



# SEND Provision and Commissioning Strategy



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## Introduction

### We will:

- ensure that the commissioning of special educational needs and disabilities (SEND) provision will be inclusive with the voice of the child and young person at the centre
- listen to the voice of children and young people to ensure that provision enables children and young people with SEND to participate in their education and range of activities
- establish clear transition planning for pathways to post-16 placements and to adulthood
- work with providers to create greater choice, value for money and capacity of SEND provisions
- ensure that the data set reflects the needs of children to support future commissioning decisions and to inform future decisions regarding commissioning

### Our Inclusion Charter

# 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.

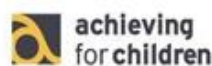
## Inclusion Charter for children and young people

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)



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

## Vision and principles

In the Royal Borough of Windsor and Maidenhead (RBWM), we are committed to developing inclusive communities which are welcoming to all. Our vision for SEND is, 'to ensure that every child and young person with SEND in the borough is safe. Has access to equal opportunities and is able to reach their potential.'

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

### **Our commissioning principles are to:**

- 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's and young person's plan and support alongside others who are also working with and supporting the family
- 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
- secure the right support at the right time for families by working in partnership with education, health, social care and other key partners

This plan is guided by the requirements of the [SEND Code of practice: 0-25 years](#) and the [Children's and Families Act](#).

### **This commissioning plan aims to:**

- build upon the areas identified by Ofsted as seen in the accelerated progress plan
- provide an evidenced-based approach to identifying and prioritising the key commitments for commissioning
- provide a framework for effective joint working across education, health and social care at all stages of the commissioning cycle

Identify practical targets and actions to develop SEND provision and commissioning practice across all levels of support.

## SEND provision and commission in RBWM

Commissioning is the process of understanding the local need and resources, sourcing the most appropriate provisions and monitoring this in a structured way.

Commissioning is evolving across the system and it has been recognised by the SEND Ofsted inspection that further improvements need to be made. This plan reflects our ambition to provide a range of high-quality services as well as deliver value for money. At all stages of commissioning, the inclusion of service users is central to delivering the outcomes. The focus on all life stages is key in helping to ensure good transitions throughout the pathways and ensuring that longer term aims for the individual are achieved.

### The RBWM SEND Strategy (2017/21)

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

#### [Link to Send Strategy Document](#)

<b>Principle 1</b>	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's or young person's plan and support, alongside others who are also working with and supporting the family. Hearing the voice of the young person.
<b>Principle 2</b>	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.
<b>Principle 3</b>	Secure the right support at the right time for families by working in partnership with schools, health, social care and other key partners.

### Our priorities implementation plan (Sept 2019 – August 2021)

<b>Priority 1</b>	All services will work together to ensure there is a joined up local offer supporting the emotional wellbeing for children, young people and their families with SEND
<b>Priority 2</b>	Local education settings will be inclusive and improve educational outcomes for children and young people with SEND
<b>Priority 3</b>	There will be a clear 'Preparing for Adulthood' (PfA) pathway (covering health, employment, local independent living and community) for all our young people with SEND
<b>Priority 4</b>	Local services will ensure that decision making, and planning is fair, equitable and transparent from a local area level through to an individual child or young person

## **The accelerated progress plan**

This action plan follows from the re-visit inspection of the local area by Ofsted and the Care Quality Commission in October 2019. The revisit considered the progress made with addressing the significant weaknesses identified in July 2017 and considered that sufficient progress has been made in six of eight areas. This action plan is focused on addressing the two remaining areas of weakness.

Those areas of weakness and the remaining issues are set out below.

### **The inequality of services and variability of experience for children and young people with SEND and their families**

- Waiting times for occupational therapy (OT) are increasing. As a result, too many children and young people's needs are not being met.
- Waiting times remain too high in services relating to attention deficit hyperactivity disorders (ADHD) and the autism assessment team. In some cases, parents are not well informed when therapies are changed or ceased. Some parents continue to refer to feeling they have to 'fight' for their children's needs to be met.
- Improvements to assessment and services for young adults between the ages of 19 and 25 are not sufficiently comprehensive or well developed.
- Identify children and young people whose SEND needs may have been missed due to the weaknesses identified by the inspection in 2017. Disappointingly, leaders' latest evaluation of progress on the WSOA notes no progress on this action. As a result, this requires reconsideration and a fresh focus.

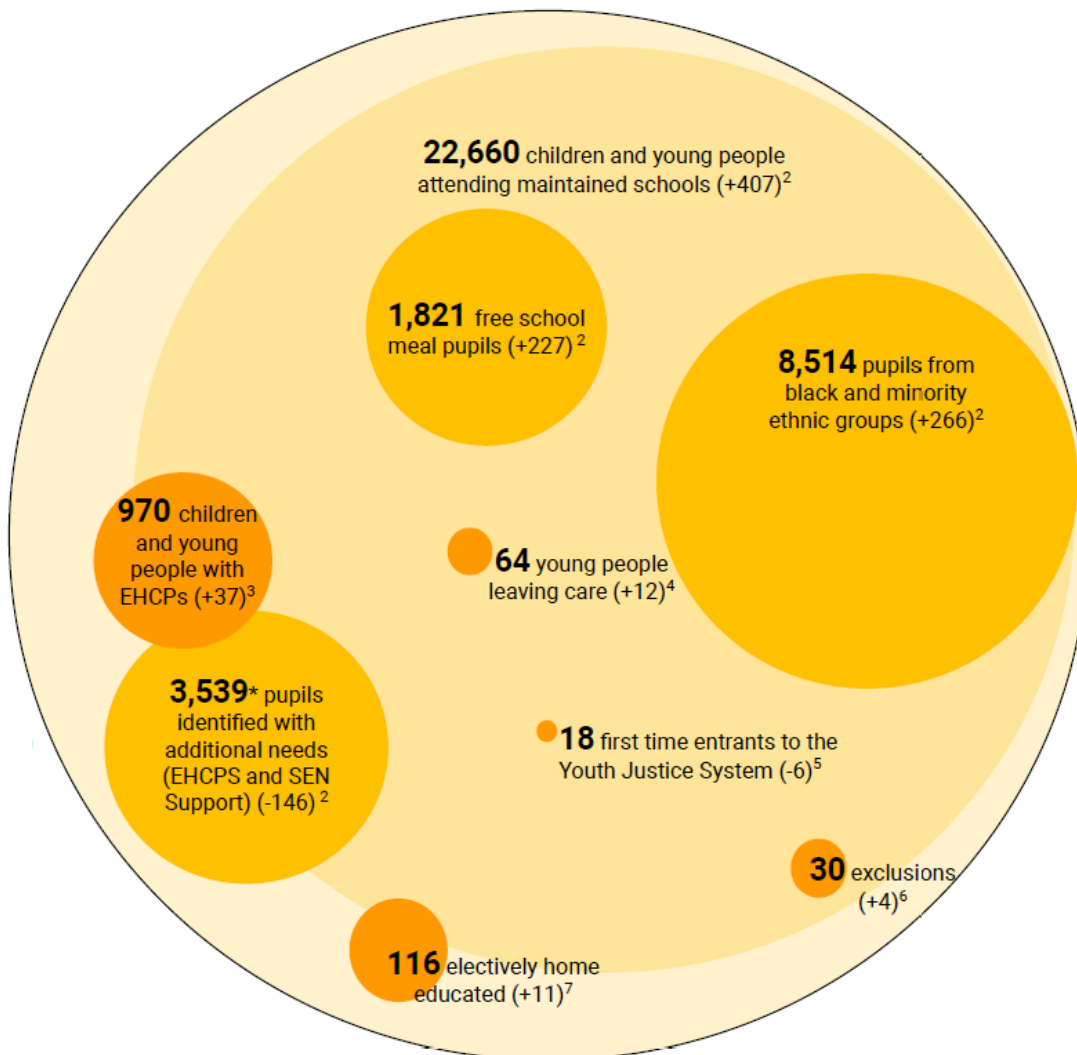
### **Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs**

- The joint commissioning board has yet to develop its strategy despite establishing its arrangements.
- Waiting times in the jointly commissioned OT service have continued to rise. Furthermore, the contract for these services has not been reviewed since 2009. Despite recent initiatives to tackle the identified concern, there are also increasing waiting times for ADHD and autism spectrum disorder pathways.

# School context

## Local context

**34,728** children and young people (0 to 17 living in Windsor and Maidenhead)



### Data Source:

- 1 ONS Mid-Year Population Estimates 2019
- 2 School Census Spring 2020
- 3 SEN2 Return January 2020
- 4 Children Looked After Return 2019/20
- 5 Windsor & Maidenhead Youth Offending Team, April 2019-March 2020
- 6 Inclusion and Fair Access, Inclusion Service, April 2019-March 2020
- 7 School Support, Inclusion Service, data March 2020

## Education health care plans March 2017 to 2020

Provision	March 2017 Total number	March 2018 Total number	March 2019 Total number	March 2020 Total number
Mainstream School	357	346	396	394
Mainstream College	68	93	117	112
Resource provision	39	40	43	37
Special school	260	266	193	247
Non maintained/independent special	117	64	127	105
Elective home educated	6	8	12	12
Supported apprenticeship (including special school apprenticeship programme)			15	2
Not in Education, Employment or Training		37	7	77
Other (including Awaiting placement, Alternative Learning Provision, Home study)	5	50	21	22
<b>Total</b>	<b>852</b>	<b>904</b>	<b>931</b>	<b>1,008</b>

## Primary care needs March 2017-2020

Primary Need	March 2017 Total number	March 2018 Total number	March 2019 Total number	March 2020 Total number
<b>Cognition and Learning Difficulties</b>				
Specific Learning Difficulties	68	70	50	52
Moderate Learning Difficulties	92	92	99	96
Severe Learning Difficulties	10	12	19	18
Profound & Multiple Learning Difficulties	18	18	20	19
<b>Social, Emotional &amp; Mental Health</b>				
Social, Emotional & Mental Health	105	105	113	145
<b>Communication &amp; Interaction Needs</b>				
Speech, Language & Communication Needs	164	188	166	164
Autistic Spectrum Disorder	291	308	334	377
<b>Sensory and/or Physical Needs</b>				
Visual Impairment	11	12	15	12
Hearing Impairment	17	21	19	21
Physical Disability	48	46	51	58
Other	29	32	45	46
<b>Total</b>	<b>835</b>	<b>904</b>	<b>931</b>	<b>1,008</b>



## **Our Inclusion Charter**

The RBWM Inclusion Mark was launched in September 2019 following discussions with headteachers and SENCos.

An inclusion audit tool was created focusing on the leadership of inclusion within schools. This enables schools to self-evaluate how their governors, headteacher, the SENCo, teachers, families and children and young people all contribute to the inclusive practice. An inclusion panel visits the school and as well as discussing the evidence identified in the audit, meets stakeholders as well as observes Quality First Teaching within a range of lessons. The panel includes a local headteacher and SENCo. A decision is then shared with the school as to whether the panel judges the school to be inclusive and any areas for consideration to further improve inclusive practice are made.

This has been a particularly welcomed initiative and has helped to support the development of a community of best practice across RBWM schools.

Schools who are unsure as to whether they are ready to achieve the Inclusion Award can ask for a SEND peer review led by the area SENCo. The school completes an audit and with coaching provided by a local SENCo develops a SEND action plan with actions focusing on developing inclusive practice.

## **The creation of the collective responsibility document**

This document was created as a reminder of our shared vision for inclusion for all and the collaborative responsibilities from settings and services that are required to achieve this. It is a resource for advice, guidance and strategies as well as a directory for further support. It also collates key statutory guidance - Equality Act (2010), Children and Families Act (2014), SEN Code of Practice (2015), in one place.

It has five key messages to ensure success of all pupils.

- A shared responsibility and approach.
- Co-production and pupil voice to be at the centre.
- Support for pupils is needs-led.
- Quality first teaching and personalised curriculum a priority.
- The graduated response ensures continued success of pupils.

This document has been produced by a variety of Achieving for Children's (AfC) Children's Services in collaboration with SENCos, Parents and Carers in Partnership (PACIP), Information Advice and Support Service (IAS) and health services. It can be found [here](#).

## Joint working

### SEND Joint working agreement

Joint Agreement between East Berkshire Clinical Commissioning Group (CCG), Berkshire Healthcare Foundation Trust (BHFT), Solutions 4 Health, Achieving for Children, Frimley Park NHS Foundation Trust (FHFT), Bracknell Forest Borough Council, Slough Borough Council and Royal Borough of Windsor and Maidenhead Council, in respect of operational arrangements for children and young people with Special Educational Needs and Disabilities (SEND) aged 0 to 25 years.



Joint Agreement  
between East Berksl

## Our services

Specialist	Targeted	Universal
Additional and highly personalised	Additional Interventions	Exclusive quality first teaching for all

CCG	RBWM	NHS England
<ul style="list-style-type: none"> <li>• Physiotherapy</li> <li>• Speech and language support*</li> <li>• Specialist CAMHS</li> <li>• Community paediatrics</li> <li>• Community Paediatric Nursing Services</li> <li>• Continuing health care</li> <li>• Health needs of looked after children**</li> <li>• Disability and special needs (community services)/ therapy services</li> <li>• Public Health Nursing</li> <li>• Wheelchair provision</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioural and autism outreach support services</li> <li>• 0 to 19 public health services</li> <li>• Children and young people’s sexual health services</li> <li>• Family Hub provision</li> <li>• Commissioning placements</li> <li>• Short breaks</li> <li>• Alternative provision</li> <li>• Sensory needs support</li> <li>• Speech and language support</li> </ul>	<ul style="list-style-type: none"> <li>• Health services for young offenders –Forensic CAMHS, Liaison and diversion</li> <li>• Immunisation and vaccination</li> <li>• Specialist paediatric care</li> <li>• Tier 4 CAMHS</li> </ul>

## Integrated commissioning

- Speech and language therapy for Youth Offending Teams
- Pre/Post diagnostic support and advice for autism and ADHD
- Specialist anxiety and depression services
- Psychological Perspectives in Education and Primary Care (PPEPCare) training
- Getting help and mental health support team
- Children with disabilities occupational therapy
- CAMHS (early intervention – Getting Help teams, starting in April 2020)
- Digital online emotional health support and counselling
- Youth Counselling

\*Part commissioned by the local authority and NHS East Berkshire CCG (see appendix C)

\*\*Health needs of children looked after are also provided via school nurses and commissioned through Public Health

## Commissioned universal services

A range of universal services are available in the community that provide support to children and young people and their families with SEND. These provide information, advice and guidance (IAG) and there is a particular focus on emotional wellbeing and mental health. Many of these are commissioned through Public Health and East Berkshire Clinical Commissioning Groups (CCG) and include a comprehensive 0 to 19 offer as well as a developing digital offer for emotional wellbeing and mental health. Support is also available through the family hubs and these are critical to providing early identification and support for early years.

Since 2015, NHS England has asked CCGs to develop local transformation plans for Children and Young People's Mental Health (CYPMH). Through this work there has and continues to be additional investment in resources.

The area SENCo role was created to support the local authority agenda to ensure the SEND provision offer within RBWM schools is good and consistent. This has been developed through encouraging a community of practice via regular training, networking and sharing best practice events. In addition, the availability of bespoke support and guidance for individual schools. The role ensures that schools, the local authority services and wider local organisations are communicating regularly and that the information shared is relevant and up-to-date.

## Specialist advisory teacher for medically vulnerable pupils

The specialist advisory teacher offers support to schools and families where a medical need results in non-attendance at school by a child or young person. This could be for a fixed, short period of time, or ongoing whilst medical needs are addressed by health professionals. This support can include, but is not limited to:

- One-to-one tuition in the home
- support for schools when commissioning an alternative educational setting
- support or guidance on next steps or transition back to education
- liaison with all professionals involved with the child or young person to ensure they have access to education in a way that is appropriate to their current needs
- being an advocate for a child or young person when they feel unable to voice their feelings

## Specialist public health nursing: commissioned by Public Health and delivered by Achieving for Children

**Health visitors** are the professional lead for the prevention and early intervention of the public health programme called the [healthy child programme](#) for the age group of 0 to 5 years. Health visiting is a proactive, universal service that provides a platform from which to reach out to individuals and vulnerable groups, taking into account their different dynamics and needs, and reducing inequalities in health. Pre-school children and their families are a key focus.

The school nursing team is a public health nursing service looking after the health and wellbeing of children attending a maintained, academy or free school in RBQM. **School nurses** deliver universal and targeted services and work across education and health, providing a link between school, home and the community.

## Targeted services

The commissioning of early intervention and targeted support is currently complex across education, health and social care. There are a range of established services for children whose needs range from mild and moderate SEN through to those that may have EHCPs and includes short breaks, our equipment services and sensory needs consortium. There is an ambition to develop a more integrated approach with commissioning across education and health – particularly around therapies, emotional well-being and mental health through our ambitious local transformation plan.

- **School support**

Behaviour support services provide individual or group sessions to vulnerable children to develop independent strategies and to support the school in meeting their needs. Transition interventions and Nurture group programmes are designed to enable schools to embed good practice and enable children to better access learning.

- **Specialist teachers**

Our team provides schools with the opportunity to purchase time from qualified specialist advisory teachers with SEND, Pupil Premium or English as an Additional Language expertise at a subsidised cost, to administer assessments, give personalised advice and strategies and deliver a wide variety of bespoke training.

- Wellbeing services provide one-to-one support or group therapeutic support via early help or social care.
- Social, emotional and mental health (SEMH) intervention programme provides a one-to-one coach or mentor to support a child and reduce the risk of permanent exclusion. The programme is designed to increase capacity and the understanding of SEMH across the school.
- School outreach grants:
  - Shine Outreach - £180 000. This is used to support local schools to effectively manage the needs of children and young people on the autism spectrum. As well as offering a range of training, outreach workers provide a range of advice.
  - Manor Green School (MGS) Outreach - £74 000. This grant enables a team of staff from MGS to support local schools to effectively manage the needs of children and young people with complex learning difficulties. Increasingly, they also provide advice to schools who have pupils with complex medical needs.

Quality Assurance monitors the effectiveness of these grants and service level agreements are in place to support this process.

- BHFT is commissioned to provide mainstream schools speech and language therapy, the CCG and the three east local authorities jointly commission the Occupational Therapy and Physiotherapy Service.
- NHS East Berkshire CCG commissions Solutions 4 Health which provides the autism and ADHD service 'GEMS' which is for children, young people and adults who are diagnosed with, or who may have, autism and/or attention deficit hyperactivity disorder (ADHD). The service also supports parents and carers. GEMS offers a single point of contact where you can access information, advice and support.
- Children in Care CAMHS worker - This post is a specialist children in care (CiC) mental health role, working in partnership across three local authorities within East Berkshire. This role will be the point of contact for the three local authorities providing advice, consultation and support to the professional networks across the three areas of Bracknell, Windsor and Maidenhead, and Slough. To offer a psychological and mental health perspective on the needs of children in care and to ensure that the needs of children in care and young people are understood within the context of their lived experience

## Specialist education provision

**Manor Green School** is a maintained generic special school supporting the needs of children and young people aged 2 to 19 with complex learning difficulties.

**Forest Bridge School** is a free school meeting the needs of children and young people with autism.

## Resource bases

There are currently four resource provisions commissioned by the local authority

	Prime area of Need	Places commissioned 2018/19	Places commissioned 2019/20	Places commissioned 2020/21	Places commissioned 2021/22
<b>Riverside</b>	Speech and language	14	14	13	TBC
<b>Wessex</b>	Hearing impaired	18	15	13	TBC
<b>Charters</b>	Physical disability	14	10	6	6
<b>Furze Platt Federation</b>	Autism	15	17	19	21

## Future commissioning from September 2021

	Prime area of Need	Places commissioned 2021/22	Places commissioned 2022/23	Places commissioned 2023/24	Places commissioned 2024/25
<b>Furze Platt Federation</b>	ASD	8	10	10	10
<b>Dedworth Campus</b>	ASD	8	10	10	10
<b>South Ascot Village School</b>	ASD	NA	TBC	TBC	TBC
<b>Wraysbury</b>	ASD	NA	TBC	TBC	TBC

Processes have been developed to quality assure the resource base provisions based on the latest Ofsted framework and reports are submitted to the school forum on an annual basis. Service Level Agreements are in place to support this process.

## Alternative provision

Alternative provision supports the duty that all children and young people have an entitlement to 25 hours of education per week. It is education arranged by local authorities for pupils who, because of permanent exclusion, illness or other reason, would not otherwise receive suitable education. This takes place outside of mainstream education

RBWM currently commissions Haybrook College to deliver its statutory responsibility to have an Alternative Provision available for children and young people who have been permanently excluded.

## Future commissioning

For children who have medical needs, schools and the local authority must have regard for the government guidelines; '[Supporting pupils at school with medical conditions](#)' and '[Ensuring a good education for children who cannot attend school because of health needs](#)'. These documents outline the responsibilities of all professionals involved in securing an appropriate education for children with such needs.

For children who cannot attend school, support is given in the form of one-to-one tuition in the home by the specialist advisory teacher. For pupils who require an alternative provision as a short-term alternative to a mainstream setting, RBWM work collaboratively with schools to commission such placements.

Alternative provision is considered on an individual case basis through discussions with health care professionals, schools and families. Alternative provisions commissioned by RBWM and schools include, but is not limited to:

- Haybrook College
- The Link at Manor Green School
- Harmony Education Centre
- Heroes Education Centre
- Berkshire College of Agriculture

There has recently been a substantial rise in emotionally based school refusal (EBSR). RBWM continues to work with partners in health care teams, such as CAMHS, to support young children and young people who find attendance at school challenging. The Educational Psychology Service has produced a wellbeing toolkit for schools. This document offers guidance to schools with strategies for supporting young people, as well as signposting to other professional organisations that could help. Alternative provisions are accessible within the borough for time limited support and the specialist advisory teacher is available to support in ensuring there is a clear plan for successful transition back to school or to a more needs specific setting if required.

## Places at further education colleges

RBWM's local further education college provision is Berkshire College of Agriculture (BCA). This setting not only serves residents of our local authority, but also those from neighbouring localities.

There has been a rise in the request for young people with education, health and care plans to attend a further education placement to continue their education and BCA College is proving to be a popular choice due to the nature of some of their more practical courses around animal management and agriculture.

For the academic year 2019/20, RBWM sought funding for 234 high needs placements from the ESFA to support young people with special education needs in college. However, due to the popularity of the college, there was a shortfall of 29 high needs placements which RBWM was required to subsidise funding for.

For the academic year 2020-21, the local authority has worked with BCA to try and predict the uptake of placements and has factored in additional numbers in the funding request to the ESFA based on the increasing trend of more high needs learners requesting access to a mainstream further education placement at the college.

RBWM also works closely with a number of colleges in neighbouring authorities to meet the needs of young people with EHCPs.

- Henley College
- Windsor Forest Colleges Group (Windsor, Langley and Strodes Colleges)
- Reading College
- Bracknell & Wokingham College

Some of the settings above have more specialist provision that a number of our young people utilise for example, the Autism Centre at Bracknell & Wokingham, Reading Colleges and Our House provision at Reading College.

## Specialist health services

### Children and young people integrated therapies project

Therapies for children and young people across East Berkshire are currently commissioned through a range of separate arrangements by the NHS East Berkshire CCG, Slough Borough Council, Slough Children's Service Trust, Royal Borough of Windsor and Maidenhead Council, Achieving for Children and Bracknell Forest Council.

The main provider is Berkshire Healthcare Foundation Trust. As part of ongoing work around collaboration across East Berks, the three directors of children services and the CCG have committed to working jointly to develop an integrated approach to commissioning and delivering speech and language therapy, occupational therapy and physiotherapy effective from September 2021.



## Outcomes of joint commissioning project

- Improved services, that are timely, and offer a child and family centred approach, that is needs led.
- Offer should cover all levels and have clear pathways including a digital offer.
- Easy and equitable access across East Berkshire, reflecting differing social economic profiles of the member local authorities.
- Value for money with geographic economies of scales.
- Everyone understands the offer - criteria and graduated response.

## Commissioning priorities

### Principles statement

- Put children and young people at the centre of all decisions, promoting and enabling independence and autonomy through to adulthood. Empower young people, parents and carers to co-produce their child's or young person's plan or support alongside others who are also working with and supporting the family
- 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.
- Secure the right support at the right time for families by working in partnership with schools, health, social care and other key partners.

### Universal support

#### We will work collaboratively within RBWM and with partners to:

- improve the information for families and schools on available provisions through the Local Offer web page and through the commissioned IAS Service
- improve the referral system and improve access to universal services and ensure that these are fit for purpose and value for money

#### We will work with providers to:

- improve coverage and quality provision across universal services

#### We will work with schools and education providers to:

- embed the Inclusion Charter through the processes of Peer SEND reviews and the Inclusion Mark accreditation process
- provide quality toolkits and guidance to support vulnerable children and young people

## Early intervention and targeted services

### We will work collaboratively within RBWM and with partners to:

- improve the referral system and improve access to universal services and ensure that these are fit for purpose and value for money
- continue to support the early years SEND pathways

### We will work with CYPDS to:

- identify children and young people whose SEND needs may have been missed due to the weaknesses identified by the inspection in 2017

### We will work with schools to:

- improve the information available to schools regarding alternative provision to reduce the number of children and young people requiring full time placements in alternative provision because of a permanent exclusion

\*Progress will be monitored and quality assured by the SEND Steering Board which is informed by data

## Specialist support

### We will work collaboratively within RBWM and with partners to:

- improve on the inequality of services and variability of experience for children and young people with SEND and their families
  - Occupational therapy
  - Access to ADHD and the autism assessment team and ongoing support
  - Improving assessments and provision for young people turning 18 for 19 to 25 placements
- improve the effectiveness of the Joint Commissioning Board to ensure that there are adequate services to meet local needs
- improve the 0 to 25 pathways for children and young people with an ASD and/or SEMH Need across all tiers
- Continue to ensure that the provision we have commissioned meets the needs of an increasing number of young people with SEMH needs
- Tripartite funding panel and clear pathways to joint fund of specialist educational provision, health and social care that is not routinely provided by the current service offer