

Welcome to the Inclusion Summit 2019



Inclusion Summit 2019

Councillor Donna Stimson



So what does great
Inclusion look like?

David Bartram

[@davidbartram_](#)

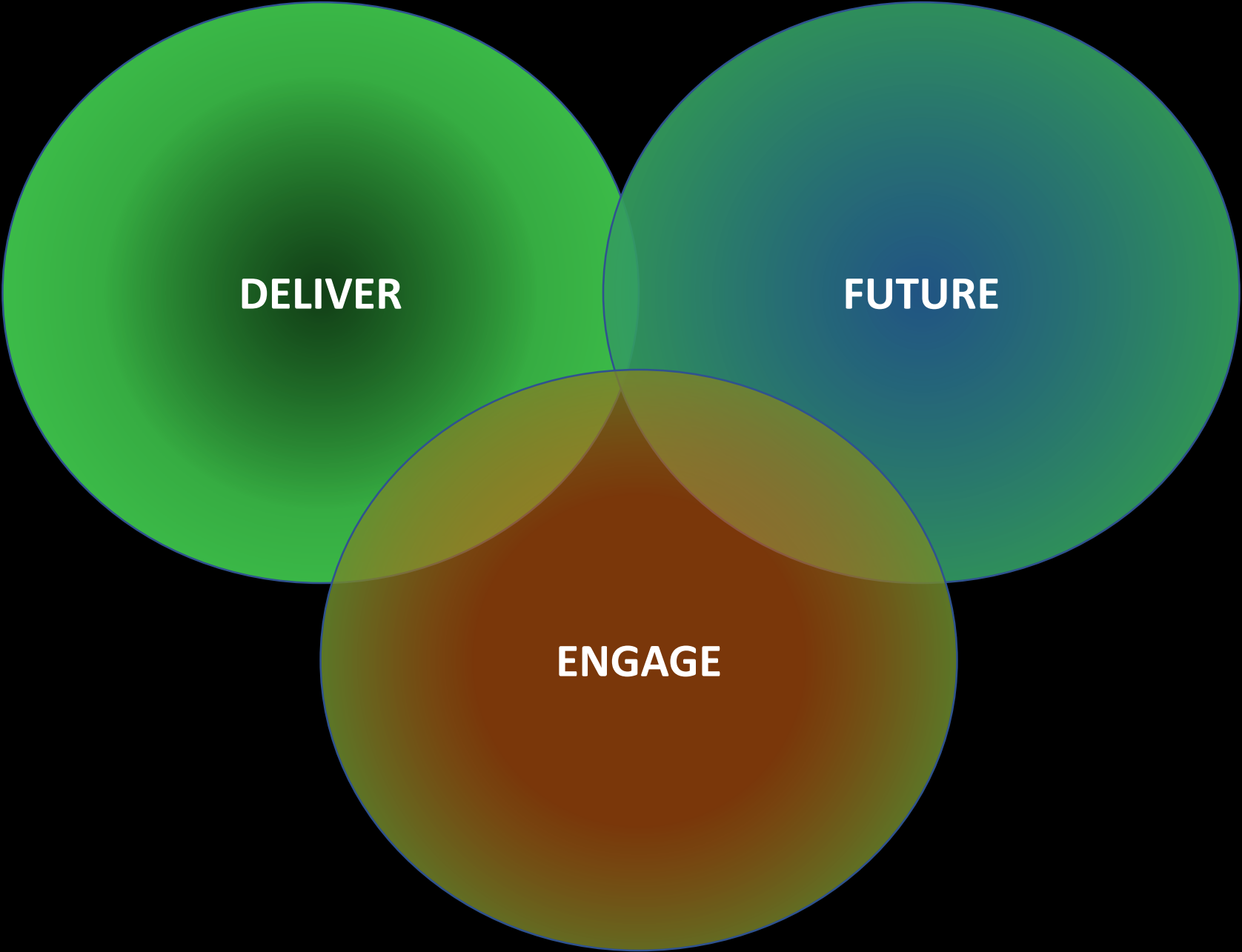
David@prescienteducation.co.uk



**achieving
for children**



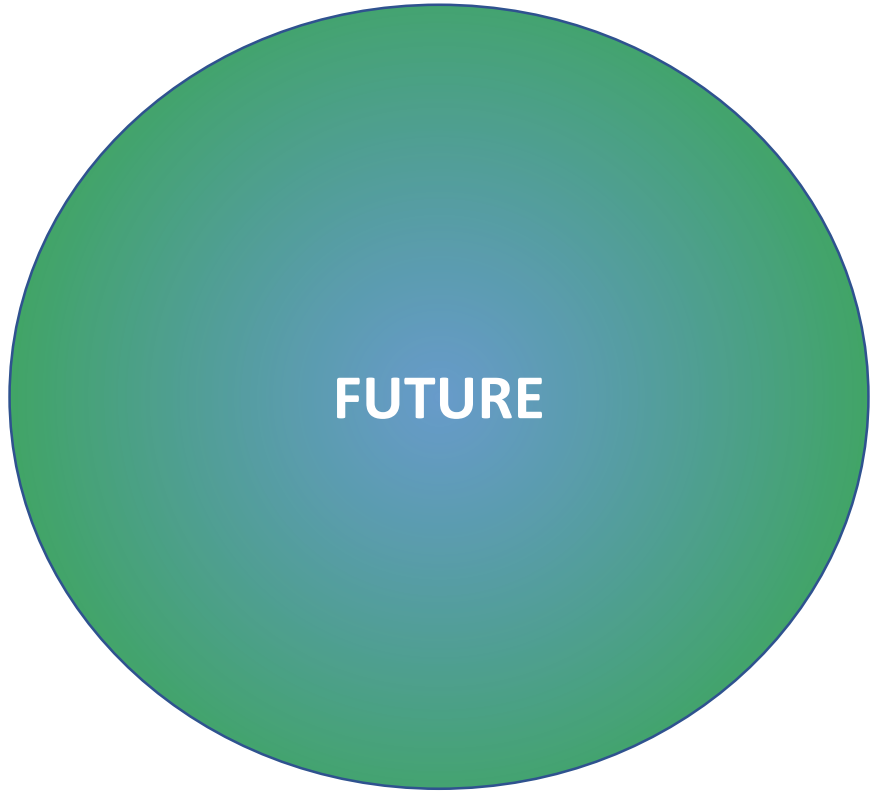
THE ROYAL BOROUGH OF
**WINDSOR AND
MAIDENHEAD**



DELIVER

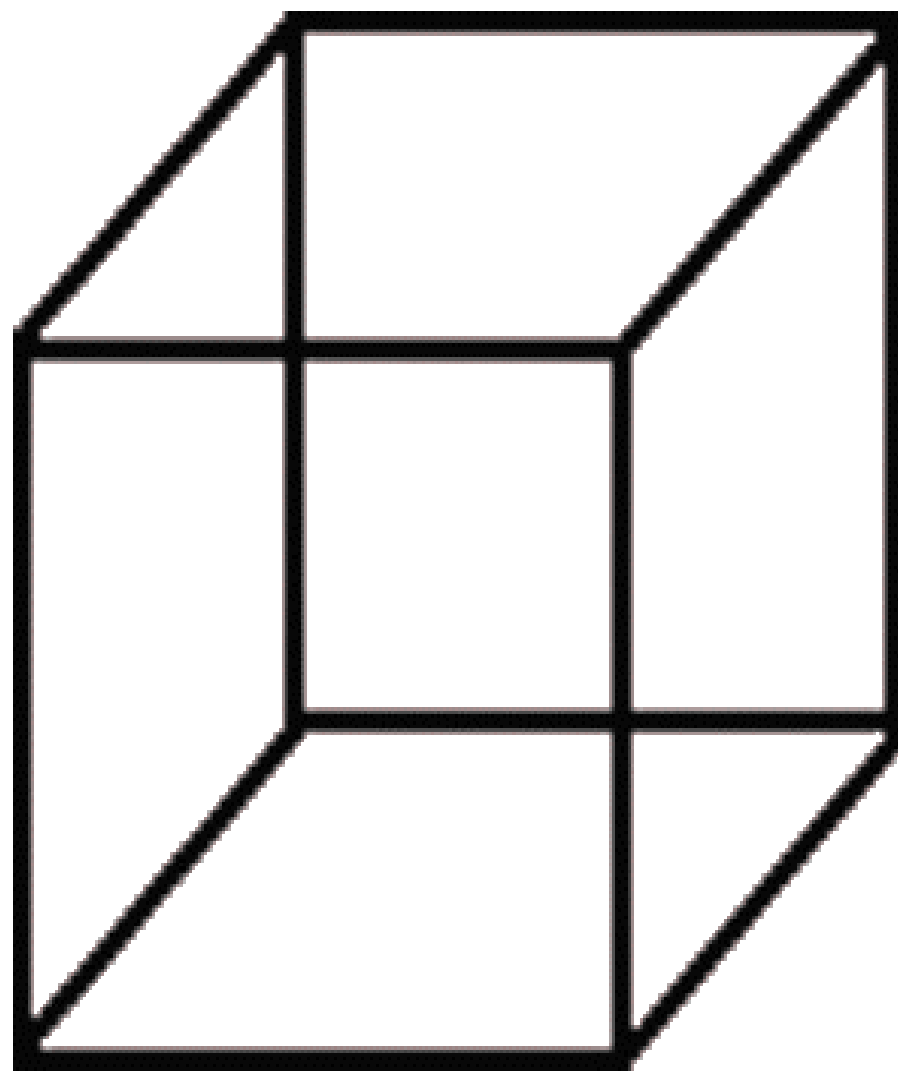
FUTURE

ENGAGE



What is your vision and what do you want to change?

What evidence or research is this based upon?



Why some Children are Backward



IT is often the case that the backward child is not lacking in mental power and equipment. Usually there are other influences at work which give rise to nervousness, undermine confidence and stultify initiative.

In many instances, the fundamental cause of this defective outlook is an insufficiency of certain essential food elements in everyday meals. This is largely overcome when 'Ovaltine' is made a regular daily item of the child's dietary.

Delicious 'Ovaltine' is a scientific combination of Nature's best foods. It provides, in a balanced form, the nutritive elements most required to build up fitness of body, brain and nerves.

Tests conducted among schoolchildren have demonstrated the unique properties of

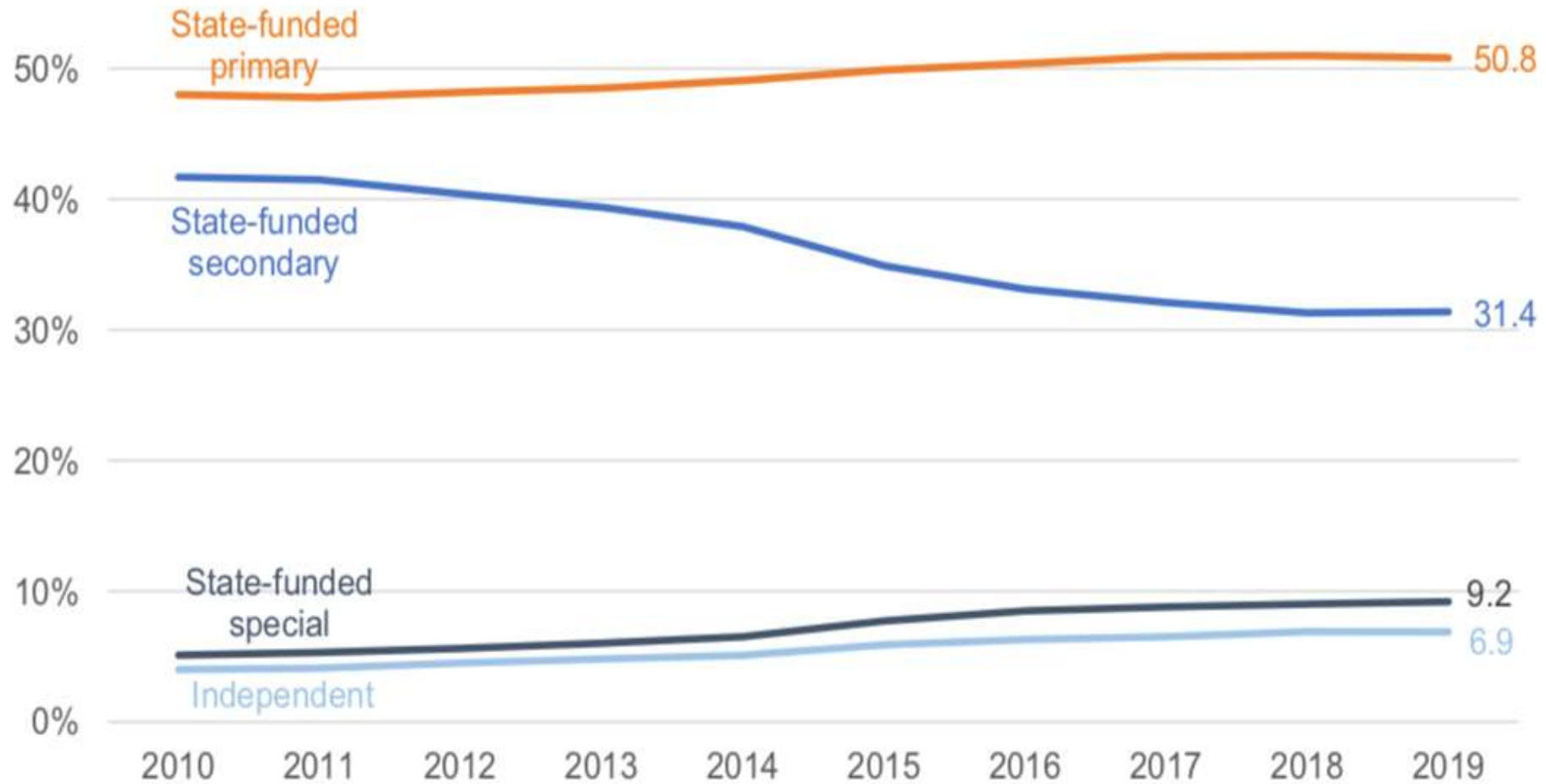
'Ovaltine.' Where 'Ovaltine' was given daily, nervousness diminished by an average of 30 per cent. in two weeks. Highly-strung, excitable children regained nervous poise and became more stable and confident.

The teacher, therefore, can do much to help nervous and backward children by taking a favourable opportunity to acquaint parents with the value of 'Ovaltine' as the regular beverage at mealtimes, at bedtime and during the morning break at school.

OVALTINE

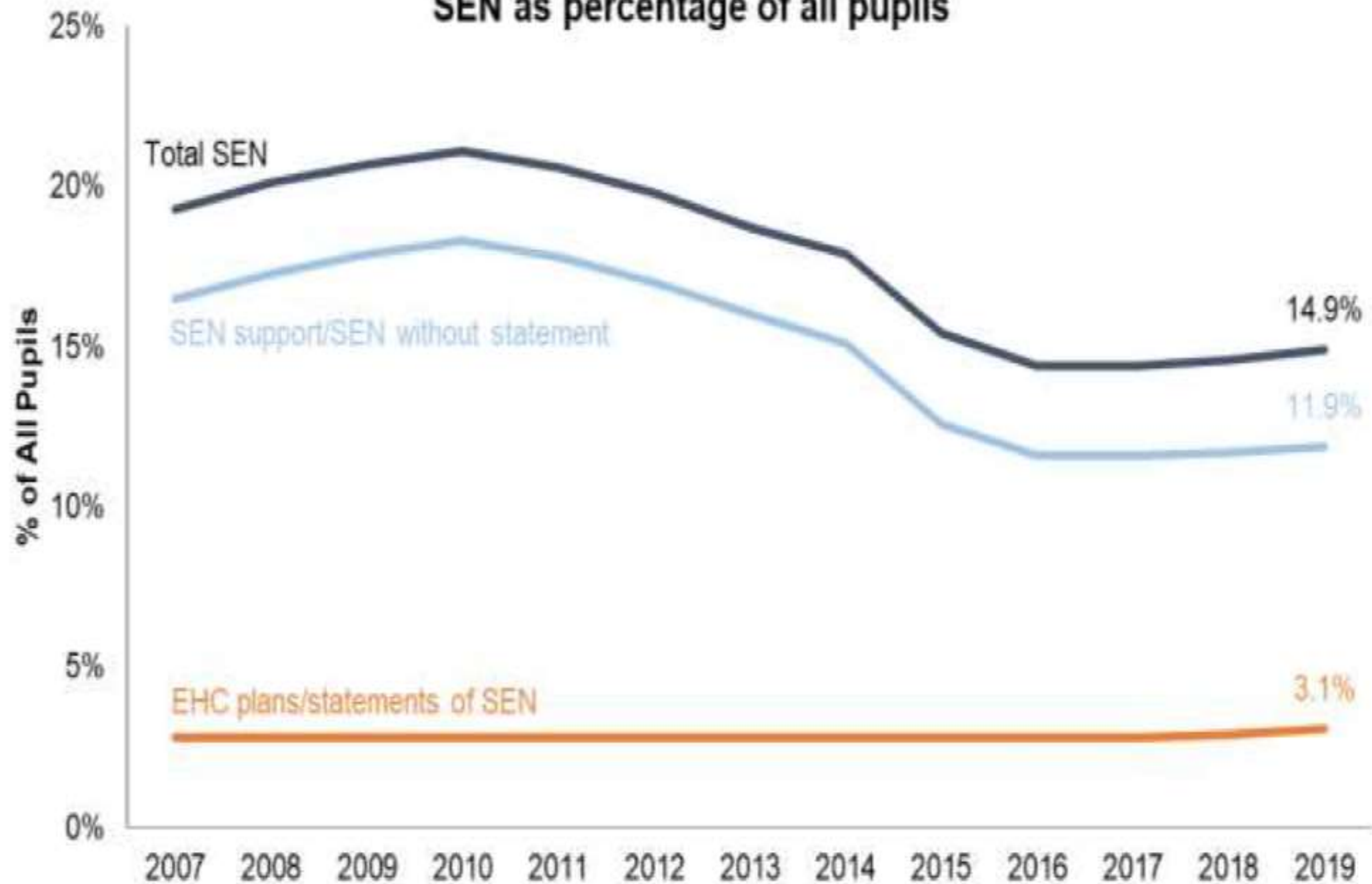
Builds up Brain, Nerve and Body

Placement of Pupils with SEND over last 10 years



Source: School Census and School Level Annual School Census 2010-2019

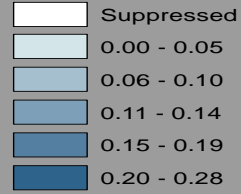
SEN as percentage of all pupils



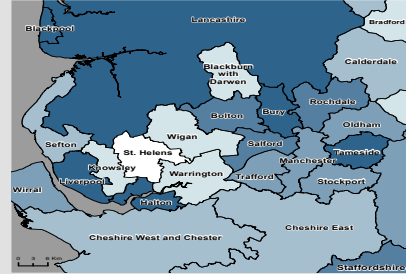
Permanent Exclusion Rate by Local Authority

Legend

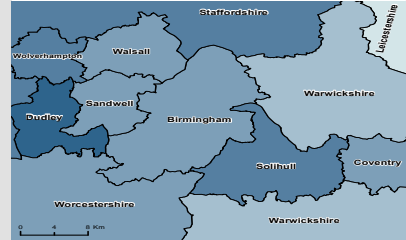
Permanent exclusion rate (Percentages)



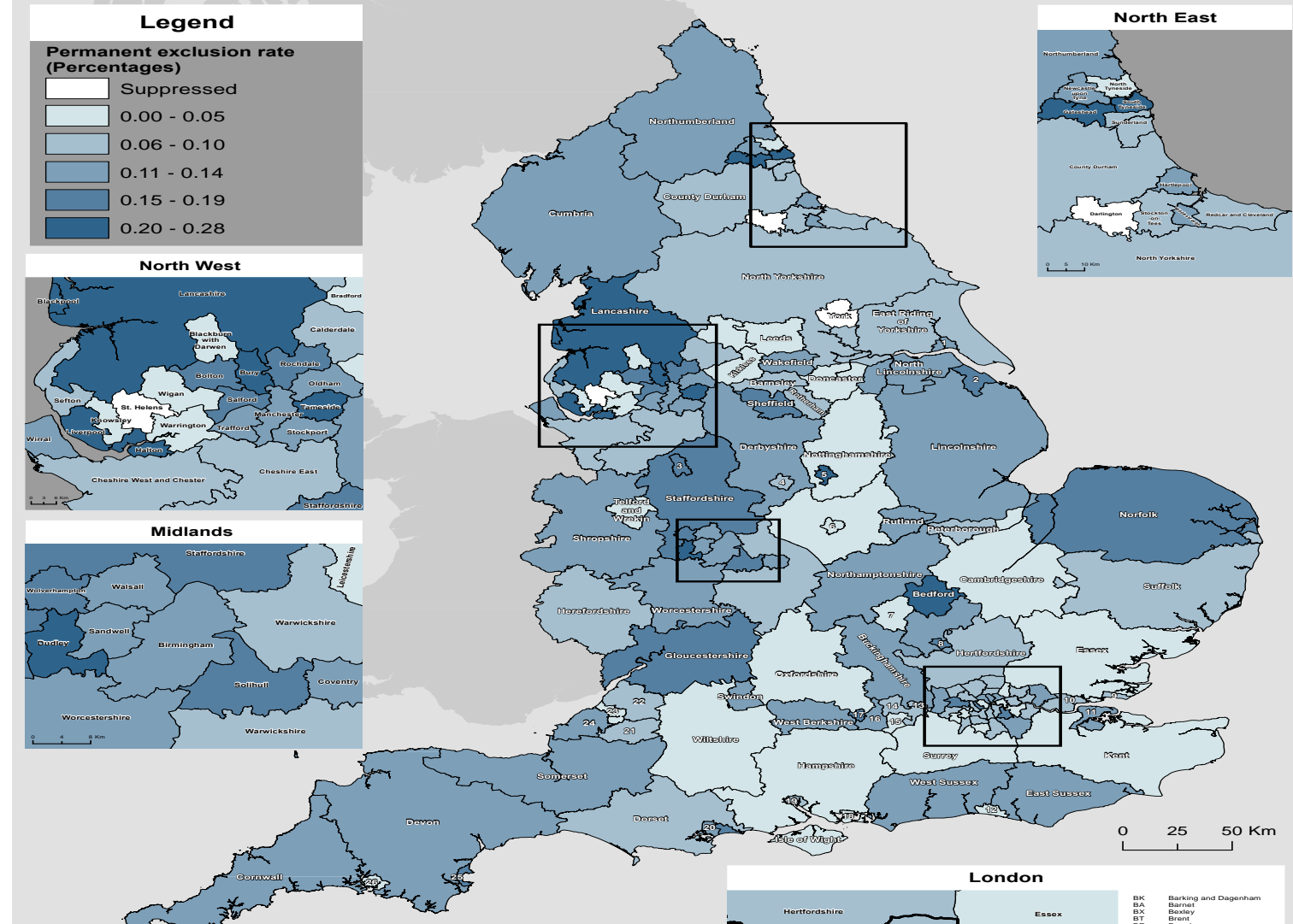
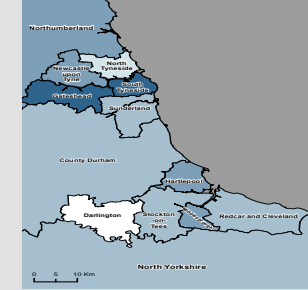
North West



Midlands

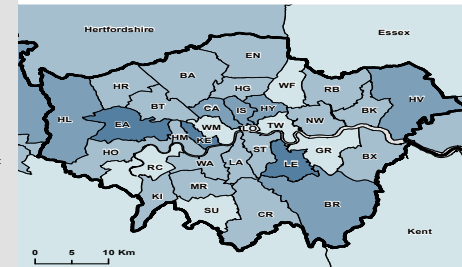


North East



0 25 50 Km

London



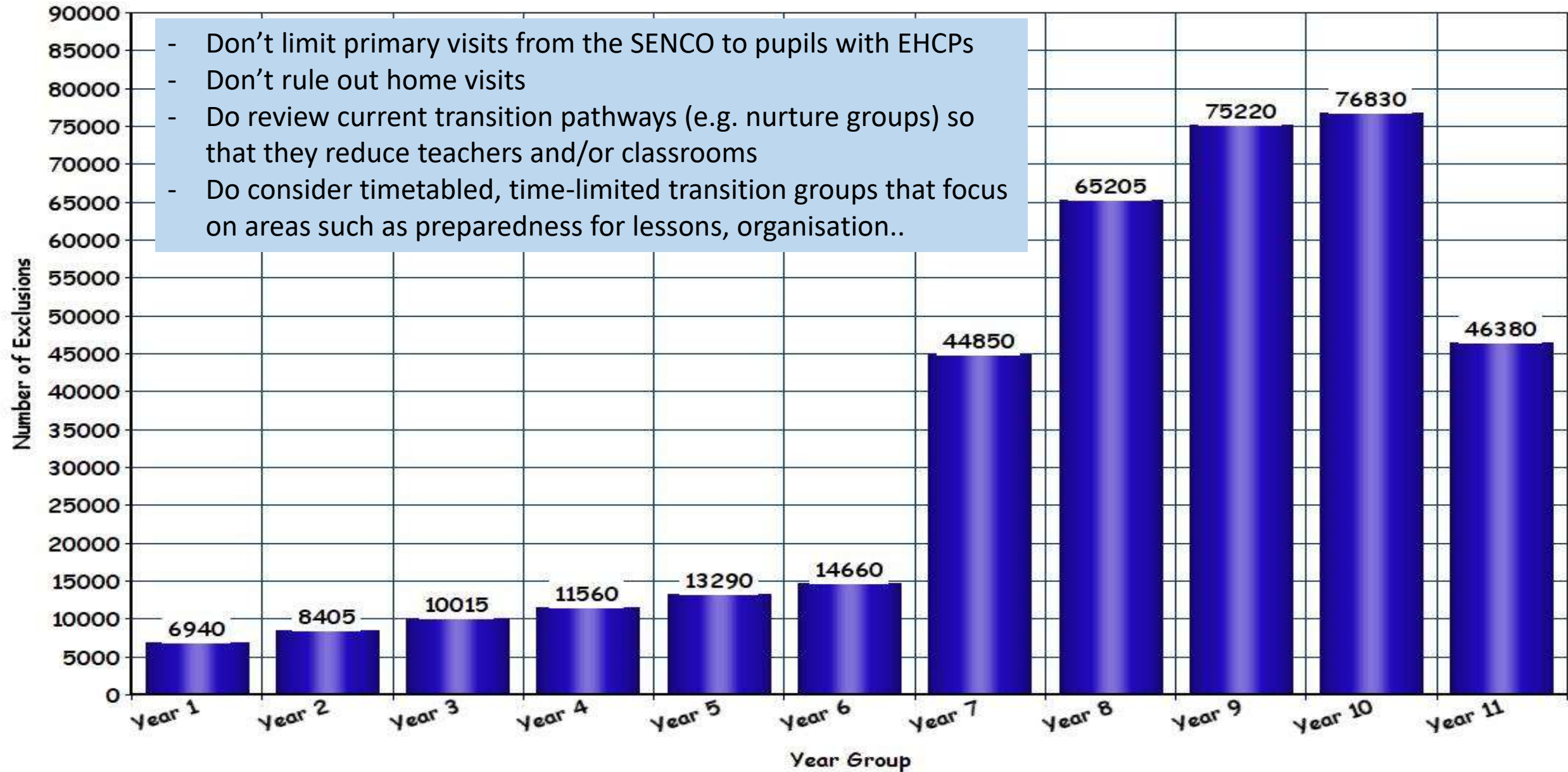
- | | |
|----|------------------------|
| BK | Barking and Dagenham |
| BA | Barnet |
| BX | Bexley |
| BT | Brent |
| BR | Bromley |
| CA | Camden |
| CR | Croydon |
| EA | Ealing |
| EN | Enfield |
| GR | Greenwich |
| HA | Hackney |
| HM | Hammersmith and Fulham |
| HG | Haringey |
| HS | Harrow |
| HV | Havering |
| HL | Hillingdon |
| HO | Hounslow |
| IS | Islington |
| KE | Kensington and Chelsea |
| KI | Kingston upon Thames |
| LA | Lambeth |
| LE | Lewisham |
| LO | City of London |
| MR | Merton |
| NW | Newham |
| RB | Redbridge |
| RC | Richmond upon Thames |
| ST | Southwark |
| SU | Sutton |
| TW | Tower Hamlets |
| WF | Waltham Forest |
| WA | Wandsworth |
| WM | Westminster |

0 5 10 Km

- | | | | |
|----|-------------------------|----|------------------------------|
| 1 | Kingston upon Hull | 14 | Windsor and Maidenhead |
| 2 | North East Lincolnshire | 15 | Bracknell Forest |
| 3 | Stoke-on-Trent | 16 | Wokingham |
| 4 | Derby | 17 | Reading |
| 5 | Nottingham | 18 | Portsmouth |
| 6 | Leicester | 19 | Southampton |
| 7 | Milton Keynes | 20 | Poole |
| 8 | Luton | 21 | Bath and North East Somerset |
| 9 | Southend-on-Sea | 22 | South Gloucestershire |
| 10 | Thurrock | 23 | Bristol |
| 11 | Medway | 24 | North Somerset |
| 12 | Brighton and Hove | 25 | Torbay |
| 13 | Slough | 26 | Plymouth |

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Map produced by Leadership Economic
Analysis Team.
Teacher Analysis Division, ESD, DIE
July 2018

Fixed Period Exclusions in England 2017



- Children with identified SEN accounted for 46.7% of all permanent exclusions and 44.9% of fixed period exclusions.
- Boys almost 4 times as likely to receive a permanent exclusion as girls.
- It is notable that permanent exclusion rates for children with EHC plans are around half those of children with SEN support.

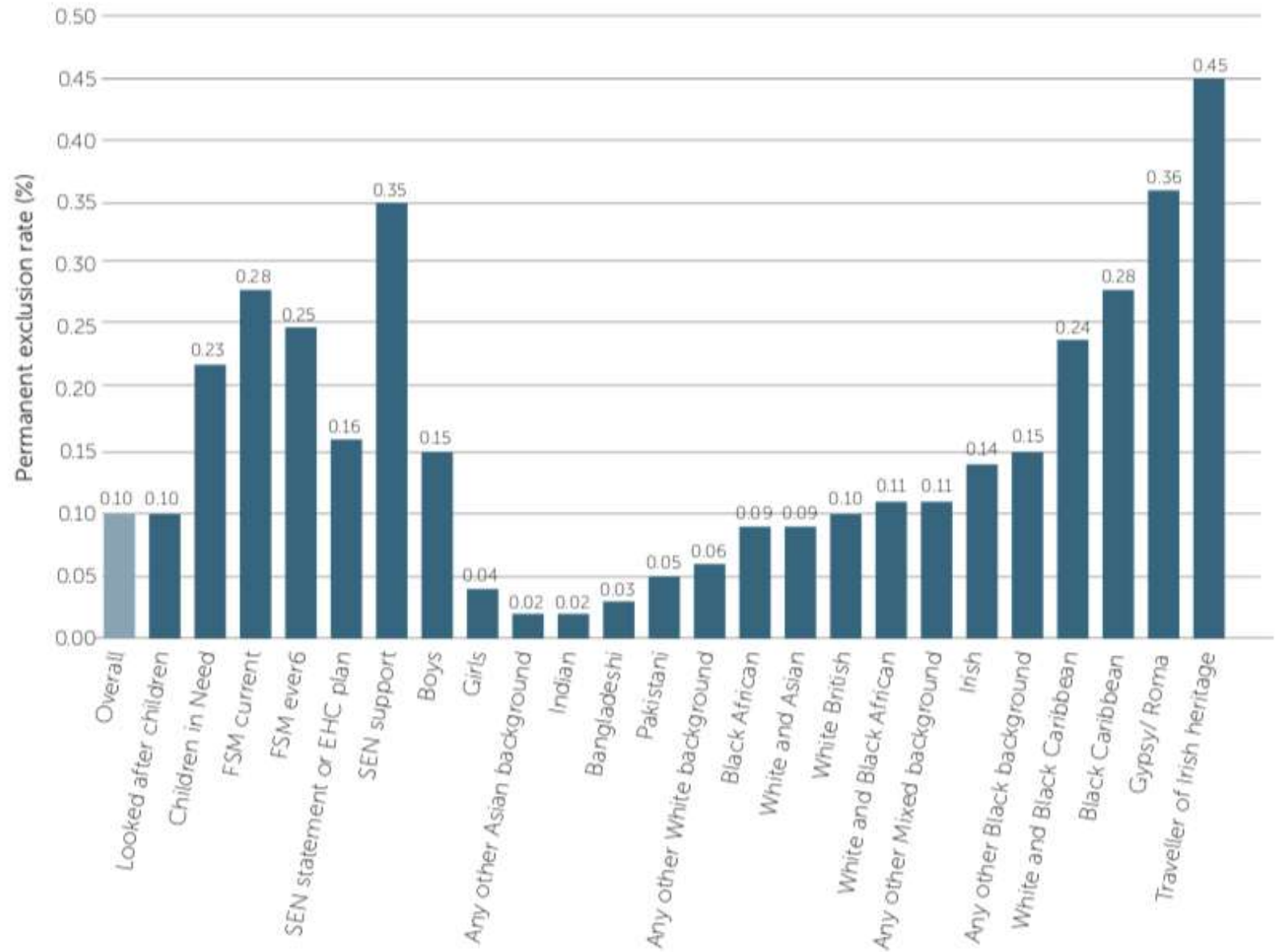


Figure 3: Permanent exclusion rates by pupil characteristic in 2016/17

FAST TRACK 100M TIMES THROUGH HISTORY



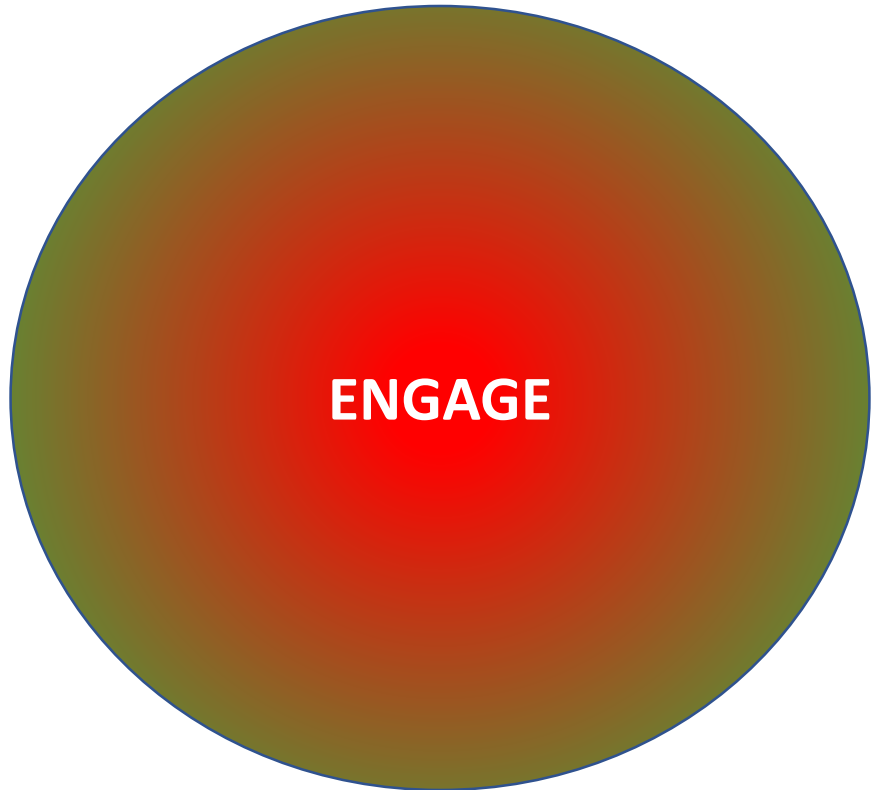
Steve Connor: Science Editor *The Independent* 23-03-2012

Great Expectations



- Take time to drop into the last five minutes of lessons for both high and low sets and check for consistency of expectation.
- Check on the relative experiences of learners working in the 'higher' sets compared to those in lower groups.
- Are their teachers similarly qualified and experienced?

1 000 000



Who are your stakeholders?

How will you get collective buy-in?

Linked to Mastery: Q3

4. Lollies cost 5p each.

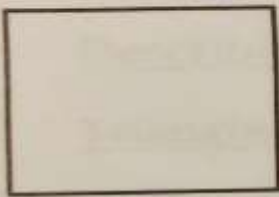
A pack of 3 lollies cost 13p

How much money do you save when you buy a pack of 3 lollies instead of 3 single lollies?

Geometry: Shape

Name these 2d shapes

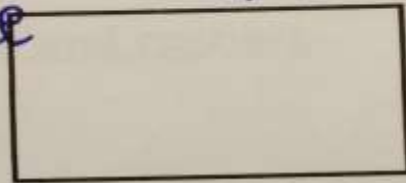
Jade



Charlotte



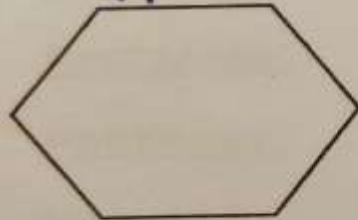
Charlie



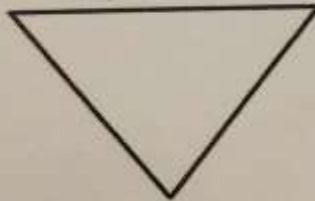
Sophia



Harriet



Emily



Maria



Words of the week

Directions: Write as many words with the same pattern - uck.

truck

luck

luck

duck

truck

muck

f word

yuck

stuck

Your role

In my Christmas concert 2017, we had to sing 'Just Another Star to Light the Sky!' but I imagined to be singing 'Mr Dickenson to Light the Sky!' because he made all this happen. He is the Headteacher.

Alexander, SEND Resource Unit, Age 11

Bethlyn Killey

My daughter has blossomed this year. Her teacher has given her an inner confidence to flourish and make progress that I didn't think was possible.

Parent of Year 7 learner

Desforges, C. & Abouchaar, A. (2003) *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review* DfES Research Report 433. London: DfE.

Goodhall, J. & Vorhaus, J. (2011) *Review of Best Practice in Parental Engagement*. London: DfE.

Lamb, B. (2009) *Lamb Inquiry, Special Educational Needs and Parental Confidence*. London: DCFS. Available at: <http://webarchive.nationalarchives.gov.uk/20130320215632/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-01143-2009> (Accessed 23 Jan. 2018).

Lamb, B. (2017) Achieving best value from your Pupil Premium allocations. *Every Child Journal*. 6.1. (online) Available at: <http://library.teachingtimes.com/articles/ecj61-pupil-premium-allocations.htm> (Accessed 23 Jan. 2018).

Lendrum, A., Barlow, A. & Humphrey, N. (2013) Developing positive school-home relationships through structured conversations with parents of learners with special educational needs and disabilities (SEND) *Journal of Research in Special Educational Needs*, 15 (2), 87-96.



DELIVER

How will you ensure things get done?

What systems and process need to be in place or improve?

Decoding Activity

It there is a pupil in your class who seems bright verbally with good ideas but has difficulty in expressing him/herself in writing it is possible that this student is dyslexic. It is also possible that another, less obvious student, could have this disability.

'Sometimes you just need things explained a bit better - a bit slower using words that are less complicated.'

Year 9 pupil

Yes – I agree. And a little more patient, rather than saying 'but I've already explained it!'

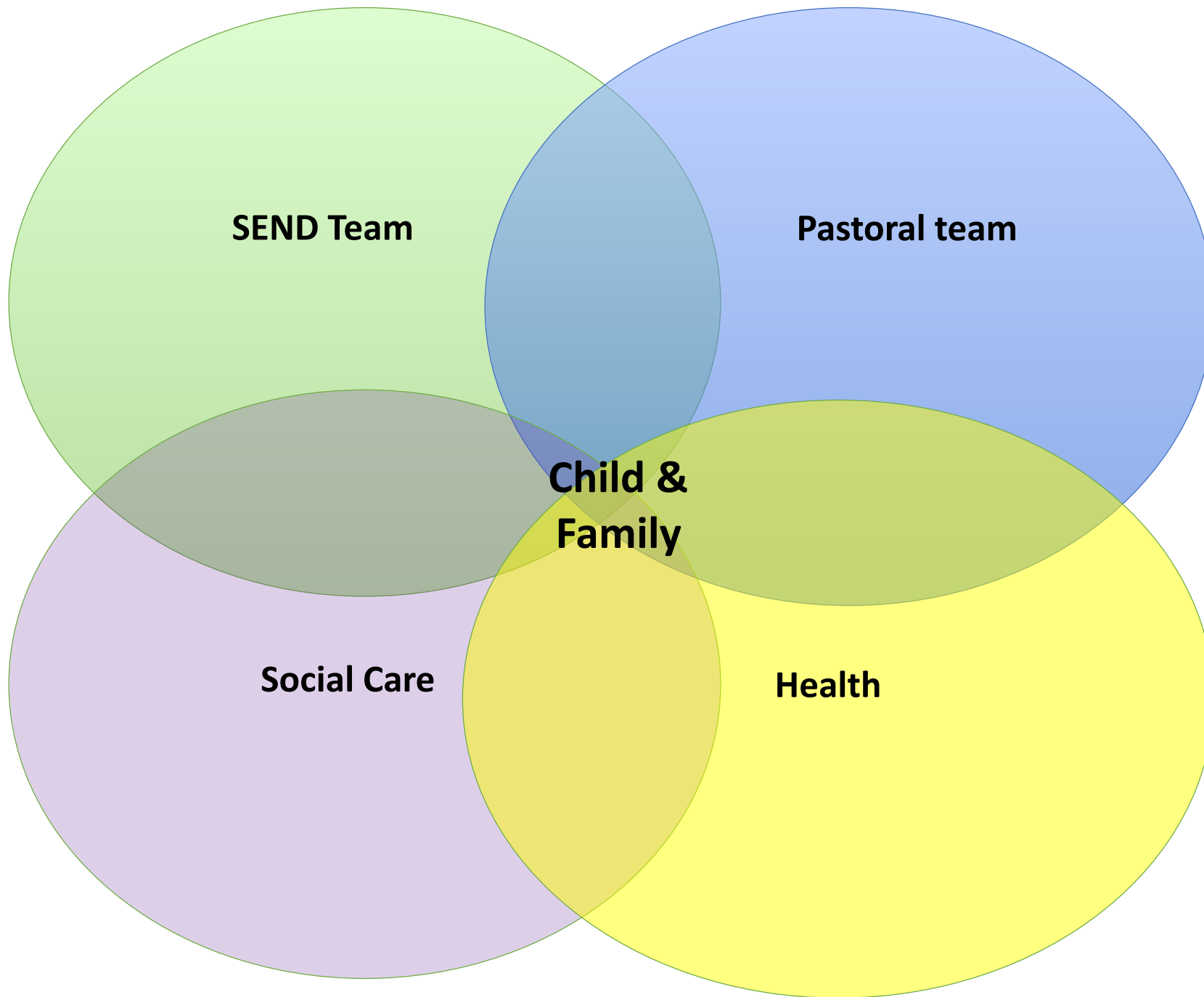
Year 8 pupil

'Can you remind teachers that there are kids here that need a little bit more help and ask them to do it in a kind way.'

Year 7 pupil

Why all stakeholders need to work collaboratively

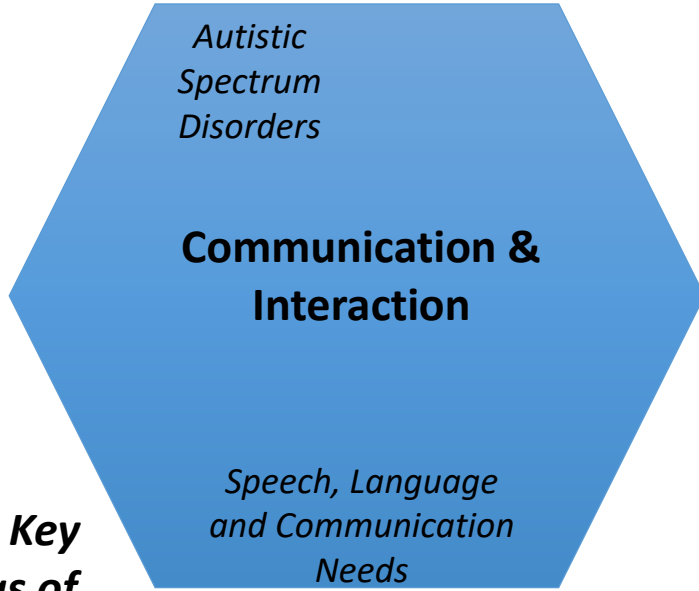
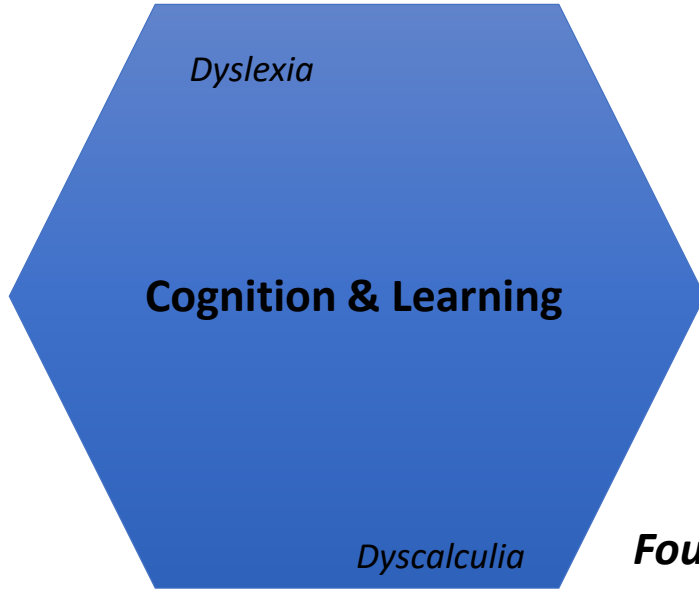
Alison is in Year 4 and on the SEN register for specific learning difficulties. Her attendance was above 96% in previous years, but in the last term has dropped to 80%. Alison has become increasingly withdrawn, and often tries to stay in the classroom at lunchtime to be with her teacher. Her behaviour has always been exemplary but at the start of term she stole a pen from her teacher's desk which resulted in a verbal warning. Over the last term, her teacher has noticed a number of things going missing from her desk and last Friday, Alison stole a hairbrush from her teacher's bag. This is now going to result in a fixed-period exclusion.



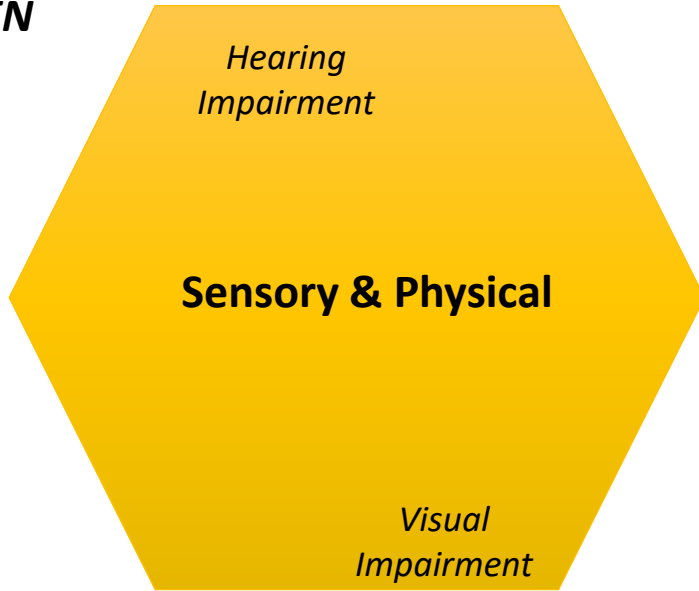
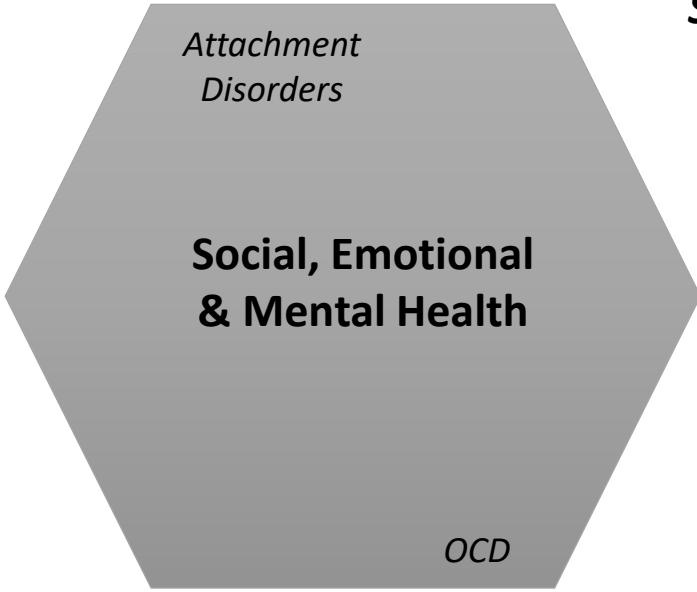
- Knowledge of the pupil
- Underlying learning needs not missed
- Consistent and high quality communication with parents
- Clear expectations and strategies for staff

Schools that are making the biggest difference for learners with SEND have one thing in common: the leadership of this important area is balanced. Finding ways to step back and see your bigger strategic picture as well as the need to build engagement with all staff across the school is your secret to even greater success.

Buck, A. (2018) in Bartram, D. *Great Expectations, Leading and Effective SEND Strategy in School*. Suffolk: John Catt Educational pp.16-17.



Four Key Areas of SEN



Cognition and Learning

York Assessment of Reading for Comprehension (YARC) - a one-to-one, diagnostic reading assessment of fluency and comprehension skills. Primary and secondary editions.

Single Word Spelling Test (SWST) – A group test designed to assess spelling attainment for 6 – 16 year olds.

PhAB and PhAB2 - A battery of tests that help assess phonological awareness and processing of sounds in 5 -11 year olds (PhAB) and 6-14 year olds (PhAB2).

Wide Range Achievement Test (WRAT-4) – An assessment of reading fluency, reading comprehension, spelling and number skills.

Sandwell Early Numeracy Test (SENT) – Assesses ability of basic numeracy skills. 2 editions for pupils aged 4-8 (SENT-R) and pupils aged 8 to 14 years (SENT KS2–KS3).

Cognitive Abilities Test (CAT4) - Standardised measure of cognitive reasoning ability across 4 areas: verbal, non-verbal, mathematical and spatial.

Lucid Rapid - Standardised Group screening for dyslexia in pupils aged 4 to 15.

Lucid LASS - Assessment to highlight differences between actual and expected literacy levels. Available for ages 8-11, and 11-15

Social, Emotional and Mental Health

Boxall Profile – A checklist framework for assessment of social, emotional and behavioural difficulties. Online version available online at: <https://boxallprofile.org>

Strengths and Difficulties Questionnaire (SDQ) – A brief behavioural screening questionnaire for 3-16 year olds. Versions of the questionnaire are available for pupils, parents and teachers to complete. Available for free from: <http://www.sdqinfo.com>

Emotional Literacy – A series of checklists designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy e.g. self-awareness, motivation, empathy, social skills.

Measures of Children's Mental Health & Psychological Wellbeing – A series of simple, questionnaire based assessments that can be used to assess a range of children's social and emotional skills, individually or in groups. Includes resilience, social behaviour and belonging. Suitable for 2 to 20 years.

Pupil Attitude to Self & School (PASS) - An all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school.

Revised Children's Anxiety and Depression Scale (R-CADS) – A series of questionnaires that measure the reported frequency of symptoms of anxiety and low mood, including separation anxiety, social phobia, panic, obsessive compulsion and low mood. Available from: <https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-and-subscales/>

Communication and Interaction

WellComm Toolkit - Speech and Language Toolkit for Screening and Intervention in the Early Years. Offers a range of customised intervention activities to help support language development. Av

British Picture Vocabulary Scale (BPVS3) – A one-to-one test that assesses vocabulary. It can be used to assess language development in non-readers and pupils with expressive language impairments.

The Progression Tools - A series of 8 non-standardised tools aimed at different ages to support identification of speech, language and communication needs. Can also be used to track progression of these skills over time. Available from: www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/progression-tools-primary/

Renfrew Language Scales – Assesses the age level of consecutive speech used from information content, sentence length and grammatical usage in retelling a story. Includes the Action Picture Test, the Bus Story Test and the Word Finding Vocabulary Test. Ages 3 to 9 years. Available from: www.winslowresources.com

Infant and Junior language link – Group screening assessment to identify receptive language need. Includes intervention resources. Available for EY/KS1 and KS2. Available from: <https://www.speechandlanguage.info/primary>

Autism Progression Framework – a free interactive assessment tool to support identification of pupils' social, emotional, independence and learning needs. Available from: <http://www.aettraininghubs.org.uk/schools/pf/>

Sensory and/or Physical

VMI-6 - Beery-Buktenica Developmental Test of Visual-Motor Integration – An all-age screener for visual-motor deficits that can lead to learning, neuropsychological and behaviour problems. Available from: <https://www.pearsonclinical.co.uk/Psychology/Psychology.aspx>

Visual/Hearing Impairment assessments - Assessments that would be carried out in collaboration with specialist teachers and healthcare professionals.

Physical and other sensory needs assessments- used to assess sensory processing difficulties. To be carried out with occupational therapist or paediatrician.

Biel and Peske Sensory Checklist – Observational checklist that can be used to assess sensory needs including touch, proprioception, vestibular and auditory. Available from: <http://www.senplus.ltd.uk/sensory-andor-physical-needs/>

www.NataliePacker.co.uk



Welcome to Lampton School's SEN information report.

These pages describe our school's 'offer' for children with SEN. SEN stands for Special Educational Needs.

Every child brings a unique pattern of strengths and areas of need to our community and the school aims to fulfil the potential of all students. The links here relate to those students who have difficulties that affect their learning and are recognised as needing specific types of support. Follow the links to find out more about how Lampton works to support young people with a range of additional needs.



My child has difficulties with learning and literacy

[Read more >](#)



My child has sensory and/or physical needs

[Read more >](#)



My child has difficulties with speech, language and social communication

[Read more >](#)



My child has difficulties with social and emotional health

[Read more >](#)

My Child has difficulties with social, emotional health or mental health.

This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education.

It also includes young people who have a range of longer-term recognised mental health conditions.

For both groups, issues can include:

- Forming and maintaining relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Life outside school



What can Lampton offer?

All students at Lampton can access



Targeted support for small groups may include



As for all Lampton students plus...

- Breakfast club.
- Summer school- year 6 into 7 activity week.
- Year 7 Nurture Group circle time.
- Support Centre lunchtime drop-in [listen here](#).
- Year 7 'Friends for Life' 10 week resilience programme [listen here](#).
- Year 7 transition support groups.
- Intervention groups (all years)- behaviour/social skills/self esteem/stress management.
- In-class support in some lessons.
- Peer mentoring [listen here](#) and [here](#).
- Year 11 support with college applications and career paths.

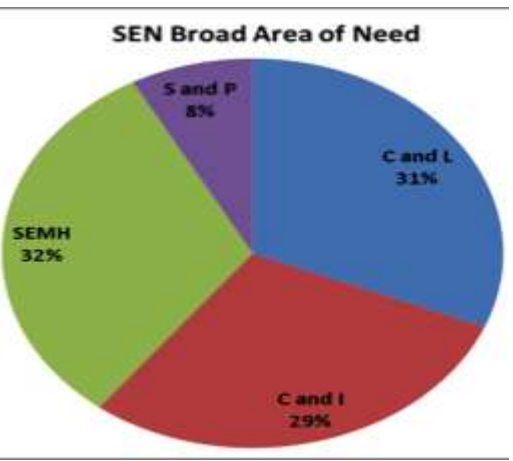
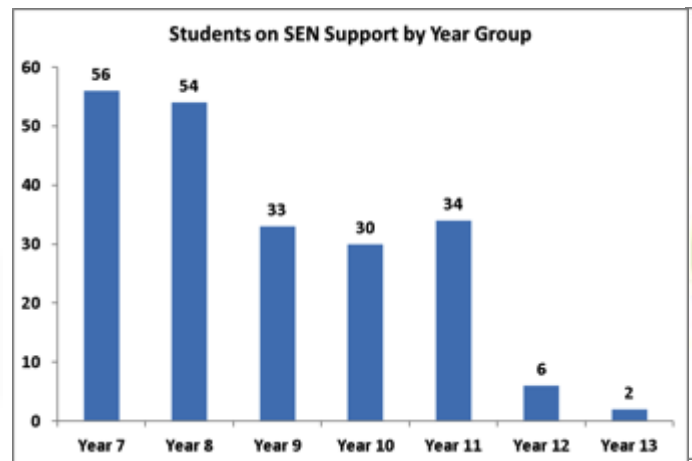
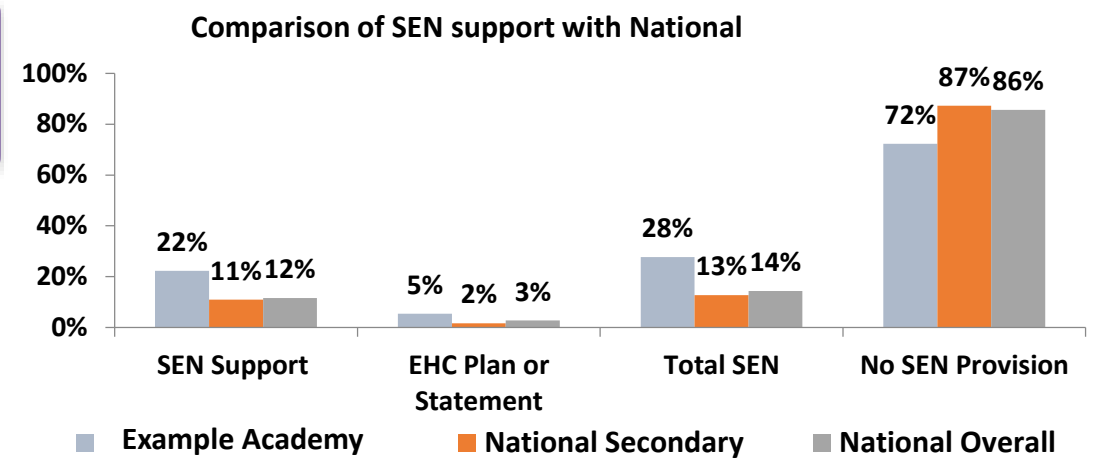
2016 results	Gender		Pupil Premium		SEND Status		
Students (number)	E M-(3)	E F-(4)	E N-(0)	E Y-(7)	E- (7)	K- (51)	N- (78)
	K M-(24)	K F-(27)	K N-(17)	K Y-(34)			
	N M-(35)	N F-(43)	N N-(35)	N Y-(43)			
Progress 8 Score	E 0.23	E -0.40	E NA	E -0.13	-0.13	0.04	-0.01
	K -0.08	K 0.14	K 0.61	K -0.26			
	N -0.03	N 0.02	N -0.02	N 0.00			
Attainment 8 Score (actual)	E 33.7	E 25.0	E NA	E 28.7	28.7	35.9	48.4
	K 32.3	K 39.2	K 42.5	K 32.7			
	N 46.5	N 49.8	N 48.2	N 48.6			
English A*-C	E 66.7%	E 50%	E NA	E 57.1	57.1	70.6	88.5
	K 62.5%	K 77.8%	K 82.4	K 64.7			
	N 88.6%	N 88.4%	N 91.4	N 86			
Maths A*-C	E 33.0%	E 0	E NA	E 14.3	14.3	23.5	59.0
	K 20.8%	K 25.9%	K 35.3	K 17.6			
	N 60%	N 58.1%	N 57.1	N 60.5			

Thank you so much for providing the ASD base support for him. He settled into school really well and is making better progress than we expected, particularly in his English. He's also made some real friends.
Parent of Year 7 student

! Attendance !
 SEND – 94.58%
 Whole school – 97.35%



I've always had really brilliant support with my learning here. You always involve me in everything as well, which is important to me.
Year 11 student



KS3 Wave 3 provision and impact examples (over 12 weeks)

C & L	C & I	SEMH	S & P
Accelerated reader RWI (Freshstart) Lexia Symphony maths	Communication Matters School SALT ASD base support	1:1 counselling Anger management Art therapy THRIVE	Sensory support Motor skills group 1:1 physio Modified resources
<i>RWI – average R.A + = 9m (24 students) SM – average M.A + = 8m (13 students)</i>	<i>Significant improvement in personal SALT targets (9 students)</i>	<i>RDACS scale shows good progress in 12 out of 15 students</i>	<i>4 students with VI receiving fully modified resources</i>

- ### Improvement priorities...
- Review strategies for improving attendance and work with newly appointed FLO to improve attendance rates of students with SEND.
 - Monitor and track progress and attainment of all students with SEND using new assessment system and additional small steps assessments..
 - Provide training for all staff around mental health and review whole school provision.
 - Increase % of students with SEND achieving A*-C in maths at end of KS4 by providing earlier, focused intervention and specialist teacher.

Strengths

- Progress in English (SEND)
- Base support for ASD students
- Quality of SALT provision
- Person-centred reviews



Before, I didn't eat, because I didn't want to be on this earth. But in this school, the teaching assistant sat down next to me and listened to why I didn't want to eat. We ate together at lunchtime and now I eat every day.

Year 7 learner

So what does great
Inclusion look like?

David Bartram

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**achieving
for children**



THE ROYAL BOROUGH OF
**WINDSOR AND
MAIDENHEAD**

A group of ten children in school uniforms are standing outdoors in front of a school building. They are holding up large, white letters with blue outlines to spell out the word 'INCLUSION'. The children are arranged in a line, with some holding their letters high and others lower. The background shows a school building with windows and a large tree. The ground is paved and there are some fallen leaves.

Inclusion - Cookham Dean
Video in the Inclusion Section
on our SEND
Local Offer

Inclusion Summit 2019

Kevin McDaniel





Special Educational Needs and Disabilities Annual Trend Report

Inclusion Summit 2019



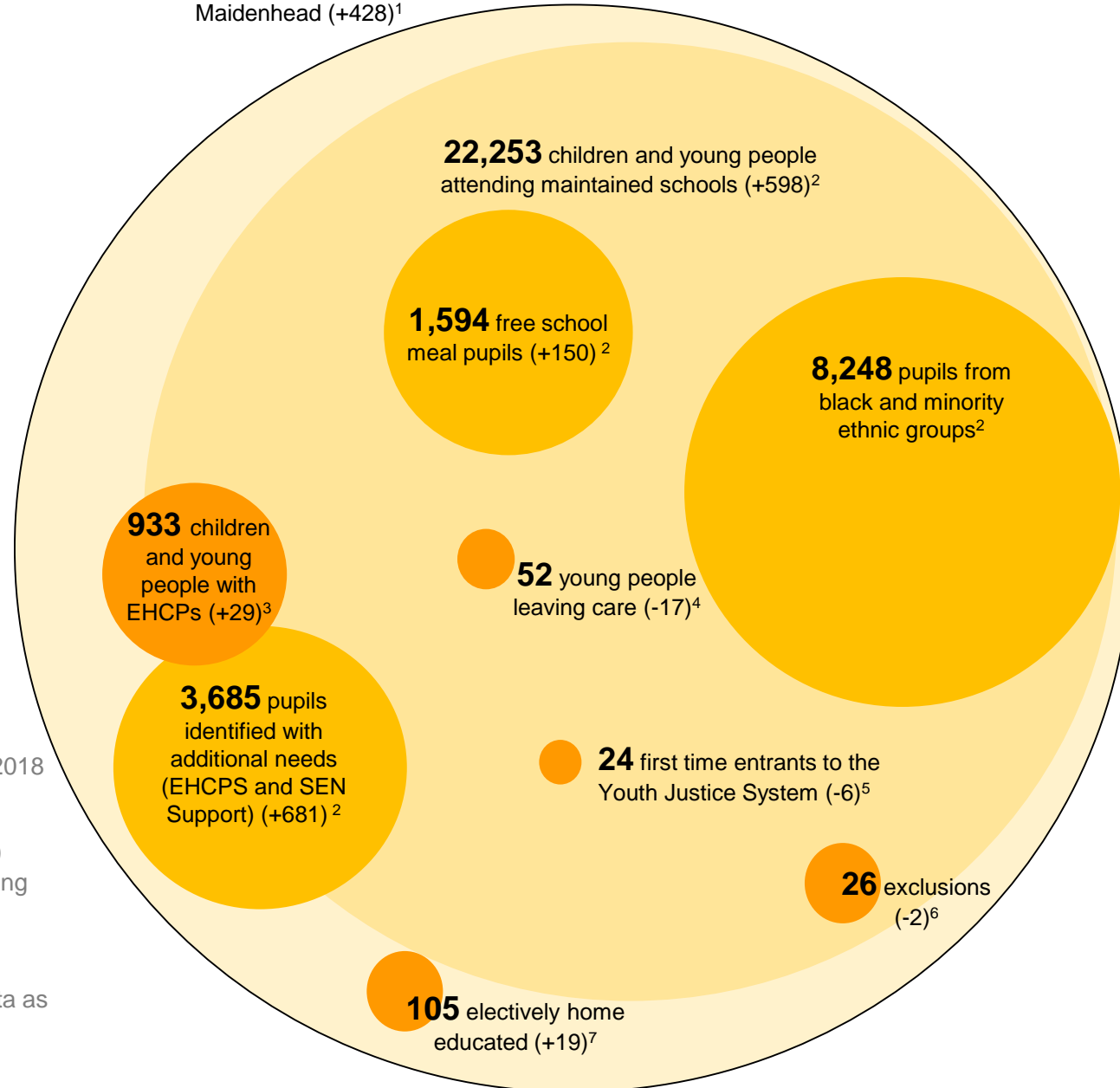
achieving
for children

www.rbwm.gov.uk



Local Context

31,604 children and young people (0-17 living in Windsor and Maidenhead (+428)¹



Data Source:

¹ONS Mid Year Population Estimates 2018

²School Census Spring 2019

³SEN2 Return Spring 2019

⁴Children Looked After Return 2018/19

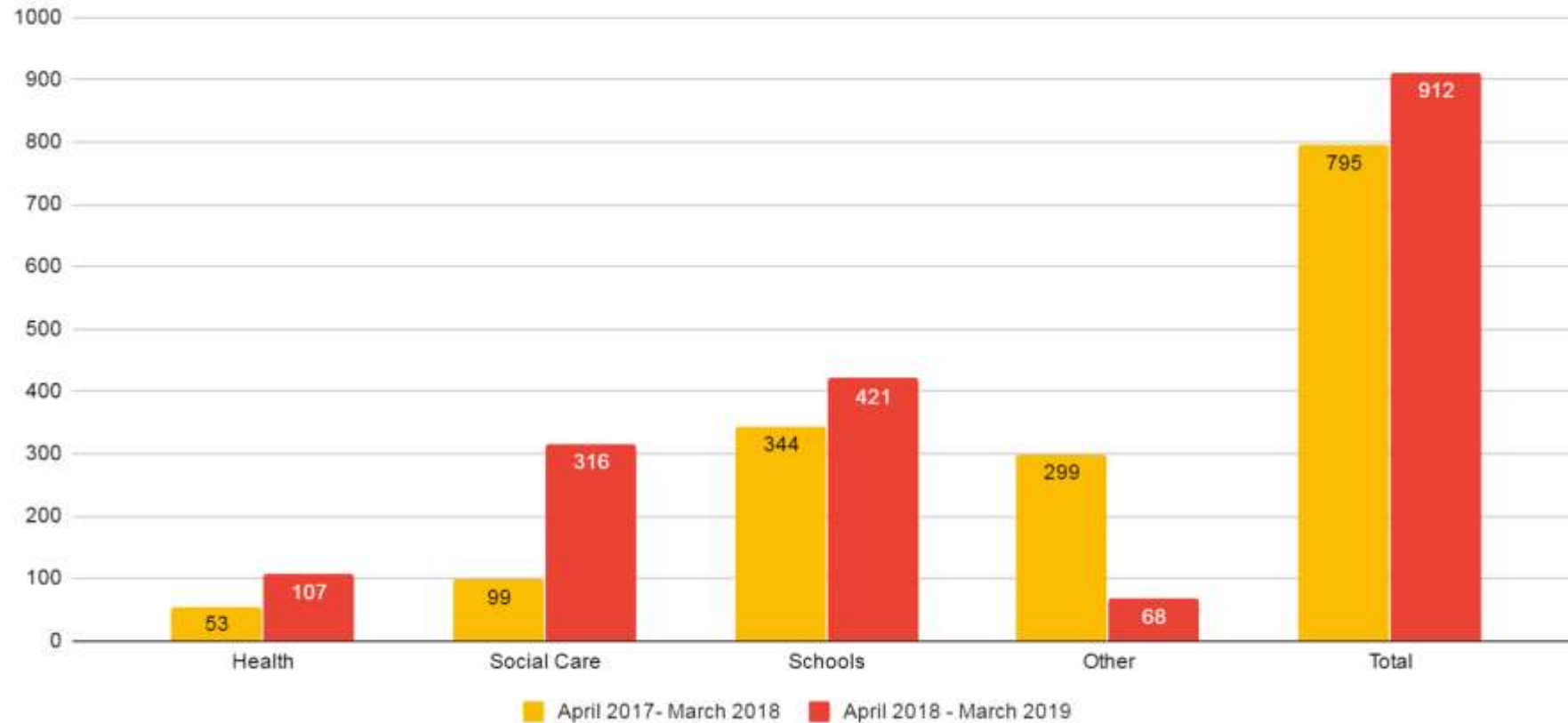
⁵Windsor & Maidenhead Youth Offending Team; April 2018-March 2019

⁶Inclusion and Fair Access, Inclusion Service; April 2018-March 2019

⁷School Support, Inclusion Service; data as of March 2019

Early Help Services

Targeted Referrals and Interventions



Referrals to the Early Help Service have increased substantially since 2017-18. This is particularly noticeable from the Social Care data; which includes referrals from Single Point of Access, Duty and Assessment and the PODS. The reduction in the number of referrals classed as “Other” is due to improved identification of the source of the request

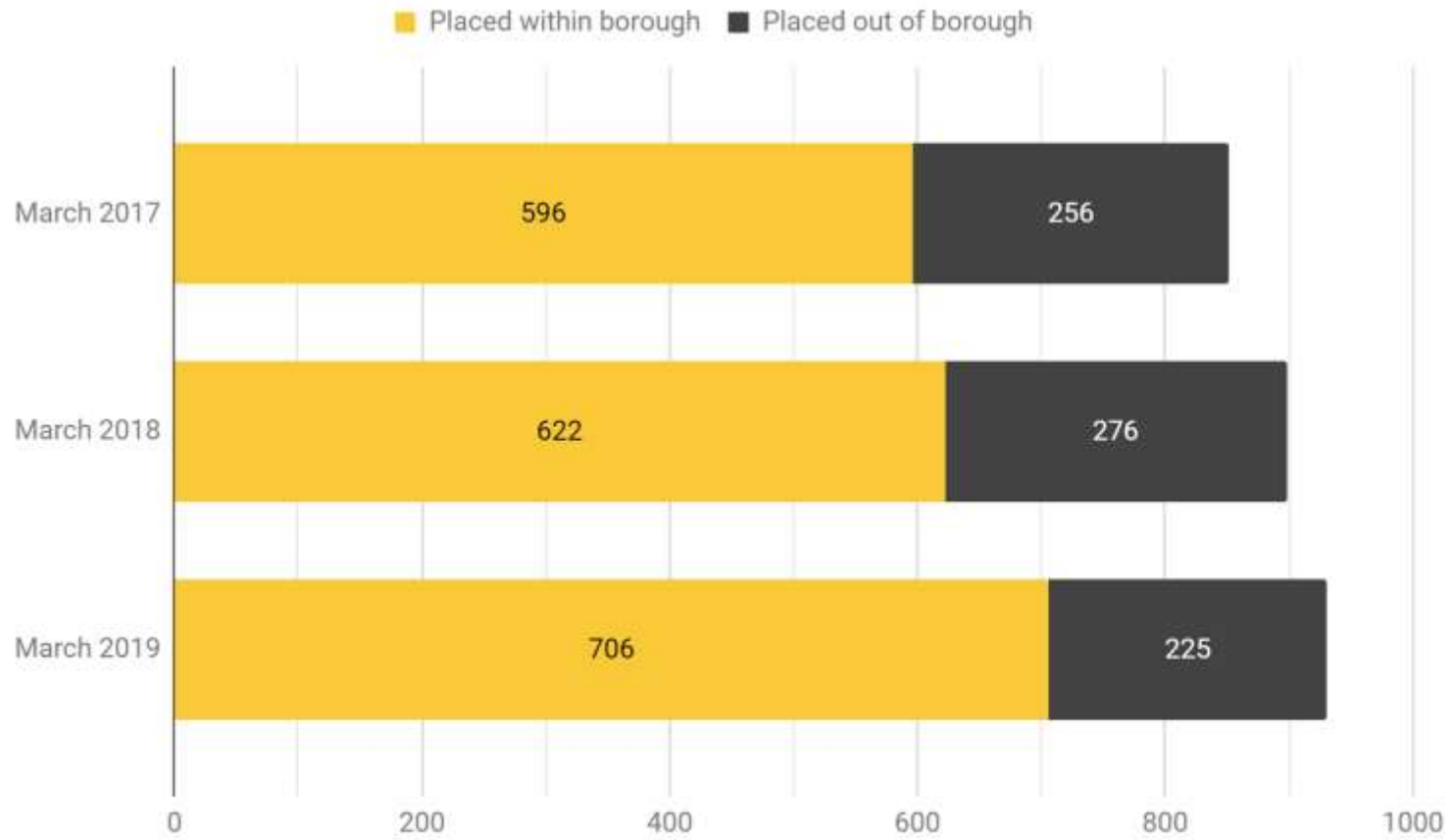
Education and Health Care (EHC) Plans

March 2017 - 2019

Provision	March 2017 Total number	March 2018 Total number	March 2019 Total number
Mainstream School	357	341	396
Mainstream College	68	95	117
Resource provision	39	41	43
Special school	260	267	193
Non maintained/independent special	117	110	127
Elective home educated	6	8	12
Supported apprenticeship (including special school apprenticeship programme)			15
Not in Education, Employment or Training			7
Other (including Awaiting placement, Alternative Learning Provision, Home study)	5	36	19
Total	852	898	929

Education Placements by location

March 2017 - 2019

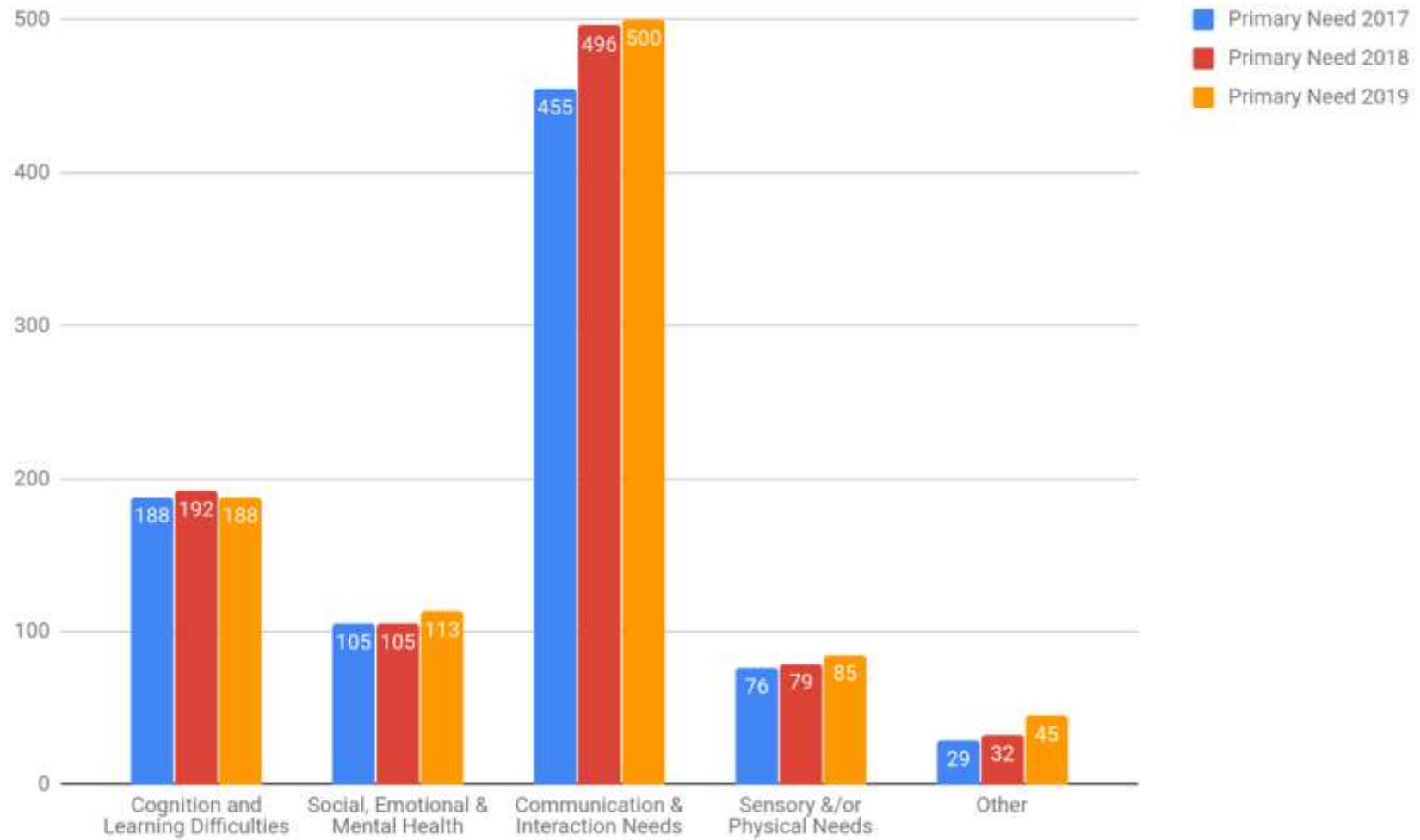


Primary Need Table

March 2017 - 2019

Primary Need	2017	2018	2019
Cognition and Learning Difficulties			
Specific Learning Difficulties	68	70	50
Moderate Learning Difficulties	92	92	99
Severe Learning Difficulties	10	12	19
Profound & Multiple Learning Difficulties	18	18	20
Social, Emotional & Mental Health			
Social, Emotional & Mental Health	105	105	113
Communication & Interaction Needs			
Speech, Language & Communication Needs	164	188	166
Autistic Spectrum Disorder	291	308	334
Sensory and/or Physical Needs			
Visual Impairment	11	12	15
Hearing Impairment	17	21	19
Physical Disability	48	46	51
Other	29	32	45
Total	835	904	931

Primary Need Graph 2017 - 2019



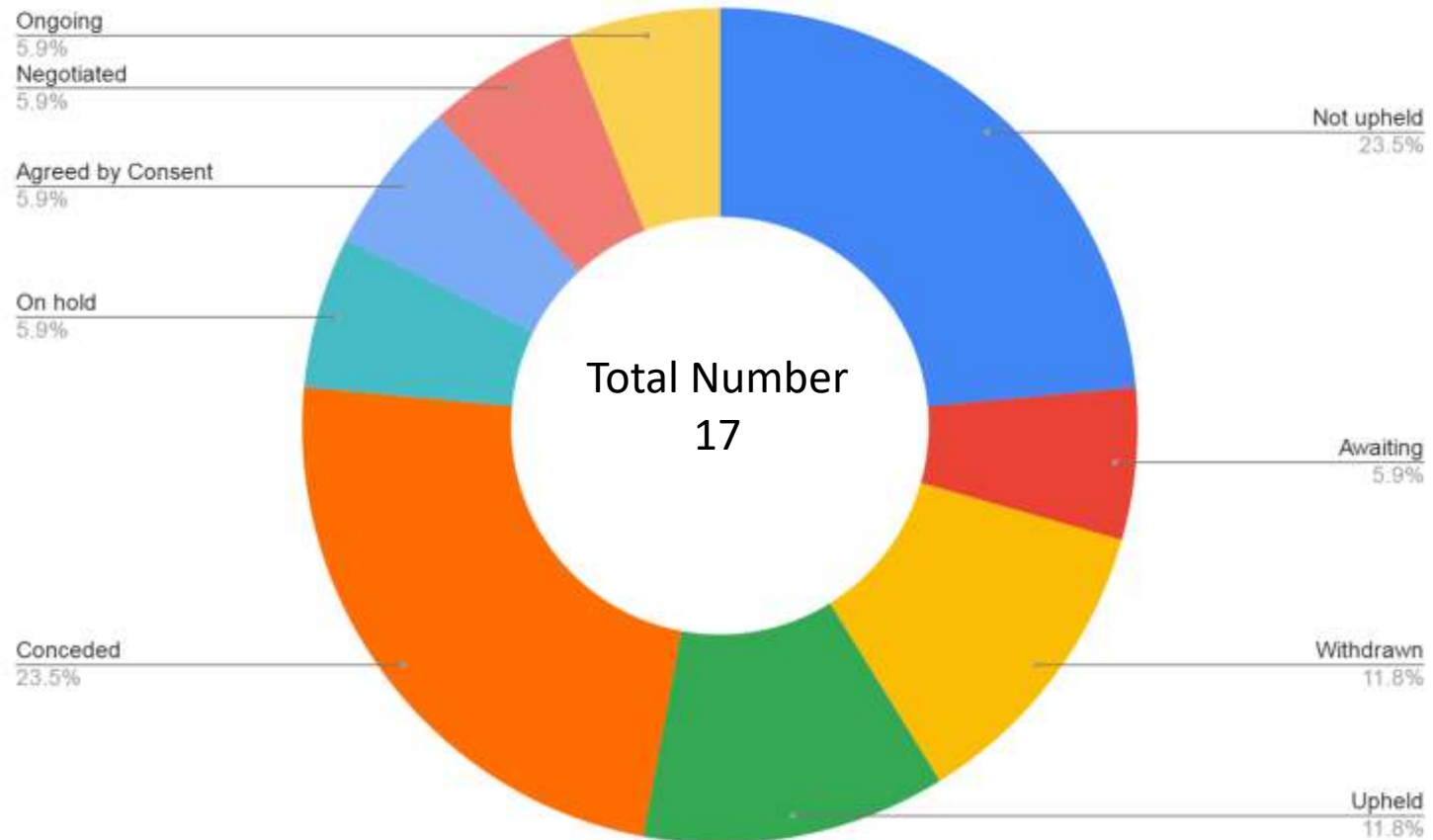
New EHC Needs Assessment

New EHC Needs Assessment Requests	April 2016 - March 2017	April 2017 - March 2018	April 2018 - March 2019
EHC Needs Assessment - School Requests	110	117	141
EHC Needs Assessment - Parental Requests	42	74	36
EHC Needs Assessment - Other	13	6	3
Total EHC Assessments	165	197	180

New EHC Plans Issued within Timescales	April 2016 - March 2017	April 2017 - March 2018	April 2018 - March 2019
Percentage of plans issued within 20 weeks (including exceptions)	45%	100%	98%

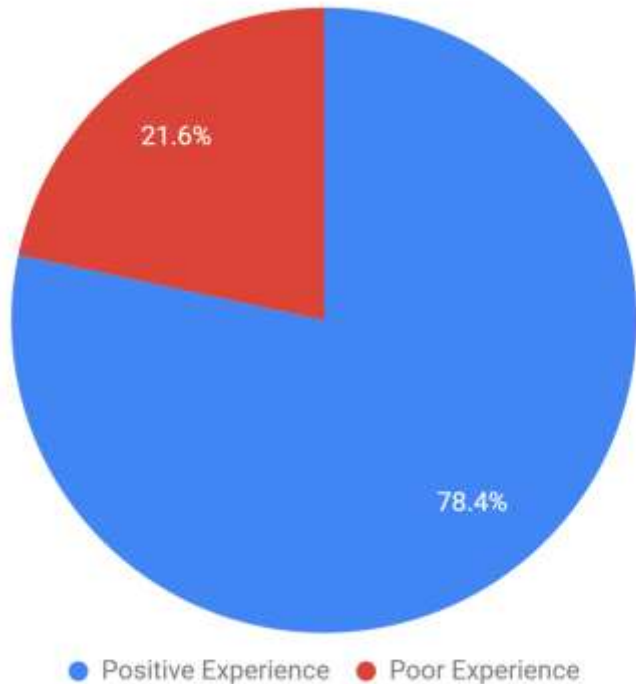
EHC Plans Mediation and Tribunal Statistics

Outcomes of Tribunals lodged between September 2018 - 2019

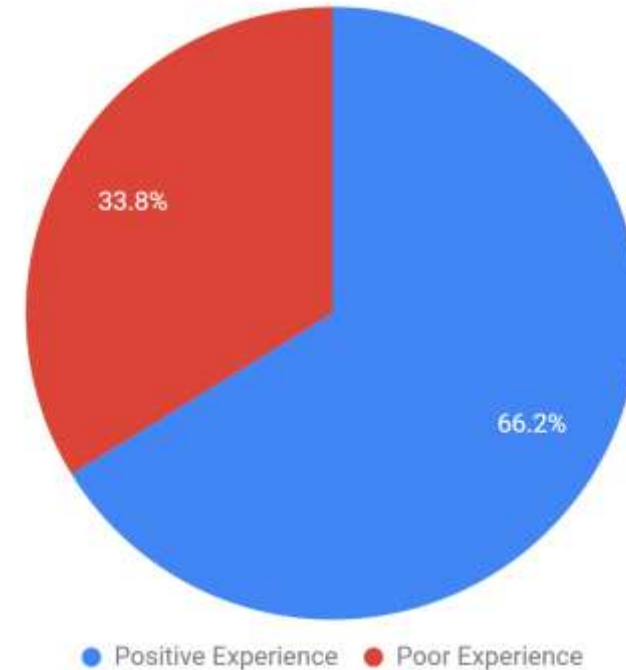


Service Users Experience With the Children and Young People Disability Service (CYPDS)

To what extent did you feel listened to and treated with respect by the CYPD Service?

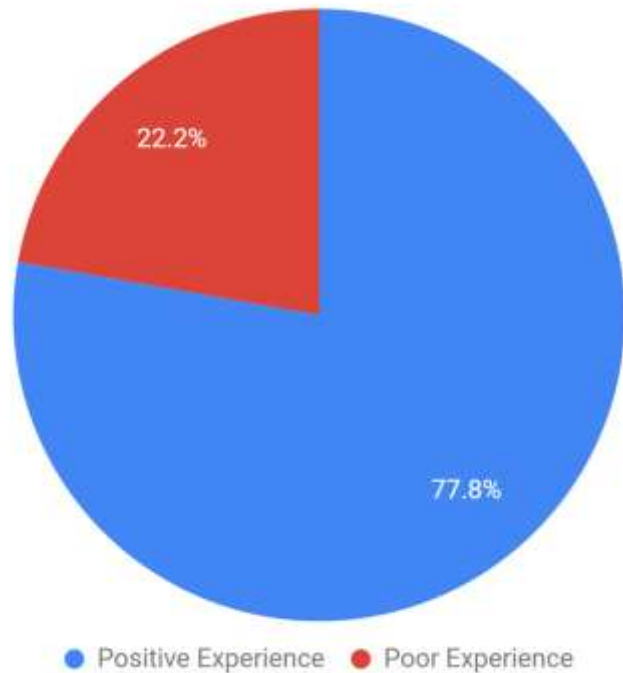


To what extent did you feel CYPDS worked together with you to understand and support any reasonable adjustments that your child needed?

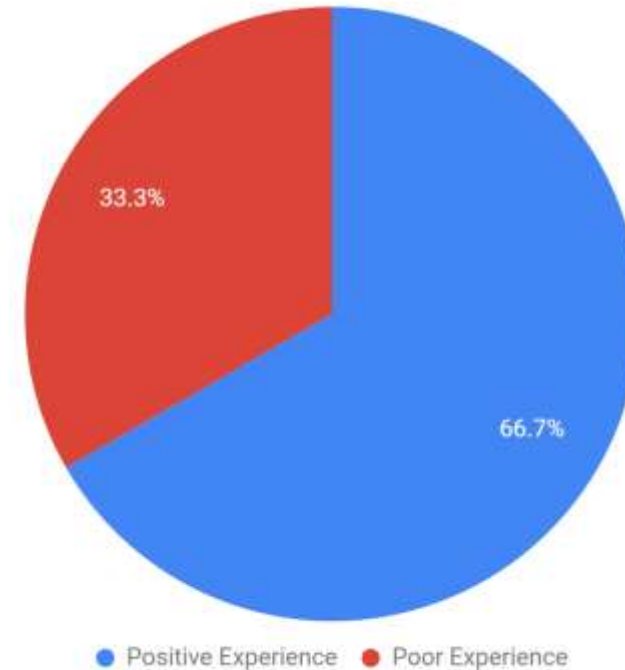


Service Users Experience With the Children and Young People Disability Service (CYPDS)

To what extent do you think CYPDS understood your child's needs and worked with you to solve problems together?



To what extent did CYPDS liaise with other professionals so that you did not have to tell your story more times than you felt necessary?



Performance of Pupil Groups

Table Key Stage 2 (Year 6): Reading + Writing + Maths

Group	Pupils 2017	Pupils 2018	% attaining expected standard Reading+Writing+Maths						Local Authority Ranking (N=150)	
			2017	2018	National 2017	National 2018	+/- National 2017	+/- National 2018	2017	2018
SEN	200	224	23	23	20	24	3	-1	=51	=76
SEN – with EHC	70	40	6	10	8	9	-2	1	=100	=45

Table Key Stage 4 (GCSE): Progress 8

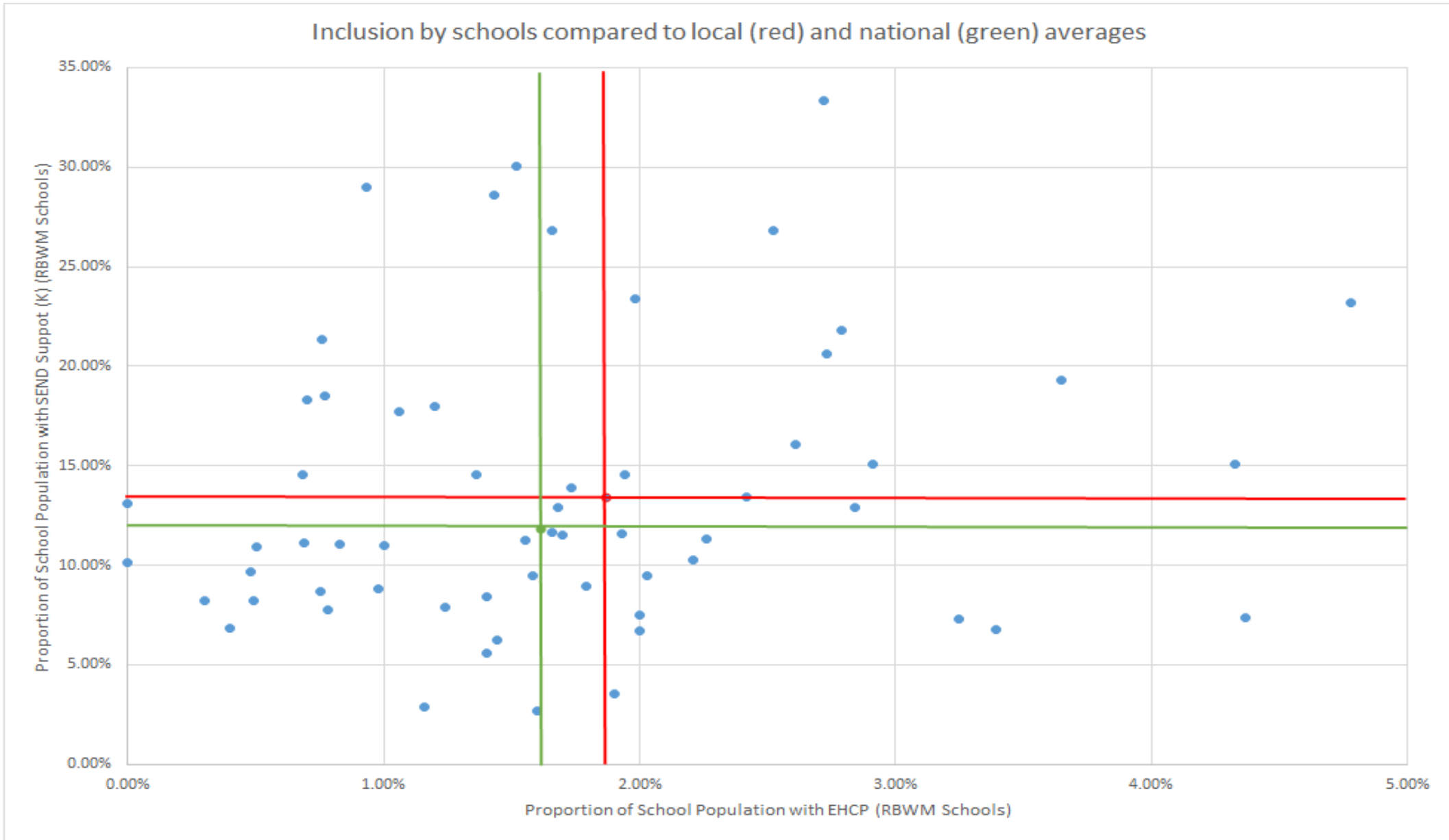
Group	Pupils 2017	Pupils 2018	Progress 8						Local Authority Ranking (N=150)	
			2017	2018	National 2017	National 2018	+/- National 2017	+/- National 2018	2017	2018
SEN	168	162	-0.44	-0.27	-0.43	-0.43	-0.01	0.16	=73	=37
SEN – with EHC	66	55	-1.03	-0.18	-1.04	-1.09	+0.01	0.91	=72	=1

Pupils with an Education, Health and Care Plan achieved well above national EHC pupils at both KS2 and KS4 (GCSE)

The following key is used in this section:

	Top Quintile
	Second Quintile
	Middle Quintile
	Fourth Quintile
	Bottom Quintile

SEND K vs EHCP Spring 2019



Inclusion Summit 2019

Debbie Hartrick & Janette Fullwood



Local Context

One Year On – A Health Perspective

Debbie Hartrick – Associate Director: Safeguarding/Designated Clinical Officer – SEND
Janette Fullwood – Head of Children, Young People and Families



East Berkshire NHS Clinical Commissioning Group (CCG)

What and Who are we?

- The CCG is a group of NHS professionals (about 100 staff) who use clinical expertise - locally-based doctors and nurses, supported by experienced managers, to buy (commission) healthcare services according to local needs and rising trends.
- This means deciding what services are needed for diverse local populations, and ensuring that they are provided.
- The CCG covers areas of: Bracknell, Ascot, Slough, Windsor and Maidenhead.
- CCGs are assured by NHS England and work closely with their Local Authority partners and with the communities they serve.
- The CCG commissions most of the hospital and community NHS services in their local areas for which they are responsible. This includes:
 1. Most community health services – Berkshire Healthcare NHS Foundation Trust.
 2. Mental health and learning disability services – Berkshire Healthcare NHS Foundation Trust.
 3. Hospital and Inpatient services – Frimley Health NHS Foundation Trust.

Our vision and values



East Berkshire CCG's vision is 'Working together to deliver excellent and sustainable healthcare'

The CCG's values are:

- We work openly and honestly and our actions are transparent.
- We listen, respect and care for children, young people and colleagues.
- We support each other, cooperate together and are willing to change.
- We use the best clinical evidence and embrace innovation.

Role of the Designated Clinical Officer

The Designated Clinical Officer (DCO) helps the CCG to meet its statutory responsibilities for children and young people with special educational needs and disabilities (SEND).

The DCO:

- is a point of contact for local partners, when talking to parents and the local authority about children and young people they believe have or may have SEN or a disability
- offers advice on SEN or disabilities
- provides health advice to local authorities, schools and colleges about children and young people with SEN or Disabilities
- provides a contact for health providers so that appropriate notification can be given to the local authority of children under 5 years who they think may have SEN or a disability

The links with SEND

What services are commissioned for children and young people with SEND?

- In addition to the general services that are commissioned for the whole of the population, health services specifically provided for children and young people with additional needs include:
 - Therapy services; Speech and Language Therapy, Physiotherapy, Occupational Therapy
 - Child and Adolescent Mental Health Services
 - Continuing Care and complex care assessments and packages

The CCG has responsibilities with regard to provision for children and young people with SEND which are:

- To commission services jointly for children and young people (up to age 25) with SEND, including those with Education, Health and Care Plans (EHCPs).
- To work in partnership with the Local Authorities and communities.
- To have mechanisms in place to ensure practitioners and clinicians will support the integrated Education, Health and Care (EHC) needs assessment process.
- To agree Personal Health Budgets where they are provided for children and young people with EHC plans.

Examples of projects.

1. Education Health Care (EHC) plan audit

- Co-produced rolling programme of East Berkshire multiagency EHCP audits.
- Three audits have taken place to date.

Impact

- Facilitation of multiagency working.
- A safe space to explore different processes, and exchange ideas to share examples of good practice.
- Reports shared with SEND steering groups and East Berkshire SEND network for agencies to share learning among their teams.
- This led to a Berkshire wide training day – EHCP audit training day.

2. Education Health Care (EHC) plan audit training event



- 130 front line practitioners and parent carers attended a training event February 2019.
- Presentations from parent/carer groups, Council for Disabled Children and an inspiring young adult who had had an EHCP.
- Multiagency group discussions to help improve practice.
- Feedback from the event is being used to inform SEND strategic planning, operational delivery and quality assurance in each Local Area for EHCPs.

3. Waiting lists initiative

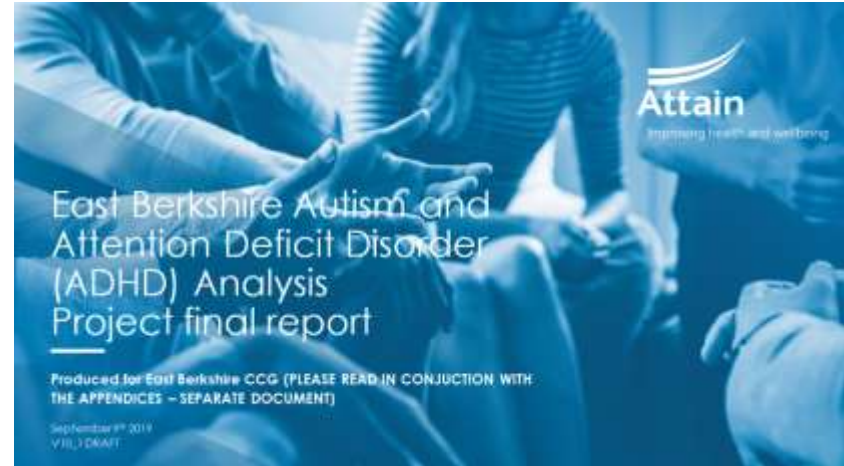
Autism

- October 2019 East Berkshire CCG allocated a significant one investment to Berkshire Healthcare to reduce waiting times.
- Funding was used to utilise a digital solution – interactive online assessments via Healios

Impact

- Optimised a high number of good quality assessments within a short time frame
- Creating choice for families
- Reduced waiting times - The average waiting time for an autism assessment has dropped by 45.8% in East Berkshire from 83 weeks in October 2018 to 45 weeks in June 2019.
- Due to the success of the project Berkshire Healthcare has initiated the procurement process to utilise interactive online assessment as part of the regular choice offer within the ASD referral pathway.

4. Review of All Age Autism/ADHD services



- A comprehensive all age multiagency systems review.
- Stakeholders consulted on the current provision of services, gaps and were asked to co-produce a design of what good would look like for future services
- East Berkshire System wide approach to deliver recommendations from the findings
- Additional project management in place to help implement short term recommendations which include:
 1. A process review to improve the efficient use of system resources.
 2. A review of training/workshops for professionals, parent/carers and children and young people to develop an improved coordinated approach.

5. Mental Health Services

Local Transformation Plan group – a partnership of key organisations – is currently delivering on a series of changes to transform children and young people’s mental health services and support

Includes the following:

- Developing a more comprehensive and easy to navigate CAMHS offer
- Based on the principles integration, through collaboration and joint working and coproduction
- Additional investment (just over half a million across East Berkshire) in early intervention support to add value to LAs early help systems
- Staff employed by NHS teams but will work with early help system, building on the existing Wellbeing Team in RBWM.
- This will be fully operational by April 2020.
- Extending the Young Health Champions (peer education) programme into RBWM to secondary schools throughout this academic year.
- Publishing a new, annual children’s workforce training offer tailored to mental health during November 2019.

6. CCG and Children and Young People's (CYP) SEND Event

- Co produced event for SEND CYP designed by SEND CYP for SEND CYP taking place on 22nd October.
- Supported by KIDs uk, Council for Disabled Children and the DfE.
- An event to gather the views on how best to involve SEND young people to impact and shape services and policy decisions.
- Partnership approach CYP, LAs, Health and Education.
- Approx 50 CYP planned to attend to gather and share views with key decision makers
- Feedback will go back to wider decision makers with a call for action.

Inclusion Summit 2019

Q and A



Break

Inclusion Summit 2019





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for children**



Berkshire Healthcare
NHS Foundation Trust



Good Morning
Video in the Inclusion Section
on our SEND
Local Offer

A young man and woman in school uniforms are walking outdoors. The woman is in the foreground, wearing a white short-sleeved shirt and a dark pleated skirt, with a black backpack. The man is walking slightly behind her, also in a white shirt and dark trousers. They are walking on a paved path next to a grassy area. In the background, there is a chain-link fence and some trees. The overall scene is in a schoolyard or sports field.

Inclusion - Churchmead School
Video in the Inclusion Section
on our SEND
Local Offer

Inclusion Summit 2019

Liz Kelsall





Inclusion Summit 2019

The Inclusion Charter

and how we can

work together

to improve provision and outcomes

for children and young people



- PaCiP
- The development of the Charter
- Families views on where we are now
- “working together” in the future



Who, What, & Why?

Who?

- Parent Carers with CYP who have SEND and / or disabilities (0-25) in RBWM
- Led by a Steering group
- All volunteers



Why?

- Better outcomes
- Improved decision making
- More creative solutions
- CoP and Children and Families Bill 2014.

What?

- Co-production and collaborative working
- Our aim..... the PaCiP team
- One vision..... the bigger picture

“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.



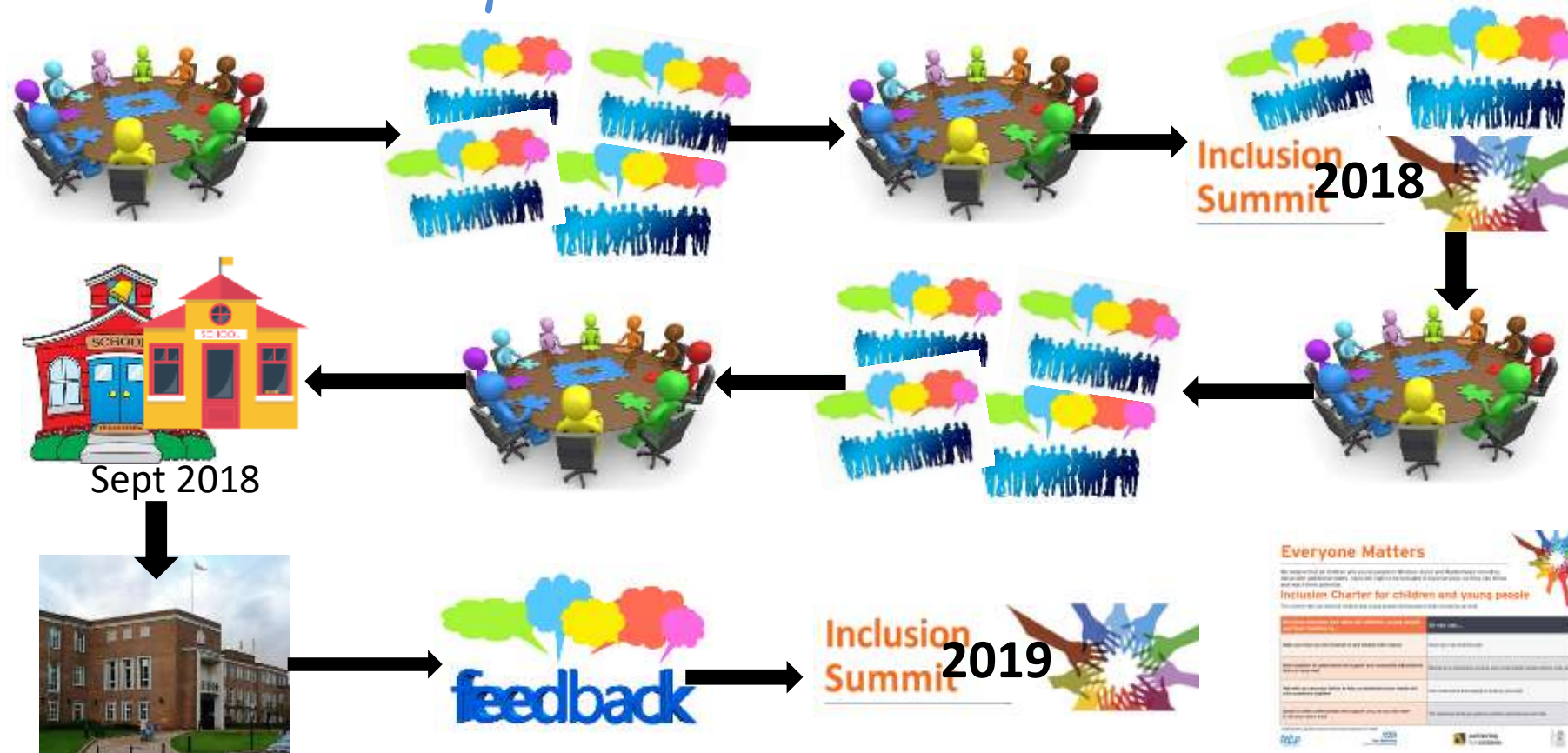
The BIG picture



“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.



The development of the Inclusion Charter



“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.




Everyone Matters

We are proud that all children and young people in Windsor, Slough and Maidenhead schools, colleges and nurseries have the right to be included in everything we do. We will work together to make this a reality.

Inclusion Charter for children and young people

This charter sets out our shared vision and aims to ensure that all children and young people have the right to be included in everything we do.

Our vision	Our aims
...	...
...	...
...	...
...	...

Logos for Pacp, NCS, and other partners are visible at the bottom.

“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.



So.... 1 year on.....

Context –

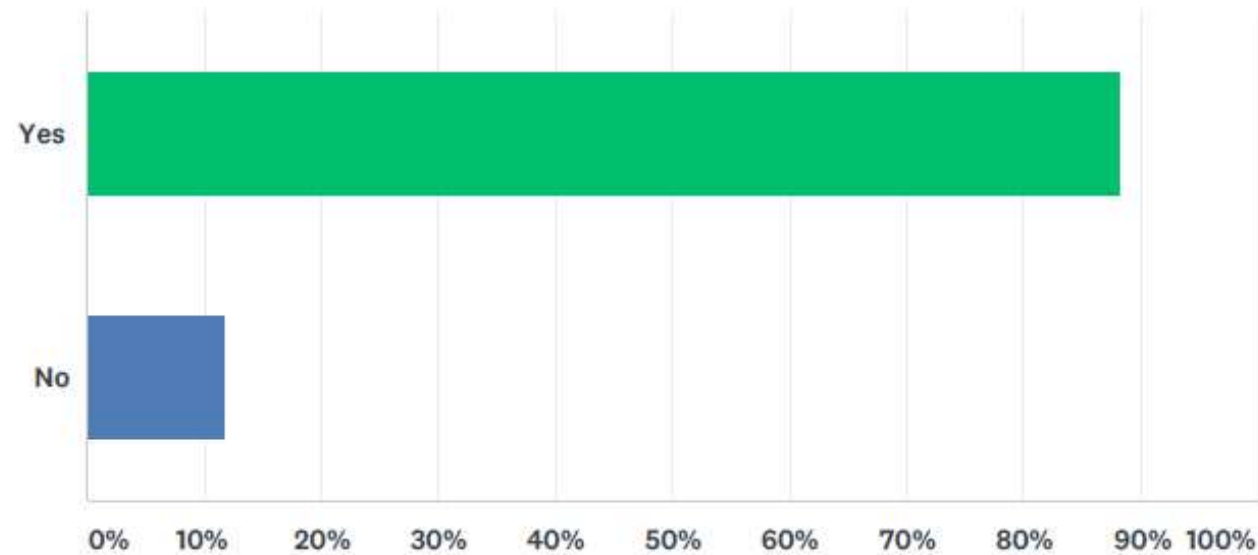
- PaCiP has around 160 members
- In a week, 34 – that's 22% of members – responded to a survey asking about their experience and knowledge of the **Inclusion Charter** and this is what they said....



Inclusion Charter Survey September 2019 - 1 Year On

Q1 Are you aware of the inclusion charter?

Answered: 34 Skipped: 0



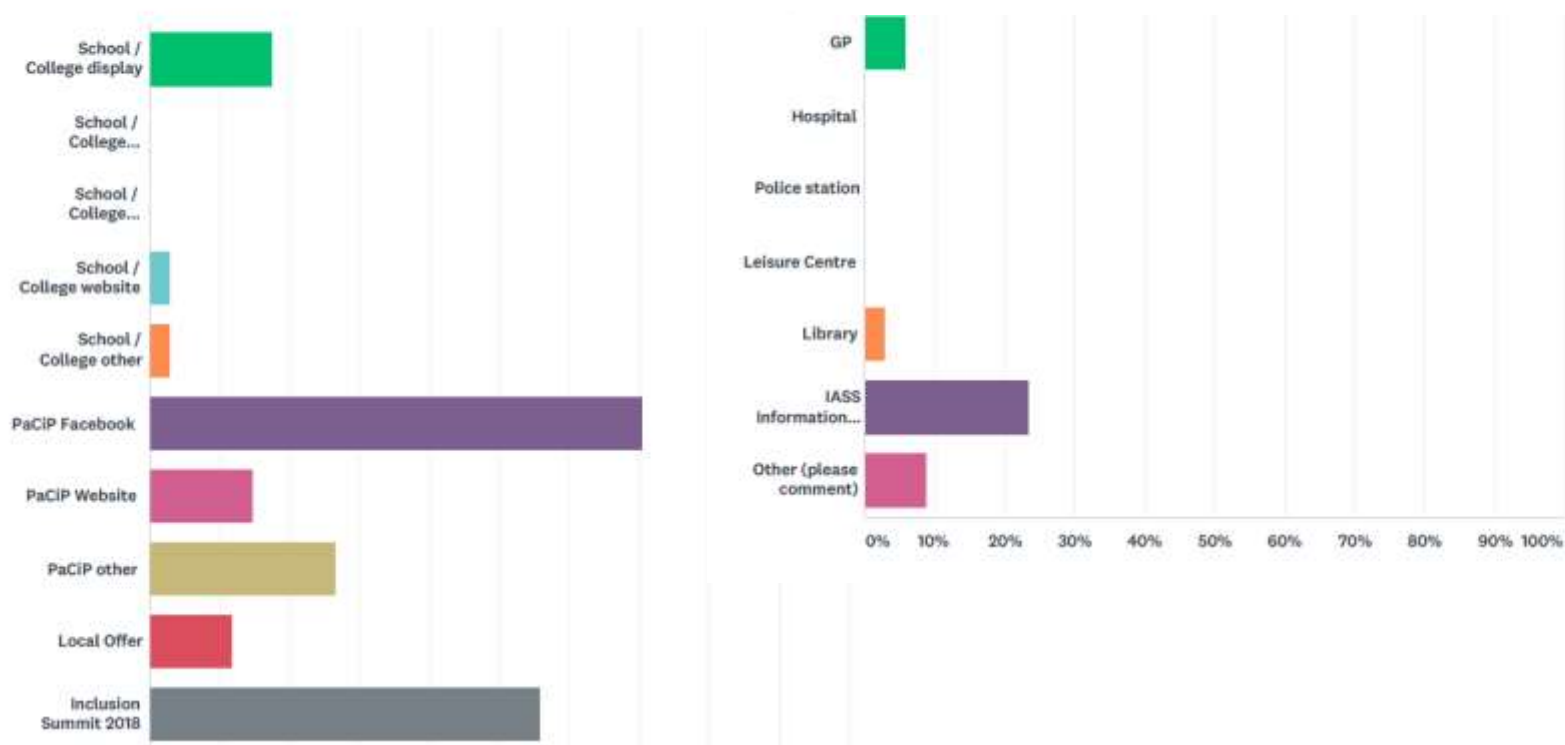
“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.



Inclusion Charter Survey September 2019 - 1 Year On

Q3 Where have you seen or heard about the Inclusion Charter?

Answered: 34 Skipped: 0



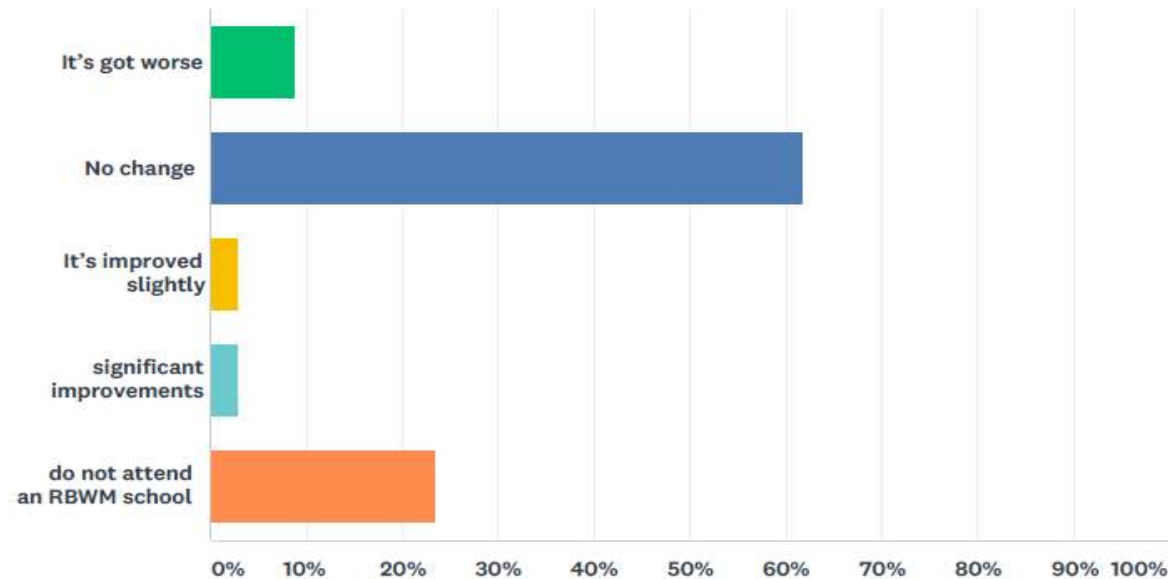
“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.



Inclusion Charter Survey September 2019 - 1 Year On

Q5 The inclusion charter was launched in RBWM schools and colleges in Sept 2018. Regardless of whether you were aware of it's launch, have you seen an improvement in inclusion in your child / young person's school / college in the last year?

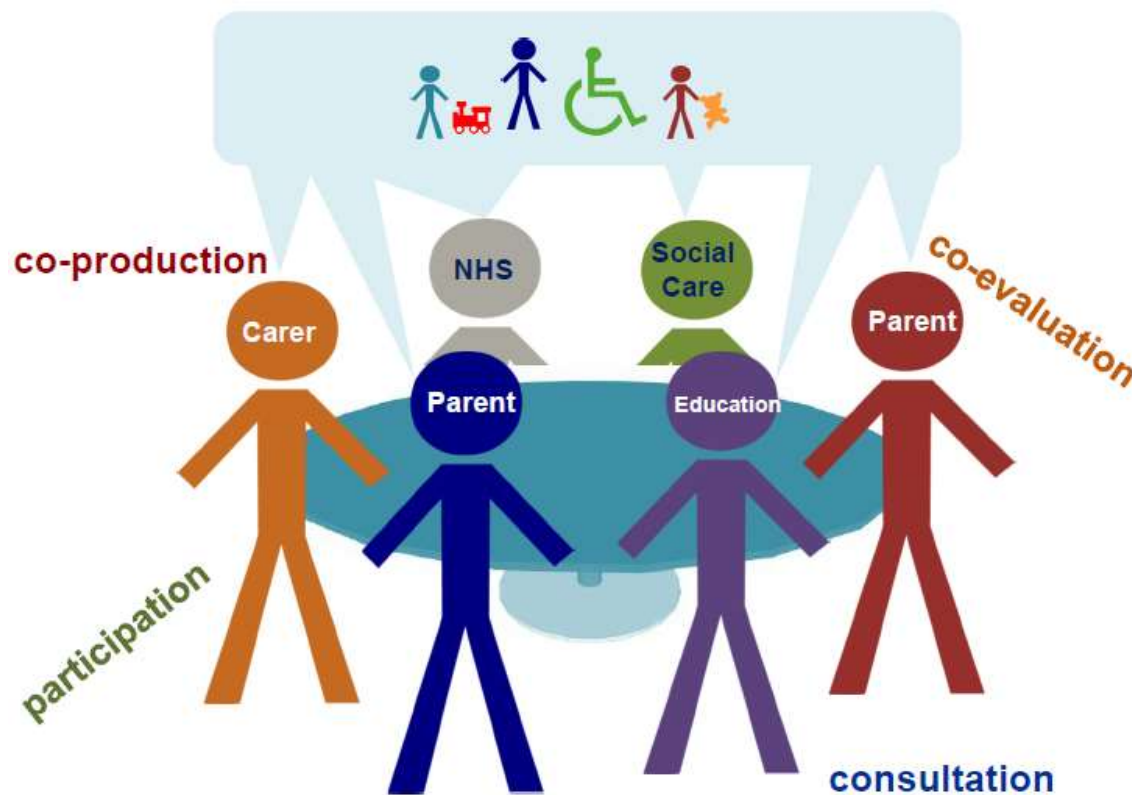
Answered: 34 Skipped: 0



“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.



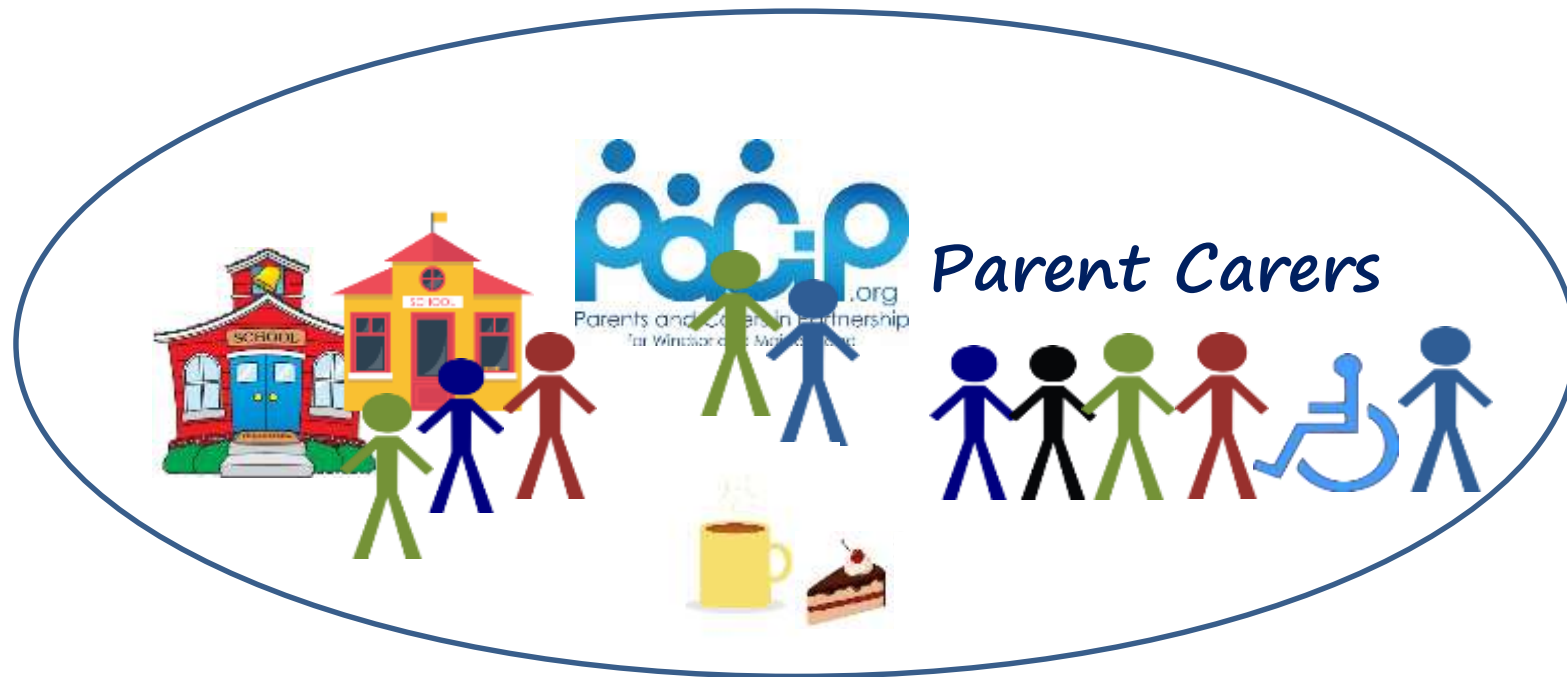
Working together



“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.



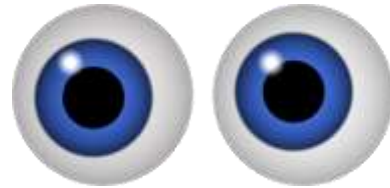
Let's talk



“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.

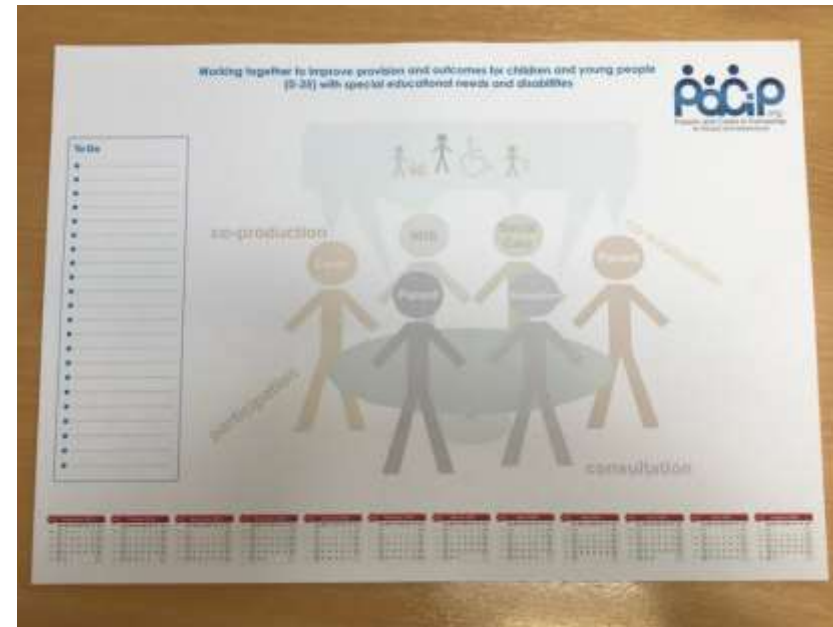


Any questions, come
place.



us in the Market

Also come and get
your deskpad and
leaflets



“Working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities”.

Inclusion Summit 2019

Kelly Nash



Inclusion Charter

The Journey so far from an Education Perspective

Kelly Nash – Area SENCo for AfC



**achieving
for children**

Everyone Matters

We believe that all children and young people in Windsor, Ascot and Maidenhead, including those with additional needs, have the right to be included in local services, so they can thrive and reach their potential.

Inclusion Charter for children and young people

This charter sets out what all children and young people should expect when accessing services



Services welcome and value all children, young people and their families to...	So you can....
Make sure that you feel listened to and treated with respect	Have your say and feel safe
Work together to understand and support any reasonable adjustments that you may need	Belong to a community, such as your local school, leisure centre, club, etc
Talk with you and your family to help us understand your need and solve problems together	Feel understood and helped to achieve your best
Speak to other professionals who support you, so you only have to tell your story once	Tell someone what you want to achieve and how we can help

Understanding equality, diversity and inclusion (Equality Act 2010)



Shared in
PSHE
lesson

Parents/carers
invited to an
assembly

In school
newsletter

Staff
meetings

Governor
meetings

Schools have reported sharing
it with all stakeholders in a
variety of ways...

School
assembly

On their
school's
website

Sent a copy
home

INSET
training

Shared in
school
council

Visible
around the
school

Shared
videos
from the
local offer

The next step

- Please come along to my market stall.
- You will see 4 large pieces of sugar paper.
- Under each heading write...
 - **what you do as a setting** or
 - **what you have/would like to experience** as a parent/carer in your child's school.
- There are some examples to get started...

Embedding the Inclusion Charter for Children and Young People and their families.

What does it look like in schools?

<p><i>Make sure that you feel listened to and treated with respect... so you can have your say and feel safe</i></p>	<p><i>Work together to understand and support any reasonable adjustments that you might need... so you can belong to a community, such as your local school, leisure centre, club etc.</i></p>	<p><i>Talk with you and your family to help us understand your needs and solve problems together... so you can feel understood and helped to achieve your best</i></p>	<p><i>Speak to other professionals who support you, so you only have to tell your story once... so you can tell someone what you want to achieve and how we can help.</i></p>
<p><u>Examples...</u></p> <p>Termly meeting with parents/carers and Children/Young People (CYP) SEN representation on school council School conducted well-being audit CYP feedback via survey monkey</p>	<p><u>Examples...</u></p> <p>Relationship building with parents/carers School sign language ambassadors Delivering staff training on High Quality First Teaching</p>	<p><u>Examples...</u></p> <p>Embedded in SEN policies and SEND report Provision mapping Pupil voice in Individual Education Plan (IEP)</p>	<p><u>Examples...</u></p> <p>TAC meetings School based referrals to professions (Educational Psychologist, Early Help, CAMHS, Occupational Therapy, Speech and Language and School Support)</p>

The next step

- Collate all of this information
- Develop some informal guidance for schools.
- Distribute before the end of the Autumn term.
- Evaluate progress in summer term.

Thank you for listening



**achieving
for children**

Inclusion Summit 2019

Girls Policy Forum



Girls' Policy Forum

Hannah, Caitie, Bethany, Anjali

Who we are.....

The Girls' Policy Forum was established in April 2018

It empowers us and enables us to have our voice heard

We play an active role in shaping life for young people in the Royal Borough of Windsor and Maidenhead.

Met Theresa May, consulted with planner for the regeneration of the Nicholson Centre, feedback on the Cycle Action Plan, have meet managers from HR and Communications teams in RBWM, Inclusion Summit Survey and much more.



Why did we want to do something for the Inclusion Summit?

Inclusion is something that we should come into contact with everyday, it is a major part of our lives.

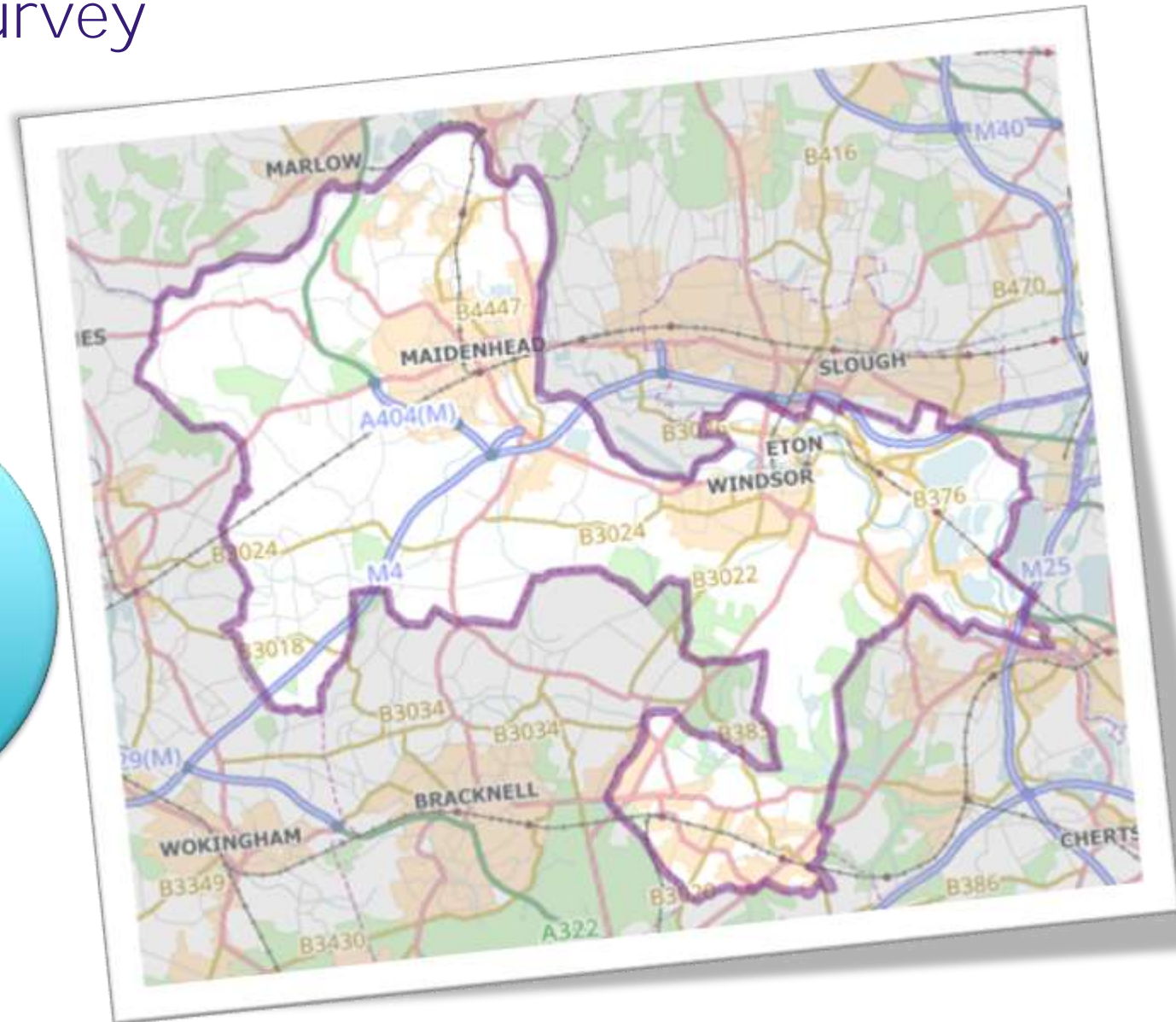
We wanted to use this platform to help raise awareness for areas of inclusion that we felt could be improved.

We chose the topic of inclusion in our schools so we can give our personal perspective alongside the teachers survey findings.

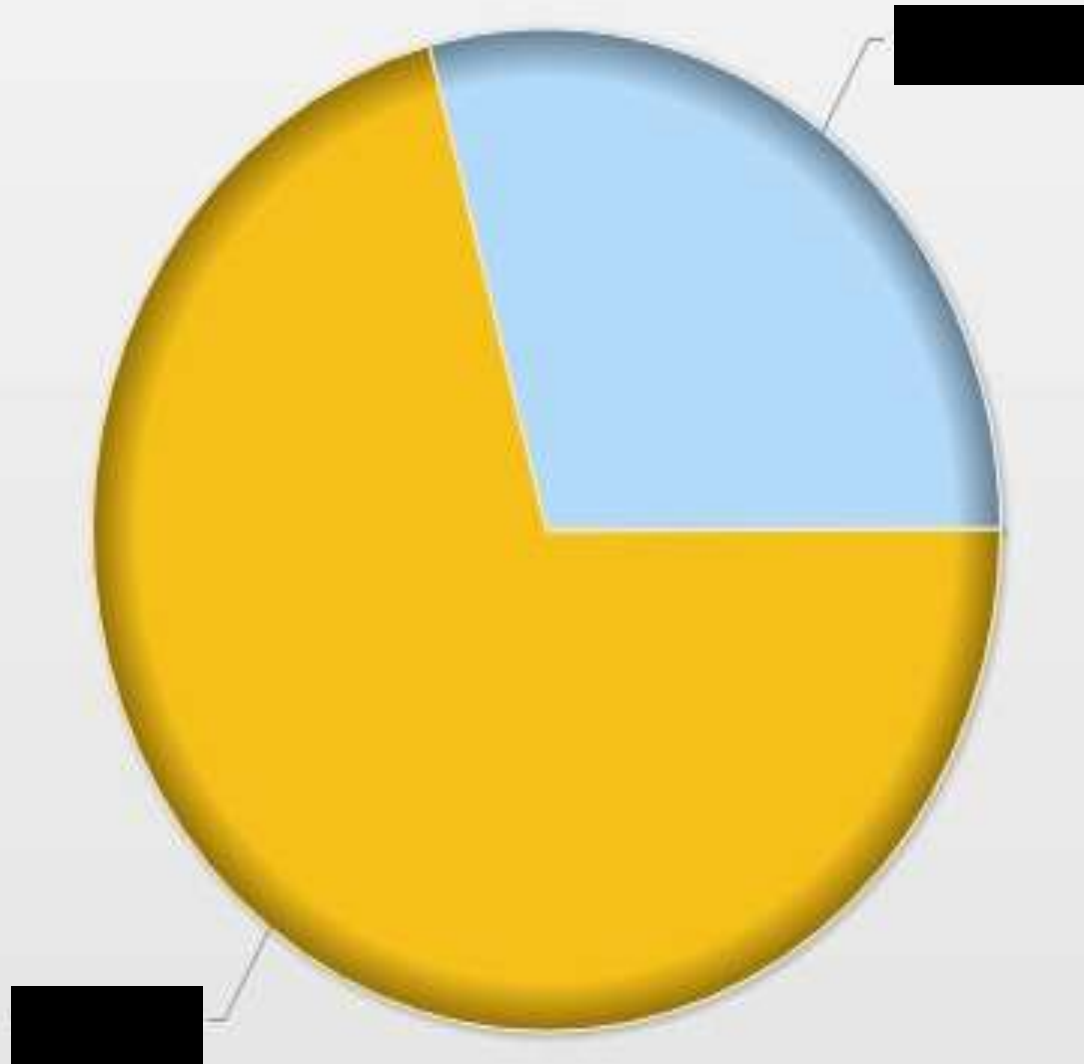
Schools that were sent the survey

Dedworth Middle
St Edward's RF Middle
St Peter's CE Middle
Trevelyan Middle
Altwood
Charters
Churchmead
Cox Green
Desborough
Furze Platt Senior
Holyport College
Newlands
Windsor Boys
Windsor Girls

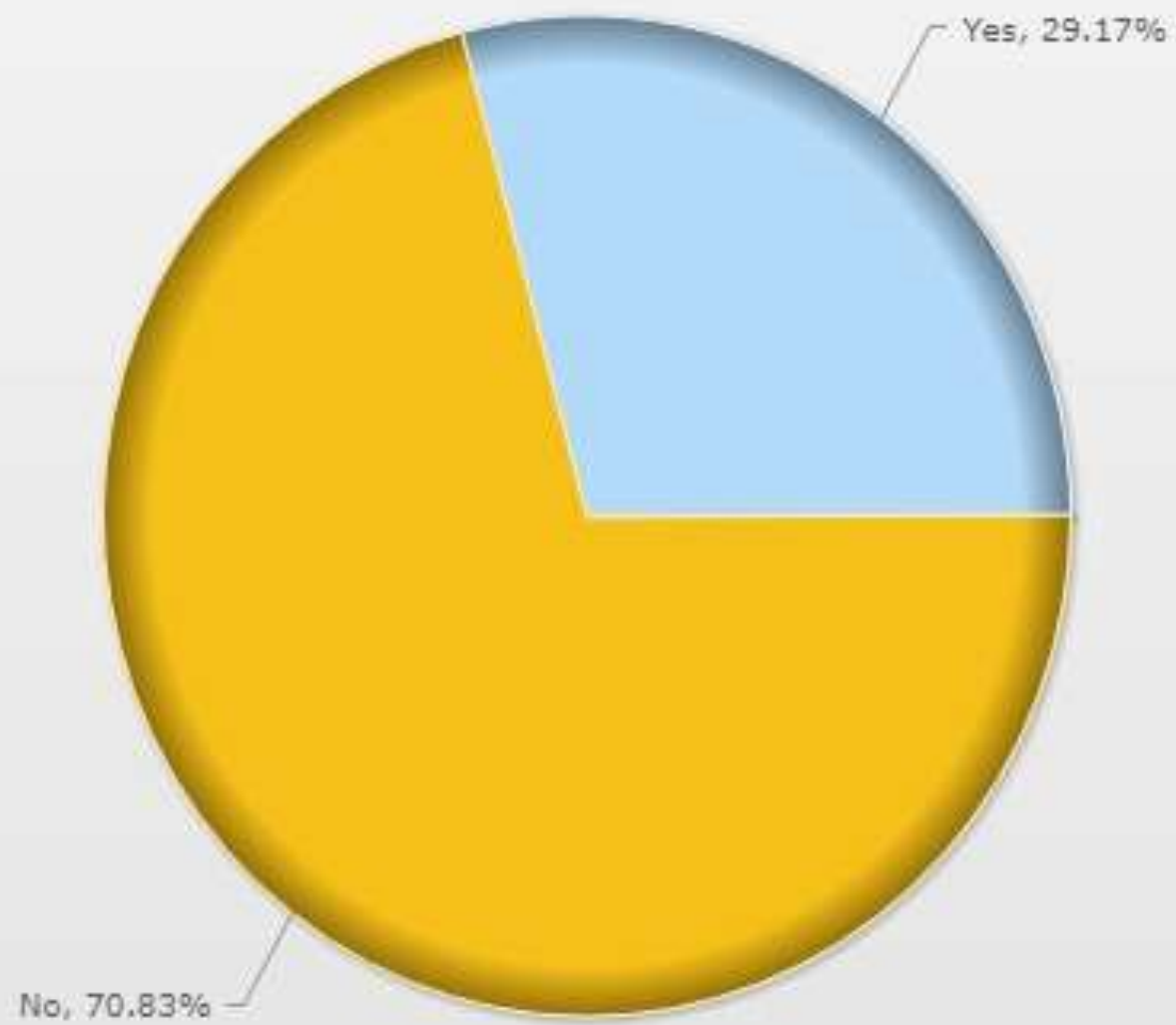
500+
Teachers



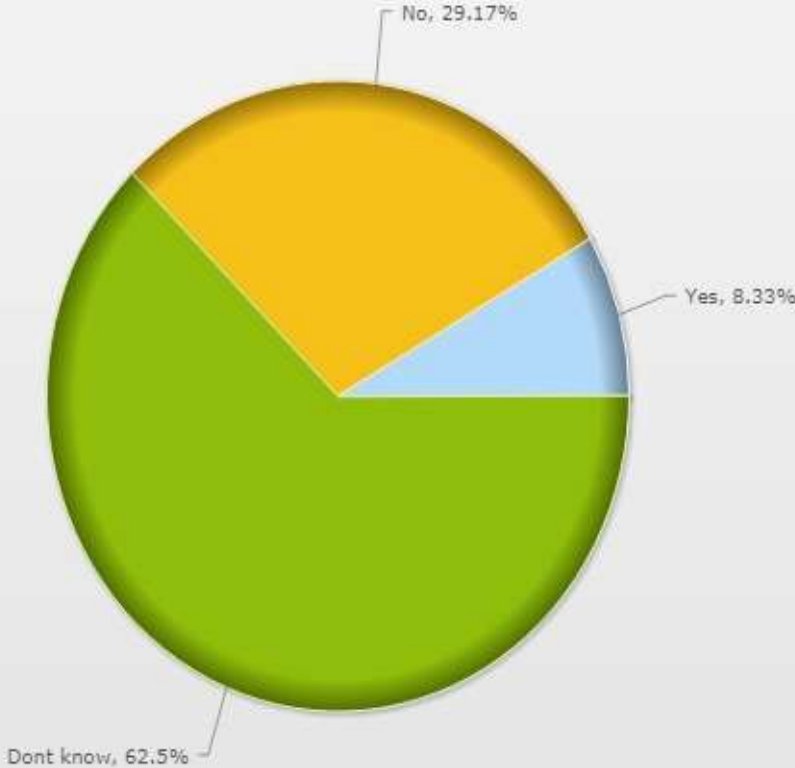
Have you heard of the RBWM/AfC Inclusion Charter?



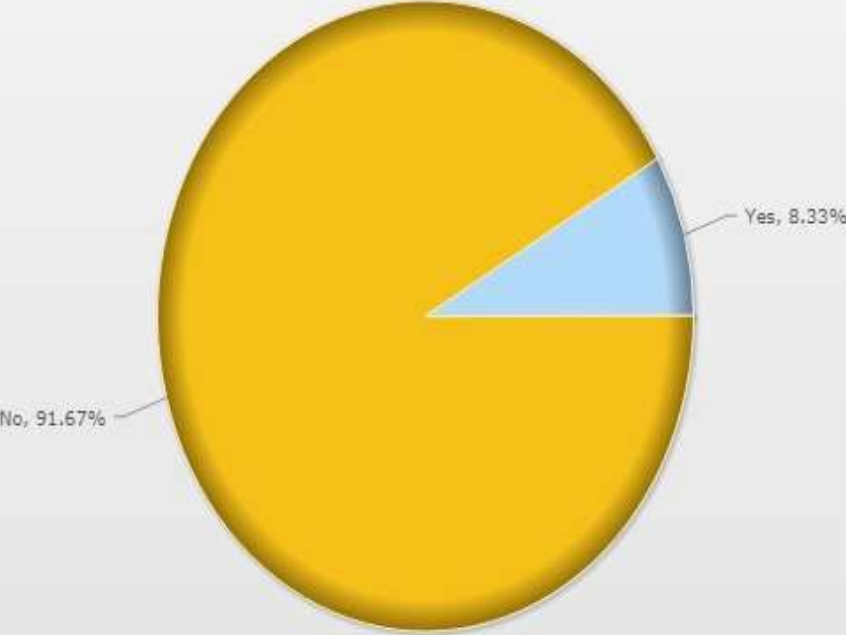
Have you heard of the RBWM/AfC Inclusion Charter?



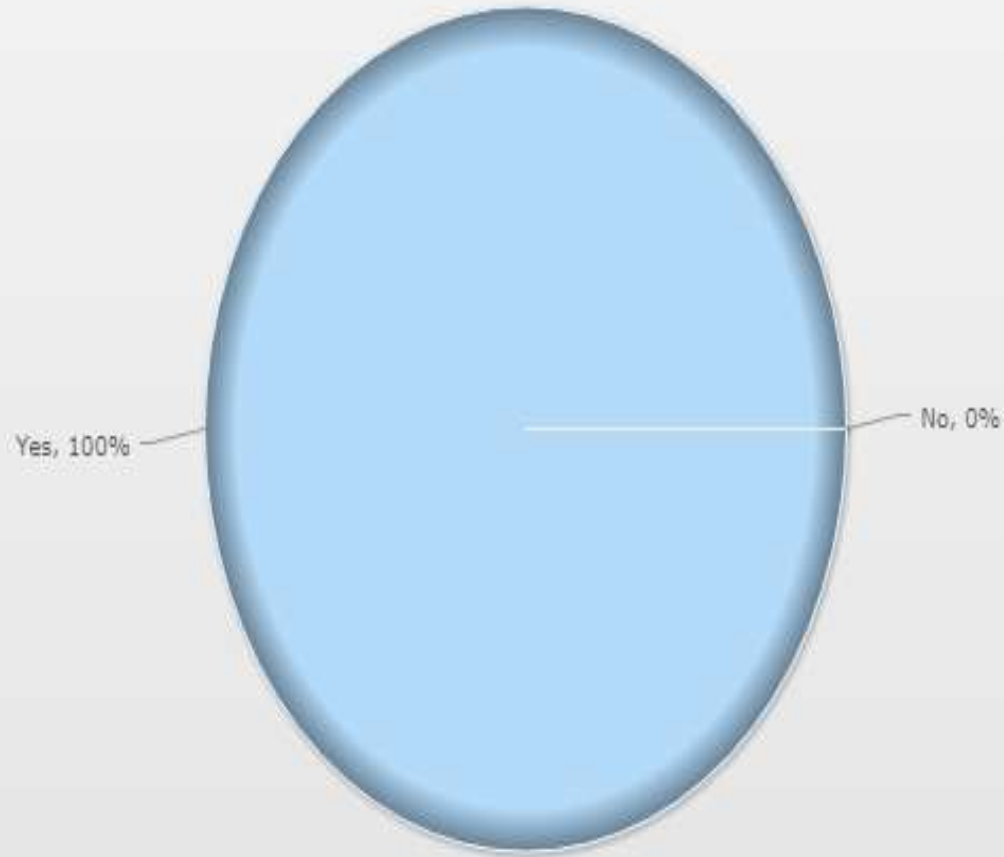
Has your school held an assembly on the Inclusion Charter?



Have you attended the assembly?



Do you know the number of young people with SEND in each of your classes?



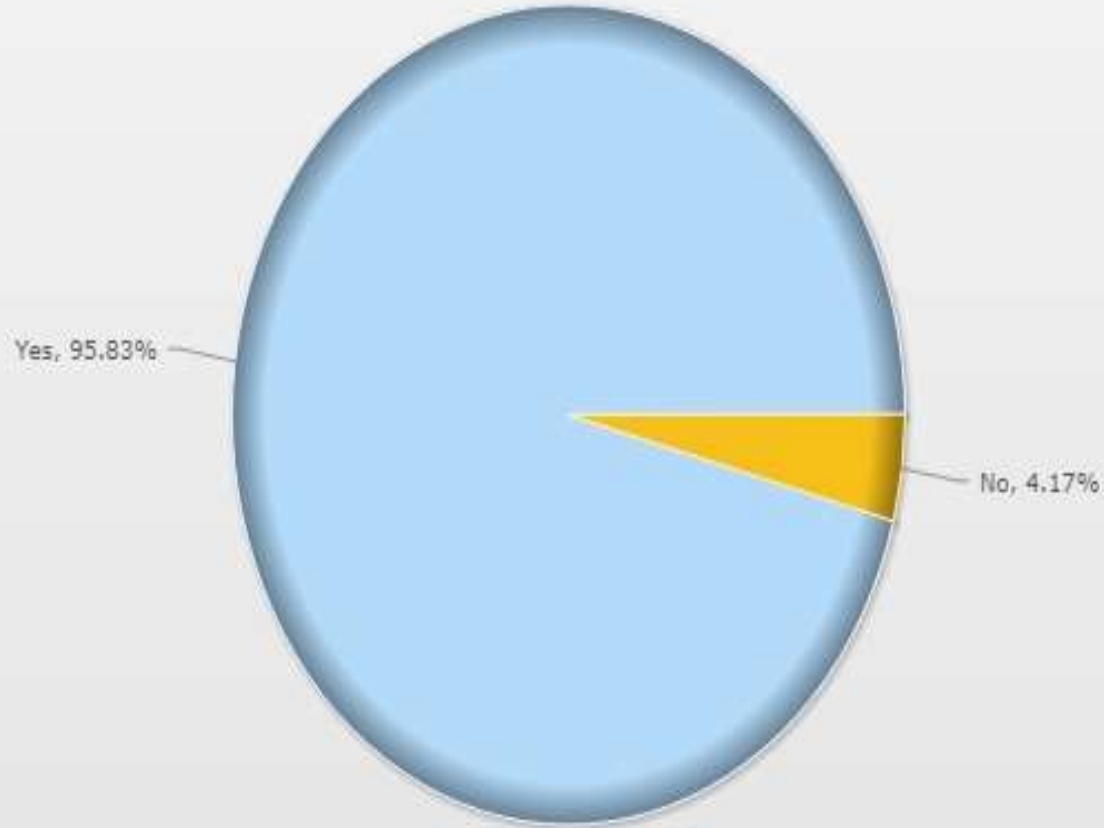
The numbers of pupils with SEND varies greatly per class

10 young people with SEND was **the highest number in one class...** and this was an exam class.

How are our teachers informed about the **additional needs of pupils...**

- Staff development sessions and briefings
- The SEND register and pupil profiles
- Information from the SEND
- IMS
- Go4Schools
- Learning Support Dept
- Well informed for well-known needs (ASD, Dyslexia etc.) - Less so for emotional/well-being.
- Regular training to upskill in this area of professional conduct.
- Searching myself

Have you ever had to adapt a class to make someone feel more included?



- Different groupings
- Equipment modification
- Seating plans
- Allow student to work on the whiteboard
- Adapting content
- Extended tasks for higher ability
- Change of use of language

What would teachers like to see provided in schools?

- A proper blue room for lessening anxiety in autistic students
- More effective behaviour support
- A more equal distribution of young people with EHCP and Looked After Children as some schools have many and others have very few
- More regular reminders of how to do things especially for new and young staff
- Smaller class sizes
- Counsellors provided by the borough as many schools cannot afford to offer this to their students
- Specialist training on different needs
- More funding for resources and teaching assistants.
- Being more strategic in our classrooms and have learning conversations around students with SEND

What we would like from our schools and our teachers...

- An area for students to go that provides comfort and peace in all schools without stigmatising students or the constant watchful eye of the teacher
- More compassion shown to those who are struggling with school workload
- Not to be made to feel alienated if you have difficulties
- Recognise when help is actually needed
- To not feel patronised or made to feel stupid if we don't know the answer
- Reassurance that when we are struggling it does not reflect our intelligence
- **Its ok not to be an "A Star Student"**

The Girls' Policy Forum commitment to the Inclusion Charter

We want to make inclusion a prominent aspect of everyday school life and pledge to make this a **fundamental aspect of Girls' Policy Forum going forward.**

Thank You Girls!



Inclusion Summit 2019

Steph James





www.rbwm.gov.uk



Royal Borough
of Windsor &
Maidenhead

“Regeneration in the borough”

RBWM Property Company

(Est April 2011 rebranded May 2016)

Objectives

- Enable the delivery of up to 4,000 homes, 30% of which will be affordable by 2034.
- Explore creative solutions for housing that meets housing need in the borough, including housing for adults & children with special needs.
- Communicate and engage with local stakeholders to bring collective views and understanding on all matters associated with the regeneration of the borough.
- Act as principle advisor for and on behalf of the Council on all matters associated with property & regeneration.
- Optimise the benefits of existing council assets and create a positive income stream and improve capital value for and on behalf of the shareholder





Infrastructure Requirements to support regeneration

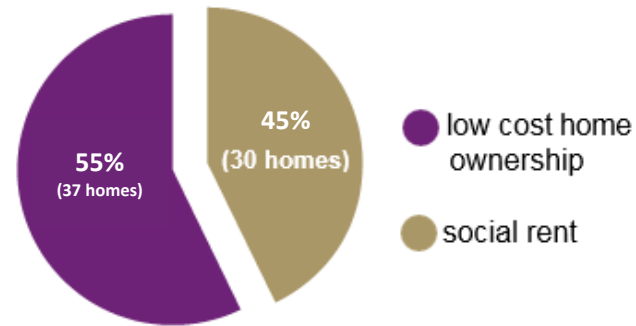
- Current Public Parking Provision Maidenhead 3,411 spaces
 - Parking Provision by 2023 minimum of 4,281 (870 additional)
 - This will include an amount of disabled parking
- Regeneration Outputs across the borough
 - Over 4,000 new homes
 - New Retail Offer (Maidenhead Town Centre)
 - Community facilities
 - Education
 - Health & Leisure
 - Masterplan/Vision for Windsor Town Centre with public realm and parking improvements



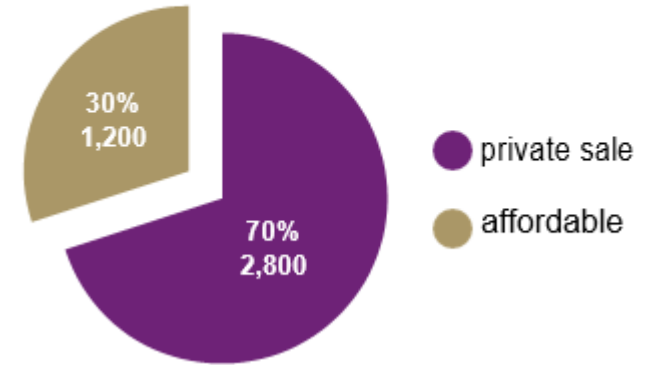
Regeneration & Development Programme

- Approved Pipeline of 67 homes
- 100% affordable
- 55% for shared ownership
- 45% for social rent
- Several opportunities progressing through due diligence

RBWM Property Company's approved development programme



Joint venture sites number of homes





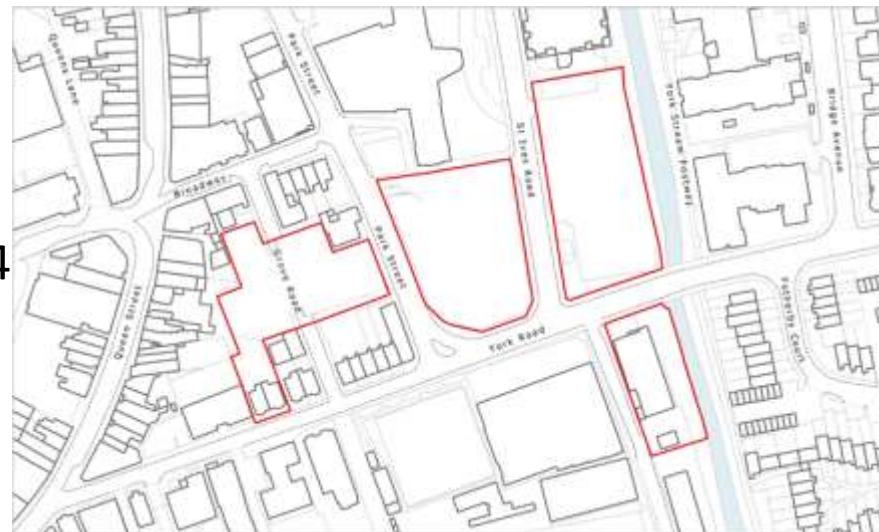
York Road, Maidenhead JV Site Countryside



York Road, Maidenhead JV Site

Countryside

- 229 units
- 38% affordable
- 20,000 sq. flexible commercial space
- New civic square
- Relocation of Heritage Centre
- Relocation of Community Centre
- Refurbishment of Desborough Theatre
- Start On Site – March 2019
- Phase I, II and III
- Practical Completion of final phase 2024





West Street, Maidenhead JV Site Countryside

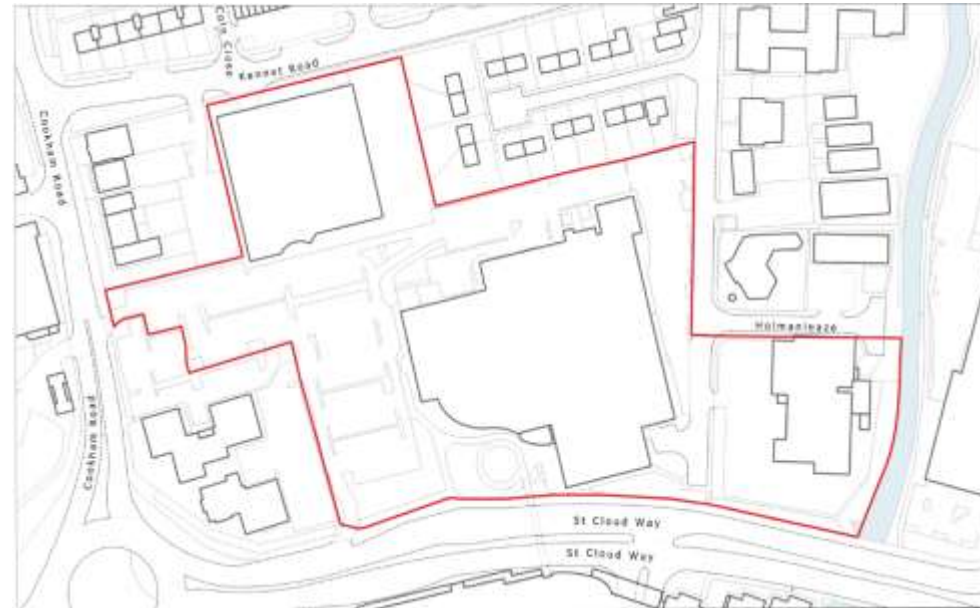
- Up to 141 units Subject to Planning Permission
- Residential/commercial mixed use
- Non-residential up to 25,000 sq.ft
- 30% affordable housing
- Land assembly opportunities would enhance the scheme
- Start On Site Feb 2022
- Practical Completion Feb 2024





St. Cloud Way, Maidenhead JV Site Countryside

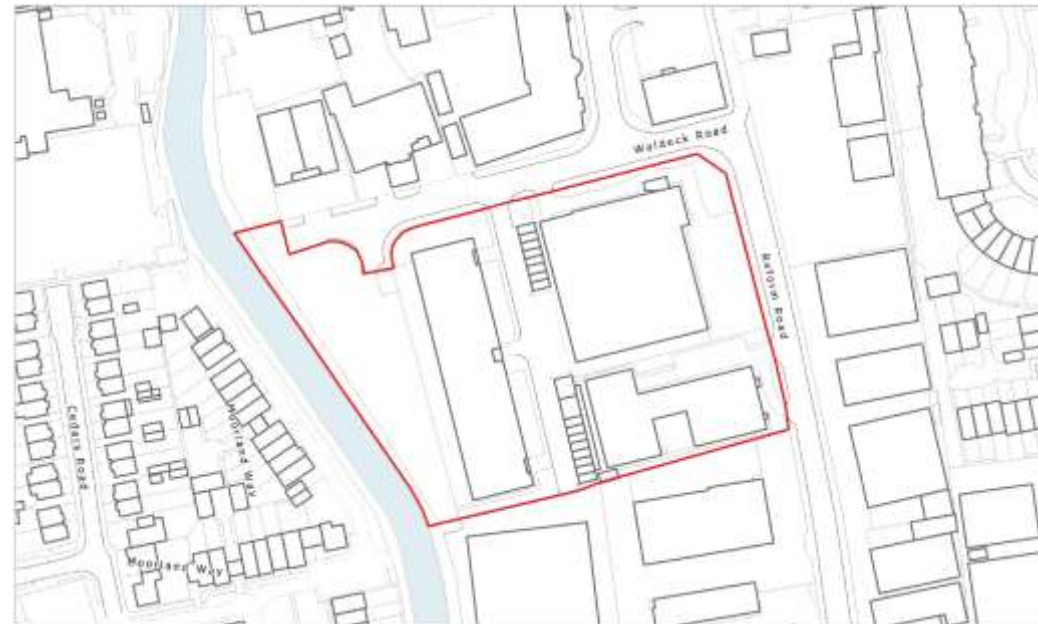
- Up to 400 units Subject to Planning Permission
- 30% affordable
- Ivy Leaf Centre to remain in situ
- Start On Site Autumn 2020
- Practical Completion final phase Apr 2026
- Potential for up to 5 phases





Reform Road, Maidenhead JV Site Countryside

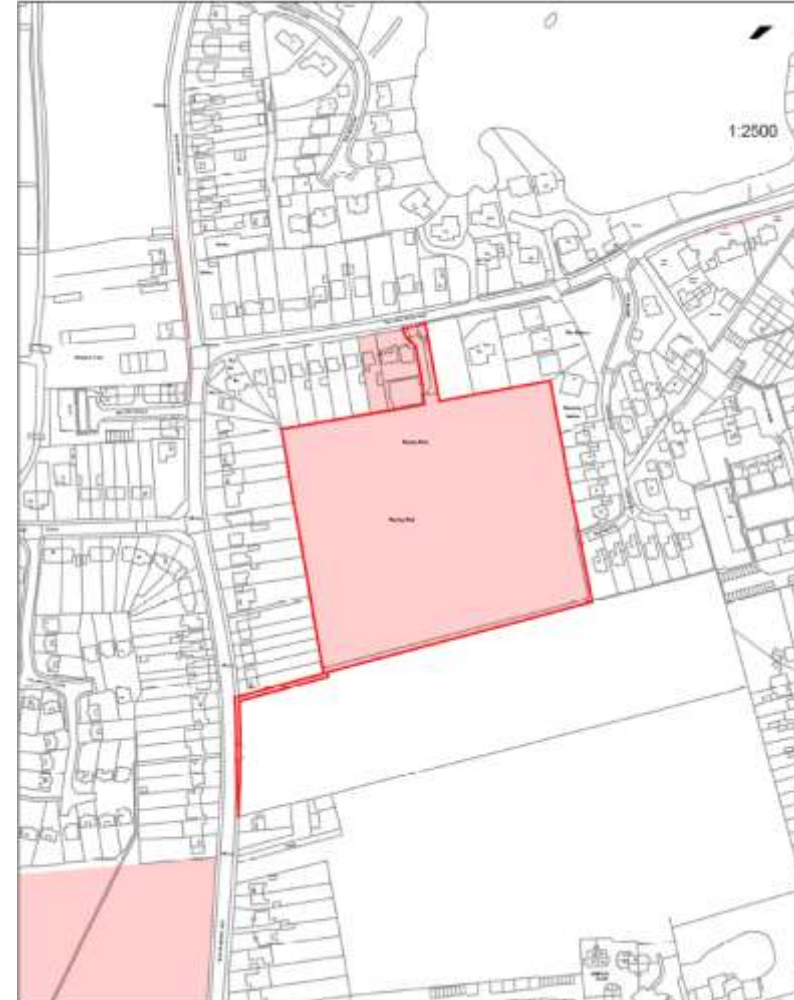
- Up to 317 units Subject to Planning Permission
- 30% affordable
- Combination of Clyde House and Waldeck House
- River access
- Start on Site Oct 2022
- Practical Completion for final phase 2025
- Potential for up to 3 phases





Ray Mill Rd East, Maidenhead JV Site CALA

- Up to 78 units Subject to Planning Permission
- 47% affordable
- Open space provision
- Planning submitted April 2019
- Start on Site July 2020
- Practical Completion Feb 2022
- Biodiversity to take into consideration





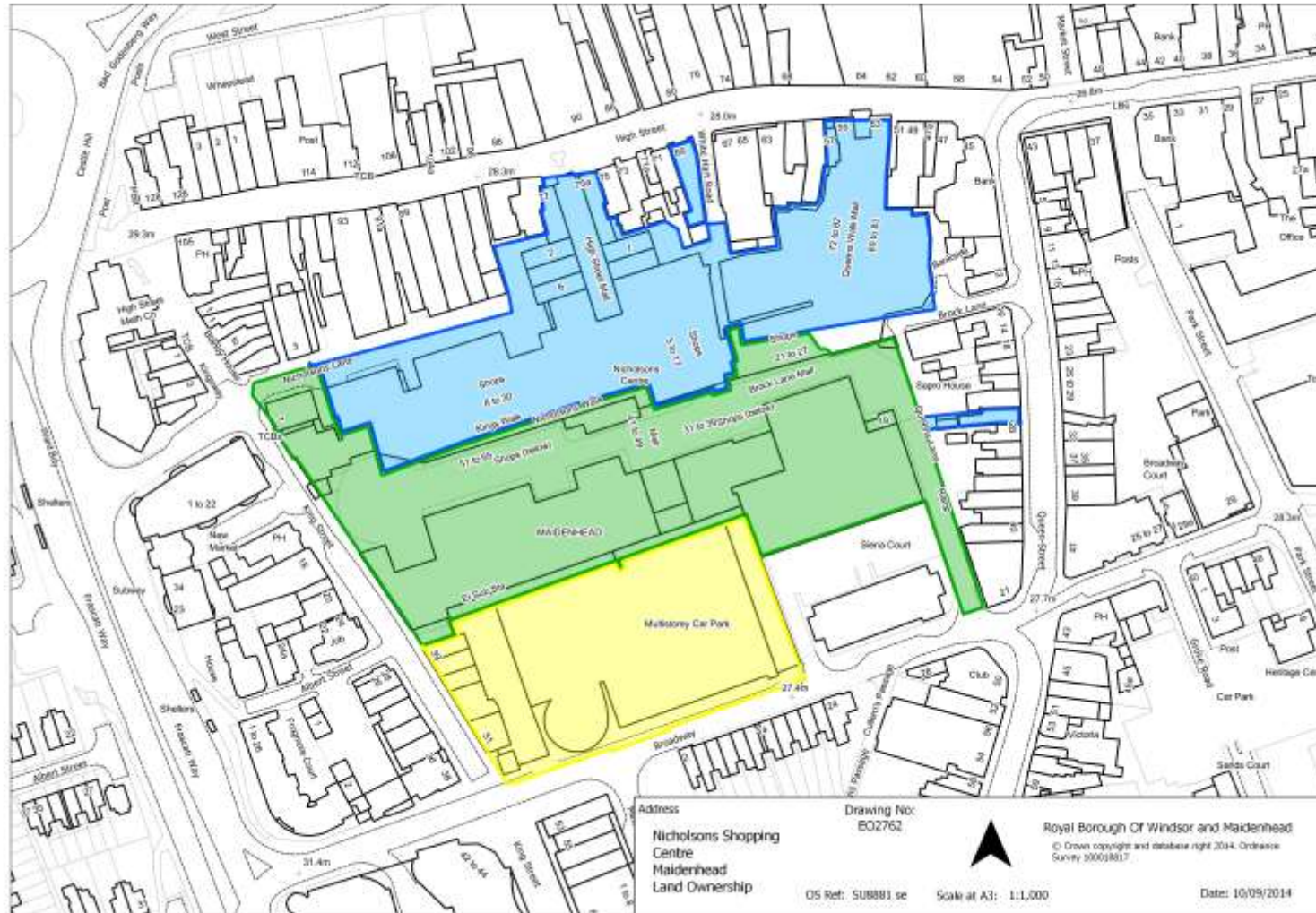
Golf Course, Maidenhead JV Site CALA

- Establish contractual joint venture to deliver 2,000 dwellings, including associated infrastructure and education provision.
- 30% affordable housing requirement across the site.
- Joint Venture partner to secure planning permission.
- Deliver a scheme that brings forward placemaking with sustainable development.





Nicholson Shopping Centre, Maidenhead





Nicholsons Shopping Centre

- Initial community planning weekend undertaken by Areli, the developers for the shopping centre.
- Initial ideas presented to the community in March taking on board comments received during workshops
- Further consultation will be taking place with the community on October 11 & 12 in the Nicholsons Shopping Centre



Nicholsons Shopping Centre, Maidenhead





Chapel Arches development

Shanly Homes

- Shanly Homes are currently on site delivering Chapel Arches which is a three phase development in Maidenhead Town Centre. The scheme incorporates stage one of the exciting Waterways Restoration Project which brings the Thames into the town
- The Picture House and Chapel Wharf are complete with apartments occupied and businesses on the ground floor (Coppa Club and Bakedd)
- Phase 3, Waterside Quarter is under construction and will include 166 one, two and three bedroom apartments, underground parking, 14,000 sq ft of shops, restaurants and cafes



Chapel Arches





The Landing development Hub

- At the end of 2018 planning was approved for 424 homes, a new office building, car parking, ground floor retail and a new vibrant public space.
- Demolition has commenced on site and will take approximately six months to complete. The site covers 3.5 hectares in the town centre. Contractors McAleer and Rushe will be circulating monthly newsletters to update on progress on site.
- It is expected that the first phase of buildings will be complete quarter two 2022 with the rest of the site complete quarter one 2023.



The Landing





Braywick Leisure Centre

- Braywick Leisure Centre will provide a space for everyone to enjoy sports, arts and cultural events.
- Featuring an indoor street and winter garden running through the spine of the building, the multi-million pound new leisure centre will include bigger and better facilities than the Magnet Leisure Centre but plans to use 70 per cent less energy than the current building.
- Key features include a 10-lane swimming pool – up from eight lanes at the Magnet – larger training and splash pools, a 200-station gym, improved accessibility for disabled users and sports teams, and twice as much car parking.
- The new leisure centre will replace the ageing Magnet and provide residents with outstanding and easily accessible new sports facilities. The Magnet will not close until the new centre opens so there will be no break in service.



Thank you for listening

What Does Inclusion Mean To You?
Video in the Inclusion Section
on our SEND
Local Offer

Inclusion Summit 2019

Helen Huntley & Fenella Reekie



Inclusion Mark

Helen Huntley: SEND Consultant, School Improvement



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The Creation of the Inclusion Mark

- Group of Headteachers and SENCOs.
- Decision: Create our own Mark rather than buy in a “product”.
- The creation of an audit tool which focused on the “Leadership of Inclusion.”
- Accreditation Panel: A Headteacher and SENCO from a RBWM school and myself.

Trials

- We visited two schools: Desborough and Cookham Rise.
- Audit was completed before hand – evidence of inclusive practice.
- Scrutiny of website
- Timetable of activities – including the views of parents and pupils.
- Tweaks were made but by and large, the process went as well as expected.

Trials



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Further considerations

- How long does the accreditation last?
- What happens if a school doesn't apply?
- When will we evaluate the process and amend accordingly?

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for children**

Inclusion Summit 2019

Next Steps - Kevin McDaniel



This is Me - Manor Green
Video in the Inclusion Section
on our SEND
Local Offer

Thank you for attending The Inclusion Summit 2019

