



achieving
for children

Overview and Scrutiny Panel

Feb 2024



Special Educational Needs and Disabilities - SEND & Home Education Support





**achieving
for children**

Special Educational Needs and Disabilities - SEND



How does the council provide support to children with Special Education Needs or Disabilities (SEND)?

How does RBWM currently use limited resources to achieve good outcomes for children with SEND?

- Ordinarily Available Provision and School Outreach Services
- PEAR (Pupils Educationally At Risk) Multi Agency Decision and Resource Panel
- Education Health and Care Plan Multi Agency Decision Making Panels - Panel A and Panel B
- Multi Agency Quality Assurance of Education Health and Care Plans
- Investing in People to build strong and stable teams - EHCP compliance data
- Effective use of data and data intelligence - EMT - development of Specialist Schools and resource bases
- Working in conjunction with our Local Parent Carer Forum - SEND Voices

Ordinarily Available Provision



Supporting Children and Young People with SEND extends way above and beyond just the Education, Health and Care Plan (EHCP) Process. An EHCP is one of the ways that we can successfully support children and young people with SEND but it is not the only way and should only account for our children and young people with the highest level of need across the Borough.

The term 'ordinarily available provision' comes from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their agreed funding and resource arrangements.

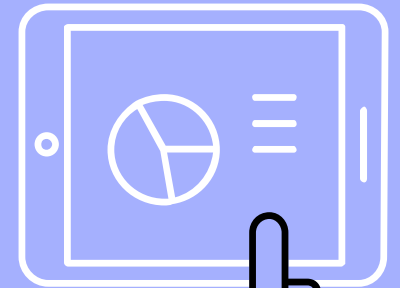
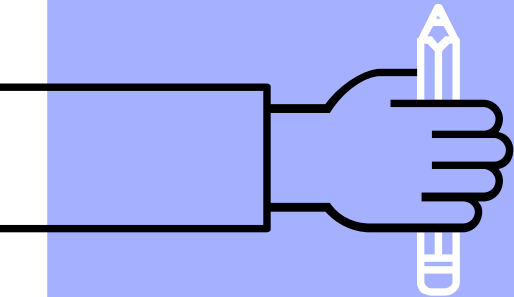
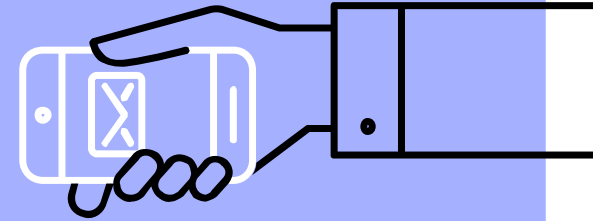
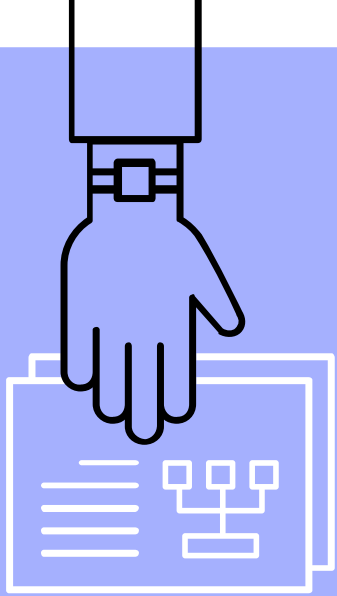
RBWM invests in a wide range of early universally available support services - this ensures that the majority of children effectively have their needs met as early as possible and without untimely delays.

By ensuring the majority of children can access the support they need through ordinarily available provision we have greater confidence that the children who go on to require an Education Health and Care Plan are exactly the right cohort.

Here in RBWM we offer the following Ordinarily Available Provision- all of these can be accessed without an Education, Health and Care Plan.

- ★ SEN support and inclusion award
- ★ Specialist Advisory Teaching Service - Specialist School outreach support
- ★ Pupil Inclusion and Support Services
- ★ Partnership working with Health Partners - Ordinarily Available Toolkits, Workshops and GEMS

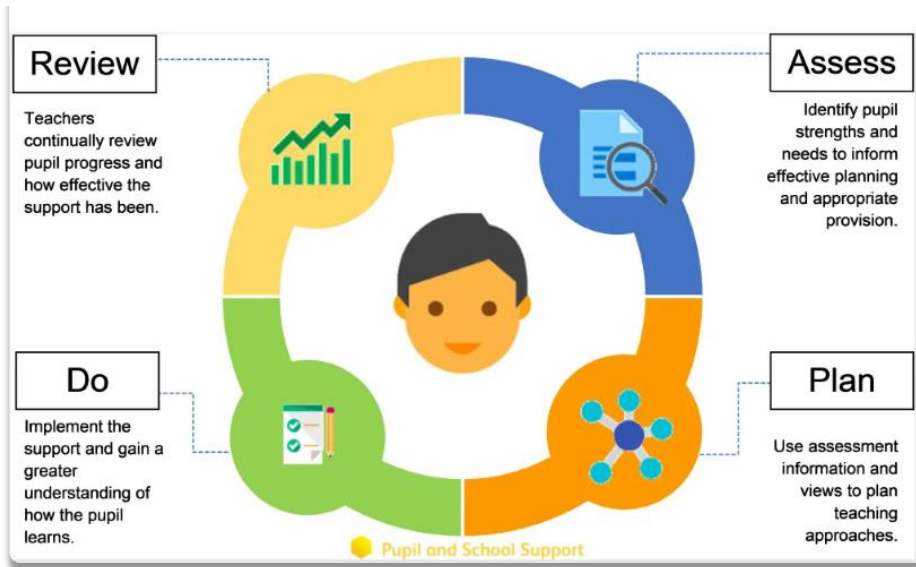
SEND Support & Inclusion Award

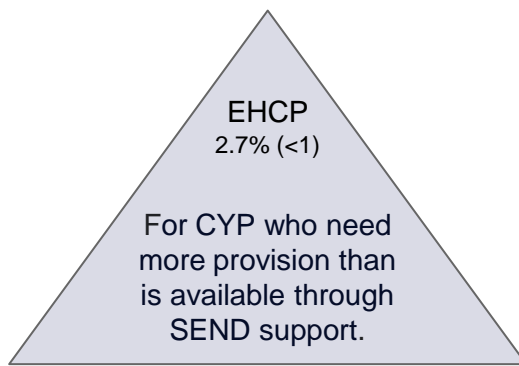


The 'Graduated Approach' (APDR) supports schools to monitor

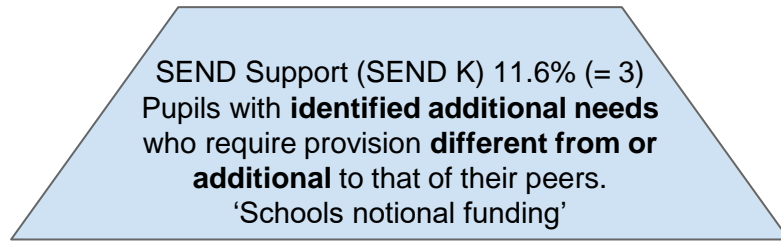
- 1) Pupil's progress
- 2) Impact of provision

The ideal outcome is the provision is having a **positive impact** and the pupil is making **progress**.

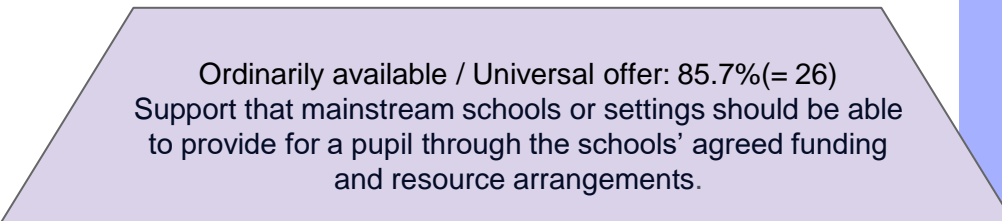




- School will be given some additional funding (generally £2k-£10k based upon need) + their delegated SEN Budget to meet provision outlined in plan - Sections B/F/I legally binding
- Provision more bespoke and specific to pupils needs
- School most likely doing majority of it already
- It may increase the amount of additional adult support but will rarely lead to full time 1:1 dedicated TA support
- Will encompass Health and Social Care elements although these are not legally binding



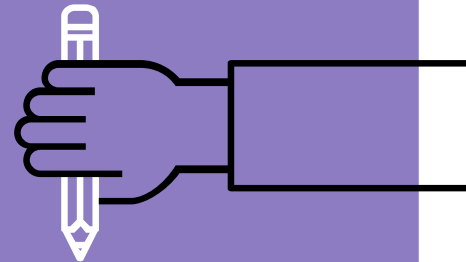
- Usually **provision led**
- School based decision on internal thresholds
- Pupil placed on 'SEND register' (needs &/ diagnosis)
- IEP/Support plan with targets may be drawn up
- Personalisation of curriculum
- Evidence based interventions
- Flexible/Additional adult support (not named 1:1)
- Referral to outside agencies



- Quality first teaching
- tailored curriculum
- reasonable adjustments staff cpd/policies
- Universal interventions (e.g. phonics)
- Resources such as listening tools etc
- [Collaborative responsibility resource](#)



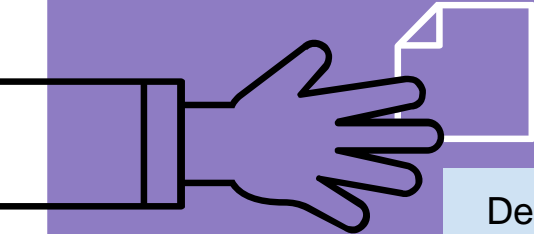
Developing a community of practice with inclusion, collaboration and consistency at the center



Area SENCo - Kelly Nash



Seconded, school-based SENCos from RBWM schools



Deputy Area SENCo
for Windsor schools

Deputy Area SENCo
for Primary (M&A)

Deputy Area SENCo
for Secondary schools

RBWM SENCoS - Community of Practice events 23/24

Please note: all these events are provided by Achieving for Children (AfC) on behalf of the Local Authority at **no cost to the school **EXCEPT the SEND Conference (Feb 2024)**.*

The team offer individual SEND advice/support/guidance for all RBWM Headteachers and SENCoS & conduct school visits (on request). Support for EHCNA requests if 'no' to assess.

SENCo Leadership Forum

Autumn 2 & Summer 2

Cross-phase network and training
(2 hours)

Annual SEND Conference -

Tuesday 27th Feb 24 @ Windsor
Racecourse (WRC)

Inclusion Summit - Wednesday
7th Feb 24 @WRC

Annual Review Surgery offer

led by SEND team manager to
support SENCoS to develop
practice

Localised Clusters (3 areas)

Autumn 1, Spring 2 & Summer 1

Phased network meetings including
SEND register moderation and
reflective practice (1 hour)

SENCo Induction Sessions

1 day per term (x 3 - 4 hours)

In-depth training for new to post of
aspiring SENCoS

Support to develop whole school provision

- [Inclusion Quality Mark award](#)
- [SEND Peer Review](#)
- SEND school reviews
- Trust reviews

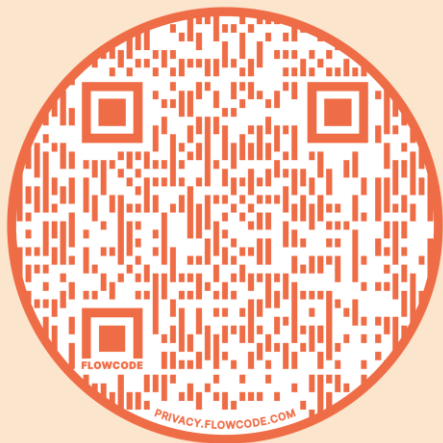
Make sure you are [signed up to the Area SENCo newsletter](#) to keep up-to-date with what is happening in RBWM!

Other useful websites/resources: [School Leadership Website](#) / [collaborative responsibility resource](#) / Local offer



Collaborative Responsibility Resource

The Royal Borough of Windsor and Maidenhead (RBWM) education support offer is needs led : any provision or support should be provided in line with the needs of the children or young person and is not dependant on any formal diagnosis.



All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and make a successful transition into adulthood. It is the responsibility of schools to provide good teaching and holistic support for all children. It is particularly important that children who have most difficulty with their learning are taught by good quality teachers.

This document has been produced by Achieving for Children's (AfC) Children's Services (School Support, Educational Psychology, SEMH Pathway, School Improvement team, CYPDS and the Sensory Consortium) in collaboration with SENCOs, Parents and Carers in Partnership (PACIP), Information Advice and Support Service (IAS) and Health services.

The principles of this document are in line with the Inclusion Charter values.

For further details of services and support please visit:

https://rbwm.afcinfo.org.uk/local_offer

Step 1: Book the
Inclusion Mark
date.

Step 2: Complete
the **Inclusion**
Audit tool

Step 3: Organise
the **timetable** for
the day.

Step 5:
Feedback on
the day & report

Step 4: Visit from
accreditation
panel

Views from:
Headteacher,
Governors, SLT,
SENCo, parents,
pupils and wider
staff.

Step 6: Areas of
effective inclusive
practice & further
consideration/
improve/innovate.

**RBWM Leadership of
Inclusion Award**

RBWM Inclusion Quality Mark

The Inclusion Quality Mark has been created by the LA in collaboration with RBWM HTs and SENCOs.

It provides schools with the opportunity to recognise and celebrate their inclusion practice at no cost to the school.

The Award and accreditation process focuses on the “Leadership of Inclusion” at all levels within the school and covers, amongst other things, on the school’s ethos, the effectiveness of Quality First Teaching and the role of the Governors. There is the opportunity to hear the voice of C&YP and their families.

100% would recommend the process to other schools

‘I feel the audit tool is comprehensive and encourages thought into all levels of SEND provision and inclusive practice’

[List of current schools is on the LO](#)



100% of schools found the visit useful with 92.3% very useful

‘The visit was really positive and great validation for the staff and all the work they do’

92.6% agree the visit improved staff’s understanding of QFT

‘The team made some excellent points on additional information and training that we could do to support the team’s understanding’

41% of schools have already achieved the award

96.3% agreed the process helped to improve the experience of C&YP with SEND in their school



Specialist Advisory Teaching Service



Buy Back

Schools buy a contract of hours and within those hours they can use us for a mixture of teaching, assessing or training.

Core

Schools fill in a referral form for individual assessments and are invoiced

Schools request training and are invoiced

TEACHING

Interventions:

Phonological Awareness

Spelling

Morphology

Reading using phonics

Reading using whole word methods

Comprehension skills

Inference and deduction skills

Vocabulary

Writing Skills – SPAG

Writing Skills – Essay

Fine motor skills and handwriting

ASSESSING

Barrier to Learning

Assessments:

Literacy

Numeracy

Fine Motor

Language Assessment for New Arrivals to the Country

Classroom Observations

TRAINING

Workshops:

TAs in school time with hands on activities

Training:

INSET

Twilights

SCITT

TEACH

Clusters

Dyslexia, Dyspraxia, Dysgraphia, Dyscalculia, Autistic Spectrum Conditions, Attention Deficit/Hyperactivity Disorder, Attachment Disorder, EAL, Oppositional Defiance and Pathological Demand Avoidance, Working Memory, Metacognition, Effective use of TAs, LGBTQIA+, Gypsy, Roma, Traveller Education, Disciplinary Literacy, Phonological Development, Spelling Theory and Practice, Handwriting, Morphology, Quality First Teaching and SEND

Scope of delivery 22/23

*In addition to the core offer available via the Area SENCo team

Training - 25 sessions across 12 schools
Assessments - 48 across 18 schools
Regular teaching interventions - 242 pupils across 10 schools

Medically Vulnerable: 16 pupils - 9 schools (OOB 2)

Total Impact: 306 pupils / 32 unique schools / 62 total schools = 52%

Note: Schools are counted once, there may be minimal pupil crossover across interventions.

Clive, Edna and co....our AV1 Family

- An effective resource for enabling pupils to access education when they are unable to physically be in school.
- Useful and effective part of package to support transition back to school after long period of absence.
- GDPR compliant and safeguarded.
- Children find them engaging and respond proactively.
- They are simple to use, unobtrusive and can become part of the everyday practice in the classroom.
- Accessed direct through Clare Raffaelli (Specialist Advisory Teacher MV/EHE/SEND) following assessment.
Vol Contribution £25 per week

Feedback from school

*He could access learning which meant that he did not fall behind. The system worked great, the kids loved it and I think it was great for ** so we're very happy.*



AV1



The child's eyes, ears and
voice in the classroom

Early Years Funding Team

What we do:

Administer Early Education Funding to providers offering the entitlement to eligible 2, 3 and 4 year old children as follows.

- Early Education Funding for 3 and 4 year olds - 15 universal hours
- Early Education Funding for 3 and 4 year olds - 15 extended hours childcare (for eligible 3 and 4 year olds)
- Early Education Funding for 2 year olds - 15 universal hours for eligible 2 year olds
- Early Years Pupil Premium (EYPP) Funding - eligible 3 and 4 year olds
- Disability Access Fund (DAF) Funding - eligible 3 and 4 year olds
- Provide advice, support and sign post early years providers and parents to other teams, partners and agencies as and when necessary.

Key Highlights:

- Seconded support from the Maintained Nursery federation
- Close working with EY Inclusion Team
- Networking and training for PVIs and childminders

Development Areas - DfE changes including:

- Early Years Expanded Entitlement (9 months - 4 years)
- Wraparound care



The Outdoor Education Advisory Service (traded)



What we do

- Provide specialist advice, support and monitoring to schools and headteachers on issues relating to the effective preparation and management of educational visits and activities with young people.
- provides guidance regarding the effective planning and organisation of non-residential activities, ensuring adherence to the RBWM, HSE, AALA, DfES and common practice standards, regulations and guidelines.
- Processing and monitoring the RBWM residential regulations including administration of OA forms.
- Updating and informing on all relevant changes to off-site and hazardous activity procedures and legal requirements.
- Support and advice via telephone and e-mail.
- A training programme of Educational Visits Leaving EVL providing induction to the RBWM off-site and hazardous activity regulations.
- Assistance and support with planning, monitoring and evaluation of off-site and hazardous activities.
- Advice on best value in the context of off-site and hazardous activities management.

Key Highlights

- New traded service
- Supporting onboarding of Evolve system



EP Core Services

- Psychology Advice & Involvement contributing to statutory EHCP processes and procedures
- Critical Incidents (a sudden unexpected event that is distressing to the school community).

EP Core + Traded Services

- EP psychological services to strengthen and build schools' capacity to support inclusive practices, the voice of the CYP, SEMH & promote wellbeing and achievement for all.



Emotional Literacy Support Assistants Training

Flagship EP training to equip schools with quality trained ELSAs to provide targeted support to CYP with mild to moderate emotional and anxiety needs at both an individual and group level.

Nurture Programme

Evidence based programme that supports and strengthens through focused intervention positive nurturing relationships and develop a sense of self worth and emotional regulation of primary aged CYP with attachment and SEMH needs.

Nurture Practitioner Training – Jan/Feb 2023

Attachment Aware Project (AASA)

Virtual School and EP partnership offer to all schools, funded by the VS DFE grant, to deliver training and coaching to all schools in RBWM . The project on a whole school SEMH systems level strengthens the relationships and approaches/interventions to identifying and supporting the wellbeing and emotional regulation of the whole school community (pupils, staff and parents/carers)

Wellbeing Services

Wellbeing psychological and therapeutic interventions can be accessed through an early help referral.

Services are short-term and time limited for moderate mental health, anxiety and psychological needs.

Services offered:

Play therapy

Dyadic Dynamic Psychotherapy (Parent/Carer, CYP intervention)

Counselling

Child Parent Relationship Therapy

Cognitive Behavioural Therapy

Ongoing mental health initiatives

Psychological Perspectives in Education & Primary Care Training (Early intervention Health Services Offer)

Mixed model – whole school and online

Modules: Child/adolescent anxiety, communication now, depression/low mood, self harm, promoting resilience and separation anxiety, emotional regulation, building better brains for life long learning & teen brain.



Emotional Related School Avoidance - ERSA



- ERSA is a continuum ranging from CYP who are still attending school but present with anxiety through to complete absence which needs to be considered in the context of school, family, child and community factors. CYP with ERSA often wish to attend school however their anxiety and push/pull factors, vulnerability and absence of resilience and resources often leaves them unable to do so.
- Emotionally Related School Avoidance is not categorised or identified at an early level and is not fully understood.
- Research reports that schools do not feel equipped or trained with skills and tools to identify and support CYP and their families with ERSA.
- East Berkshire & RBWM Health, Social Care and Education Services have prioritized ERSA so that it doesn't escalate at the national rate of 1 in 4 CYP with persistent absence.
- AFC RBWM EPS have appointed an Part-time ERSA coordinator for 12 months to provide training to schools to equip them with a whole school ERSA audit, early identification skills ERSA tools and evidence based interventions to support ERSA that makes a positive difference for the CYP. A multi-agency graduated multi-step signposting map and webinar will help schools and families navigate the various levels of ERSA support in schools and across the LA and Professionals.

- 4.25 Education Welfare Officers (EWO) – 88 Schools
 - Named EWO for every School (termly attendance support meetings)
 - DfE Attendance Data – IdAMS (complete coverage)
 - Attendance Lead on SLT = 181
 - Attendance Network Meetings (3 times a year)
 - Traded Service (33 schools)
 - Specialist EWO for Children with a Social Worker.
 - Information Advice Guidance and Signposting
- [Leadership Update Website](#)

CORE OFFER

TRADED



Service started in September 2019

- 45 schools support with an SEMH Coach/Mentor.
- 16 schools revisited for additional support.
- 102 children at risk of Permanent Exclusion supported.
- 4 subsequently Permanently Excluded.
- Training schools staff
 - Creating a Climate For Learning = 894
 - SEMH Update Training = 152
 - Bespoke training = 35
 - Initial Teacher Training = 81
- SEMH Network 3 times a year
- SEMH Leads = 174



Feedback Quotes



“If there is anything useful I can do for your team or department, participation in surveys or any other activities where you would appreciate a parents positive input, then I would be glad to try to return some of the gift of help our family has been given”.

“There was such a buzz after your training session about how much they got from it, how passionate and knowledgeable you are about your subject matter”.

“I just wanted to say thank you and say how fantastic your work with **Child X** is, He has really opened up to you and works so well its great to read your reports which I would say are very accurate and when I saw him around the school yesterday I could see he was having a good day and was happy which I haven't seen in him for a long time and a credit to you”.

“So I just wanted to say thank you and I really hope this support with you can continue and we can help him have the future he deserves”

“I did want to say that my EWO, is brilliant ; really supportive, not afraid to have those difficult conversations, good communication with school.”

“And THANK YOU so much for all you've done for **Child X**, your help , advice and patience was taken with immense gratitude .x
“

“I have no words to communicate how you have made me feel, it's been such a bumpy journey, but you have smoothed the way for him/ with him”.

“Yes we know how lucky we are to have **Staff Member X**. She is so thorough and good with both children and adults”.

“ I don't think other professionals that are working with my child would have been able to do this”.

“This sort of relationship with our children is what makes EWOs so special....”

PEAR (Pupils Educationally At Risk)

The Pupils Educationally At Risk (PEAR) panel is multi-agency. It provides support, advice and guidance to schools but also can agree to support the funding of a place at AP for a pupil at risk of non-attendance due to them being:

- medically vulnerable
- at risk of permanent exclusion
- or are experiencing Emotionally Related School Avoidance.

It also manages access to the following services

- SEMH Intervention Service
- The Anchor readiness hub

Please note: The PEAR Panel cannot financially support pupils who do not reside in RBWM.

This process is intended for part-time, short term intervention, the result of which will see the pupil reintegrate back into school.



PEAR Highlights/data

2022/23

- 51 referrals (up by 12)
- 34 Secondary / 17 Primary referrals
- 45% Risk of PEx / 43% ERSA / 10% MV / 2% Not School Ready
- 1/23 risk of PEx were PExd (6 were the previous year)
- 45 % open to Early Help and Social Services.
- 8% had an EHCP (25% in 2022/23)
- Every Child referred had identified SEN. 65% SEMH
- 35.3% qualified for PP. (RBWM - 15%)
- £17,278.40 (50% funding)

Developments

The Anchor - Transition Hub - School Readiness

Panel Members and representation. (welcome visitors)

Quality Assurance where LA commissions through SEN (EHCP)



The SHINE team can offer an observation of the pupil, suggesting strategies for the school to use to support them as well as support for staff. The team can also support the pupil in the form of 1:1 work or by running small groups.

Examples of focus areas:

- **Speaking and listening skills**
- **Writing a pupil passport**
- **Turn taking and attention**
- **Friendship**
- **Life skills**
- **Recognising and managing emotions.**
- **Autism awareness**
- **Transition**



What we do and process

We can help those with children that have:

- Complex needs, for example: Global Developmental Delay
- Down's Syndrome
- Communication and interaction difficulties or diagnosed Autistic Spectrum Conditions
- Mild physical disabilities, such as impaired motor skills, to more complex physical disabilities

As part of our outreach programme, once an outreach request has been made we will visit your school and observe the targeted student and create a support plan. The support plan will be individual to the student and may involve:

- Strategies to support the student in their current setting with guidance and training for staff in order to effectively deliver the strategies
- Recommendations for therapeutic support or intervention package
- Supported transition to prepare for a new educational setting, if required.



Working closely with Health Partners on developing, promoting, signposting and supporting their Ordinarily Available Services

- Early years Speech and Language therapies Helpline - If you have a child aged 0-5 with a Berkshire GP, you can call us and speak directly to a speech and language therapist to discuss any concerns with their speech and language - no longer a referral led service!
- Online self-bookable sensory processing workshops delivered by occupational therapy team - CYP in RBWM no longer need a referral to OT to access Sensory Processing workshops
- BHFT Over 70+ child development online toolkits accessible via the website
- Children in RBWM can be referred and access SaLT, OT and Physio without an Education Health and Care Plan (EHCP)
- GEMS - support based service for children and young people with needs which could be related Autism and or ADHD - support from this service can be accessed without either an Autism or ADHd diagnosis
- Dynamic support register and key worker scheme - Led by Frimley ICS Children and young people in RBWM with either/or autism/learning disability and who are potentially at risk of either admission to hospital, or a placement breakdown may now be able to access the support of a keyworker and be offered a C(e)TR - Care Education and Treatment Review



Berkshire Healthcare
Children, Young People and



Frimley
Integrated Care Board

Panel A and Panel B - EHCNA, EHCP and EHCP Funding/Provision

Panel A and Panel B are the two multi-agency SEND decision making panels in RBWM.

Both panels are held weekly and terms of reference are in place outlining the remit, aims and objectives of the Panels.

Panel A is chaired by the SEND Service Manager and Panel B is chaired by the Associate Director Educational Psychology & Wellbeing.

Panel A - Responsible for decisions to assess for Education Health and Care Needs Assessments and decisions to issue Education, Health and Care Plans.

Panel B - Responsible for changes in SEN provision and additional funding for children with EHCPs.



A number of QA processes are in place to ensure EHC Plans are of high quality:

Once drafted, all EHC Plans are reviewed by the relevant SEN Team manager against a good practice checklist

A termly multi-agency QA meeting takes place to review a sample of recent EHC Plans. The findings from these reviews are fed back to the SEN Team and used to inform continuous improvement of EHC Plan writing.



Multi Agency Quality Assurance of Education Health and Care Plans (continued)

There is also a well-established twice-annual QA of Educational Psychology statutory advice and how it informs EHC Plans. Individual teams of EPs and SEN Team officers will closely review an EHC Plan and its accompanying psychological advice. All the feedback is then compiled into a detailed report and discussed at a joint EP/SEN Team meeting.

We are currently exploring how this process can be adapted to facilitate QA of the statutory social care advice and health advice gathered within the EHC assessment



Investing in People to build strong and stable teams - EHCP compliance data

Month	June	July	August	Sept	Oct	Nov	Dec
EHCP 20 week compliance	100%	100%	91%	78%	93%	80%	82%

As well as investing services that support children and young people with SEND - we invest in identifying and supporting the right people to do undertake those key roles. The SEND team in RBWM is fully staffed, all of whom are permanent, and all work incredibly hard to support our children and young people with SEND. All Staff receive regular supervision and have regular meets in the office. As service leads we work hard to ensure they feel supported and valued, to create a stable and secure team.



Effective use of data and data intelligence - EMT - development of Specialist Schools and resource bases

We utilise our data. We have a very comprehensive multi agency data dashboard which we have shared with neighbouring local authorities to support them in the journey of developing theirs. We were also complimented on it from the Department for Education DfE on it.

We collectively host a multiagency monthly meeting, where we review and scrutinize this data - these meetings alternate between full education one month, followed by SEND the next month. We use this data to guide and inform us where our high risk/high need areas are and govern what future provision is needed. This is how we were able to identify the need for 2 new resource bases, opening this coming September as well as our SEMH School due to open in September 2026.



Working in conjunction with our Local Parent Carer Forum - SEND Voices

SEND Voices are our local Parent Carer Forum (PCF) and they play an essential role in ensuring that we offer the right support, provision and direction in regards to current and future support. SEND Voices liaise with our local community and feedback the views of local parents and carers as well as sharing with us valuable lived experience, which is an important factor in decision making processes.

Our relationship with the PCF is strong, open and transparent, with regular communications and presence in all key work streams and boards. We look forward to working even closer and continuing to co-produce with them in 2024, and are grateful for all their support and time.



Send Voices
RBWM

Does the SEND Local Offer match the needs and difficulties faced by SEND children in the borough?

As we own the Local Offer we have the flexibility to adjust the content as and when needed. We have a feedback system in place to enable parent/carers to feedback what they like, what they dislike and suggest any new comments for additional topics - 'You Said, We Did'.

We are also supporting this through one of the SEND Strategy implementation groups - 'Implementation Group 1'.

We are going to host an engagement day for the Local offer in Summer, where we can review the current context and offer demonstrations as to how to navigate it.

In addition, we are looking into publishing hard copies of the Local Offer for parent/carers who may not have easy access to the internet to ensure it is fully accessible for all.



Are we reaching out to all residents to ensure that they know of the support available?

We regularly share and disseminate information with our residents through the Local Offer Website, working with our Parent Carer Forum, via Schools and SENCO networks and via Partner Agencies. Here are some highlights from the past 6 months

- Parent Carer Forum Questionnaire - seeking to understand more about how our families experience our education, health and care services
- Update and full revamp of the Local Offer website - email links are now on all staff email footers
- We have attended two sessions run by IASS, one to discuss the EHCP process and one to discuss Alternative Provision
- We have also attended Parent Carer Forum meets - the most recent to discuss the proposed changes to the commissioning of Integrated Therapies
- We have co-hosted with the Parent Carer Forum two parent carer engagement sessions around service and service improvement
- We have Parent/Carer representation on our SEND Steering Board and all 4 implementation groups
- We represented RBWM in a live Q and A webinar in conjunction with the ADHD Foundation
- We send regular service updates to Schools and SENCO forum updates, as well as attending 'Heads Together' and ELF *Education Learning Forum*.
- We are exploring if there is a role for a regular newsletter which we could share with residents.

Are the parents, as well as the children, being supported appropriately?

We are actively working to ensure Parents and Carers feel supported. Currently we are looking to:

- Increase mediation and ways forward meetings.
- Work with our Parent Carer Forum to establish a 'Working Together Well Charter'.
- Publish a communications advice infographic on the Local Offer which will outline how to contact the SEND Team, and offer guidance around expected timescales for contact during peak times.
- Publish a 'Working Together Well Charter' which we have co-produced with colleagues in Social Care services aligning our ambitions and commitments to supporting children and young people locally in 2024.
- Continue attendance at IASS and Parent Carer Forum meets and discuss any topics which Parent Carers would like more information on.
- Host more engagement events.
- Continue to ensure Parent/Carer representation on key boards, task and finish groups and working parties, to ensure we remain aware of what good support looks like and how this can be delivered.



Inclusion Summit

Wednesday 7 February
Royal Windsor Racecourse
9.15am to 1.45pm

www.rbwm.gov.uk



Royal Borough
of Windsor &
Maidenhead



achieving
for children

We also host a yearly Inclusion Summit. Here we give updates on all key service changes, new projects and host guest speakers from multi-agency partners. We have a marketplace with stalls from a wide range of local service providers, voluntary sector and local organisations. As part of this day we are also hosting workshops on specialist topics which have been identified through work we have been doing with schools, the community and from feedback gathered at previous events.

How prepared is the council for future demand and strain on the service?

Whilst we make every endeavour to forecast future demands and likely strains upon the service, elements of the future remain unknown, other than the fact the levels of need and support are on the rise and will likely continue.

We believe that in order to continue to build a strong sustainable service that we need to further invest our valuable and limited resources into early intervention, furthering inclusive mainstream provision, ensuring we have adequate specialist provision with the correct children and young people placed within it, and also creating opportunities for young people for further learning leading into adulthood. In order to support us with this, we have secured an additional grant through the Department for Education (DfE) Delivering Better Value programme.

The Department for Education's DBV in SEND programme aims to support local authorities and their partners to improve delivery of SEND services for children and young people whilst working towards financial sustainability.





Delivering Better Value: RBWM Work Streams

After extensive work in conjunction with Newton, RBWM has secured a £1 million pound grant from the DFE to invest in services supporting children and young people with SEND. Here is how we are utilising it.



Delivering Better Value for C&YP with SEND

Following

- Scrutiny of SEND funding
- In depth audit of 45 cases
- Questionnaires: C&YP, Families and Professionals

Three areas of focus

1. Ordinarily Available Provision in schools
2. Decisions regarding placement and funding for C&YP with Plans

Ordinarily Available Provision in schools

What?

- Increase capacity within mainstream schools to manage the needs of pupil on the SEND register without a Plan: skills and confidence.
- Increase capacity within mainstream schools to manage the needs of pupil with an Education Health and Care Plan: skills and confidence.

How?

- Creation of an inclusion dashboard for mainstream schools to identify strengths and areas for development.
- Creation of a RBWM website of resources support Quality First Teaching
- Training: generic and bespoke
- Creating a coaching model to embed the training and make it sustainable.

Ordinarily Available Provision in Post 16 provision

What?

- Increase capacity within post 16 providers to manage the needs of pupil ion the SEND register without a Plan: skills and confidence.
- Increase capacity within mainstream schools to manage the needs of pupil with an Education Health and Care Plan: skills and confidence.

How?

- Creation of an inclusion dashboard for post 16 providers
- Creation of a website of resources support QFT
- Training: generic and bespoke

Decisions regarding placement and funding for C&YP with Plans

What?

Agree, or not, to a Needs Assessment

Agree, or not, to issue a Plan.

Decisions regarding the top up funding.

Decisions to place in a specialist provision.

Decisions to place in a non-maintained / independent special school (NMISS)

How?

Audit recent decisions made by panel A and Panel B.

Create guidance sheets to support decision making



Resources available

Funding to:

- Design / create a school inclusion dashboard or research into buying an existing model
- Develop a website for SEND resources available to all RBWM schools.
- Design and deliver training
- Capacity to create a coaching model.

NB This could be a mixture of buying in experts or seconding staff from existing partners.

Time Scale for Ordinarily Available Provision (OAP) in mainstream schools

- Now – January 2024: **Co-producing the *workstream*** (within the parameters set out in the DBV Plan submitted and agreed by the DfE)
- January – April 2024: Creating the team (recruitment) and identifying pilot schools.
- April – July 2024: work with pilot schools.
- September 2024 – July 2025: Rolling out programme to all RBWM schools .



Planning Group for OAP.

- Met on 13th October to co produce this action plan
 - All partners represented.
 - Key points
 - Excited by the opportunity
 - There is a need to streamline what we are already doing and what we already have.
 - Don't want to duplicate initiatives but want to build on these such as Tom Sheraton's Walkthroughs.
 - To many, websites are already clunky and inaccessible.
 - This will be even better if it involves social care and health colleagues – true partners.

NB Building confidence in the system is essential – parent's confidence in schools and staff's confidence to meet need.

What improvements can be made to ensure that the support offer compliments the needs of SEND children in the borough?

We will continue to utilise our data and feedback from our local community and Schools to shape our services supporting children and young people with SEND in RBWM. This year we have committed to the following

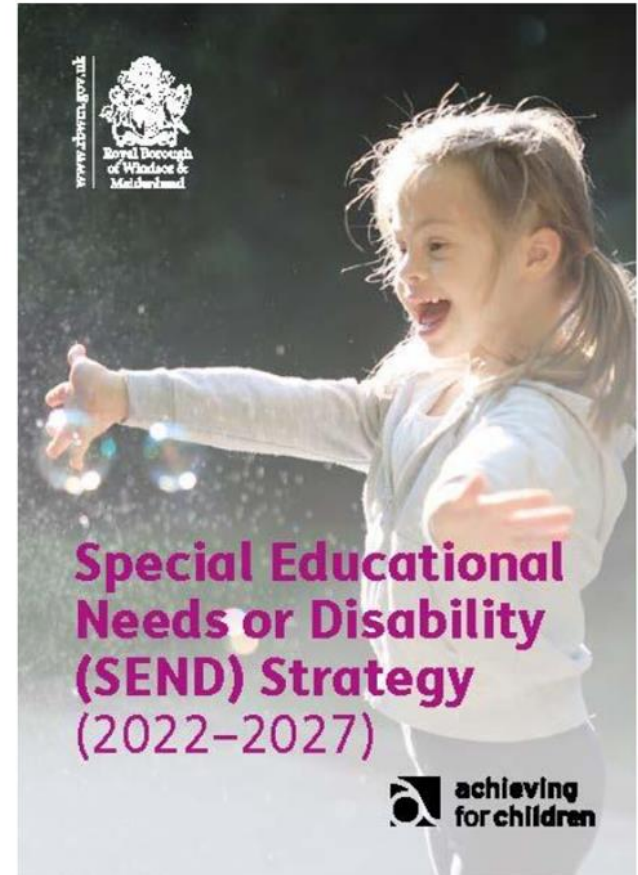
- Opening of 2 new resource bases.
- Analysis and learning from LGSCO rulings.
- Working with health partners and neighbouring local authorities to redesign and improve the current commission of integrated therapy services.
- Progressing the opening of an SEMH Special School in 2026.
- Opening of 'The Bungalow' for children and young people who are medically vulnerable.
- Continued Quality Assurance of local Alternative Provision.
- Review and improvements to the process and support for young people who are transitioning into adult services - currently underway.
- Alongside all of this we also have all the work being undertaken as part of the Delivering Better Value Programme.

Do the priorities in the SEND strategy match the needs and priorities of children?

Yes, they were co-produced with them.

In 2022, RBWM developed a 5 year SEND Strategy. The strategy was co-produced via:

- Two online meetings with parents and carers (13 and 31 January), jointly hosted by Contact in the absence of a RBWM parent and career forum. A total of 84 parents requested a place
- A participation day, organized for young people at the Windsor Youth Centre to hear their thoughts about SEND provision within the borough. Held on Saturday 22 January with seven inclusion ambassadors representing
- A conference at Moor Hall, for local business, RBWM and health representative, AfC Inclusion team. IASS as well as families. Held on January 27 with over 40 key stakeholders in attendance



RBWM SEND strategy kindly explained by learners at Forest Bridge School, RBWM.



RBWM's 2022-27 SEND Strategy

Vision: *We aspire to ensure that every child and young person aged 0 to 25 with a special educational need and/or disability (SEND) in RBWM will be **happy, healthy and achieve their fullest potential.***

Mission: *To implement an **efficient and inclusive system** where practitioners work with families, children and young people aged 0 to 25, having the needs of children and young people at the heart of all decisions.*

Six priorities: Summary

1. Ensuring systems to hear the voice of children, young people and families	4. Increased focus on targeted and multi-agency intervention
2. Early identification of needs with timely and effective support	5. Development of the right range of specialist provision in RBWM
3. Welcoming and Inclusive mainstream provision	6. Building resilient, confident and independent children and young people

**6 Priorities
for RBWM
SEND
Strategy**

Improved communication and co-production - Chair: Hannah Golec

Inclusive Mainstream - Chair: Kelly Nash

Pupils at Risk - Chair: Alasdair Whitelaw

Preparing for Adulthood - Chair: David Griffiths

Key Performance Indicators and progress



Prior to the implementation groups, the SEND strategy was being progressed through the Accelerated Performance Programme (APP) which resulted from the 2017 Written Statement of Action (WSOA). Since this has been ceased (Summer of 2023) we have continued the work through the strategy priorities by establishing focused implementation groups.

Each implementation Group has co-produced an initial set of key performance indicators which the groups will work to deliver – each group will be working on 3-4 KPI's at a time. Each group has multi-agency representation, and meets 3 times a year.

We will be sharing a quarterly report on progress as a standing agenda item at the SEND Steering Board – this will contain key updates/risks/progress against KPI's and a milestone tracker.

All implementation groups are due to host their second meeting this term, once these have taken place we will be able to advise on further progress.

Key Performance Indicators/Targets - Implementation

Groups



Improved
communication and co-
production

- ★ Increase SEND Voices membership
- ★ Increase awareness and the number of parent/carers signed up to the Disability Register
- ★ You said, we did. Feedback is valued, listened too and implemented.
- ★ Support whilst waiting - Parents/Carer and Children and Young People feel they are supported whilst on waiting lists



Inclusive Mainstream

- ★ Greater consistency in quality of SEND provision reflected in increase in number / % of schools who have external validation on SEND provision. (SEND Review/IQM/Ofsted)
- ★ Increase in school representation of Inclusion Ambassadors
- ★ Greater shared understanding and implementation of 'ordinarily available provision' and SEND support thresholds
- ★ Reduction in the number of children with an ECHNA who require health advice and input, but are not known to services

Key Performance Indicators/Targets - Implementation Groups



Pupils at Risk

- ★ Reduction of Permanent School Exclusion (PEX) in EHCP / SEN needs cohort
- ★ Attendance of children with EHCPs; SEND K; ERSA; MV; CIN/CP
- ★ SEND (SEND K) related referrals that were allocated at Early Help Hub and through SPA
- ★ Number of children on the Dynamic Support Register being supported by a Key Worker/Number of children where support is ceased due to reduction in risk



Preparing for Adulthood

- ★ Number / % of young people with SEND moving on to positive destinations
- ★ SEND NEET numbers / %s
- ★ Progress in establishing an effective local Employment Forum
- ★ % young people with SEND accessing social groups/ activities
- ★ Number of young people accessing annual health checks

- Performance for completing EHC Assessments within statutory timescales remains strong at around **80%**. For comparison, national performance is around the 50%-60% level.
- The number of EHC Plans continues to rise, reflecting national trends, but we have robust decision-making processes in place to control this.
- The service is managing increasing pressure on specialist placements due to factors such as mainstream placement breakdown, emotionally-related school avoidance, shortage of special school placements regionally and nationally.
- There has been no significant increase in the proportion of CYP placed in costly independent specialist schools/colleges (static at around 12% of EHCPs), but demand is growing.
- Strong links are in place with partner agencies and local providers, and we continue to develop these.
- A range of helpful SEN information and guidance is available on the RBWM Local Offer webpages.
- We are opening up Resource base units within the borough .



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Home Education Support



Home Education Support in RBWM

"At least 92% of the borough's education settings are judged to be Good or Outstanding".

This refers in the first instance to schools and other educational establishments - home education is too niche a topic to be addressed directly in the Corporate Plan.

However, the same general principle can be inferred to apply to the home education setting and where the council has the capability, it should work towards helping parents achieve the home education analogy of 'good' or 'outstanding' education settings.

Elective Home Education

Year	EHE
2017/18	84
2018/19	122
2019/20	131
2020/21	193
2021/22	207
2022/23	237

In 2022/23, the Education Welfare service has seen a significant increase in children being electively home educated (EHE) in RBWM. At the end of July 2023, a total of 242 children were recorded as EHE, currently as of mid-January 2024, 237 pupils are on the register and 20 pupils returned to school in September 2024. This significant increase in referrals has also been seen nationally.

Outline of the support and options available to parents who choose to home educate their children.

1. To ensure that all children who are electively home educated are receiving a good level of education, we appointed a full time, Elective Home Education Coordinator.
2. The local authority has a duty to be satisfied that all young people are receiving a reasonable education. This includes conducting home visits; making virtual calls; liaising with the school and family and involved professionals; chasing the education proposal form; and analysing the returned form to ensure we are satisfied.
3. It is important to highlight that the overall number of children who are Electively Home Educated, does not reflect the churn in referrals on a monthly basis. For example, 10 children may return to education and 10 new referrals for home education are received. Whilst the overall number remains the same, a large amount of work is put in to supporting the children and families making the transition to return to school and processing and supporting new notifications.
4. Helpful resources are shared with all Home Educated parents
5. Contact with the EHE Coordinator via phone calls or email
6. A termly coffee morning which invites all EHE families and children to attend
7. Information around exam centres
8. Frequent contact with schools, to ensure parents are fully informed about elective home education, before making a decision to off-roll their child
9. Home visits are offered to all families - as per the DfE guidance, parents can refuse a visit

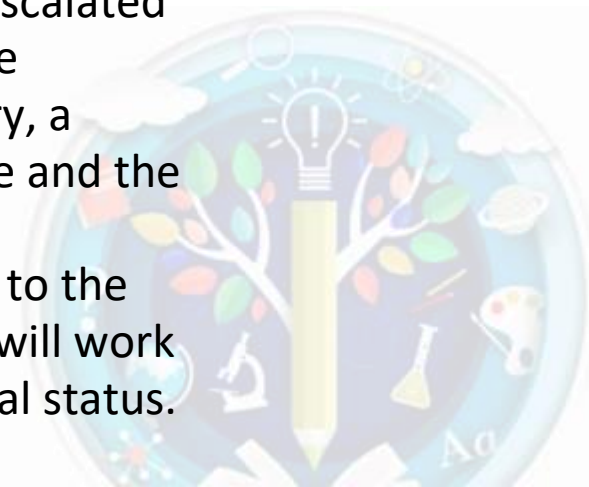
Evidence to provide an understanding where AfC can offer useful low-cost assistance, beyond building trusting, positive relationships with parents.

1. Contact via phone calls, emails, video calls, home visits, meetings readily available
2. A helpful resources pack is sent to all EHE families at the point of becoming home educated and for specific support and information the coordinator can be contacted
3. Information on local groups and activities within the community are emailed to all EHE parents
4. Termly coffee morning was introduced in the Autumn term, and plans to organise for Spring term are underway
5. Support with pupils returning to school from Elective Home Education where appropriate
6. The local offer outlines Elective Home Education support and process: <https://rbwm.afcinfo.org.uk/pages/community-information/information-and-advice/schools-and-education/educational-support-services/elective-home-education>



Evidence that enables the borough to intervene in cases where a home educated child is not receiving suitable education and AfC are currently unaware.

1. Where a child is on a school roll, it is the duty of the school to inform the local authority of parents wishes to Electively Home Educate their child
2. If a pupil is known to the service, the service coordinator will request proof of education via a parent proposal form. Should information not be received, or is deemed unsatisfactory to the child's age, ability, aptitude and special educational needs, this will be escalated and clear requests for further proof of education, via a home visit/sharing proof of work. Should this remain unsatisfactory, a referral to the Child Missing Education service will take place and the School Attendance Order will be initiated.
3. Referrals from the public/other professionals are also made to the SPA, if it highlights the pupil is not in education, the service will work with the social care teams to ascertain the child's educational status.



Summary

- The appointment of a full-time Elective Home Education Coordinator in September 2021 has vastly improved oversight, support and coordination of pupils who are in receipt of Elective Home Education
- Pupils being electively home educated continues to increase within RBWM and nationally
- We have seen a very large increase in parents/carers opting for home education due to pupil's mental health being the primary reason
- Communication between families, schools and the local authority around elective home education is positive and the 'coffee morning' for our families and pupils will continue to help and build those relationships
- Home visits and video calls are offered to every family who are being home educated at least once a year, parents/carers must provide the local authority with a proposal/plan to outline the education their child is receiving
- For pupils who have an EHCP, or where social care are involved, there is management oversight and 6 weekly meetings with the teams to discuss the pupils
- Where the local authority are not satisfied that pupils are receiving a suitable education, the School Attendance Order procedure is well implemented to ensure that pupils receive the education they are entitled to