
Royal Borough of Windsor and Maidenhead Special Educational Needs and Disability (SEND) Strategy 2017- 2020

Foreword

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In the Royal Borough of Windsor and Maidenhead (RBWM) we are committed to supporting our children and young people to have the best possible start in life and to be given every opportunity to achieve their potential. Whilst recognising the additional challenges that children and young people with SEND and their families face, we want to support them to develop their strengths and abilities and to integrate fully into RBWM's community activities.

This document outlines RBWM's strategy for children and young people (aged 0-25) with Special Educational Needs and Disabilities (SEND). Our vision and priorities for children and young people with SEND are set within the context of a changing national policy environment, and a changing local context. It is intended to be a "live" document to be continually reviewed and updated in order to take account of feedback from families and other key partners. In addition, it is likely that further changes are likely to take place in the borough over the next 3years.

The introduction of the SEND reforms in the Children and Families Act 2014 provides an ideal opportunity to improve our support for children and young people with SEND and their families. This strategy, in outlining our response to these reforms, is also designed to reiterate our continuing commitment to high quality services. It outlines how we as partners intend to respond to the national policy drivers and ensure that the legislation translates into real improvements for vulnerable learners and their families, putting them at the heart of decision making.

The strategy has been developed with all our partners and with parents. The involvement of so many people and organisations to the strategy demonstrates a real strength in our partnership working and commitment to co-production. By further developing these existing partnerships and through joint planning and delivery of services, I am confident that we will continue to improve outcomes for children and young people with SEND.

Kevin McDaniel

Director of Children Services.

1. Introduction

- 1.1 In RBWM we are committed to developing inclusive communities which are welcoming to all. Our vision for Special Educational Needs and Disabilities (SEND) is part of this is:

"To ensure that every child and young person with SEND in the borough is safe, has access to equal opportunities and is enabled to reach their full potential"

- 1.2 To achieve this we will support mainstream schools in their continuing lead in developing inclusive approaches to education. This will enable more children and young people with SEND to access mainstream opportunities. Through the leadership role of the local authority we'll drive professionals and others to work together to achieve still greater inclusivity in RBWM.
- 1.3 We'll develop our information, advice and guidance services, short breaks offer and other services to support families.
- 1.4 Parents and carers will have greater confidence, better access to information and opportunity to participate in decision making in all aspects of SEND. By co-producing with parents and carers, we will make our SEND processes more flexible and transparent.
- 1.5 We will improve our processes and support from 0-25 years of age so that we can ease the transition from childhood to adulthood. We are ambitious for our children and young people with SEND and this strategy sets out how we will strive to achieve this vision.
- 1.6 The LA has the lead for this strategy but recognises that its success will lie in the effectiveness of the partnership between all stakeholders. Hence when the strategy sets out what 'we' will achieve, the 'we' refers to the partnership between the LA, schools and settings in the maintained and non maintained sectors, parents, children and young people, other agencies and services in health and social care, including adult services and the voluntary sector.
- 1.7 The Royal Borough of Windsor and Maidenhead (RBWM) is working closely with neighbouring authorities in East Berkshire to ensure that children and young people who cross borders for their education will experience similar rights and consistency in approach.

2. Background

- 2.1 This document describes RBWM's strategy for children and young people aged 0-25 years with SEND. It replaces the previous SEND strategy and reflects the ambition and drive of the Green Paper¹. We began a review of our approach to SEND in 2014 following the publication of the Children and Families Act 2014 and the Code of Practice 2014. This review was further energised by the publication of the RBWM Children's Services Business Plan, which stems from the Council's Strategic Plan² and Achieving for Children's Business Plan 2016-2019³, which describes the operating context, vision, values and aims and objectives of the service for 2017-2018.
- 2.2 On 1st August 2017, the Royal Borough formed a partnership with London Borough of Richmond upon Thames and the Royal Borough of Kingston upon Thames to deliver its children's services through Achieving for Children, a community interest company.
- 2.3 This plan is part of the 'golden thread' of plans and strategies which underpin the work of the service.
- 2.4 Delivery of the strategy will be monitored internally by the Achieving for Children Executive Board. External monitoring of strategy will be supported through the multiagency East Berkshire SEND Board which is chaired by the Director of Strategy and Operations, East Berkshire Clinical Commissioning Groups.
- 2.5 Whilst we are clear about what we want to achieve in co-production with partners over the next three years, we know we must be flexible in our approach so that we can respond to on-going changes.
- 2.6 The review identified the need for this refreshed strategy which therefore contributes to our commitments outlined in RBWM's Plan for Children and Families⁴ and the RBWM's Health and Wellbeing Strategy⁵.

3. Principles

¹ Support and aspiration: A new approach to special educational needs and disability 2011

² [https://www3.rbwm.gov.uk/downloads/file/3320/2017-2021 - council plan](https://www3.rbwm.gov.uk/downloads/file/3320/2017-2021_-_council_plan)

³ <https://achievingforchildren.org.uk/wp-content/uploads/2016/07/2014-17-Business-Plan-11-July-2017.pdf>

⁴ Children's Services Business Plan 2017-2018 March 2017

⁵ Joint Health and Wellbeing Strategy for The Royal Borough of Windsor and Maidenhead October 2013 – March 2016

- 3.1 We are committed to securing the best possible outcomes for children and young people with SEND. We want them and their families to feel valued and included, able to participate and have a greater sense of choice and control. We recognise that all children and young people have important rights including being safe, feeling valued, enjoying learning and achieving success through participation and inclusion in education, community and family life.
- 3.2 To protect these rights, we are committed to three key principles. The principles recognise that children and young people with SEND and their families have the right to the same quality of life as those who do not live with SEND. We are committed to ensuring that RBWM's children and families have the right support they need, at the right time, as a matter of course. We recognise that all families are different, so they will need different types and levels of support depending on the age of their child and the impact of their SEND.

- **Principle One**

Put children and young people at the centre of all decisions about them, promoting and enabling independence and autonomy through to adulthood. Empower parents and carers to co-produce their child / young persons plan / support, alongside other who are also working with and supporting the family.

- **Principle Two**

Ensure inclusion and participation in all aspects of family, school and community life in a local and inclusive setting, making the best possible use of available resources.

- **Principle Three**

Secure the right support at the right time for families by working in partnership with schools, health, social care and other key partners.

4. SEN and Disability

- 4.1 In this strategy we recognise that SEND includes children and young people with a broad range of needs. For some the focus of support will be wholly educational. For others their families will need support from a number of statutory services and this will continue throughout their childhood and may continue into adulthood. A child or young person may have special educational needs or a disability or both.
- 4.2 Children and young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 4.3 Children and young people have a learning difficulty if they:
- Have a significantly greater difficulty in learning from the majority of children of the same age; or

Have a disability which prevents or hinders them from making use of educational facilities of any kind generally provided for children of the same age in schools within the area of the Local Authority;

Are under compulsory school age and fall within the definition/s above or would so do if special educational provision was not made for them.

4.4 **Definition of disability**

4.5 The Equality Act 2010 states a person has a disability if –

They have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities

5. Local context

5.1 **General**

5.2 RBWM covers an area of 79 square miles. The Royal Borough of Windsor and Maidenhead is one of the most prosperous regions in the country about 20 miles west of London. Although 83% of the Borough is designated Green Belt, it is relatively densely populated compared to the rest of the South-East Region. Most people live in the two urban centres of Windsor and Maidenhead, with Maidenhead being twice the size of Windsor. There are 14 rural parishes, one of which includes Ascot, the Royal Borough's third town, and Eton Town Council, which has similar status to a parish council.

5.3 **Special Educational Needs**

5.4 RBWM currently has 65 state-funded schools (+ 1 virtual and 1 PRU), including academies, free and special schools. There are 42 junior, primary and first schools and 14 secondary (including 4 middle).

5.5 There are 21,256 pupils in state funded education, 659 in split nurseries, 11,058 of primary age and 9,539 of secondary age.

5.6 Ofsted have rated 83% of schools good or outstanding. The borough has 13 children's centres and 9 youth centres. 9% of school age children are on free school meals (national average 18.3%)

5.7 RBWM has a total of 862 children with statements/ EHC plans of Special Educational Needs in mainstream state-funded schools, of which, 170 children are in Manor Green School, the Local Authority's Special Schools and 160 pupils with Statements of Special Educational Need placed outside the state-funded school system.

- 5.8 75 young people with EHC plans are in Further Education (FE) colleges.
- 5.9 Overall, the attainment levels of RBWM's pupils remain higher than the national average at all key stages.
- 5.10 Analysis of our SEND data shows that the proportion of children and young people with Statements/EHC plans is lower in RBWM than the national average. (see Table 1) However, the proportion of children and young people with special Educational needs educated in the mainstream is slightly higher than the national average.(see Table 2)

Table 1. % of children with identified Special educational Needs⁶

		2014	2015	2016
Windsor and Maidenhead	SEN pupils	18.5%	17.1%	15.1%
	With Statements/EHC	2.7%	2.9	2.9
England	SEN pupils	17.9%	15.4	14.4
	With Statements/EHC	2.8%	2.9	2.9
Statistical Neighbours	SEN pupils	13.2	14.1	13.3
	With Statements/EHC	2.9%	2.9	2.8

Table 2: % of pupils with Special Educational Needs educated in different settings

	Mainstream settings	Special settings	SEN Units and RP in mainstream settings	Other incl. AP
Windsor and Maidenhead	55.5	39.4	4.5	0.6
England	46.7	45.4	5.7	2.1
Statistical Neighbours	47.9	44.7	5.6	1.8

- 5.11 The profile of Children's prime special needs in RBWM is similar to that of other authorities (see figure 3)

Table 3. % of children with particular types of Special educational needs

	Learning Difficulty	Behaviour Difficulty	Speech, Language	Sensory Impairment	Physical Disability	Autism	Other
Windsor	30	19	21	5	4	15	6

⁶ 2016 school census

and Maidenhead							
England	35	21	21	4	4	11	4
Statistical Neighbours	36	21	18	5	4	14	3

5.12 The proportions of pupils with statements/EHC Plans attending various types of schools in RBWM has changed little over the last 7 years, with just over half attending mainstream provision and 39% attending special schools.

5.13 About 17% of statemented pupils living in the Borough attend an independent or non-maintained school.

5.14 In the early years, the attainment gap between children with a special educational need (SEN) and those with no identified SEN has increased from 40% in 2013 to 47% points in 2015. 24% of SEN pupils achieved a good level of development (GLD)⁷.

5.15 For Reading, Writing and Maths in Key Stage 2 (level 4+); the SEN categories have changed this year, so there is no equivalent data for previous years. Pupils in SEN but without EHC/Statements outperformed national average by 15 percentage points. Those with EHC/Statements outperformed national average by 4 percentage points. (See Table 4.)

Table 4: Key Stage 2: Reading + Writing + Maths Level 4+

Group	Pupils 2015	% attaining Level 4+ Reading + Writing + Maths				
		2013	2014	2015	National 2015	+/- National
SEN	231	n/a	n/a	84	69	15
SEN – with EHC	50	n/a	n/a	26	30	4
Non SEN	1082	90	92	97	96	1

5.16 In Key stage 4 the SEN categories have changed this year, so there is no equivalent data for previous years. Pupils in both new SEN categories outperformed national average by 14 percentage points.

⁷ Royal Borough of Windsor and Maidenhead's Joint Strategic Needs Assessment
<https://www3.rbwm.gov.uk/jsna>

Table 5: Key Stage 4. % attaining 5+ A*-C including GCSE English and Maths

Group	Pupils 2015	% attaining 5+ A*-C including GCSE English and Maths					
		2012	2013	2014	2015	National 2015	+/- National
SEN	226	n/a	n/a	n/a	38	24	14
SEN – with EHC	69	n/a	n/a	n/a	23	9	14
Non SEN	1239	75	79	71	72	65	7

5.17 **Post 16**

5.18 The pupil destinations for 2015/16 are taken from the Department of Education Statistical First Release 2016.

Table 6: % of KS4 SEN cohort in Education, Employment or Training at 17

	2014	2015	2016	2017
Windsor and Maidenhead	96	94.7	66.1	94.3
Statistical Neighbours	95.8	96.1	83.4	-
England	95.5	96.8	83.7	-

Table 7: % of 16-17 yr. olds with SEN in education & training, as at 31 December

	2014	2015
Windsor and Maidenhead	94	98
Statistical Neighbours	90.52	91.23
England	86.13	87.34

Table 8: % of 19 year olds qualified to Level 2, inc English & Maths - with statement⁸

	2012	2013	2014	2015	2016
RBWM	20.0	20.0	16.7	11.0	33.3
StatsNeighbours	15.0	1.1	17.3	16.7	17.2
England	11.1	11.7	13.0	14.1	15.3

⁸ DfE SFR

Table 9: % of 19 year olds qualified to Level 3 - with statement

	2012	2013	2014	2015	2016
RBWM	15.4	18.3	23.3	12.3	24.6
Stat Neighbours	15.2	14.6	15.6	14.8	14.5
England	12.5	13.2	13.6	13.4	13.7

- 5.19 We are ambitious for all our children and young people and will support our schools to further develop their targets for children and young people with SEND to improve this and other indicators of attainment and educational progress.

6. Financial and policy context

- 6.1 In the current economic climate the financial pressure on public sector services is acute. Nevertheless, we recognise that within these financial constraints there is a genuine opportunity to reduce bureaucracy and increase effectiveness. To achieve this we must ensure that our provision targets the right children and young people at the right time.
- 6.2 Since June 2012 the DfE has published a series of policy documents detailing national changes to the school funding arrangements with implementation from April 2013. All the published documents including the latest ones can be accessed electronically on the DfE website [here](#).
- 6.3 Mainstream school funding has been the subject of extensive consultation resulting in the DfE moving towards a national funding formula for schools.
- 6.4 The approach for special educational needs funding from the DfE is called 'place-plus' funding and involves 3 elements: -
- i. Element 1 – Core Education Funding based for pre 16 pupils on pupil led funding Age Weighted Pupil Unit (AWPU) of up to £4,000 already delegated in the Schools Block.
 - ii. Element 2 – Additional Support Funding of up to £6,000 from Notional SEN funding already delegated in the Schools Block.

- iii. Element 3 – Top up funding from the commissioner, usually a Local Authority (LA), funded from the HNP Block.
- 6.5 This means up to £10,000 per High Needs Pupil (HNP) is to be funded from the schools delegated budget.
- 6.6 Academies, although funded centrally, are expected to provide a high quality education for all children, including those with SEND.
- 6.7 RBWM’s spend on SEND as a percentage of the total DSG is favourable compared to national average and statistical neighbours. (see table 10)

Table 10. High needs funding as a % of total DSG.

		% of total funding			
DSG high needs funding		2012-2013	2013-2014	2014-2015	2015-2016
	RBWM	15.4%	15.2%	15.6%	15.4%
	England	12.8%	13.0%	13.4%	13.2%
	Stat neighbour	14.4%	14.4%	14.7%	14.4%

7. Co-production

- 7.1 An essential and valuable contribution to this strategy came from our children and young people, their parents and carers, schools, our own services and other partners like health services and voluntary groups.
- 7.2 The development was in two stages. The first stage began in March 2017 and lasted nine weeks. This involved discussing with all stakeholders what they considered important and essential to help children and young people achieve their fullest potential.
- 7.3 They told us that they wanted schools to be more local, developing more local special school places, more training for staff and better working between services. There was also strong support for continuing to develop inclusive practices in mainstream schools, encouraging the closer involvement of parents and increasing the number of SEN staff in services. Social care and health services to disabled children and young people are valued and should continue to develop support and guidance processes for families.

- 7.4 In addition to these views there was overwhelming support for the three principles we agreed for our policy and the four priorities which we decided upon for the strategy.
- 7.5 We used these views, ideas and feedback to draft a strategy providing a range of actions we should carry out with our partners over the next three years to achieve these priorities.
- 7.6 The second stage is consultation on this draft strategy.
- 7.7 This second stage will collect ideas and objectives to inform the basis of an action plan to deliver the strategy.
- 7.8 In summary our two stage process provides evidence of good and excellent practice. However there was a clear message that we should not be complacent and should be ambitious for continued progress and improvement.

8. Our priorities

- 1. We will work to ensure that Emotional Wellbeing and Child and Mental Health Services (CAMHS) are available to all eligible children and young people when they need it and in a timely fashion.**
- 2. We will support Early Years settings, schools, colleges and others to improve the inclusion and educational outcomes for children and young people with SEN and Disabilities.**
- 3. We will improve post 16 destinations for young people and reduce the NEET population.**
- 4. We will ensure that SEN and disability systems and decision-making (including specialist place planning) are robust and funding is used effectively to deliver positive outcomes.**

9. Conclusions

During the creation of this strategy we have gathered the thoughts and opinions of children and young people with SEND, their parents and carers, schools, health service staff and other partners and services with whom we work and we have analysed our SEND data. This has pointed to four priorities that we will focus on over the next three years:

With the support of all those involved, we have been able to explore these priorities in some depth and develop objectives to show how we will work together to achieve the desired outcomes.

In order to ensure that we can be held to account for the action plan we welcome your continued involvement in regular feedback and monitoring. We hope this document demonstrates how important your input has been in the creation of the SEND strategy and we look forward to continuing this partnership.

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