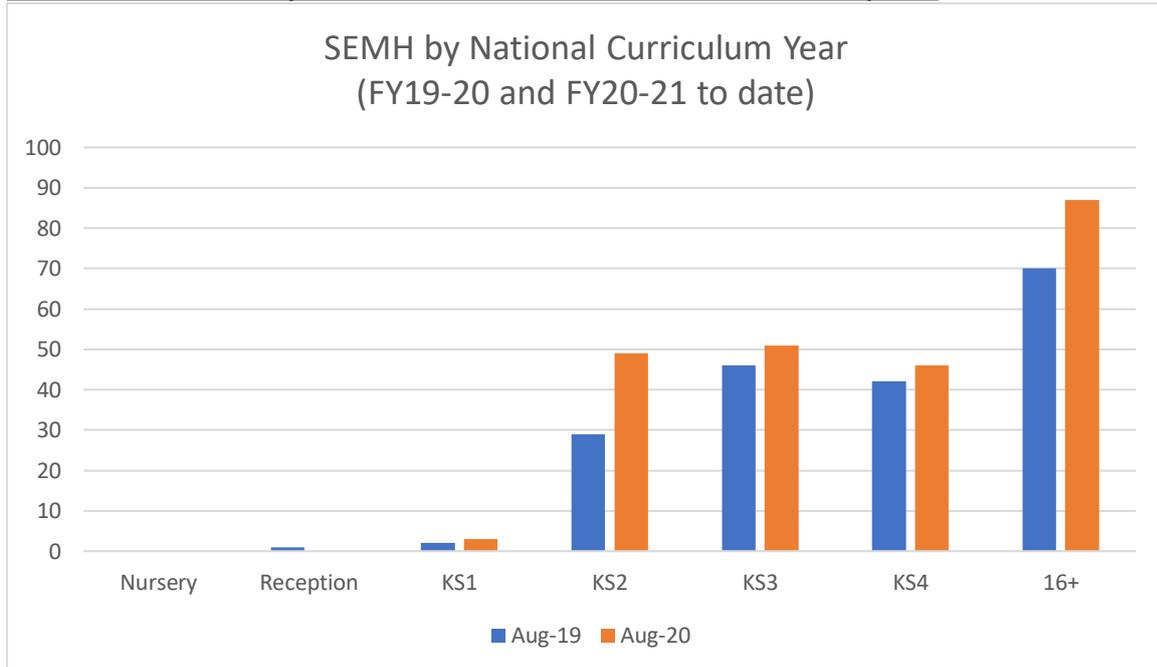
In terms of recent (2020) data trends, there are significant increases in the numbers of children and young people with Autism Spectrum Disorder (ASD) and Social and Emotional Mental Health (SEMH) needs. These increases are shown in Table 6 and 7 below:

**Table 6: Number of children and young people with ASD by National Curriculum Year, 2019 and 2020 compared**



Although there were increases in the numbers of children and young people with ASD in almost all National Curriculum years, the biggest proportionate increases were in KS2 (+39%) and KS3 (+34%). Increases at these Key Stages are likely to have implications for demand for specific support services in future years, as these children age through the education system.

**Table 7: SEMH needs by National Curriculum Year, 2019 and 2020 compared**



The greatest proportion of increases in the numbers of children with SEMH was also at KS2 (+69%).

**Increasing demands for SEN support**

Table 8 shows that there has been a significant (>8.5%) increase in the numbers of children and young people receiving SEN Support in state funded Wokingham Schools between 2017 and 2020, and an increase of more than 5% between 2019 and 2020.

**Table 8: Upward trend in numbers of children and young people with SEN Support**

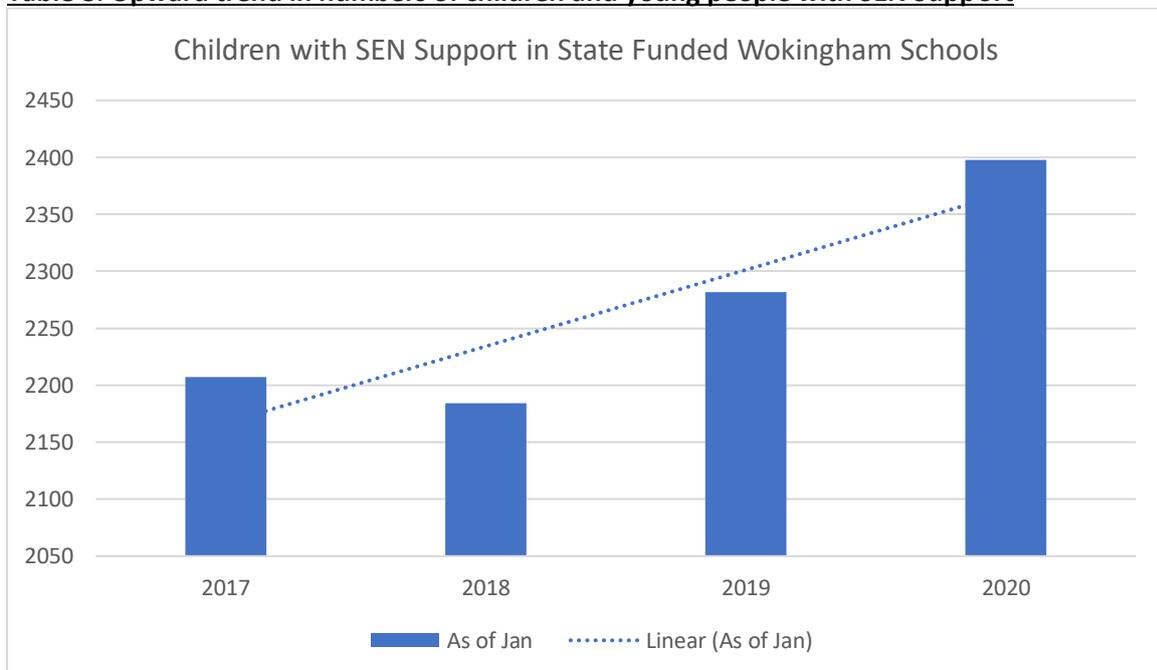
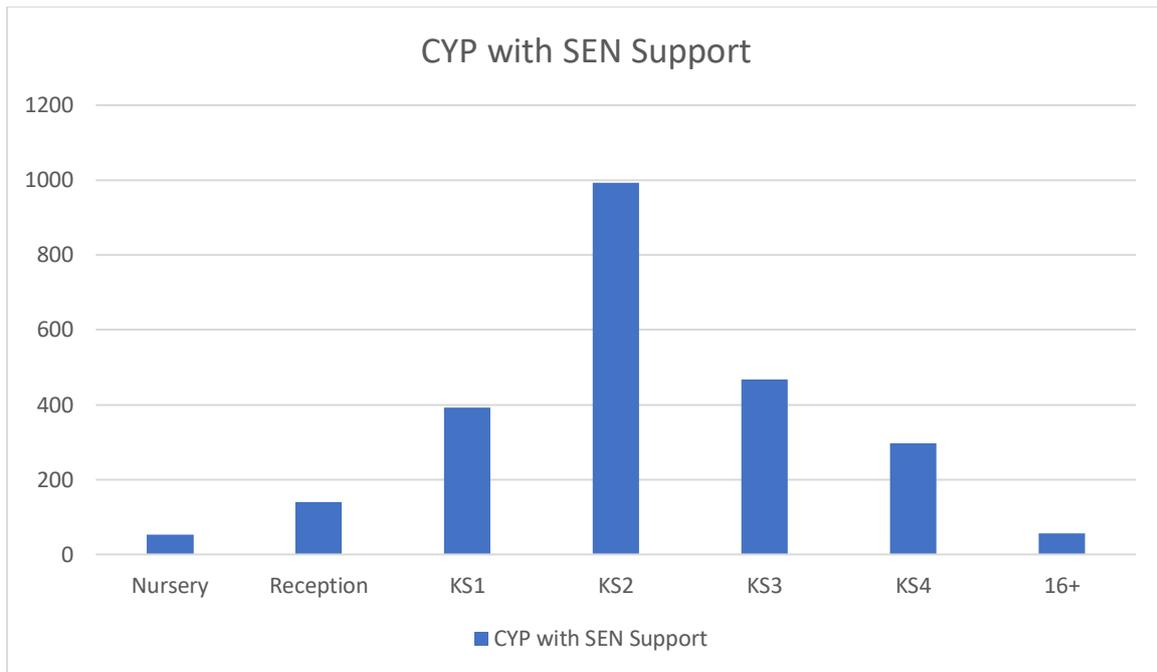


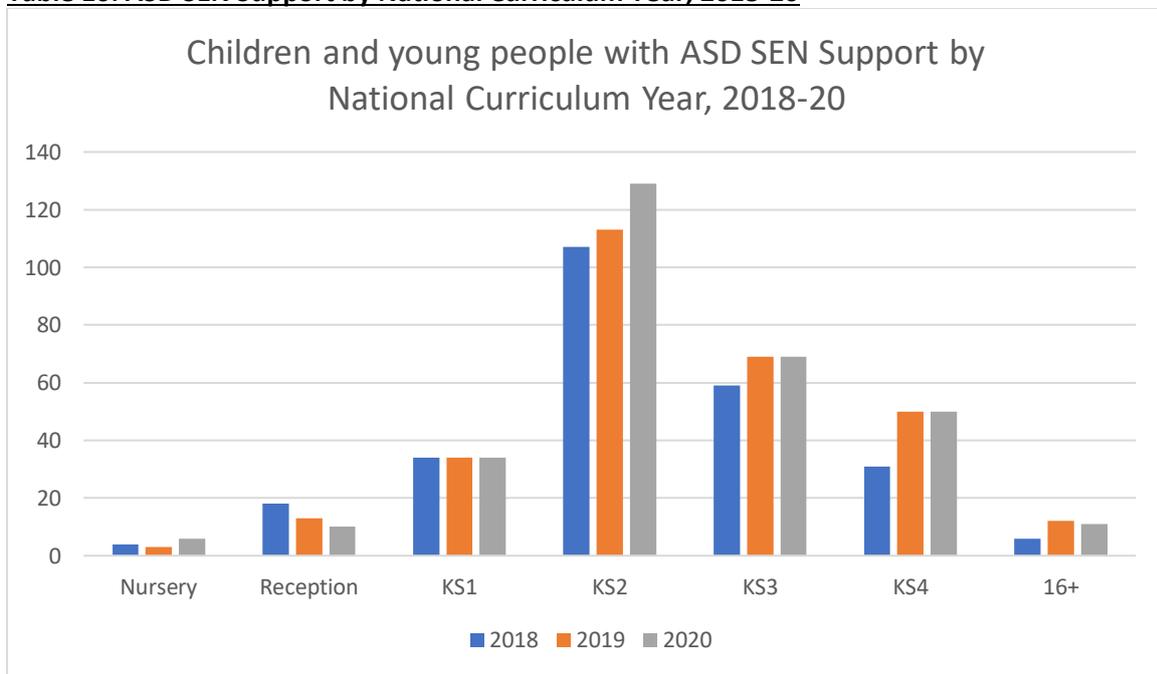
Table 9 shows that for 2020, the biggest proportion of children and young people receiving SEN Support were those at KS2 (41% of the total).

**Table 9: Children and Young People with SEN Support by National Curriculum Year**

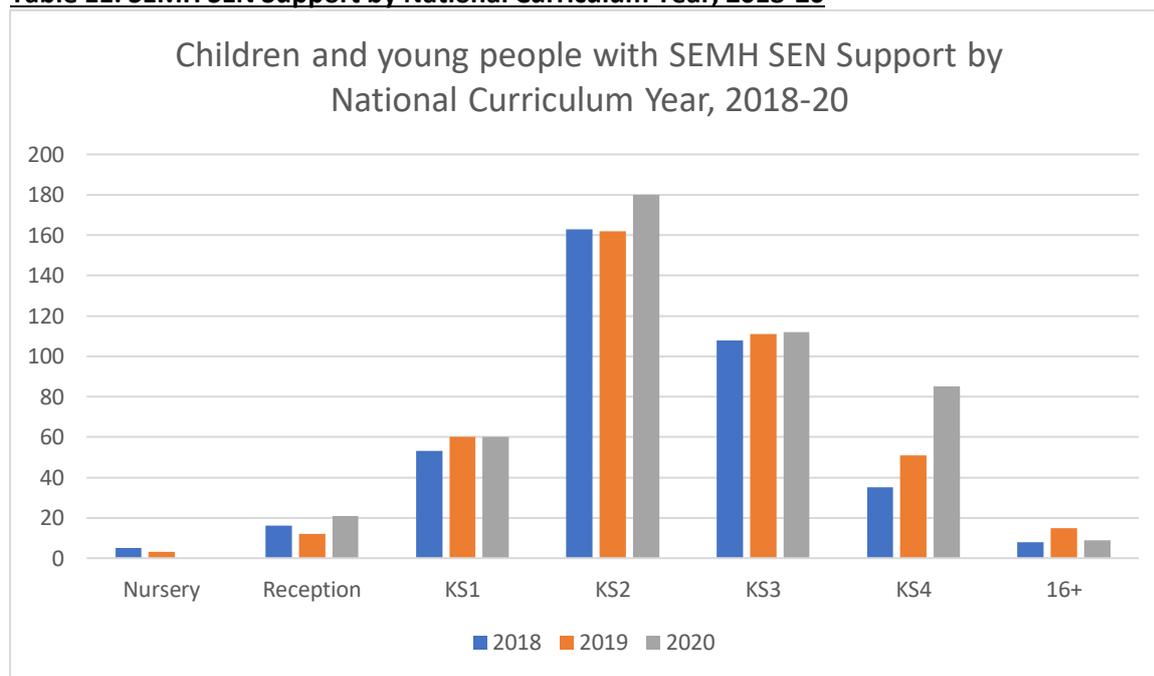


In terms of SEN Support, Table 10 below shows that there have been increases in needs at KS2 level relating to ASD between 2017 and 2020. Table 11 below shows there have also been increases in support needs relating to SEMH in most Key Stages, the exceptions being Nursery, KS1 and post-16 – although it should also be noted that data from EHCPs shows increases in SEMH needs across all Key Stages (2019 compared with 2020) except Nursery and Reception.

**Table 10: ASD SEN Support by National Curriculum Year, 2018-20**



**Table 11: SEMH SEN Support by National Curriculum Year, 2018-20**



*Social and Emotional Mental Health: further supporting data and research from Future In Mind*

In addition to local data which suggests that support for Social and Emotional Mental Health (SEMH) is a growing area for attention and action in Wokingham, data gathered by the NHS at a national level as part of the “Future In Mind” initiative also demonstrates that the mental health of children and young people should be a priority concern for local areas.

The prevalence of mental health problems in children and adolescents was last surveyed at a national level in 2004. This study estimated that:

- 9.6% children and young people aged between 5-16 years have a mental disorder
- 7.7% children aged 5-10 years have a mental disorder
- 11.5% young people aged between 11-16 years have a mental disorder

Extrapolated to the local level, these data mean that in an average class of 30 schoolchildren, 3 are likely to suffer from a diagnosable mental health disorder.

The most common diagnostic categories identified in national research were conduct disorders, anxiety, depression and hyperkinetic disorders:

- Conduct disorders: 5.8% children and young people have a conduct disorder.
- Anxiety: 3.3% children and young people have an anxiety disorder
- Depression: 0.9% children and young people are seriously depressed
- Hyperkinetic disorder (severe ADHD): 1.5% children and young people have severe ADHD

Research also demonstrates there is a complex interplay between physical and mental health, which could have particularly acute implications for vulnerable children and young people, including those with SEND. The Future in Mind research shows that “children with mental health problems are at greater risk of physical health problems; they are also more likely to smoke than children who are mentally healthy. Children and young people with eating disorders and early onset psychosis are

particularly at risk, but it is important to note that many psychotropic drugs also have an impact on physical health.”

Children with physical health problems also need their mental wellbeing and health supported. Future in Mind research sets out:

- 12% of young people nationally live with a long-term condition (LTC) (Sawyer et al 2007).
- The presence of a chronic condition increases the risk of mental health problems from two-six times (Central Nervous System disorders such as epilepsy increase risk up to six- fold) (Parry-Langdon, 2008; Taylor, Heyman & Goodman 2003).
- 12.5% of children and young people have medically unexplained symptoms, one third of whom have anxiety or depression (Campo 2012). There is a significant overlap between children with LTC and medically unexplained symptoms, many children with long term conditions have symptoms that cannot be fully explained by physical disease.
- Having a mental health problem increases the risk of physical ill health. Depression increases the risk of mortality by 50% and doubles the risk of coronary heart disease in adults.
- People with mental health problems such as schizophrenia or bipolar disorder die on average 16–25 years sooner than the general population.

**Actions within the SEND Strategy will need to set out clear actions for strengthening support in relation to Social and Emotional Mental Health**, which take account of the greater vulnerability of children and young people with SEND who experience challenges and difficulties in relation to mental health, and the complex interplay between physical and mental disabilities.

### SECTION THREE: SUFFICIENCY OF LOCAL PROVISION IN WOKINGHAM

*Where are Wokingham children and young people with EHCPs educated?*

Table 12 shows the proportion of EHCPs at each type of education setting. In Wokingham 32.76% of the EHCP population are attending mainstream settings which is 0.88% below the national average but 2.84% above the South East average.

34.05% of the children and young people with EHCPs attend specialist settings including resource bases\*. This is 4.55% **below** the national average and 5.65% **below** the South East average. However, this figure has increased from 2017 where we had nearly 10% below the national average in specialist provision. (Source: SEN2 Survey 2019). (\*This figure includes maintained special schools, academies and free schools both in and out of the local area.)

**Table 12: % of children and young people with EHCPs by type of school provision, 2017-19**

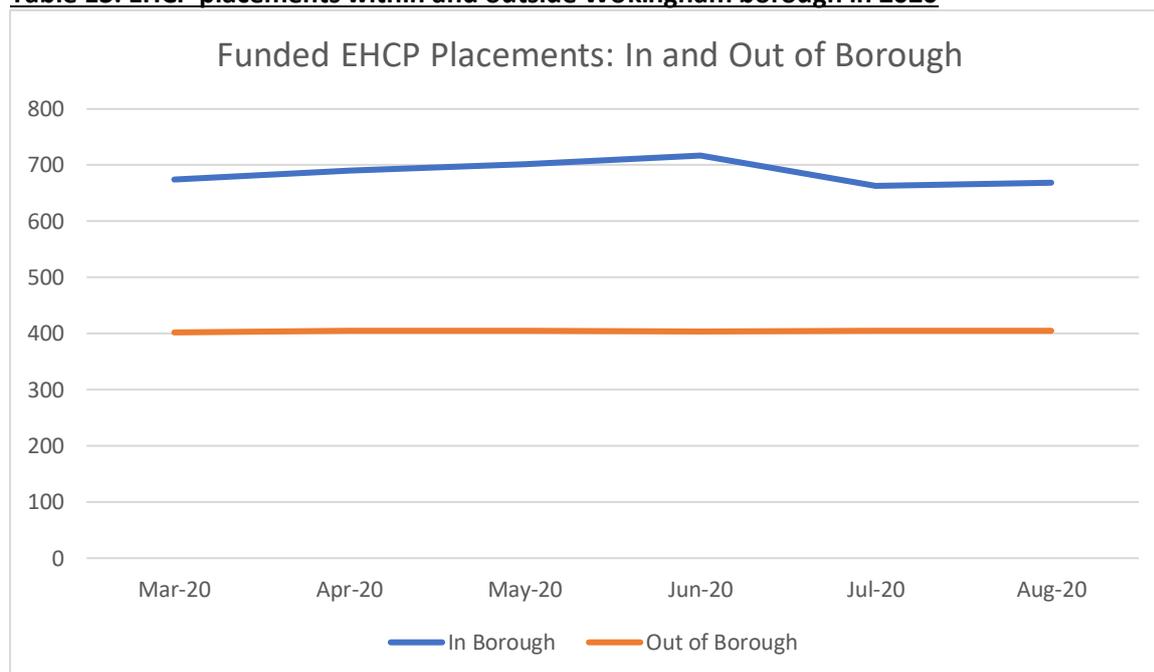
Type of Education Provider	2019			2018			2017		
	ENG%	SE%	WB%	ENG%	SE%	WB%	ENG%	SE%	WB%
Mainstream incl. EY	33.64	29.92	32.76	34.50	30.90	32.60	39.01	33.04	42.39
IND Mainstream	1.02	1.18	1.28	1.00	1.10	1.80	1.14	1.24	0.50
Special incl. Resource bases	38.60	39.70	34.05	39.90	40.00	35.40	39.80	42.63	29.93
Independent Non - Maintained incl. Post 16	6.35	7.48	8.89	6.20	6.60	9.10	6.25	7.24	11.60
AP/PRU	0.80	0.45	0.32	0.80	0.40	0.40	0.80	0.39	0.62
FE College	15.59	16.52	17.13	13.20	14.80	17.30	10.11	11.03	13.47
OTHER	3.32	3.94	1.82	2.20	2.40	0.80	2.89	4.42	1.50

Approximately 33% of children and young people with EHCPs are educated Out of Borough. Over 62% of children and young people educated Out of Borough are 16+, the majority of which (80%) are placed in FE colleges.

*More recent data on Out of Borough placements*

In terms of current ECHP Placements In and Out of Borough, data from the first six months of FY20-21 (see Table 13 below) shows that although there have been some small fluctuations in numbers placed In-Borough, the numbers placed in education Out of Borough remained relatively constant (405). However it is also worth remembering that the number placed Out of Borough represent approximately 33% of the total cohort.

**Table 13: EHCP placements within and outside Wokingham borough in 2020**



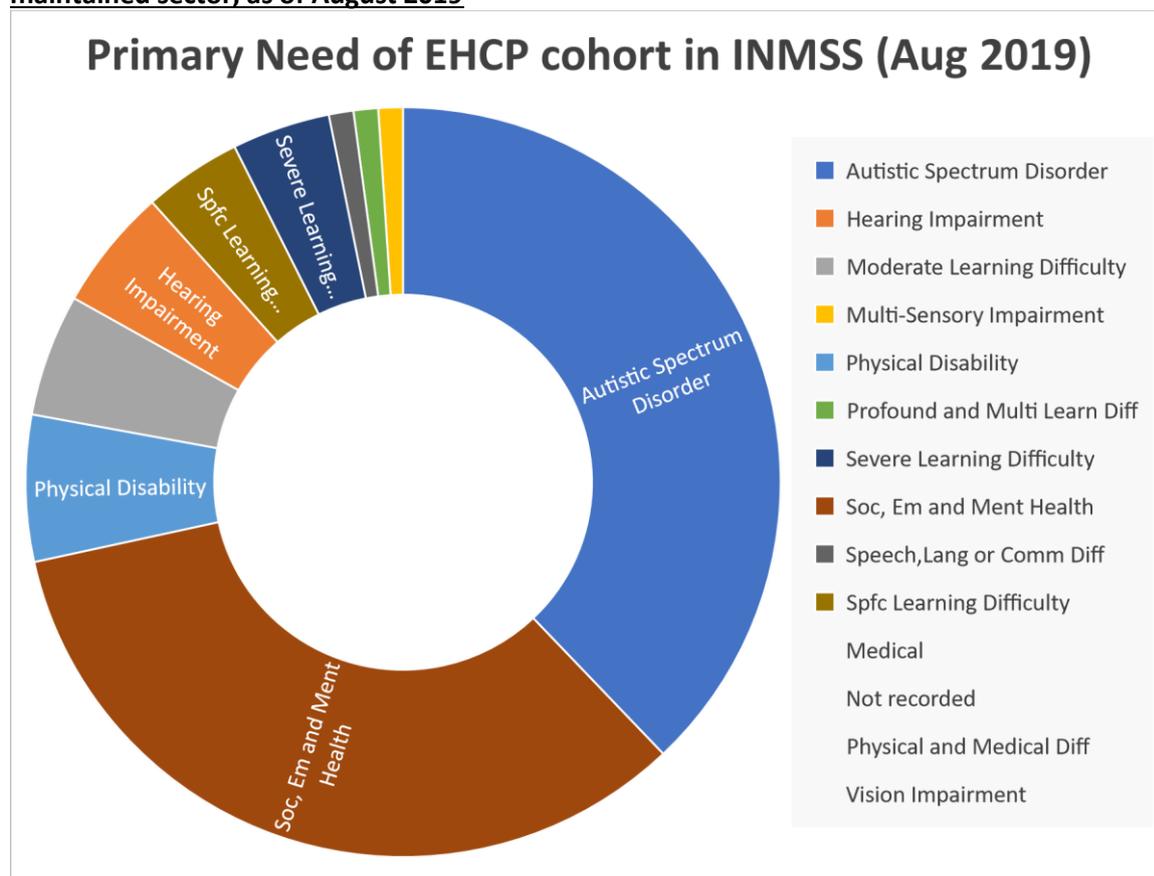
*Children and Young People placed in the Independent and Non-Maintained Sector*

As of August 2019, the primary needs for those who are currently attending independent and non-maintained specialist provision (INMSS) including post 16 specialist provision is set out in Table 14 and Figure 2 below:

**Table 14: Primary Need of SEND cohort compared to the primary need of the cohort attending independent and non-maintained specialist provision (INMSS) in August 2019**

Row Labels	Number in INMSS	Need % of those in INMSS	% of total need type in INMSS	Total EHCP cohort	Need % of total cohort
Autistic Spectrum Disorder	36	37.89%	9.05%	398	39.72%
Hearing Impairment	5	5.26%	20.83%	24	2.40%
Moderate Learning Difficulty	5	5.26%	5.62%	89	8.88%
Multi-Sensory Impairment	1	1.05%	50.00%	2	0.20%
Physical Disability	6	6.32%	11.76%	51	5.09%
Profound and Multi Learning Difficulty	1	1.05%	2.63%	38	3.79%
Severe Learning Difficulty	4	4.21%	4.21%	95	9.48%
Soc, Em and Ment Health	32	33.68%	16.84%	190	18.96%
Speech, Lang or Comm Diff	1	1.05%	1.41%	71	7.09%
Spfc Learning Difficulty	4	4.21%	18.18%	22	2.20%
Medical	0			5	0.50%
Not recorded	0			13	1.30%
Physical and Medical Diff	0			1	0.10%
Vision Impairment	0			3	0.30%
<b>Grand Total</b>	<b>95</b>			<b>1002</b>	

**Figure 2: primary needs of children and young people with EHCPs in the independent and non-maintained sector, as of August 2019**



A summary of the top primary needs of children and young people with EHCPs placed in the independent and non-maintained sector is as follows:

- 40% Autistic Spectrum Disorder
- 34% Social, emotional and mental health
- 14% Learning Difficulty
- A significant proportion of WBC children and young people with SEMH needs are placed within the independent and non-maintained special school sector: approximately 17% of the total EHCP cohort.

The age of the children and young people attending INMSS ranges from age 7 to age 22. The majority of the placements are in secondary phase, however there are a large number of placements post 16/19, as set out in Table 15 below:

**Table 15: High cost placements in the independent and non-maintained sector by education stage (2019)**

	Number of placements	% of the Cohort
Primary	15	15.7%
Secondary	41	43.2%
Post 16	25	26.3%
Post 19	14	14.7%

## SECTION FOUR: SUMMARY OF CONCLUSIONS AND IMPLICATIONS FOR THE SEND STRATEGY

Conclusions from analysis of quantitative data	Some of the implications for the SEND Strategy
<p><b>Needs and support requirements relating to SEND have increased significantly</b> in Wokingham between 2017 and 2020; analysis of trend data suggests that future increases are likely over the next three years.</p>	<p>The <b>sufficiency of local provision</b> will need to feature as a priority area in the SEND Strategy. This will be a challenge in the context of upward trends in needs and demand for services and support, and availability of resources to meet needs.</p>
<p>Trend data from 2017-2020 show <b>increasing numbers and proportion of Wokingham children and young people with EHCPs</b>. The increases are in excess of local population growth (approximately 4% over the past 3 years, compared with an increase of 8% in the number of children and young people with EHCPs between 2019 and 2020).</p>	
<p>Within this group, the <b>increasing numbers of younger children (in Reception, KS1 and KS2) with EHCPs requires attention</b>, and explanations for this require further research and discussion. Although absolute numbers are small, between 2019 and 2020 there was a <b>75% increase in the numbers of children at Reception age with EHCPs</b>. Data collected at the local level also demonstrates <b>increased demand for support for children aged between 3 months and 5 years</b>. Increases in the numbers of children at early Curriculum years have potentially significant implications for increased demand for services and support in coming years.</p>	<p>Special attention should be given in the Strategy to how best meet the needs of <b>younger children, and provision at Early Years</b>. This is partly a question of sufficiency of provision, and partly a matter of ensuring successful transitions e.g. to primary education.</p>
<p>In terms of primary SEN needs featured in EHCPs, various datasets show the greatest areas of need as consistently being for ASD, SEMH, SLC and MLD. In recent years, there have been <b>significant proportionate increases in ASD and SEMH in KS2 and KS3 particularly</b>. This also has potentially significant implications for demand for services and support as these children age through the education system.</p>	<p>The Strategy and Action Plan will need to set out clear actions to address growing demand for support in relation to <b>ASD, SEMH, SLC and MLD</b>. A clear, shared <b>definition and understanding of “MLD”</b> also merits attention in the Strategy.</p>
<p>Through consultation on the SEND Strategy in general, <b>the sufficiency of local support for SEMH-related needs</b> is an area which professionals, parents and carers have consistently flagged as a priority area of focus for the SEND Strategy.</p>	<p>A <b>multi-profession, co-produced, partnership approach</b> is required to sufficiently address needs relating to SEMH in the next three years.</p>

Conclusions from analysis of quantitative data	Some of the implications for the SEND Strategy
<p>Reviews of EHCPs show <b>there are increases in several types and levels of SEN needs at KS2 level</b>. Explanations for this, implications of services and how the system needs to be shaped over the lifetime of this Strategy require further research and discussion. As of 2020, <b>more children at KS2 receive SEN support than any other Curriculum Year (41% of the total number of children and young people receiving SEN support are in KS2)</b>. In terms of SEN Support, there are also increasing levels of needs relating to ASD in KS2 and an upward trend between 2017 and 2020.</p>	<p>The Strategy should clearly address how support in <b>advance of and around KS2</b> will strengthen and improve in the coming years. This has implications for <b>commissioning sufficient support</b>, as well as ensuring appropriate <b>transition arrangements</b> are in place and planned for ahead of time; that <b>information sharing</b> between professionals is effective; and families are engaged in a <b>genuinely coproduced approach</b> to addressing needs.</p>
<p><b>There is also a general upward trend in demand for SEN Support</b>. Currently 9% of children and young people in Wokingham receive SEN Support, and numbers of children with SEN support in state-funded Wokingham schools have increased significantly since 2017. <b>Increases in SEN support needs related to SEMH across most Key Stages</b> over the last three years is particularly striking.</p>	<p>The Strategy will need to include clear actions to <b>strengthen inclusion</b> in mainstream education, and the support that is <b>ordinarily available</b> in Wokingham schools to support children and young people with SEND or possible SEND needs to be clarified.</p>
<p>As with many other local areas across the country, it is a consistent struggle to ensure that needs are met through local provision in Wokingham. A significant proportion <b>(approximately 33%) of children and young people with EHCPs are educated Out of Borough</b>. Over 62% of children and young people educated out of borough are 16+.</p>	<p>The Strategy must include a clear, (multi-strand) plan for enhancing the sufficiency of local provision and <b>reducing dependence on out of borough placements</b>. There will be several components to this, including commissioning, clarification of the ordinarily available offer, a clear strategy for resource bases, and more efficient and effective working between professionals and families.</p>
<p>Collectively, the scale and nature of trend increases has significant implications for the strategic approach to <b>strengthening local arrangements for children and young people with SEND and their families</b>: particularly in relation to <b>the sufficiency of in-borough provision</b> particularly for areas of growing need; support for children and young people in <b>mainstream settings</b>, and <b>strengthening transition arrangements</b> between school years and into adulthood.</p>	

### **APPENDIX 3: GOVERNANCE AND MONITORING ARRANGEMENTS**

[Section currently in development]