



Special Educational Needs and Disabilities Annual Trend Report

Inclusion Summit 2019



achieving
for children

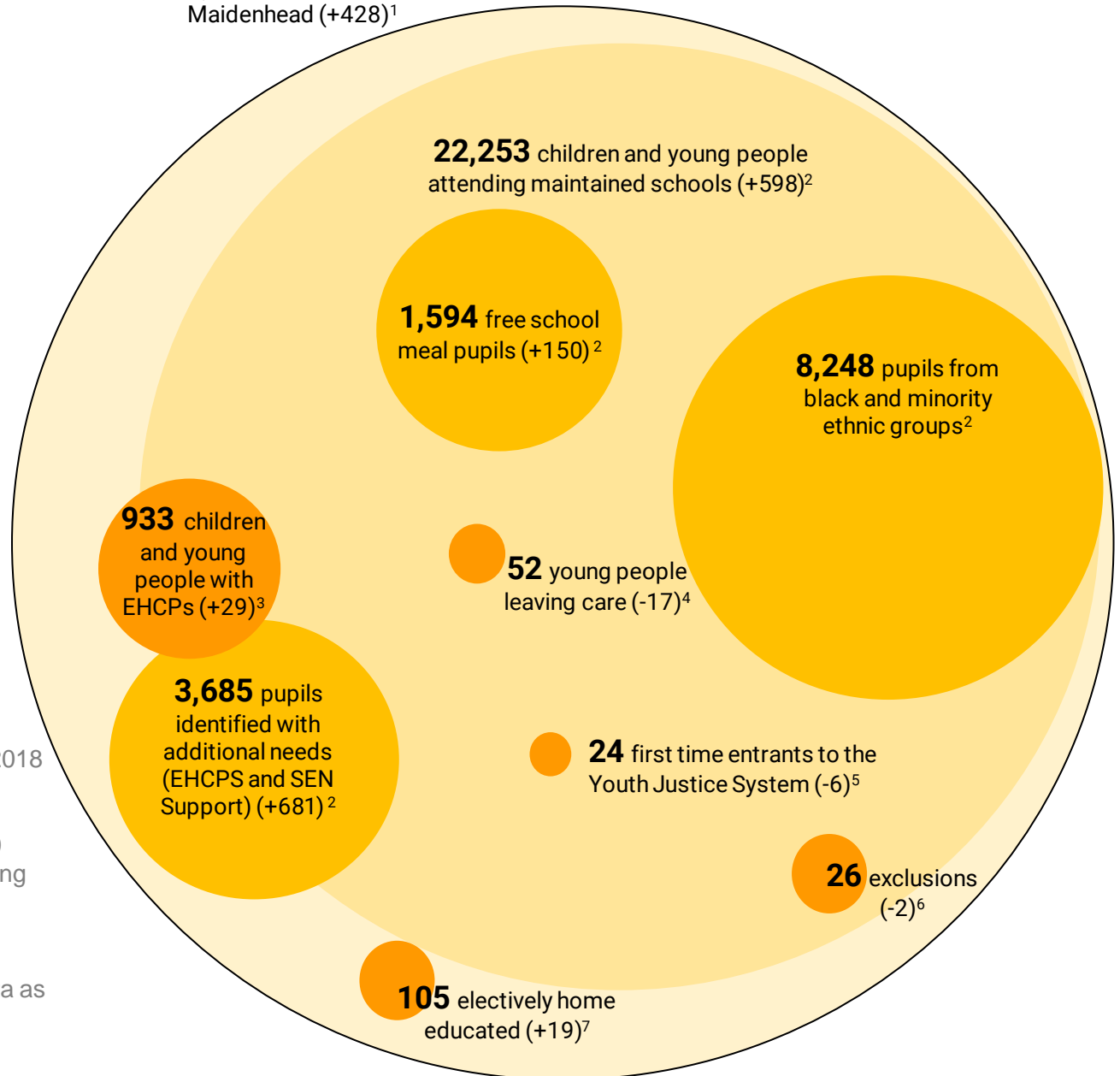
www.rbwm.gov.uk



Royal Borough
of Windsor &
Maidenhead

Local Context

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



22,253 children and young people attending maintained schools (+598)²

1,594 free school meal pupils (+150)²

8,248 pupils from black and minority ethnic groups²

933 children and young people with EHCPs (+29)³

52 young people leaving care (-17)⁴

3,685 pupils identified with additional needs (EHCPs and SEN Support) (+681)²

24 first time entrants to the Youth Justice System (-6)⁵

26 exclusions (-2)⁶

105 electively home educated (+19)⁷

Data Source:

¹ONS Mid Year Population Estimates 2018

²School Census Spring 2019

³SEN2 Return Spring 2019

⁴Children Looked After Return 2018/19

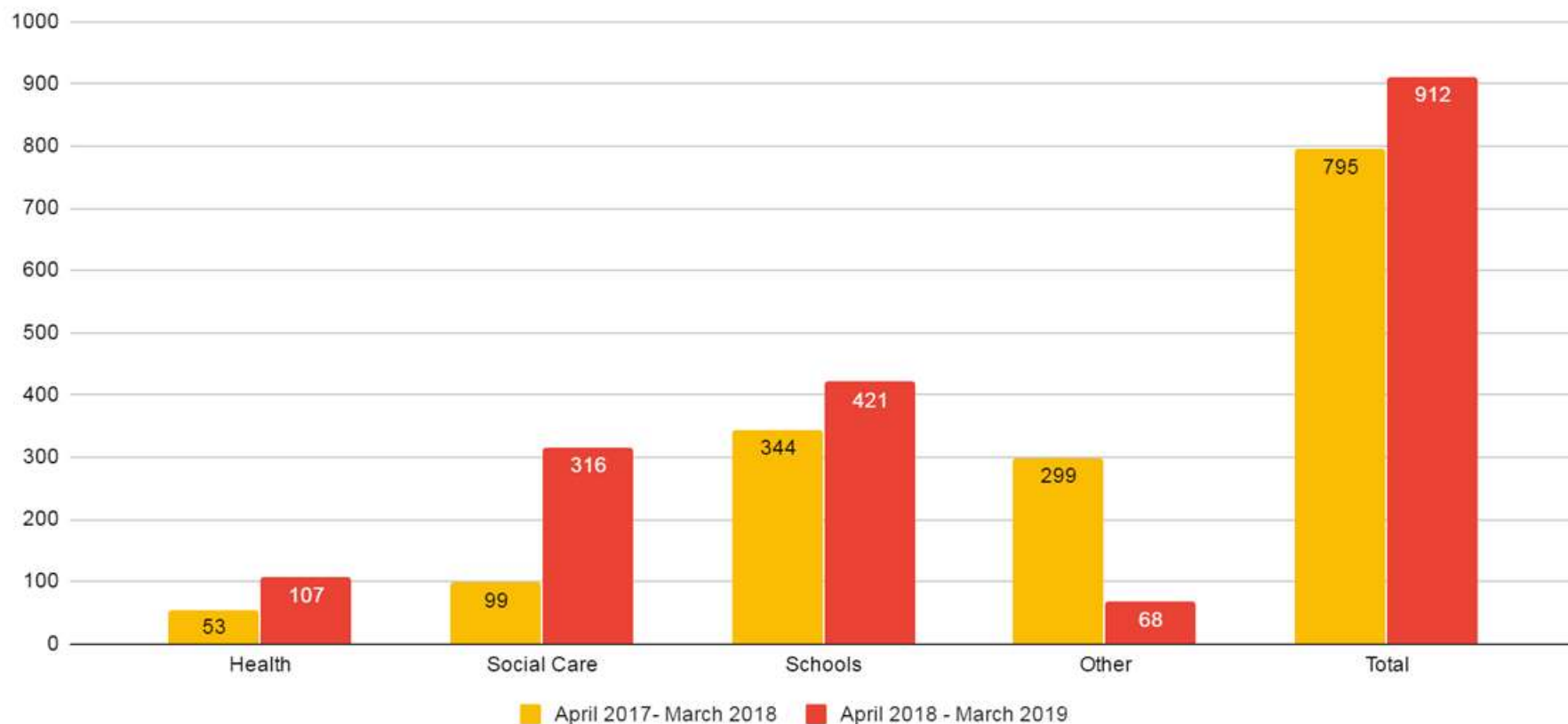
⁵Windsor & Maidenhead Youth Offending Team; April 2018-March 2019

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

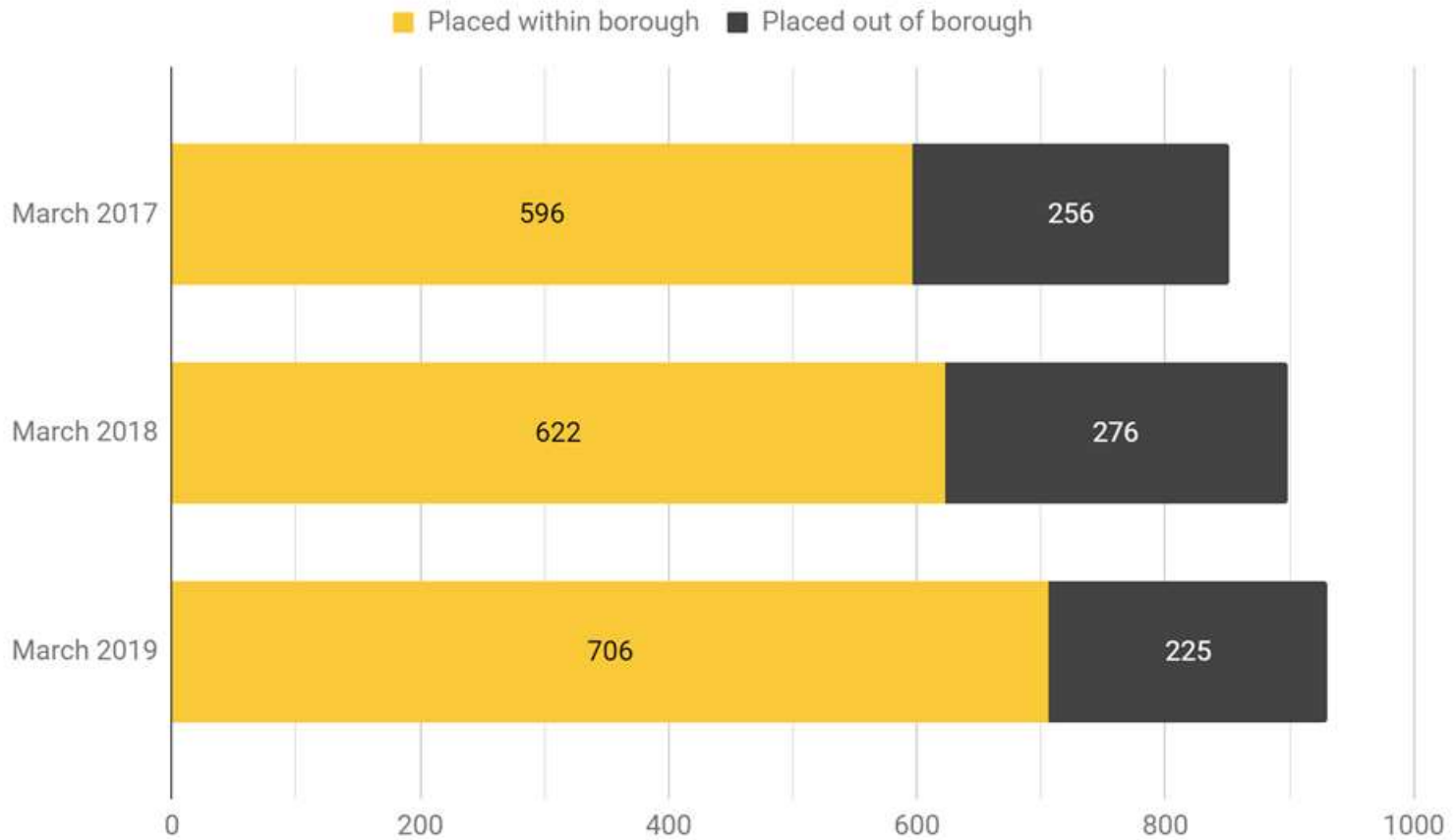
Education and Health Care (EHC) Plans

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

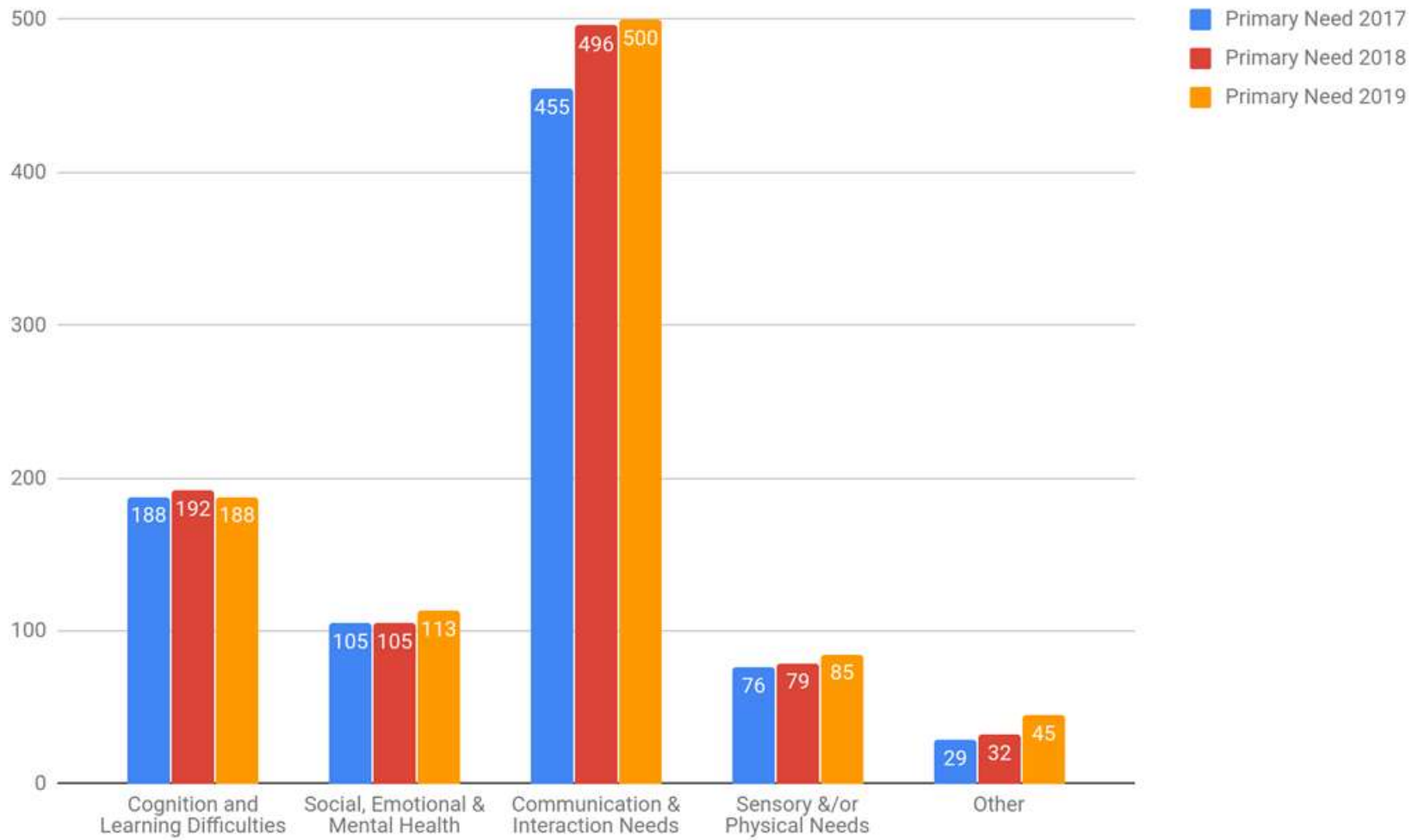


Primary Need Table

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



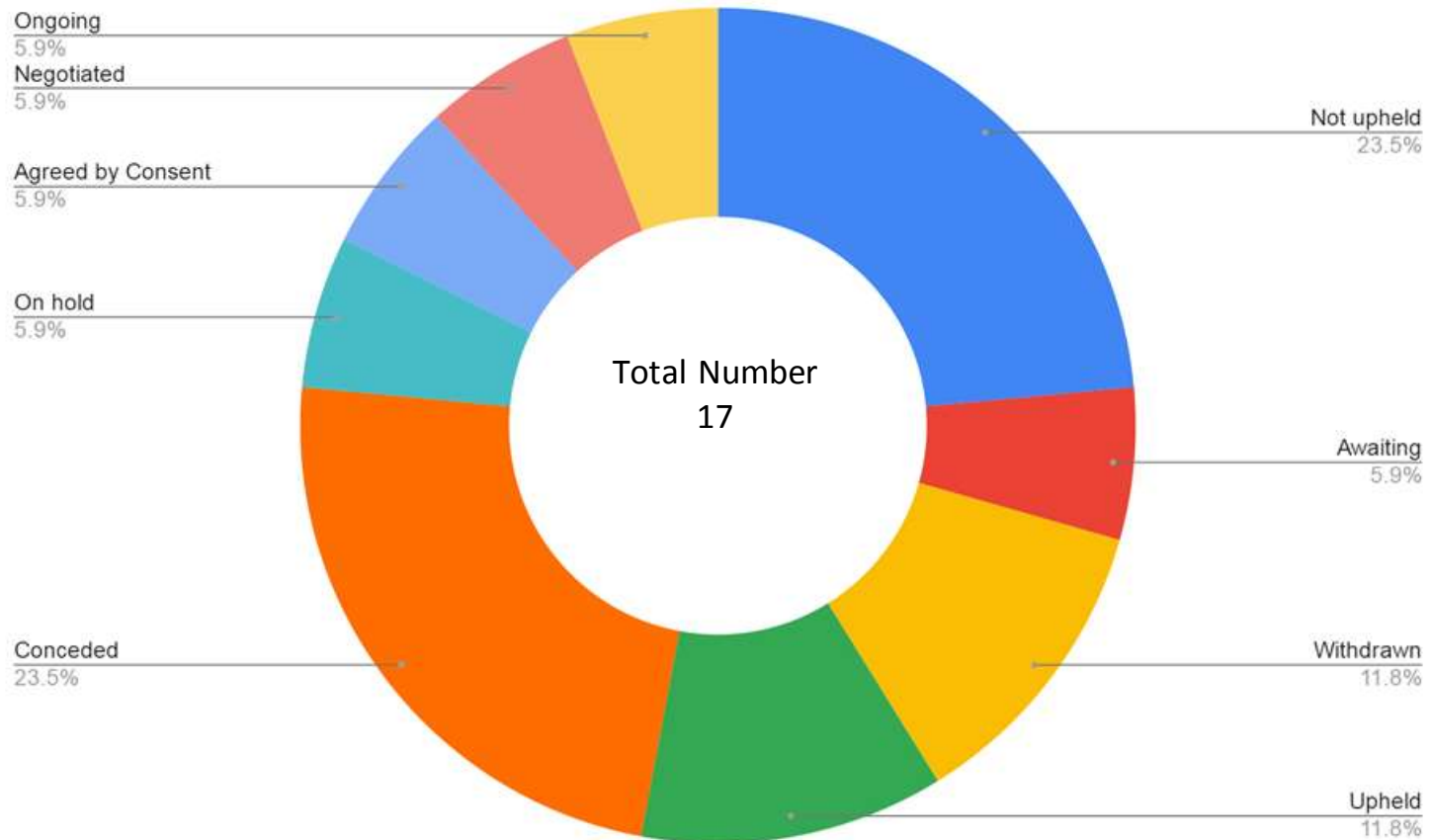
New EHC Needs Assessment

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%

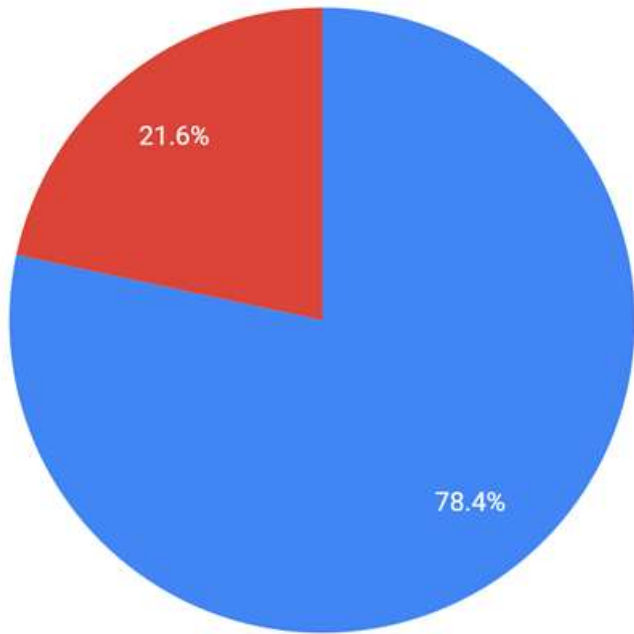
EHC Plans Mediation and Tribunal Statistics

Outcomes of Tribunals lodged between September 2018 - 2019



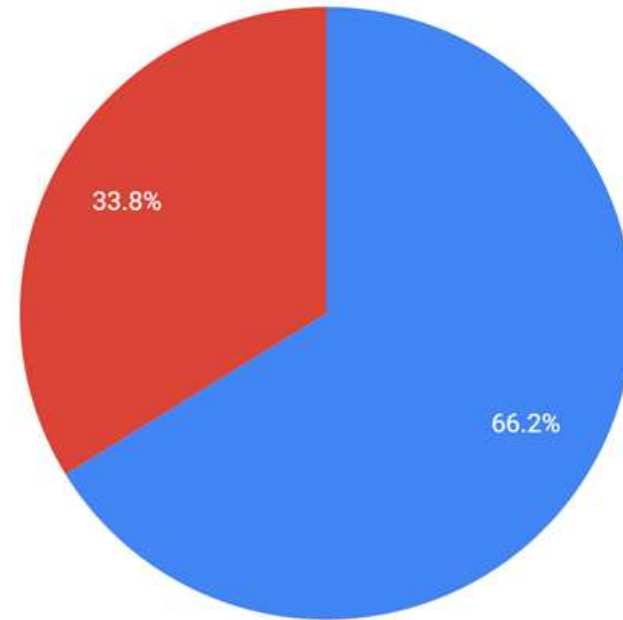
Service Users Experience With the Children and Young People Disability Service (CYPDS)

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



● Positive Experience ● Poor Experience

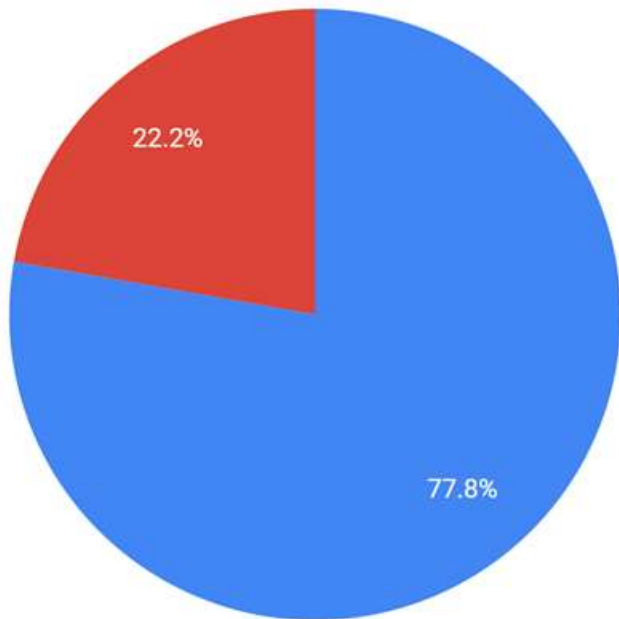
To what extent did you feel CYPDS worked together with you to understand and support any reasonable adjustments that your child needed?



● Positive Experience ● Poor Experience

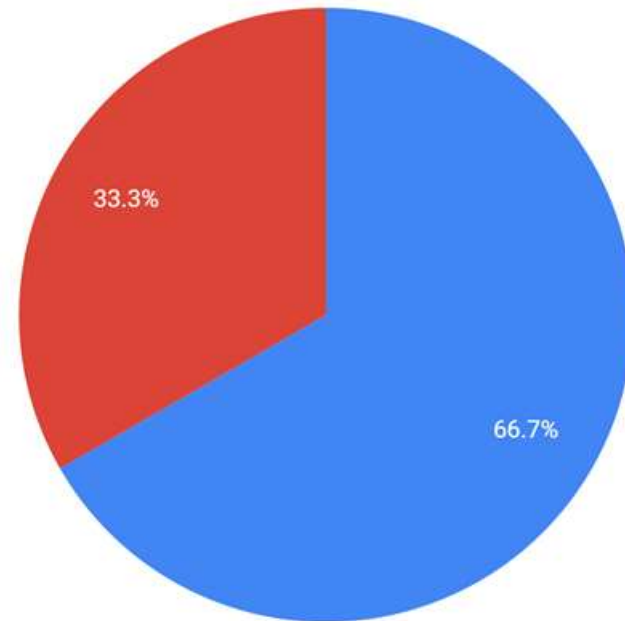
Service Users Experience With the Children and Young People Disability Service (CYPDS)

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



● Positive Experience ● Poor Experience

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?



● Positive Experience ● Poor Experience

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

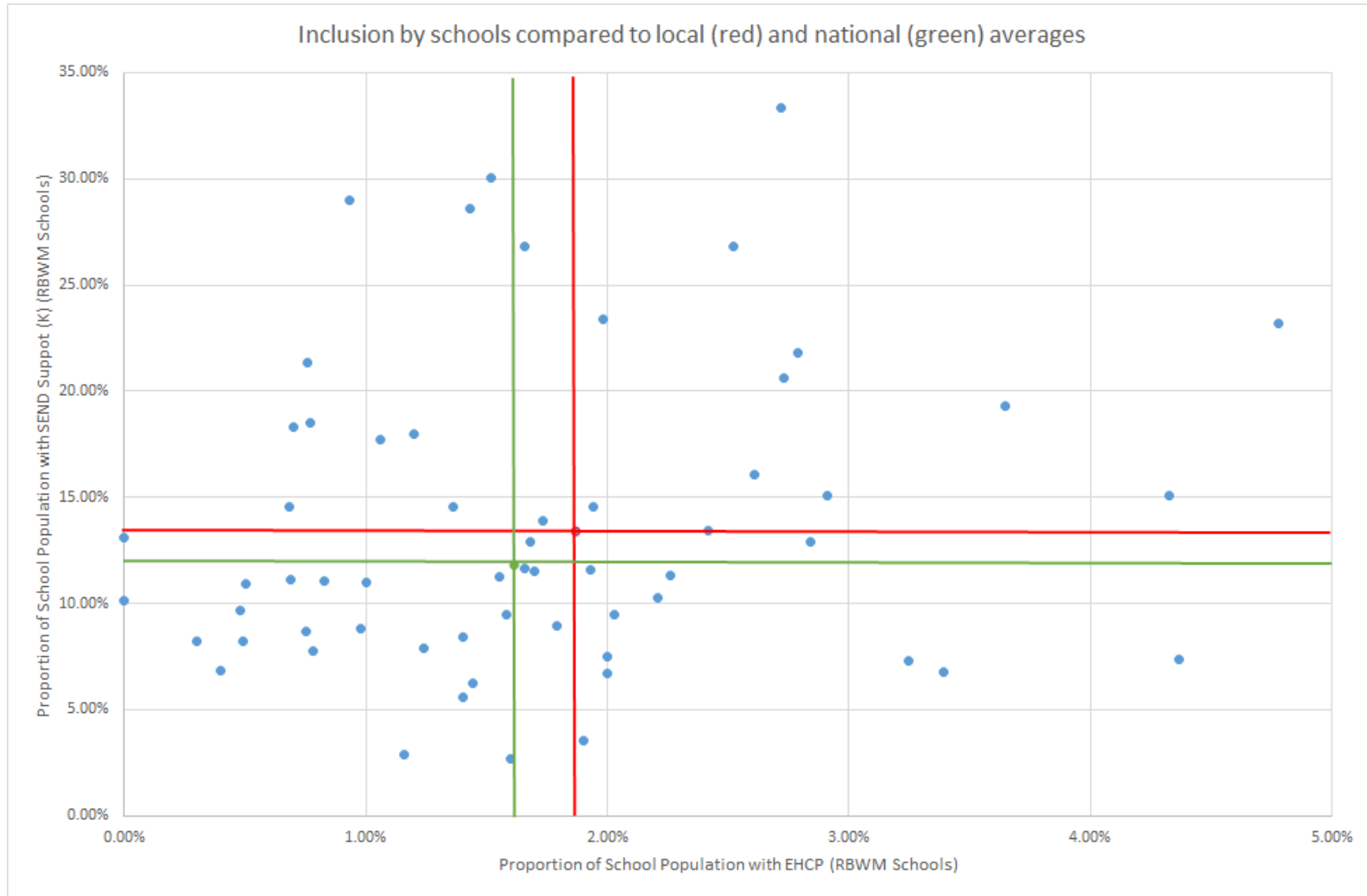
Group	Pupils 2017	Pupils 2018	Progress 8						Local Authority Ranking (N=150)	
			2017	2018	National 2017	National 2018	+/- National 2017	+/- National 2018	2017	2018
SEN	168	162	-0.44	-0.27	-0.43	-0.43	-0.01	0.16	=73	=37
SEN – with EHC	66	55	-1.03	-0.18	-1.04	-1.09	+0.01	0.91	=72	=1

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



Appendix

- [Pupil Perspectives on Inclusion and Support in schools May 2019](#)