

# Public Document Pack



**WOKINGHAM  
BOROUGH COUNCIL**

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To:- All School Forum Members

## **SCHOOLS FORUM - WEDNESDAY, 12 JULY, 2023**

I am now able to enclose, for consideration at the next Wednesday, 12th July, 2023 meeting of the Schools Forum, the following reports that were marked as 'to follow' on the agenda sent out recently.

<b>Agenda No</b>	<b>Item</b>
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- |    |  |
|----|--|
| 51 | <b><u>Growth Fund Update</u> (Pages 3 - 8)</b>                             |
| 52 | <b><u>DSG Management Plan &amp; Safety Valve Update</u> (Pages 9 - 44)</b> |

Yours sincerely

Susan Parsonage  
Chief Executive

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<b>TITLE</b>	<b>Growth Fund Update</b>
<b>FOR CONSIDERATION BY</b>	Schools Forum on 12 July 2023
<b>WARD</b>	None Specific;
<b>LEAD OFFICER</b>	Director, Children's Services - Helen Watson

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

That all Wokingham resident children of statutory school age, entitled to and requesting a school place, will be offered one.

## **RECOMMENDATION**

That Schools Forum notes the planned programme of expenditure for 2023/24 and the implications of the projected spend for 2023/24 for the 2024/25 Growth Fund.

## **SUMMARY OF REPORT**

The projected spend from the 2023/24 Growth Fund of £1.9m. This is funded by £1.7m new in year allocation for 2023/24 and £384k carry forward from the 2022/23 year. This will leave £168k to carry forward into the 2024/25 year.

The projected 2024/25 spend is £1.6m.

While plans for 2023/24 have been confirmed, plans for 2024/25 are advanced, but (at the point of drafting) not, in all cases, formally confirmed.

The need for additional capacity is very much driven by international migration into the borough. While mid-phase growth was particularly strong in both 2021/22 and 2022/23 there is limited information available for 2023/24, yet. Analysis of roll growth between September 2022 and January 2023 indicated that rolls were strong growing in that period. Shortly May 2023 data will be available and it will be possible to determine the current rate of roll growth.

Forest School's proposal to go co-ed from September 2024, will, if approved, lessen some of the burden on other schools.

## Background

The Growth Fund enables the council to make payments to schools to enable them to employ staff and purchase resources when they agree to admit additional students.

Wokingham Borough secondary school rolls are now growing. This reflects the impact of the primary school bulge, a prolonged period of rising demand for primary school places driven by rising birth numbers until 2012/13. Birth numbers began to decline from 2013 onwards and consequently primary school rolls (particularly in Key Stage 1) fell after children born in 2013 and later years, began to enter primary school. The council's initial response to the rising demand for secondary places was to open the Bohunt Wokingham School in 2016. Even with that school admitting 240 students per year (above the council's original planning assumptions) the borough requires additional secondary school places. In March 2022 the council's executive agreed a programme to increase the number of secondary school Year 7 places from 2022 to 2027.

However, since 2021 net migration into Wokingham has risen sharply. Comparing 2021 to 2022 and 2022 to 2023 year group growth with earlier years shows that mid-phase migration into the borough has more than doubled compared to earlier years. Where Year 7 rolls were projected to decrease after 2022/23, migration into the area will (if this is sustained) lead to a later peak year and a much greater number of places required.

It is not known when the rate of increase will reduce, but the termly school census' are now checked to monitor growth between the annual school roll projections. At the point of drafting the May census data is not available, though.

## Analysis of Issues

The council is developing long term secondary school place plans. However, it faces a number of challenges that must be taken into account:

**Resources:** the council's capital programme is out of balance with available resources. Although the council can borrow in advance of receiving government grant or developer payments (S106, CIL) high interest rates means this would have an adverse impact on services. The council has set up a "Gold" process, led by the Chief Executive to reframe existing programmes within available resources.

**Immigration into the borough:** the number of international migrants moving into the borough has been high in the past two years, and as far as can be known, still continues to be high. At some point it is likely to drop back, but it is far from clear when this will occur. When (and if) it does Year rolls are expected to start to reduce (although they will be above the 2022 baseline level for a number of years).

**The impact of new housing:** the borough has seen a consistently high number of homes built each year for over 5 years now. Before 2030, unless at least one large new large development is approved, the rate of building will fall, and if this occurs, the demand for primary school places may diminish too.

**Cross border movement:** At secondary school age, the council is a net exporter of pupils. Should this balance change, it would affect the number of additional places required.

**Year 8 to 11 places:** historically growth in secondary age cohorts has been low, but in the last two years, significant growth has occurred. Currently the Fair Access Protocol manages these admissions, but this is not a sustainable long term approach, so agreements with individual schools to create new mid phase classes may be required.

The table of planned (or anticipated) Growth Fund spend is attached as Appendix one.

It is currently projected that £168k will be unspent at the end of 2023/24, and that this will transfer to the 2024/25 year.

Based on current planning assumptions, £1.455m is required as in year growth fund in 2024/25. Modelling will continue to evolve through the summer and will be shared with the Schools Block task & finish group as part of budget setting.

**FINANCIAL IMPLICATIONS OF THE RECOMMENDATION**

***The Council faces unprecedented financial pressures as a result of; the longer term impact of the COVID-19 crisis, Brexit, the war in Ukraine and the general economic climate of rising prices and the increasing cost of debt. It is therefore imperative that Council resources are optimised and are focused on the vulnerable and on its highest priorities.***

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)	£1.88m	Yes	Revenue
Next Financial Year (Year 2)	£1.62m	to be progressed through 2024/25 budget setting	Revenue
Following Financial Year (Year 3)	Unknown	Revenue	Revenue

**Other financial information relevant to the Recommendation/Decision**

**Cross-Council Implications** (how does this decision impact on other Council services, including properties and priorities?)

**Public Sector Equality Duty**

While due regard has been paid to the Public Sector Equality Duty an Equalities assessment has not undertaken as this spend is non-discretionary and tied to a public duty

**Climate Emergency – This Council has declared a climate emergency and is committed to playing as full a role as possible – leading by example as well as by exhortation – in achieving a carbon neutral Wokingham Borough by 2030**

This decision will be neutral to the council's climate emergency plans.

**Reasons for considering the report in Part 2**

None
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<b>List of Background Papers</b>

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**Appendix B**  
**2023/24 Growth Fund Forecast and 2024/25 Growth Fund Estimate**

			Initial Projection				
	2023/24	2023/24	2024/25	2024/25			
Primary MPPL	4,405	4,405	4,537	5,886			
Secondary MPPL	5,715	5,715					
Schools - New classes	MPPL 2023/24	MPPL 2024/25	Funded Number of Places	2023/24 Budget	2023/24 Forecast	Variance	2024/25 Estimate
<b>Pre-existing Secondary commitments from 2022/23</b>							
Additional secondary places (Y7) for 2022/23 - Piggott	5,715		46	104,061	104,061	-0	
Additional secondary places (Y7) for 2022/23 - St Crispins	5,715		100	226,219	226,219	-0	
Additional secondary places (Y8) for 2022/23 - Emmbrook	5,715		30	67,866	67,866	-0	
Additional secondary places (Y9) for 2022/23 - Bulmershe	5,715		15	33,933	33,933	-0	
			191				
<b>Secondary sector places for 2023/24</b>							
Additional secondary places (Y7) for 2022/23 - Piggott	5,715		45	142,518	142,518	-0	101,798
Additional secondary places (Y7) for 2022/23 - St Crispins	5,715		55	190,024	174,188	-15,836	124,420
Additional secondary places (Y8) for 2022/23 - Emmbrook	5,715		45	95,012	142,518	47,506	101,798
Additional secondary places (Y9) for 2022/23 - Bulmershe	5,715		15	47,506	47,506	-0	33,933
Additional secondary places for 2022/23 - Waingels	5,715		30	0	95,012	95,012	67,866
<b>Secondary Contingency 2023/24</b>							
Additional secondary places (KS3) for 2023/24 - contingency	5,715		90	285,036	285,036	-0	
Additional secondary places (KS4) for 2023/24 - contingency	5,715		30	95,012	0	-95,012	
<b>Secondary sector places for 2024/25</b>							
Additional secondary places (Y7) for 2022/23 - Piggott		5,886	45				146,793
Additional secondary places (Y7) for 2022/23 - St Crispins		5,886	55				179,414
Additional secondary places (Y8) for 2022/23 - Emmbrook		5,886	45				146,793
Additional secondary places (Y9) for 2022/23 - Bulmershe		5,886	15				48,931
<b>Secondary Contingency 2024/25</b>							
Additional secondary places for 2024/25		5,886	90				293,587
<b>Secondary TOTAL</b>				<b>1,287,187</b>	<b>1,318,855</b>	<b>31,668</b>	<b>1,245,334</b>
<b>Pre-existing Primary commitments 2022/23</b>							
Keep Hatch additional primary places Year 5	4,405		30	52,309	52,309	0	
Keep Hatch additional primary places Year 6	4,405		30	52,309	52,309	0	
All Saints additional Primary Places Y5 and Y6	4,405		30	52,309	52,309	0	
<b>Primary sector places for 2023/24</b>							
Farley Hill Expansion (Reception)	4,405		30	73,233	0	-73,233	
<b>Primary sector places for 2024/25</b>							
Farley Hill Expansion (Reception)		4,537	30				75,430
<b>Primary Contingency 2023/24</b>							
Additional primary places (Y6) for 2023/24 - contingency	4,405		60	73,233	146,466	73,233	
<b>Primary Contingency 2024/25</b>							
Additional primary places for 2024/25 - contingency		4,537	30				75,430
<b>Primary TOTAL</b>				<b>303,393</b>	<b>303,394</b>	<b>1</b>	<b>150,860</b>
<b>Primary plus Secondary Growth TOTAL</b>				<b>1,590,580</b>	<b>1,622,250</b>	<b>31,670</b>	<b>1,396,194</b>
<b>Basic Need: New and recently new (growing schools)</b>							
Alder Grove Primary				63,825	63,825	0	48,300
St Cecilia's Primary (Y3, Y4, Y5/Y6 classes)				196,075	196,075	0	165,600
				<b>259,900</b>	<b>259,900</b>	<b>0</b>	<b>213,900</b>
<b>Total Expenditure</b>				<b>1,850,480</b>	<b>1,882,150</b>	<b>31,670</b>	<b>1,610,094</b>
<b>In year Growth Funding from Schools Block</b>				1,665,896	1,665,896	0	1,441,898
<b>In year Overspend</b>				<b>184,584</b>	<b>216,254</b>	<b>31,670</b>	
<b>Reserves b/f</b>				234,063	384,451		168,197
<b>Projected Reserves c/f</b>				49,479	168,197		0

**Basic Need and growing schools methodology**  
Dis-economy of scale (new classes funded from APT)

	Per pupil funding	Lump Sum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Primary	287.5		92,575	77,625	62,100	46,575	31,050	35,650
Secondary	575		143,750	106,950	71,300	35,650		

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<b>TITLE</b>	<b>DSG Management Plan and Safety Valve Update</b>
<b>FOR CONSIDERATION BY</b>	Schools Forum on 12 July 2023
<b>WARD</b>	None Specific
<b>DIRECTOR</b>	Helen Watson, Director for Children's Services

## **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:

- 1) note the report and current consultation with schools to inform investment in the transformation and improvement of the local SEND system.
- 2) endorse the proposal to review DSG/School Forum guidance to evaluate possibility of transferring a sliding scale % based on school size and intake.

## **SUMMARY OF REPORT**

The LA is currently consulting with schools to seek views on the proposed priorities for investment in SEND improvement in order to deliver the DSG Deficit Management Plan (DMP) and bring the local area back to a balanced DSG budget. This report summarises the financial make-up of the DMP, the priorities for SEND improvement as identified by schools and summarises the proposals to address these priorities currently under consultation with schools.

The level of investment proposed would require the transfer of up to 1% of the DSG Schools Block to the High Needs Block. At this stage we are not consulting on the transfer itself; WBC is seeking school's views as to the priorities and proposals that make up the recovery plan and this information will inform the detailed final proposals that WBC will present in the September consultation process.

The proposed investment would deliver significant improvements for all children with SEND across the area and an economically viable SEND system by investing resources back into schools' SEND work to meet growing demands, with the following benefits:

- New SEND Support Service & Enhanced Specialist Outreach Offer to improve timely access to specialist advice, training and support – currently being co-produced with schools.
- A significant proportion of this funding will be invested back into local schools to support peer to peer support and sharing of local expertise and best practice.
- Design and implementation of more robust processes for the commissioning of high-quality Alternative Provision.
- Robustly ensuring consistency of the 'ordinarily available' offer across every school – ensuring equity and consistency as to what every school provide at SEN Support level.
- Improved communications with the SEND Team.
- The Council's own investment is also supporting development of new specialist provision – two Special Free Schools, expansion of existing special schools,

development of post-16 specialist provision and SEN Resource Bases and SEND Units on mainstream school sites.

This stage 1 information-gathering process will culminate in a stage two consultation with all schools in September 2023 specifying details as to proposed investment in the above improvements, and will make the business case for the transfer of Schools Block funding into the High Needs Block. The results of this stage two consultation will then be presented to Schools Forum in October 2023 for a final decision regarding the requested transfer.

## SCHOOLS FORUM

### 12 July 2023

#### 01. Purpose of the Report

To update Schools Forum on the current consultation with schools to inform investment in the transformation and improvement of the local SEND system and to shape the request for transfer of Schools Block funding to the High Needs Block in October 2023.

#### 02. Recommendation

Schools Forum is asked to:

- note the report and current consultation with schools (attached as Appendices 1 & 2) to inform investment in the transformation and improvement of the local SEND system.
- endorse the proposal to review DSG/School Forum guidance to evaluate possibility of transferring a sliding scale % based on school size and intake.

#### 03. Background

Wokingham Borough Council (WBC) has been awarded the Dedicated Schools Grant 'Safety Valve' agreement by the DfE and as part of that agreement have made a undertaking to reach a positive in-year balance on its Dedicated Schools Grant (DSG) account by the end of 2028-29. In order to deliver this WBC has agreed to implement a Deficit Management Plan that sets out a range of measures and interventions.

Safety Valve funding from the DfE is to 'pay off' the cumulative deficit balance to circa 10% of DSG spend by the end of the programme – for Wokingham, this equates to circa £20m. There is no 'new' money being provided by the DfE to deliver Safety Valve to invest in additional services as part of the management plan. Whilst it is recognised that the only way to deliver a balanced High Needs Block is through investing in service improvement *this money must be found within local resources.*

In order to deliver this management plan, the local authority has identified a range of measures and mitigations to achieve the required reductions in spending on the High Needs Block in order to deliver a balanced budget by 2028/29. The Council is currently consulting with schools to set out the position and to seek their views as to the key

priorities for investment and to agree the most effective ways to work together to address the challenges and to develop a sustainable and effective SEND system.

The premise underpinning the Deficit Management Plan and the consultation is that the Local Authority cannot single handedly address the challenge of meeting escalating demand for specialist services whilst meeting the needs of children in mainstream schools. This can only be achieved at a whole-system level through all schools and partners working collaboratively to achieve a rebalanced system that is more inclusive across the Borough, more responsive to schools' identified needs for support and is underpinned by a strong partnership between the LA and Wokingham schools. This consultation exercise is designed to establish the common ground on which we will build the new system.

#### **04.i DSG DEFICIT MANAGEMENT PLAN – FINANCIAL OVERVIEW**

The consultation papers set out three sources of additional investment to support the transformation programme:

- i. As described above the DfE are contributing up to circa £20m additional funding through the **Safety Valve** Programme.
- ii. In addition, the local authority has created a new **DSG Equalisation Fund** - funded by an additional 1% Council Tax Levy, which will raise around £28 million over the six years of the programme. This will provide upfront investment of circa £1m in 23/24 and a total of circa £6.5m across the duration of the programme. This funding will also clear the remaining cumulative deficit of C £20m.
- iii. **Transfer of DSG Schools Block to High Needs Block** – The Council will be making a request to Schools Forum for a contribution to the required investment in the Autumn of 2023, which is expected to amount to 1% of the schools block (subject to the outcome of the consultation process). The current consultation exercise will determine the detail as to how much will be requested and exactly how it will be spent; this will then form the subject of a stage 2 consultation process with all schools in September 2023.

#### **04.ii PROPOSAL TO CONSIDER APPORTIONING SCHOOLS BLOCK TRANSFER CONTRIBUTION ACCORDING TO SCHOOL SIZE OR PHASE**

During the initial engagement and dialogue with schools in developing the Deficit Management Plan, a number of schools have highlighted the significant financial challenges that (particularly) smaller schools are facing in delivering balanced budgets; for these schools even where they are in full support of the SEND Improvement proposals outlined above the prospect of relinquishing part of their schools block budget to be pooled and invested centrally is still daunting and may result in very difficult decisions as to what to prioritise within the schools own resources.

In recognition of this, a number of secondary schools have enquired as to whether it would be possible to apportion the contribution either according to a school's phase or its size – e.g. having secondary schools fund a greater proportion of the total School's Block contribution or transferring a sliding scale % contribution based on school size and intake.

Initial analysis suggests this would not be simple and may not even be possible, so before pursuing this possibility further it is important to establish whether this proposal would be supported by Schools Forum? It is important to stress that this proposal has not come from the Local Authority but from schools themselves.

#### **04.ii SCHOOL PRIORITIES**

The key priority areas that schools have identified and that the Deficit Management Plan will directly address are as follows:

- i. Easier access to advice and support – improved early identification of need
- ii. There have been consistent calls for improved access to specialist advice and guidance regarding the following categories of need:
  - a. Social Emotional and Mental Health difficulties – including high levels of anxiety in the pupil population / attachment disorders
  - b. Speech and language difficulties
  - c. Autism
  - d. Cognitive needs / learning difficulties
- iii. Facilitating development of consistent inclusion standards regarding expectations as to what every school provides in its 'ordinarily available' SEND support and provision and how the wider system can support schools to deliver this.
- iv. Easier access to specialist provision for pupils who struggle in mainstream classrooms (AND raising awareness of what's available and entry criteria for these)
- v. Easier access to local special school places
- vi. Easier access to quality assured and cost-effective Alternative Provision
- vii. Improving communications between schools and the SEND Team and timeliness of statutory processes
- viii. Addressing waiting times for access to health services including therapies and related assessments and CAMHS
- ix. Addressing lack of capacity in the Educational Psychology Service – schools have identified challenges in accessing EP time.

#### **04.iii DSG DEFICIT MANAGEMENT PLAN - PROGRAMME OVERVIEW**

In order to deliver the required improvements, the Safety Valve programme is made up of 15 individual projects, grouped into four workstreams as follows:

##### **Workstream 1: Early Intervention & Demand Management**

1.1 - Redesign and Improve Local Offer Website and Support Offer.

1.2a - Implement a new Special Educational Needs (SEN) support service SEN - Build on and develop SENDCO Network – build on and enhance peer-to-peer support and moderation to develop more consistent and equitable offer across the area.

1.2b - Develop a fit for purpose specialist outreach offer which enables schools to access quality specialist support and intervention across all priority needs – speech and language, social emotional and mental health, autism, and cognition and learning difficulties.

1.3 Implement Early Years strategy, ensuring need is identified at the earliest opportunity, with the appropriate levels of support put in place.

**Workstream 2: SEND Sufficiency & New Provision** - Meet identified sufficiency needs and reduce reliance on the Independent and Non-Maintained Special School (INMSS) sector.

2.1 Develop Resource bases and SEND Units.

2.2 Addington Special School expansion.

2.3+4 Develop new Special Free Schools – Oak Tree and two new free schools

2.5 Implement Alternative Provision and EOTAS Review to ensure consistency, quality and choice for schools and vulnerable pupils.

2.6 Implement Post-16 and Preparation for Adulthood Strategy as well as development of new, varied, and additional Post-16 opportunities.

**Workstream 3: SEND Commissioning**

3.1 - Joint commissioning - Review 'Ordinarily Available' health offer in partnership with Health commissioners to ensure needs are met at the earliest possible opportunity including Therapies and CAMHS support.

3.2 - Improve contract management and quality assurance of Independent & Non-Maintained Specialist Provision – recruit new SEND Commissioner / Contract Manager.

**Workstream 4: SEND Systems & Operational Improvement**

4.1 Design and implement new banding framework for high needs placement funding to ensure transparency, consistency, fairness and sustainability.

4.2 – Digital Improvement - Improve reliability of data, accessibility of strategic and operational management information, and increase efficiency.

4.3 - Review SEND Panel Processes & Decision Making to embed consistency and ensure every school is providing an equitable level of ordinarily available provision.

Schools are currently active members of a number of the workstreams listed above and the Council is asking for continued commitment to and support for the projects set out above, which will be critical to the success of the entire Deficit Management Plan.

## **6. In Conclusion...**

At this stage WBC is asking Schools Forum to encourage all schools to respond to the current live consultation, which is running until the 28/7/2023, will gather feedback on the proposals within the DSG Deficit Management Plan.

This will inform the final proposals for 2024/25 that WBC will consult upon with every school in September 2023. We are asking Schools Forum to note that the outcome of the September consultation and the request for the transfer of the Schools Block to High Needs Block will be presented at the October 2023 meeting, when full details will be provided.

Whilst WBC recognises the financial challenges that many schools are currently facing, pooling resources to overcome the challenges associated with the demand for SEND support is by far the most effective measure available to the local system and we are urging schools to carefully consider this request when it follows in the Autumn. We are

also asking Schools Forum to endorse the proposal to review DSG/School Forum guidance to evaluate the possibility of apportioning the contribution using a sliding scale % based on school size and intake as we believe this would help to address some of the affordability concerns for smaller schools raised by Headteachers.

<b>Contact:</b>	Ming Zhang - Assistant Director of Education and SEND
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## APPENDICES

### APPENDIX 1 – Right Spaces Right Places – Consultation Document



Right Spaces, Right Places.pdf

### APPENDIX 2 – Right Spaces Right Places – Survey Document

*Please note this survey must be completed online on the Council's Engage consultation hub. Schools have been sent details as to how to create an account, which will be used for all future consultations. WBC is unable to accept printed or emailed copies of this questionnaire.*



Right Spaces Right Places Survey.pdf



# Wokingham Borough Council

## June 2023

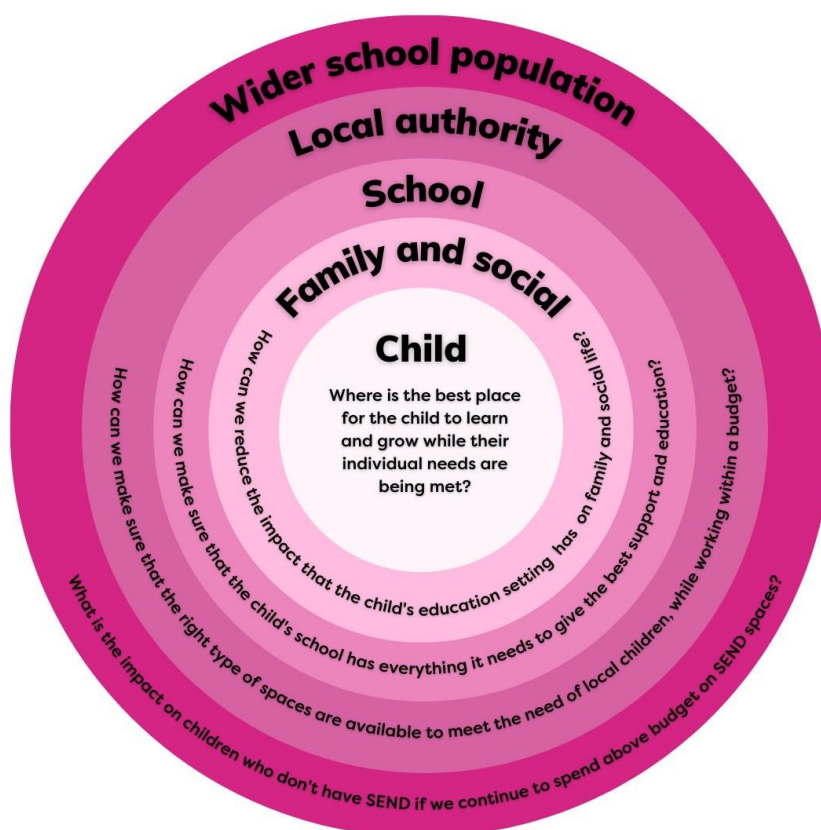
## The Vision

Our vision for children and young people with special educational needs and disabilities in the borough is simple.

We want all children and young people to have access to good quality education that meets their individual needs so that they are the best they can be while being **happy, healthy and safe**.

We know that providing the right support in the right setting at the right time provides the **best outcomes** for all children, while also being the **most cost-effective** way of meeting needs.

**In short: Right Spaces, Right Places.**





## The story so far

### Increasing numbers of children with EHCP's

The number of children with EHCP's is rising rapidly, and at a rate that is already unsustainable.

Between January 2018 and January 2022 there was an increase of **over 70%**, from 867 in 2018 to 1,488 in 2022.

If this trend continues, by 2028 we project around 2,800 children in the borough will have an EHCP, a **staggering 223% increase** over ten years.



### Mounting financial pressures

The increasing number of children with EHCP's has meant we are reaching a crisis in the funding of services, with the deficit currently sitting at around £17 million.

Until now, we've been allowed to roll the deficit forward each financial year, but there is no guarantee we will be allowed to do this in future.

If something is not done soon, the consequences will be dire, significantly impacting every child and every school in the borough.



## How did we get into this position?

- This is part of a wider **national challenge** in funding for SEND services, with most areas carrying deficits in their high needs block budgets; last year the accrued deficit in SEND budgets across English local authorities was **£2.4bn** and this continues to increase
- Sharp increases in **requests for statutory assessments**
- Current support to schools **under-utilised** with some local specialist outreach service **not being fully used** and some of our specialist **SEND provision not being full**
- **Gaps and constraints** in our SEND services for schools
- **Inconsistent inclusive practice** in schools following escalation pathways, with some schools **skipping early intervention** phases
- We are the **third lowest funded area** for education in the country
- Existing model of SEND services and support does **not meet current needs**, with some type of need not catered for particularly in light of the after-effects of the pandemic, which is continuing to impact on schools
- **Money has not been available** to transform the SEND services to address changing needs, and school budgets are under considerable pressure with some schools struggling to balance their budgets



## So, what can we do about it?

### Do nothing

If we were to do nothing and carry on as is, consequences for the local area will be **huge**.

This has the potential to bankrupt Wokingham Borough's SEND system.

Such a position would have negative consequences for every child and every school in the area.

So, we must do **something**.



Thankfully, we are already taking big steps towards making improvements, undertaking a transformation programme across all our local SEND services.

Our plan of action includes:

- Investing in a **new SEND support service** and local **specialist outreach services** to build confidence and skills in mainstream settings, so that schools can access specialist **support and advice** more quickly and more children can be supported in their local school
- **Two new special schools** (with funding already secured)
- Expansion of **Addington Special School** in Autumn 2023 and opening of **Oak Tree Special School** in September 2023
- Re-configuring our existing services in mainstream schools to make **resource bases more effective** and introduce a **new tier of support** through SEND units
- Introduction of a '**Preparation for Adulthood**' strategy and new **services for post-16**
- Put in place a **new early years strategy**, focused on earlier identification of need and earlier intervention



**But we can't do this alone.**

We believe **all** schools and partners need to work collaboratively to co-produce and deliver our SEND Improvement programme, leading to:

- A rebalanced system that is more inclusive across the borough, more responsive to schools' identified needs for support and is underpinned by a strong partnership between the LA and Wokingham schools
- A refreshed and shared set of expectations about the type of SEND provision that every Wokingham mainstream school and academy provides



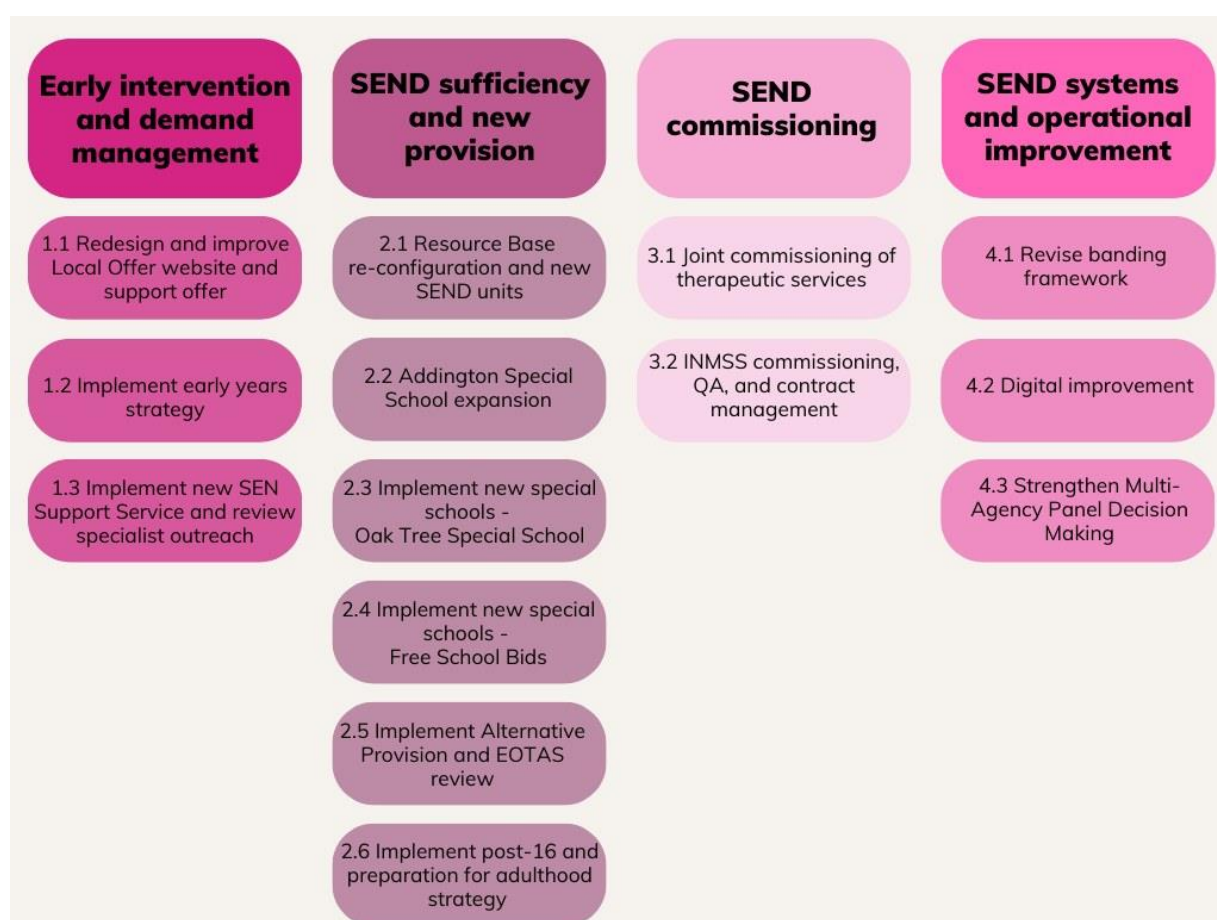
Key partners include:

- **Early years** providers, **schools** (including both mainstream and special) and **colleges**
- Local health services including our **speech and language and occupational therapeutic services**, recently recommissioned including a more child-centric service design and **significant increase in funding**.
- **Local organisations** supporting SEND children and their families.

## We're in, what's the plan?

We're glad you asked.

We put together a plan based on **school priorities** and **local authority priorities**, which is made up of 15 projects grouped into four areas of work:



## How will this be funded?

There are three parts to the funding for our SEND improvement proposals: Safety Valve grant, Council Tax Levy and the High Needs Block.

### 1. Safety Valve grant

In March 2023, we were awarded a grant from the Department for Education as part of the government's 'Safety Valve' programme, which over the next six years, will amount to around **£20 million**.

We are one of 34 local authorities who will receive this grant, and its two main objectives are:

1. Reach a positive **in-year balance** on the authority's Dedicated Schools Grant (DSG) account **by the end of 2028-29** and in each subsequent year.
2. Control and **reduce the cumulative deficit to £20.1m** (10% of the total DSG spend in the area) **by the end of 2028-29**

Year	Forecast DSG deficit profile at year end £m
2022-23	£16.6m
2023-24	£25.1m
2024-25	£32.1m
2025-26	£36.9m
2026-27	£40.1m
2027-28	£41.1m
2028-29	£20.1m

There is **no 'new' money** being provided by the DfE to deliver Safety Valve

Funding from the DfE is to 'pay off' the cumulative deficit balance to circa 10% of DSG spend by the end of the programme – for us, this equates to £20m.

This money is not for investment in services BUT will pay off half the expected deficit.

It is recognised that the only way to deliver a balanced High Needs Block is through investing in service improvement.

## 2. Council Tax Levy

In an **extremely rare** move for local authorities, we've agreed to a 1% council tax levy over the next six years.

This means that **1% of the council tax from every household** in the borough will go towards SEND improvement. Over the six years of the programme, this will raise around **£28 million**

We are calling this the DSG Equalisation Fund.

Around **£20 million** of this will contribute towards **paying off the deficit** in the High Needs Block Budget.

The remainder will provide **upfront investment** to the SEND improvement programme - around **£1 million** in 2023/24 and around **£6.5 million** across the whole programme.

Included in the budget for this are:

- Enhanced SEND Local Offer, so that families and professionals can find information advice and support services more easily
- New SEND support service
- Transitions and annual reviews ensuring quality improvement
- Increased capacity in teams that support SEND work



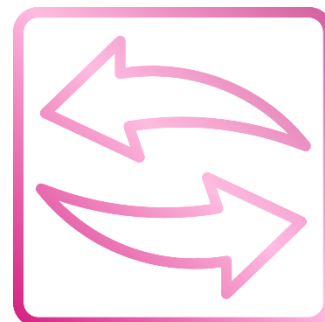
### 3. High Needs Block

As **beneficiaries of the planned improvements to local SEND services**, we are asking schools to **also make a contribution** to the funding provided by **every household in the borough** and transfer 1% of the Dedicated Schools Grant (DSG) Schools Block funding to the DSG High Needs Block to support the required investment in the SEND improvement programme.\*

In Wokingham, this amounts to around **£1.4 million** for 2024/25. The same request will be made of Schools Forum for each of the next five years, and schools will be asked for their decision on this for each of those years.

Subject to those annual approvals, this could amount to up to **£7.6 million** across the whole 6 year programme, with the spend directly aligned to the **priorities highlighted by schools**.

None of this funding will go into the DSC cumulative deficit – this funding is **solely for investment in service improvement** that schools will feel the benefit from.



Included in the budget for this are:

- Proposal to invest an **additional £350k** in new SEND support service providing schools with **faster access to help and support** at SEND Support level
- Increased **investment of £260k in specialist outreach** (above the current spend of circa £650k) – providing easier access to expert advice from specialists across all categories of need
- A **more coordinated** range of support for all vulnerable learners across the borough
- Special school expansions with the introduction of **over 350 additional special schools places** and a minimum of **100 additional places** in SEN Resource Bases or Units attached to mainstream schools
- Post-16 – with the introduction of **new specialist pathways** for students with SEND within the borough – details yet to be determined subject to a needs analysis
- Alternative provision and education other than at school to be **more securely commissioned and quality assured** to provide increased confidence as to the quality of our local provision

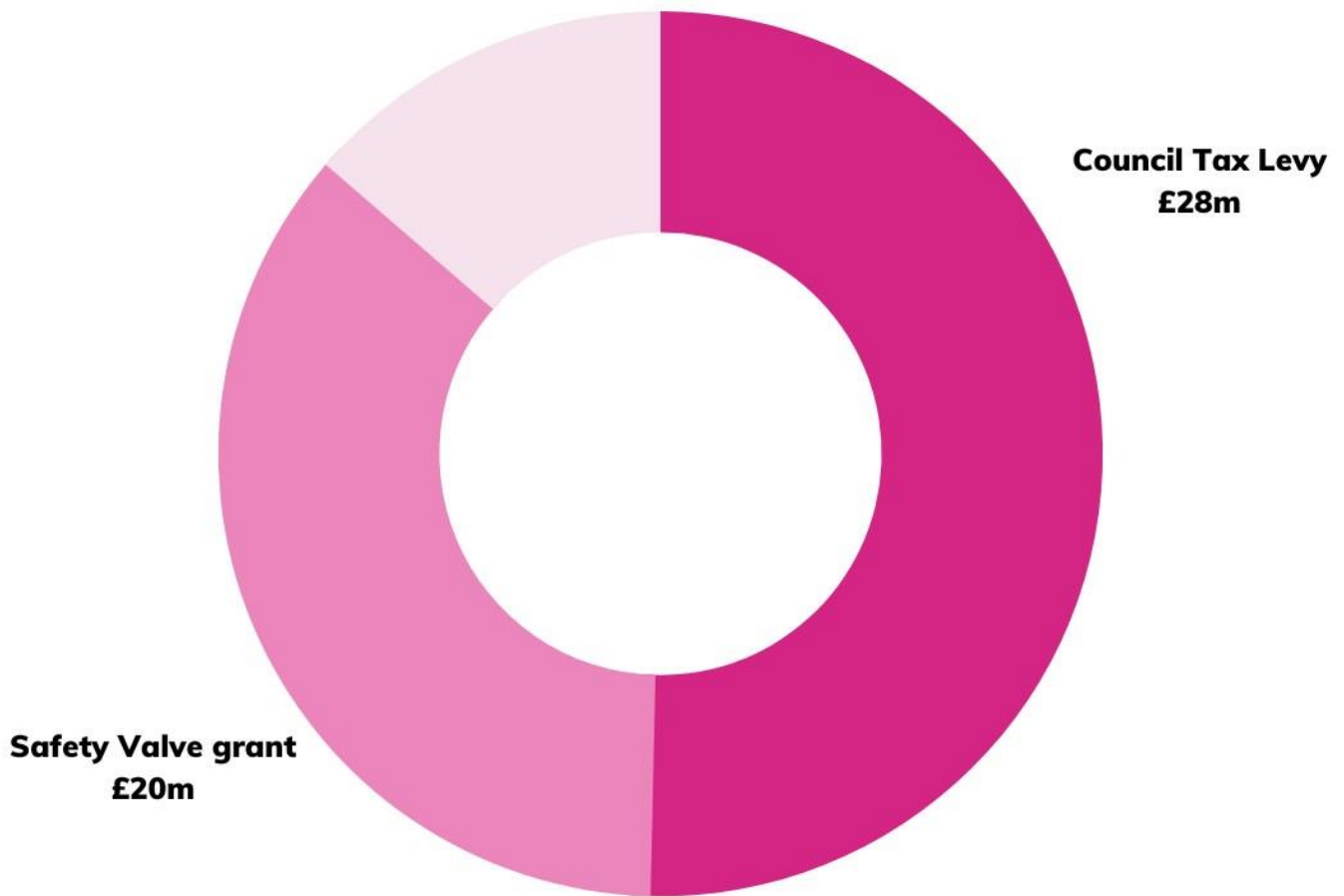
The majority of the funding is being secured through investment from the council and Safety Valve. If we are unable to meet the targets agreed with the Department for Education, this could lead to **future Safety Valve payments being withheld**.

*\*Recent DfE research into ten of the best performing local authorities showed that an early transfer of funds from the Schools Block to the High Needs Block was a game changer in securing a stable and robust financial position.*



**Requested Transfer from DSG  
Schools Block to High Needs Block  
(subject to Schools Forum vote)  
£7.6m**

# **Investment breakdown**



*The total required investment under the DSG Deficit Management Plan between 2023/4 and 2028/9 and the proposed sources for this.*

## Working together to improve SEND education

As we said earlier, this is a **significant piece of work** and one that we are **unable to complete alone**.

Our proposals, based on the priorities you have told us, would deliver **significant improvements for all children with SEND** across the area, and an economically viable SEND system fit to meet the **growing needs** in the area.



### What are the benefits to schools?

- A **new SEND support service** and **enhanced specialist outreach offer** - specialist support professionals will support schools to develop and improve the systems, approaches and techniques used for children with SEND.
- **Increased investment** in specialist outreach, focused on **priority areas** including speech and language, social emotional and mental health difficulties, autism and cognition and learning difficulties.
- Funding **invested back into local schools** to support **peer to peer support** and **sharing of local expertise**. The impact of the above measures will be that schools will be better supported to meet needs earlier without the need for EHC Plans and will reduce the number of requests for assessment other than where these are absolutely necessary.
- The impact of the above measures will be that schools will be **better supported to meet needs earlier** without the need for EHC Plans and will **reduce the number of requests for assessment** other than where these are absolutely necessary
- For those children with the **most significant needs** there will be an **increased range of specialist provision** – new special free schools and mainstream based provision
- **Improved commissioning** framework for high-quality alternative provision, making it easier for schools to access **secure, quality assured provision**. **Improved communications** with the SEND Team.
- Robustly ensuring consistency of the ‘ordinarily available’ offer across every school – providing **equity and consistency** as to what every school offers.

## How can schools work with us?

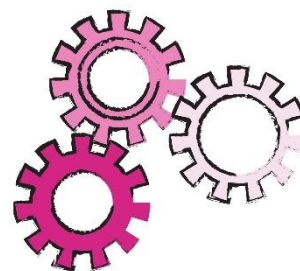
1. We will be **requesting transfer of 1% of the Schools Block** to the High Needs Block annually for the length of the Safety Valve programme.

At this stage all schools are being consulted as to **their views as to these proposals** and the outcome of this consultation will help us to refine and shape our proposals.

The final proposals and the request for the schools block transfer request will then be presented along with other elements of schools budget setting in a **second formal consultation** in September.

The outcome of this second consultation will inform Schools Forum when they vote on the proposed transfer in October 2023.

We recognise that in the current financial climate this request represents a challenge for many schools, particularly smaller schools. There may be ways of **accounting for these challenges** in terms of how the contribution is apportioned between schools but initially we are keen to establish whether our *priorities are correct*.



This transfer is an **expectation of the Safety Valve** agreement and has been identified as a common feature of LAs that manage their High Needs Block effectively, so we hope you feel able to support this request.

2. Improve early intervention and SEND support **before requesting assessments**.

In March 2023, the SEND Team received approximately 90 assessment requests, which is unprecedented in the borough. This was an **increase of 138%** (38 requests) from February 2023.

The scale of the increased demand is the key factor in beginning an individual pupil's escalation through the system **BUT** too often what should have happened at school level hasn't and this means there is an inequity in the system.

We believe that when the new support services are available this will provide alternative options for schools to **address needs earlier** without the need for an EHC Plan.

A collective responsibility and accountability between and across schools, supported as appropriate by LA specialists, will achieve a more manageable and sustainable approach, built on trust and a shared set of expectations.

## What's next?

### We have a few things in the pipeline in the coming months:

- This first phase of consultation is an **information gathering exercise** to sharpen our focus and ensure that what we are proposing will **meet schools' needs**. We will use the time over the Summer 2023 to refine and develop our proposals
- We will be launching a **second stage consultation** on these final proposals which will go to every school in the borough to ask them for their view on transferring the 1%.
- The results of this second consultation will then go to the Schools Forum, who will use these to help inform their decision on whether the funding should be transferred.

### Programme milestones April 2023 to March 2024

- At this stage this consultation only covers the funding for 2024-25; there will be a **similar annual consultation** exercise to seek agreement from schools for the transfer for each of the next five years (we are in year one of the six-year programme already)
- We will be involved in the tendering process for the **two new special schools** and support the opening of **Oak Tree** and the **Addington extension**.
- We will be launching our new **SEN Support Service**.
- We will see the phased launch of **new specialist outreach arrangements**.
- The roll-out of our new model for mainstream support - **Resource Bases and SEND Units** - will begin implementation in 2024.

Area	Milestone	Planned date / Status
Local Offer	Re-launch	September 2023
Early Years	Dingley's Promise re-commissioned	June 2023
SEN Support Service	New service launched	September 2023
Vulnerable Learners Pilot	Decision on pilot extension	April 2023
Resource Bases/SEND Units	New model implemented	September 2023
Addington Expansion	Early Years Centre opens	Autumn 2023
Oak Tree School	New school opens	September 2023
New Free Schools	Bid outcome	April 2023
Post-16/PFA	New guidance and training launched	May 2023
Therapy Services	New contract starts	April 2023
INMSS Commissioning	Additional capacity in place	May 2023
Banding Framework	New framework launched	October 2023
Digital Improvement	Additional capacity in place System supplier awarded	May 2023 November 2023
Decision-Making	Revised governance in place	April 2023

## Schools SEND

### 1. Background

The education system across England is approaching a crisis in its funding for Special Educational Needs and Disabilities (SEND); last year the accrued deficit in SEND budgets across English local authorities was £2.4bn and this continues to increase. Wokingham borough reflects this wider picture with a Dedicated Schools Grant (DSG) deficit currently sitting at around £17 million and increasing, which has been caused by overspends within the High Needs Block (HNB).

The increasing demand for Education Health and Care Plans (EHCP's) is at unprecedented levels and if something is not done soon, the consequences will be dire, significantly impacting every child and every school in the borough.

In March 2023 we were awarded funding from the Department for Education's Safety Valve initiative, which is targeted at local authorities with large DSG deficits. As part of that agreement, we have made a commitment to reach a positive in-year balance on our DSG account by the end of 2028-29. In return the DfE will contribute around £20m towards the deficit.

In order to deliver these changes, we have developed a plan that sets out a range of measures and interventions requiring significant investment.

This consultation exercise is to gather feedback from schools as to these proposals for improvement and investment in SEND services. The feedback gathered will inform and shape the proposals, which will lead to a final consultation in September when we will set out detailed proposals for 2024/25 and seek views on the transfer 1% of the funding from the Schools Block to the High Needs Block in 2024-25 to contribute towards the required investment.

The outcome of this consultation will be presented to Wokingham's Schools Forum in October 2023 and will inform the decision regarding the proposed 1% transfer.

**Our vision for change, priorities for SEND Improvement, plans for spending and sources of investment to fund this are set out in our information pack, [Right Spaces, Right Places: Working Together to Improve SEND Education](#).**

**Please view this information before you answer the questions below.**

**There is additional detail regarding the individual projects making up the Safety Valve Programme in the [Safety Valve Briefing Pack for schools](#).**

**If you require more detailed information on particular projects or proposals, please refer to this Briefing Pack document.**

**Schools Consultation**

**This consultation document is seeking school's views about Wokingham's priorities and the proposals to deliver the significant change that is required. This includes the following:**

- School Priorities for SEND Improvement
- Proposals for Investment to address identified priorities [summarise SEND Support Service and additional specialist outreach, AP Review, post-16, etc...].
- Sources of investment for SEND Improvement
- Requesting feedback from Schools regarding existing specialist Outreach Services

**Please note that although the survey can be taken on a mobile or tablet, it will be easier on a laptop or desktop computer.**

**You can save and come back to the consultation at any point, using the button at the bottom of each page.**

**1. Which school are you answering on behalf of?**

**2. What is your role in the school?**

## 2. SEND Strategy 2021-24

Wokingham's current SEND Strategy was developed in response to the poor outcome of the SEND Local Area Inspection in 2019 and identified a number of key issues that needed to be addressed as part of the Written Statement of Action:

<b>Key issues identified in 2021</b>	<b>Our summary of current status in 2023</b>
Growing demand, particularly acute in early years	Remains relevant; demand in the early years particularly has continued to increase
Insufficient specialist provision, particularly acute within certain categories of need (Autism, SEMH)	Remains relevant – BUT new schools and other SEND provision is now in the pipeline
Co-production at the strategic level is lacking	This has improved with SEND Voices (Wokingham's Parent Carer Forum), schools and health partners involved at every level on our SEND Partnership Board
The quality of management information needs to improve	Remains relevant
Need to strengthen inclusion in mainstream education – increased focus on early intervention	Remains relevant
Timeliness and quality of EHCPs needs to improve	This has improved BUT remains an issue. Timeliness and quality of annual reviews is a key focus.
Joint working and joined up thinking and delivery between professionals across education, health and social care needs to be strengthened	This is improving BUT remains an issue

Lack of funding for investment in key areas has prevented some of the above priorities being addressed previously, but the new plans, which come with new investment, remains focused on addressing these issues.

We want to understand from a school's perspective whether the landscape has changed or whether these remain key issues. This will inform the development of the new SEND Strategy.

**3. Do the issues summarised above in the 2021-24 SEND Strategy remain relevant?**

Yes  
No

Comments:

**4. Do you agree with the summary of the current status of these issues in 2023?**

Remains a significant issue for schools	Not a key priority for schools
---	--------------------------------

Growing demand, particularly acute in early years:

***We think this remains relevant; demand in the early years particularly has continued to increase***

Insufficient specialist provision, particularly acute within certain categories of need (Autism, SEMH):

***We think this remains relevant – BUT new provision Schools and other SEND provision is now in the pipeline***

Co-production at the strategic level is lacking

***We think this has improved dramatically with SEND Voices (Wokingham's Parent Carer Forum), schools and health partners involved at every level on our SEND Partnership Board***

The quality of management information needs to improve

***We think this remains relevant***

Need to strengthen inclusion in mainstream education – increased focus on early intervention

***We think this remains relevant***

Timeliness and quality of EHCPs needs to improve

***We think this has improved BUT remains an issue***

Joint working and joined up thinking and delivery between professionals across education, health and social care needs to be strengthened

***We think this is improving BUT remains an issue***

Comments:



**5. Are there any significant changes or new issues that have increased in priority in recent years (thinking particularly about the impact of the pandemic) that need to be a focus in the next SEND strategy?**

Yes  
No

**6. What significant changes or new issues do you think need to be a focus in the next SEND Strategy?**

## **4. School priorities for SEND improvement**

Through our regular and ongoing engagement with schools, they have told us that the following are the key priority issues for mainstream schools regarding SEND:

1. Easier access to specialist provision for pupils who struggle in mainstream classrooms (AND raising awareness of entry criteria for these)
2. Easier access to local special school places
3. Easier access to quality assured and cost-effective Alternative Provision
4. Easier access to advice and support – need support to improve early identification of need
5. There have been consistent calls for improved access to advice and guidance regarding the following categories of need:
  - i. Social Emotional and Mental Health difficulties – including high levels of anxiety in the pupil population / Emotionally Based School Avoidance / attachment disorders
  - ii. Speech and language difficulties
  - iii. Autism
  - iv. Cognitive needs / learning difficulties
6. Improving communications between schools and the SEND Team and timeliness of statutory processes
7. Addressing waiting times for access to therapies and related assessments
8. Addressing lack of capacity in the Educational Psychology Service – schools have identified challenges in accessing EP time.
9. Ensuring consistent standards are applied regarding expectations as to what every school provides in its 'ordinarily available' SEND support and provision

**7. Are these the right priorities from your perspective?**

Yes  
No

**8. Are there any gaps that should be on this priority list?**

Yes

No

## 5. School priorities for SEND improvement

### 9. What gaps have you identified from the priority list?

## 6. School priorities for SEND improvement

### 10. Please choose your school's top five priorities.

Easier access to specialist provision for pupils who struggle in mainstream classrooms (AND raising awareness of entry criteria for these)

Easier access to local special school places

Easier access to quality assured and cost-effective Alternative Provision

Easier access to advice and support – need support to improve early identification of need

Improved access to advice and guidance for Social Emotional and Mental Health difficulties

– including high levels of anxiety in the pupil population / attachment disorders, Speech and language difficulties, Autism, Cognitive needs / learning difficulties

Improving communications between schools and the SEND Team and timeliness of statutory processes

Addressing waiting times for access to therapies and related assessments

Addressing lack of capacity in the Educational Psychology Service – schools have identified challenges in accessing EP time.

Ensuring consistently applied standards are applied regarding expectations as to what every school provides in its 'ordinarily available' SEND support and provision

## 7. Proposals for investment to address identified priorities

The Safety Valve programme is made up of 15 individual projects across four workstreams. We are consulting only on those priorities of particular relevance to our school partners and these are set out below.

Detail regarding individual projects is provided in the [Safety Valve Briefing Pack](#).

The budget and funding source for these proposals is set out beneath in a table.

### Summary

- Design and implement a new SEND support service - co-produced with schools to ensure it is fit for purpose - to provide prompt access to specialist advice, training and support and improved coordination of peer support and moderation. This will be coordinated by a new Area SENCO role employed by the Council supported by a team of three part time Deputy Area SENCOs seconded from local schools

- Increase investment in specialist outreach focused on priority areas including speech and language, social emotional and mental health needs, autism, and cognition and learning difficulties
- Invest in an increased range of specialist provision - Expanding existing and developing new Special Schools, re-configuring existing and developing new Resource Bases and SEND Units, and developing and implementing new Post-16 provision and a Preparation for Adulthood Strategy
- Invest in commissioning capacity to review and improving the way we commission Alternative Provision – improving quality assurance, choice and financial control Invest in commissioning capacity to improve quality assurance, contract management and financial control over Independent and Non-Maintained Special School (INMSS) usage
- Invest in SEND Team capacity to improve communications with schools and the timeliness of statutory processes including Annual Reviews with a focus on key transitions
- Improving joint commissioning with health – with a focus on Ordinarily Available Health Provision, Therapeutic Services, CAMHS and multi-agency involvement in Panel Decision Making
- Implement Early Years Strategy - Ensuring children with SEND in the early years have their needs identified as soon as possible and receive appropriate support
- Invest in commissioning capacity to review and improve commissioning of Education Other Than At School (EOTAS) – improving quality assurance and financial control
- Invest in improving access to information advice and guidance - redesign and improve Local Offer website and support Developing a new High Needs Financial Banding system to ensure a transparent, fair and sustainable system Invest in improving our data systems and ensure this better informs our decision making

**This table reflects the projected position as agreed with the DfE in the Safety Valve bid, but there have been a number of additional costs since, including those related to special school development and expansion, additional expenditure on the CYPIT contract and growth in spend on EHCPs in mainstream.**

**The proposed budget remains subject to Schools Forum approval of the 1% schools block transfer, which would contribute towards these additional costs**

<b>Additional Revenue Investment</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>
DSG – High Needs Block:						
Sub Total – New SEND Support Service, Specialist Outreach, Vulnerable Learners Support	1,030,000	1,051,000	1,072,000	1,093,000	1,115,000	1,137,000
Special School Expansion	300,000					
Post-16 / AP / EOTAS	50,000	51,000	52,000	53,000	54,000	55,000
Sub Total High Needs Block	1,380,000	1,102,000	1,124,000	1,146,000	1,169,000	1,192,000
<b>DSG Equalisation Fund (from 1% Council Tax levy)</b>						
Enhanced Local Offer	125,000	128,000	130,000	133,000	135,000	138,000
New SEND Support Service	150,000	153,000	156,000	159,000	162,000	166,000
Transitions & Reviews Quality	80,000	82,000	83,000	85,000	87,000	88,000
Additional Capacity – SEND Team / Finance / SEND Commissioning / PMO and Change Capacity*	700,000	712,000	729,000	743,000	758,000	773,000
Sub Total Equalisation Fund	1,055,000	1,076,000	1,098,000	1,120,000	1,142,000	1,165,000
<b>WBC Transformation Reserves</b>						
ICT Systems & Digitalisation	450,000	300,000				
<b>TOTAL</b>	<b>2,885,000</b>	<b>2,478,000</b>	<b>2,222,000</b>	<b>2,266,000</b>	<b>2,311,000</b>	<b>2,357,000</b>

**11. Do you support these proposals for investment?**

Yes  
No

**12. Are there any other areas or proposals that should be prioritised for investment?**

Yes  
No

## **8. Priorities for investment**

**13. What other areas do you think should be prioritised for investment?**

## 9. Priorities for investment

**14. If financial resources are insufficient to invest in every proposal identified above, which would you deprioritise for investment? I.e. which activities should be removed from the list or have their proposed budgets reduced?**

Prioritise   Reduce   Remove

Design and Implement A new SEND support service - co-produced with schools to ensure it is fit for purpose - to provide prompt access to specialist advice, training and support and improved coordination of peer support and moderation. This will be coordinated by a new Area SENCO role employed by the Council supported by a team of three part time Deputy Area SENCOs seconded from local schools.

Increase investment in specialist outreach focused on priority areas including speech and language, social emotional and mental health needs, autism, and cognition and learning difficulties

Invest in an increased range of specialist provision - Expanding existing and developing new Special Schools, re-configuring existing and developing new Resource Bases and SEND Units and developing and implementing new Post-16 provision and a Preparation for Adulthood Strategy

Invest in commissioning capacity to review and improving the way we commission Alternative Provision – improving quality assurance, choice and financial control

Invest in commissioning capacity to improve quality assurance, contract management and financial control over Independent & Non-Maintained Special School (INMSS) usage

Invest in SEND Team capacity to improve communications with schools and the timeliness of statutory processes including Annual Reviews with a focus on key transitions

Improving Joint Commissioning with health – with a focus on Ordinarily Available Health Provision, Therapeutic Services, CAMHS and multi-agency involvement in Panel Decision Making  
Implement Early Years Strategy - Ensuring children with SEND in the Early Years have their needs identified as soon as possible and receive appropriate support

Invest in commissioning capacity to review and improve commissioning of Education Other Than At School (EOTAS) – improving quality assurance and financial control

Invest in improving access to information advice and guidance - redesign and improve Local Offer website and Support

Developing a new High Needs Financial Banding system to ensure a transparent, fair and sustainable system

Invest in improving our data systems and ensure this better informs our decision making

## 10. Requesting feedback on current specialist outreach services

Current specialist outreach services are commissioned with High Needs Block funding from Addington School, The Foundry and the Berkshire Sensory Consortium Service. We want to gather feedback on the High Needs Block commissioned services on offer.

## **11. Addington Outreach and Inclusion Service (AOIS)**

### **Overview**

The service is operated by the Outreach Team employed by and based at Addington School

The service is for all learners 5-19 years with learning difficulties including those with ASD or associated behaviour difficulties.

### **Objectives**

Enhance SEND provision and improve outcomes for learners with SEND in mainstream settings

Support effective inclusion in mainstream schools

Reduce time and costs spent in specialist provision by increasing time spent in mainstream provision

Increase capacity of teachers in mainstream through training to embed SEND strategies into Quality First Teaching Budget

This service is allocated funding from the High Needs Block; last year the spending on this service was £68,000.

### **15. Are you aware of this service?**

Yes  
No

## **12. Addington Outreach and Inclusion Service (AOIS)**

16. Has your school ever accessed this service?

- Yes
- No

## **13. Addington Outreach and Inclusion Service (AOIS)**

17. Is there a reason why you've not used the service?

## **14. Addington Outreach and Inclusion Service (AOIS)**

18. If you purchased any additional support services or training for your school, did this service offer good value for money?

19. Did this service deliver good outcomes for children?

20. Does this service deliver the SEND-related support that your school wants / needs?

21. Would you use the service again?

- Yes
- No

## **15. Addington Outreach and Inclusion Service (AOIS)**

**22. If you were redesigning this service, how would you change what is offered? For example, are there any critical gaps in the services on offer?**

**23. Any other comments about this service?**

## **16. Foundry College Outreach Service**

### **Overview**

Operated by the Outreach Team employed by and based at Foundry College

The service is peripatetic working with settings for pupils from reception to year 11 in some instances, either in an advisory capacity with the setting or directly working with pupils.

### **Objectives**

To support mainstream schools to identify and meet the needs of pupils who have SEMH difficulties, providing specialist advice, strategies and interventions and robust monitoring and review

To build capacity in schools to meet the needs of pupils with SEMH and those at risk of permanent exclusion

To remove barriers to learning for this group of vulnerable learners at SEN Support or with an EHC Plan

To maintain placement in mainstream school setting

### **Budget**

This service is allocated circa £450k from the High Needs Block BUT has an income target of £250k leaving a balance of £200k

**24. Are you aware of this service?**

- Yes
- No



## 17. Foundry College Outreach Service

25. Has your school ever accessed this service?

- Yes
- No

## 18. Foundry College Outreach Service

26. Is there a reason why you've not used the service?

## 19. Foundry College Outreach Service

27. If you purchased any additional support services or training for your school, did this service offer good value for money?

28. Did this service deliver good outcomes for children?

29. Does this service deliver the SEND-related support that your school wants / needs

30. Would you use this service again?

- Yes
- No

## 20. Foundry College Outreach Service

31. If you were redesigning this service, how would you change what is offered? For example, are there any critical gaps in the services on offer?

### 32. Any other comments about this service?

## 21. Berkshire Sensory Consortium Service

### Overview

The Berkshire Sensory Consortium Service (BSCS) delivers the specialist teaching and advisory support for children and young people aged 0-25 who have a sensory impairment (SI) across the six Berkshire Local Authorities. The support is available for pupils both in mainstream and special school settings.

BSCS offers two types of specialist programmes which deliver a different package of support from our Qualified Teachers alongside our specialist Teaching Assistants (QESTAs).

Both delivery programmes use the BSCS Quality First Teaching documents

All new referrals come to the Service via Health for preschool children and for school age pupils directly from schools, colleges and occasionally from the LAs when a pupil moves into the area.

### Objectives

The Service continues to focus on building the capacity of schools, settings and parents through coaching, training, and advice alongside direct teaching visits.

Every school and setting have an offer of training as part of the core provision.

The training is bespoke to the needs of each setting and is delivered as whole setting, key stage, and subject area or for individual teachers and teaching assistants.

Quality First Teaching documents are routinely given to all schools and are available on the BSCS website as a tool to highlight the responsibilities of the mainstream teacher to provide an inclusive learning environment which meets the needs of SI learners.

### Budget

In 2023-24 the Sensory Consortium's estimated budget is £326k – funded from High Needs Block funding.

### 33. Are you aware of this service?

- Yes
- No

## 22. Berkshire Sensory Consortium Service

34. Has your school ever accessed this service?

- Yes
- No

## 23. Berkshire Sensory Consortium Service

35. Is there a reason why you've not used the service?

## 24. Berkshire Sensory Consortium Service

36. If you purchased any additional support services or training for your school, did this service offer good value for money?

37. Did this service deliver good outcomes for children?

38. Did this service deliver the SEND-related support that your school wants / needs?

39. Would you use this service again?

- Yes
- No

## 25. Berkshire Sensory Consortium Service

40. If you were redesigning this service, how would you change what is offered? For example, are there any critical gaps in the services on offer?

**41. Any other comments about this service?**

**42. Are you happy for us to contact you about your answers?**

Yes  
No

**43. How can we get in touch?**

	Contact
Email address	<input type="text"/>
Telephone number	<input type="text"/>