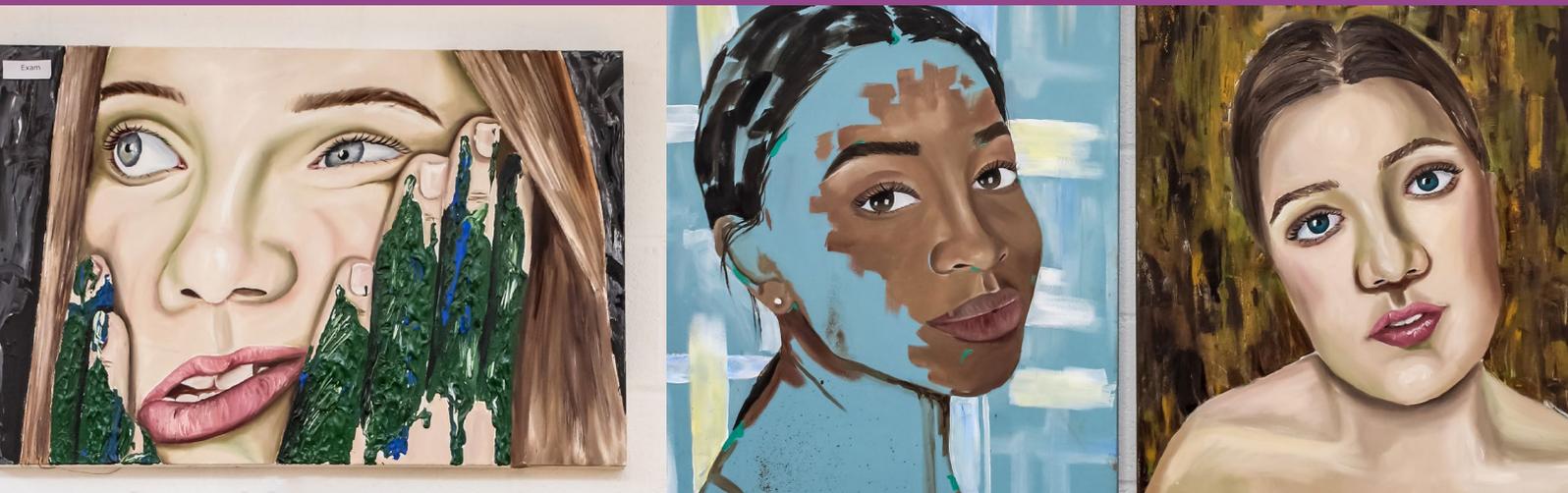


Special Educational Needs and Disability Improvement Strategy 2020 – 2022



Thrive in learning

A key priority in the Learning Improvement Strategy



SEND Strategy

Developed in partnership with Bracknell Forest stakeholders through our Special Educational Needs and Disability (SEND) Improvement Partnership. This includes our parent forum and representatives from early years, schools, Post 16 providers, transitions team, social care and health partners.

We have commitment to improving outcomes for children and young people with SEND and their families. This strategy reflects the Bracknell Forest corporate vision to ensure that:

“People have the life skills and education opportunities they need to thrive - children and young people get a good start in life. Everyone is equipped to use their own particular talents and empowered to lead independent lives.”

This strategy sits alongside our Health and Wellbeing Strategy, which is informed by our Joint Strategic Needs Assessment (JSNA)¹ as well as our strategy to enhance participation of our children and young people with SEND - ‘A Positive Approach to Youth Engagement for Children, Young People and Learning with Special Education Needs and Disabilities’.

Who is our strategy for?

This strategy is for children and young people aged 0 – 25 years in Bracknell Forest who have Special Educational Needs or/and Disability (SEND), their families and the professionals who work together with them.

What does Special Educational Needs and Disability mean?

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age, so they may need extra or different help from that given to others. Early years providers (for example nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all their time in education and training. SEND covers a range of needs. The SEND Code of Practice sets out four areas of SEND:

- communicating and interacting
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Some children and young people may have SEND that covers more than one of these areas.

¹ The JSNA is the means by which we assess the current and future health healthcare and wellbeing needs of our local population and is a key source of information used by the Health and Wellbeing Board to agree priorities for the Joint Health and Wellbeing Strategy.

Our Vision

Our vision for children with Special Educational Needs and Disabilities (SEND) is the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives. This means that they fulfil their ambitions and the best possible educational and other outcomes, including employment and independent living where possible.²

Our Core Values

We have a core set of values which set the standards for how we behave and carry out our roles:

- co-production with children, young people and their families
- openness and honesty
- A 'tell us once' culture
- fairness and Respect
- ownership
- involvement
- inclusive practice

Our Principles

In 2014, we welcomed the Children and Families Act which sets out the principles that have underpinned our own ones:

1. The importance of the views, wishes and feelings of the child or young person and the child's parents.
2. The importance of the child or young person, and the child's parents, participating as fully as possible in decisions whilst being provided with the information and support necessary to enable participation in those decisions.
3. The need to support the child or young person, and the child's parents, to ease the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.³

Our own principles reflect these:

- we will involve children and young people and their parents and carers in all decisions about them, promoting independence and autonomy through to adulthood
- we will ensure inclusion and participation in all aspects of family, educational and community life in local and inclusive settings

Our principles have determined the direction of our SEND reform work and are embedded in our strategy.

²Special educational needs and disability code of practice: 0-25 years-page 11 and section 1.22

³Special educational needs and disability code of practice: 0 to 25 years statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities DfE March 2015

The National Context

This strategy will take forward our refreshed response to the Children and Families Act 2014, including related statutory guidance, 'The Special Educational Needs and Disability code of practice: **0-25 years**', 2015, which sets out an aspirational reform programme for children and young people with Special Educational Needs and Disabilities.

This also takes account of our duties to children and young people with disability⁴ and those with medical needs,⁵ as well as our duty to ensure we promote seamless transition to adulthood for our young people with SEND, through an integrated service offer.⁶

There is a national agenda to improve the offer for children and young people with SEND and in Bracknell Forest we are working towards tackling these issues as set out in this strategy and in our more detailed action plan.

Of significance in impacting on the local agenda for schools is the new Ofsted framework⁷ which sets the expectation that leaders have the intent "to take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with Special Educational Needs and/or Disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life".⁸ The focus will be on how this is implemented and its impact in relation to outcomes for children and young people.

The Ofsted and CQC Local Area SEND inspections provide independent external evaluations of how well local areas support children and young people with SEND to achieve the best possible educational and other outcomes, such as being able to live independently, secure meaningful employment and be well prepared for their adult lives. Over 60% of local areas inspected have been told they need to improve. The main areas of weakness have been identified as:

- continuing lack of coordinated 0–25 strategies, and
- poor post-19 provision
- continuing trend of rising exclusions among children and young people with Special Educational Needs and/or Disabilities (SEND)
- mental health needs are not being supported sufficiently
- the quality of education, health and care (EHC) plans is far too variable
- critically, the gap in performance and outcomes for children with SEND is widening between the best and the worst local areas⁹

The most recent annual Ofsted report has highlighted the significance of the "impact of the reduction in LA funding. Although statutory social care services have been largely locally protected, reductions in funding in other areas are leaving LAs unable to intervene early enough when young people present as needing help".¹⁰

⁴ Equality Act 2010

⁵ Supporting pupils at school with medical conditions. DfE 2014

⁶ Care Act 2014

⁷ Education Inspection Framework, Ofsted, May 2019

⁸ The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2017/18 Ofsted, 4 December 2018

⁹ The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2017/18 Ofsted, 4 December 2018

¹⁰ As above.

A consultation launched in May 2019 recognised the need to review the financial system for Special Educational Needs (SEN) and high needs funding in England “that may be adversely influencing local authorities, mainstream schools, colleges and other education providers in their support for children and young people with SEN, those who are disabled, those who require alternative provision (AP) and those at risk of exclusion from school”.¹¹

There have also been initiatives on identified areas of national challenge - on exclusions¹² and meeting children and young people’s mental health needs.¹³

The Timpson Review called for a reduction in exclusions and measures to tackle off-rolling.

Pupils with Special Educational Needs and Disabilities (SEND) appear to have been excessively affected by both in recent years. National statistics show that the rate of permanent exclusion in secondary schools fell steadily between 2006 and 2011 as a result of government action but has been increasing steadily since 2013. Pupils with Special Educational Needs but without EHC Plans - therefore on SEND Support - have been particularly affected since 2014, which reflects the local picture in Bracknell Forest.

In Bracknell Forest, we are not being complacent and are driving our local agenda forward to tackle these challenges.

The Bracknell Forest Context

Demography

Bracknell Forest ranks **287th** out of 326 local authorities in terms of deprivation, however there are pockets of deprivation. 6 wards have child poverty at a rate above the regional average of **14.6%**. **11.7%** of pupils have English as an additional language. **87 known different languages are spoken by pupils in schools.**¹⁴ **By 2021, the population in Bracknell Forest is estimated to have increased by at least 12,000** (since the 2012 estimate).¹⁵ The older population is expected to increase at the greatest rate followed by the younger adult population. This will have an impact on the type and scale of future services.¹⁶ Bracknell Forest is the second smallest local authority with 17,920 pupils on roll in 39 schools in Bracknell Forest.¹⁷

About our SEND children and young people:

There are **775** children and young people aged 0-25 with Education, Health and Care Plans, and **2050** children and young people in Bracknell Forest schools are on SEND Support. The total universal school population is 21,142.

There are approximately over **2000** children and young people on SEND Support in Bracknell Forest schools and colleges and **500** with Education, Health and Care Plans in local schools and Post 16 settings (although there are currently **775** on the caseload and some attend schools and colleges in other boroughs).

¹¹ Provision for children and young people with special educational needs and disabilities, and for those who need alternative provision: how the financial arrangements work. Consultation. DfE. May 2019 Call for Evidence

¹² Timpson review of school exclusion May 2019

¹³ The Government’s Green Paper on mental health: failing a generation. May 2018

¹⁴ Jan. ’19 school census

¹⁵ Public Health Portal, Bracknell Forest Council.

¹⁶ Public Health portal.

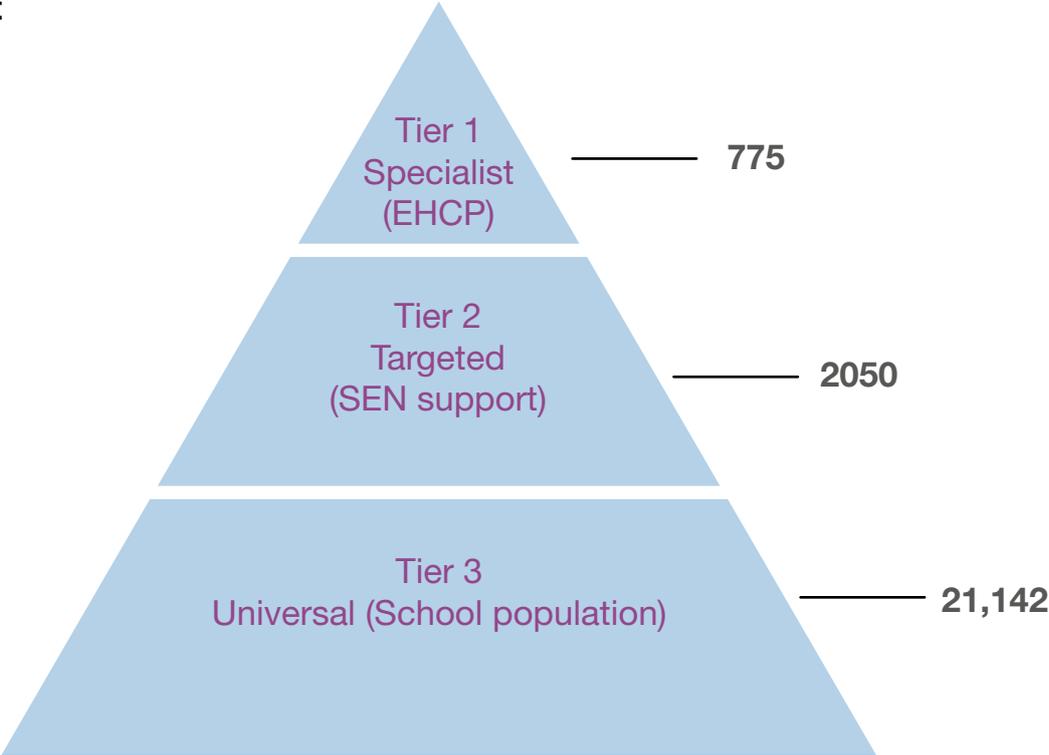
¹⁷ January ’19 school census

Some of these children and young people have other vulnerabilities, such as social care or health issues (or both), and they be Looked After, or on Child in Need or Child Protection Plans, or in the youth justice system. Of our children and young people with EHC Plans, **14.6%** are on Child in Need Plans, **7%** are on Child Protection Plans and **3%** are Looked After.

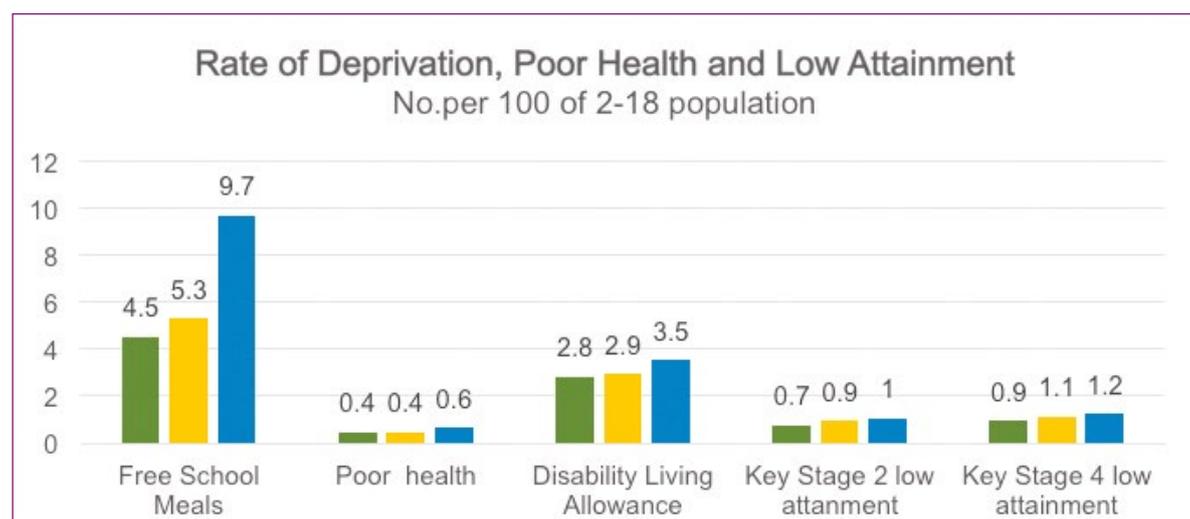
Our children and young people with SEND 0-25 years in relation to the 0-25 years old population:

Pupil Population within Bracknell Forest

January 2019



In terms of comparator factors used to allocate local authority education funding, Bracknell Forest ranks as less disadvantaged in relation to statistical neighbours and England averages:



Please see **Appendix 2** to for definition of statistical neighbours and a list of who ours are

Our Strengths

1. Leadership has a strong, clear vision and is driving transformation to improve and embed an outcomes culture, functioning as one Local Area, across agencies, with shared priorities and values
2. Our timeliness for EHC assessment and planning is good and we are improving quality through our local area partnership
3. Improved identification and support, e.g. children in Early Years, pupils with autism and with cognition and learning needs
4. The People Directorate has facilitated greater join up and flexibility between services to deliver holistic support for children/young people with SEND
5. Promotion of the Learning & Improvement Strategy including reducing fixed-term exclusion at SEND Support
6. Our positive relationship with stakeholders
7. Co-production - Influence of parents and carers – and to an extent, young people - in SEND personal and strategic planning

Our Key Priorities

Our overarching priority is to improve outcomes for children and young people with SEND so that they have the best opportunities to achieve their ambitions and the best possible educational and other outcomes, including getting a job and living as independently as possible. Our specific priorities are:

1. Effective leadership, governance and accountability of SEND (including the allocation and use of High Needs Funding)
2. Ensuring that our SEND and other vulnerable children and young people have access to a flexible range of 'fit for purpose' outcomes-focused provision and support
3. Building upon existing engagement to further strengthen and improve co-production with children, young people and their parents and carers
4. Children and young people to have successful transitions and access robust preparation for adulthood pathways, independent living and employment
5. Strengthening focus on early identification of children/young people at risk of presenting social, emotional and mental health needs thereby reducing the need for crisis intervention

These are priorities areas which we are currently are acting on.



Priority 1. Effective leadership, governance and accountability of SEND (including the allocation and use of High Needs Funding)

Where we are now

Over a year ago we established our People Directorate, integrating children's and adult services. This enables greater joined-up working so that services are better able to work together to promote outcomes for children and young people. In January, a joint inspection found that:

"Bracknell Forest benefits from a senior multi-agency leadership team that offers clear oversight and direction within committed and cooperative working relationships." ¹⁸

Where we need to be

We want children, young people with SEND and their families to experience seamless support - a 'tell us once' approach, services functioning together as one organisation and to be empowered to shape service delivery and support as co-producers. There will be a transparent funding allocation system based on clear needs analysis.

Children and young people with SEND will access high quality, value for money support to meet their needs and enable them to achieve their outcomes. To achieve this, we will develop medium and longer-term budget strategies, based on planned commissioning, which reflects our shared vision and is underpinned by children and young people's needs and aspirations and co-produced with our stakeholders.

What we are doing to make a difference

There has been ongoing review and refresh of service structures, capacity and delivery. Quality assurance has been the focus, matched against effectiveness of services to empower children and young people to achieve positive outcomes. The voices of children, young people and families are crucial to the re-design and delivery of services and the direction of support.

There is a positive partnership with our Parent Forum, as well as our schools, and other education providers - early years and colleges.

¹⁸ Ofsted, the Care Quality Commission (CQC), HMI Constabulary and Fire & Rescue Services (HMICFRS) and HMI Probation (HMI Prob) carried out a joint inspection of the multi-agency response to abuse and neglect in Bracknell Forest Forest.¹ This inspection included a 'deep dive' focus on the response to sexual abuse in the family environment.

In 2016, there was a review of how we make decisions about allocating and spending our High Needs Funding - the funding which is additional to resources in maintained nurseries, schools and colleges. Headteachers have told us that they want to work in partnership in order to oversee the High Needs Budget.

Headteacher Voice:
“We want a greater role for heads in setting the strategic direction for SEND across the area.”
(High needs Funding Review 2016)

We now have a High Needs Sub Committee of the Schools Forum, which is a robust partnership to take this work forward. The Sub Committee helps decide those priorities which shape and determine the budget and the kind of support and interventions which sit under it for our most vulnerable children and young people. The knowledge of our Headteachers, school governors and other partners will be a real strength.

This work requires capacity and resource to interrogate our data to ensure we have a robust needs analysis to underpin spending on services and support which are value for money. We are currently reviewing capacity and the role of our business intelligence to take this further. Leadership and accountability for SEND is being strengthened at every level.



Priority 2. Ensure that our SEND and other vulnerable children and young people have access to a flexible range of ‘fit for purpose’ outcomes-focused provision and support

Where we are now

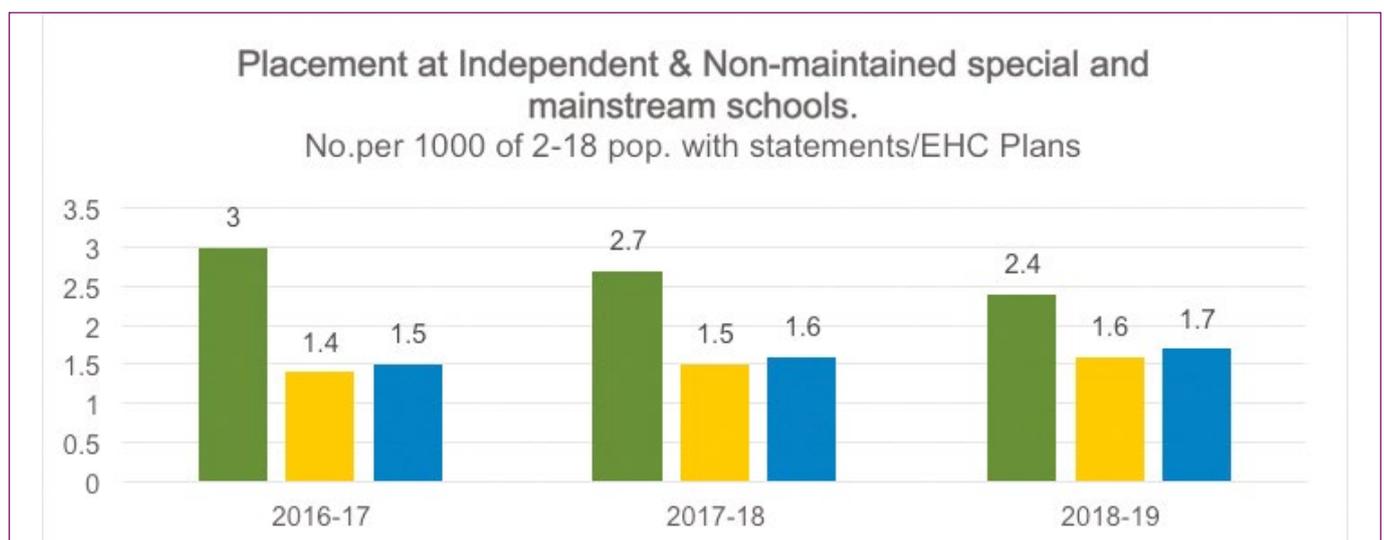
Children and young people with fixed term exclusions at SEND Support:

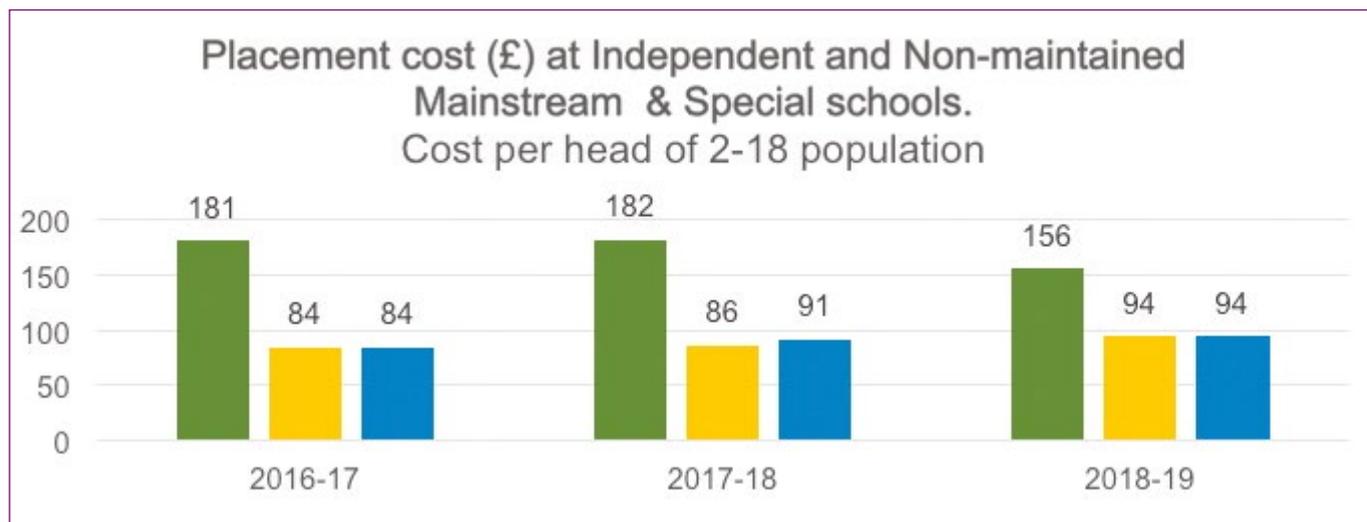
We have too many children and young people at SEND Support who have received fixed-term exclusions.

Schools have told us that they need more support in school for children and young people who present with SEMH, that is additional and more expert than their own skilled staff can provide (as above in Priority 2).

Children and young people in out of borough placements:

A significant number of Bracknell Forest resident children and young people with EHC Plans are in educational placements outside of the borough - of whom there are **252** - which represents **32.5%** of those with EHC Plans. Of these children and young people, over 90 are in independent and non-maintained placements - which is **11.8%** of those children and young people with EHC plans in total. We have the highest spend per pupil on independent providers, among statistical neighbours (similar local authorities). This is also higher than the national average.





Source: High Needs Benchmarking Tool ¹⁹

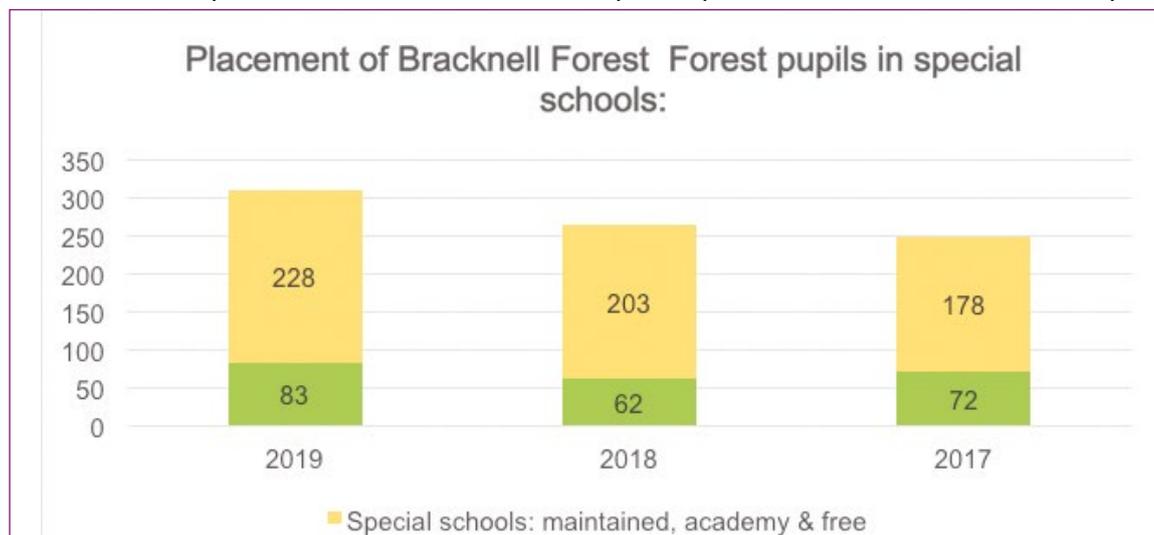
The most significant use of independent and non-maintained places is for pupils requiring special rather than mainstream schools:

Pupil Placement: Comparison between use of maintained, academic and free schools, and the independent/non-maintained sector

Year		2019	2018	2017
Total number of statements and EHC Plans		775	692	685
Independent and non-maintained Schools	Special	83	62	72
	Mainstream	11	7	1
Maintained, academies and free schools	Special	228	203	178
	Resource provision	31	24	23
	Mainstream	240	230	244

Source: SEN2 returns 2017-2019

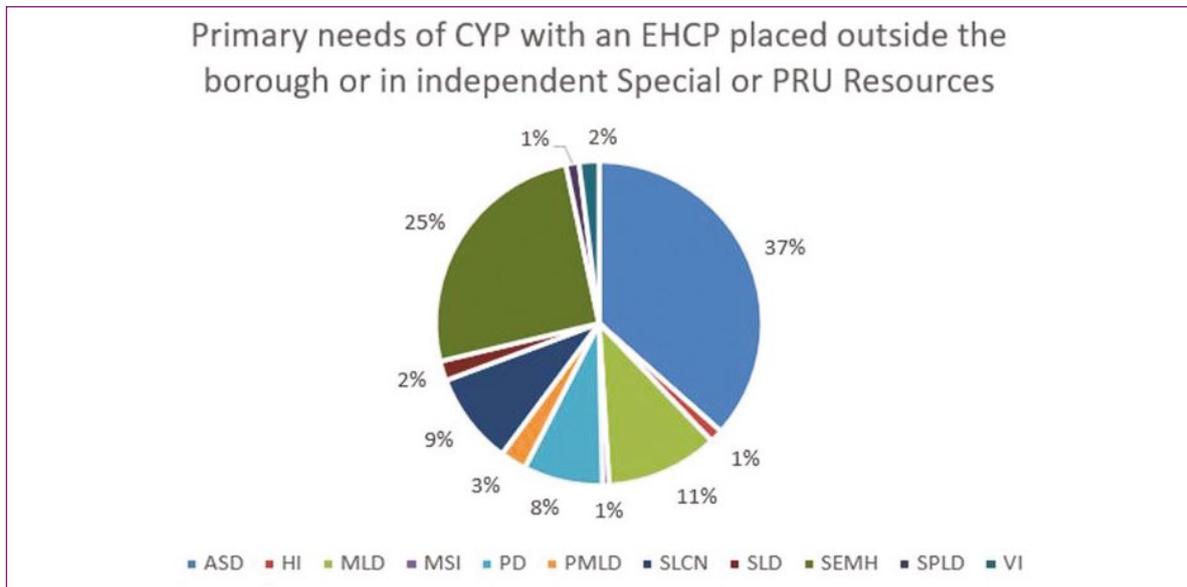
Our use of independent and non-maintained special placements has increased this past year:



¹⁹The DfE's updated high needs benchmarking tool. This enables comparison of LA spending levels and patterns within a region with statistical neighbours and England.

Such placements are used across a range of needs:

Primary needs of Bracknell Forest children and young people (with EHC Plans) placed in non-Bracknell Forest maintained special schools



Source: SEN2 return, January 2019

Data analysis of our use of placements, other than with Bracknell Forest providers, shows that we use these most frequently for children and young people who present with ASC²⁰ (autism) and SEMH (Social, Emotional and Mental Health) needs.

Please see **Appendix 3** for more detailed placement breakdown of children and young people with ASD and SEMH.

Where we need to be

Children and young people with fixed term exclusions at SEND Support:

We want to reduce fixed term exclusions for our children and young people at SEND Support. To enable this, we need to ensure we have identified any special educational or other needs they might have, as well as understand any challenges in their home environments.

To provide the right support we need to develop personalised, engaging and fun curriculums, whether these are alternative curriculums within mainstream settings, and/ or access to appropriate quality assured Alternative Provision if needed. It is crucial that our support is wrap-round to include the home and family and that there is access to highly skilled expertise, in addition to school resources and skills.

We need a well-planned graduated pathway of support. Headteachers and SENDCos have already identified specific areas of support required. For example, support for pupils with attachment issues, in need of therapy, or support due to trauma. This includes developing an established pathway to address children and young people’s social, emotional and mental health needs (SEMh) alongside our wider Local Area initiatives with health partners.

²⁰ We prefer to call ‘Autism Spectrum Disorder’ ‘Autism Spectrum Condition’, but DfE data returns still require us to use ASD for census purposes.

This support might be for development of alternative curriculums, or very specialist and personalised learning for some pupils who present with SEMH but in fact have learning needs, or those who have families in crises or require input from mental health specialists. For children in crises, this might mean access to quality assured Alternative Provision.

Children and young people have told us what helps them at school when they feel vulnerable, so we need to ensure more is available.



Voice of the Child: What helps me at school?



Children and young people in out of borough placements:

We want our current and future children and young people with SEND to access high quality local specialist provision, in their community, whether that is support in mainstream schools (at SEND Support, or with EHC Plans), access to resource provision, SEND units or special school, as far as is practical. Where children and young people do access out of borough placements, we want this to be embedded in strategic planning due to suitability of placement when local options are not appropriate, or due to geographical proximity to their homes.

We want children and young people who have SEND, or who are vulnerable and may have SEND, to have their needs identified early, ensure the right provision in place at the right time, to enable inclusion in mainstream schools. Therefore, our local specialist expertise, in our schools and our outreach teaching services, will be aligned so that children and young people with SEND have their need identified as early as possible and receive prompt support.

We want a flexible range of local provision which meets local needs. Bracknell Forest has always welcomed the government's commitment to the inclusive education of children and young people with SEND and their participation in mainstream education, as set out in the United Nations Convention of the Rights of Persons with Disabilities, which is upheld by the Children and Families Act 2014 and the Equality Act 2010. We also want to ensure that our children and young people with SEND have access to a flexible range of provision.

Alongside a child/young person's entitlement to attend a mainstream school, parents of children with an EHC plan (as well as young people with EHC Plans) have the right to seek a place at a special school, special Post 16 institution or specialist college.²¹

The value of special schools and settings is their important role in providing very specialist places and expertise for children and young people with SEND and in working collaboratively with mainstream and special settings to develop and share expertise and approaches.²²

What we are doing to make a difference

Children and young people with fixed term exclusions with our SEN Support:

We have already, through our pilot hubs project in schools, identified that some children and young people need further assessment for SEND and more personalised curriculums, as well as support between the home and family. **More support needs to be available for children and young people who present with social, emotional and mental health needs (SEMH).** The aim of this project has been to put in additional expert support for our children and young people with SEND who are at risk of, or have had, fixed term exclusions.

This has involved visiting schools with a multi-agency team of specialist teachers (social, emotional and mental health needs, autism and support for learning) and other professionals, including educational psychologists, occupational therapy and social care.

What worked well is joint work between home and school, prompt action by specialist experts to develop a high needs level plan of support and modelling practice. There is need for this kind of expert support, which includes the child's home, to be extended, as well as support for schools to develop alternative curriculums and for some of those in crises, quality assured Alternative Provision.

²¹ Special educational needs and disability code of practice: 0 – 25 years, DfE March 2015

²² As above.

There is work underway to promote alternative curriculums in schools and to share good practice at SEN Support. Our specialist services are under review in relation to direction of travel and capacity to support this.

SENDCo Voice:

“Being part of the hub project has meant prompt action for our pupils, rather than waiting for observations and then more waiting for recommendations”

Voice of the child after Pilot hub identifies need for Alternative Provision:



“The Forest School helps me because I like:

- Learning
- Chopping wood
- Finding out about names of trees
- Working with animals
- Nice teacher who lets me decide what to do
- Feeling safe
- Not having to wear uniform
- I look forward to going when I am back in my school and it motivates me to be good”

This work has been shared with our High Needs Subcommittee, which is working to consider commissioning of services for the future and the direction of our specialist teaching services, which are able to offer both an individualised and strategic approach to identification and support.

Our Health and Well-being strategy identified in 2015 that mental health services for children and young people were poor nationally as well as in Bracknell Forest and that young people’s mental health and well-being should be a priority.²³ The specific challenges in Bracknell Forest were identified as the need for tier 2 services, more acute hospital beds, the need for GPs to have in depth information and services effectively coordinated, with preventative support and early intervention. Also, that a better offer was required for young people approaching adulthood, as well as those over 18 with autism.²⁴

Taking this strategy forward, we are working with health partners to step up the Local Area offer for children and young people’s mental health and well-being, at all levels. This has involved co-producing with young people what support looks like (the Young Health Champions project being piloted in 3 schools), increased access to counselling for young people, both face-to-face (Youth line) and online (Kooth) and improve support for children and young people with ADHD as well as autism. Our Early Help offer for children with SEMH is being improved, for example, the Family Intervention Team deliver training for parents of children who have lived with domestic abuse. However, we know we want to do a lot more and are working to develop a coordinated and jointly commissioned approach for early intervention mental health support to reduce reliance on CAHMs.

²³ Seamless Health” Bracknell Forest Joint Health and Wellbeing Strategy 2016-2020

²⁴ “Seamless Health” Bracknell Forest Joint Health and Wellbeing Strategy 2016-2020

Children and young people in out of borough placements:

The High Needs Sub Committee has a work plan to review our use out of borough placements and assess future direction of travel in relation to developing further places in borough for our children and young people with more complex SEND.

We have reviewed our local specialist provision and commissioned support for two of our resource provisions to step up the offer to our children and young people with SEND. We have commissioned support from a neighbouring authority special school to support this. There has been a recommendation to set up a SEND unit in a primary mainstream school for children and young people with more complex needs who might usually access out of borough placements. This would ensure we have more local highly specialist placements, while at the same time, enabling the local mainstream school workforce to upskill.

We have our capital projects which are aimed at enhancing in-borough inclusive capacity in our mainstream schools. Projects include building additional space to facilitate therapeutic support for primary school pupils with high anxiety (includes yoga, meditation and pilates) and a sensory space for those pupils who have autism and need the sensory experience of special lighting, music and objects. Another is space to deliver early intervention for vulnerable primary school pupils. A secondary project is to increase bespoke small classroom capacity for SEND pupils.

We will use our forecast data to establish future direction for the development of specialist placements and capacity for outreach services.

We are creating capacity to interrogate our data, making greater use of schools' census data and needs analysis. This needs analysis underpins our strategy, alongside the voices of children, young people with SEND and parents and carers, so that children and young people have the best opportunities to achieve outcomes matched to their aspirations. We know we need to develop capacity to take this further.



Priority 3. Build upon existing engagement to further strengthen and improve co-production with children and young people and their parents and carers

Where we are now

Our partnership with the Parent Forum and their support is a considerable strength to the Local Area, both in the review and refresh of the design and delivery of the SEND support and services. Our Parent Forum has worked closely with us, advising and supporting us to bring about improvements for SEND service delivery. This has included Local Area work on EHCP auditing and review, input into commissioning directions with the CCG, supporting us to develop a more user-friendly request form for assessment in our SENDCo forum and a refreshed EHC template and contributing significantly to our preparing for adulthood workshops to provide direction and supporting the refresh of the Local offer. Our partnership work together with the Parent Forum and other stakeholders in the SEND Improvement Partnership underpins the priorities and actions in this strategy.

Where we need to be

We want our children, young people and families to feel confident and empowered as co-producers in the design and delivery of services. The local authority, health partners, education providers and all professionals will benefit from the expertise of our children, young people and families. We want our children and young people to access co-designed sustainable routes for robust partnership working, building on the work of BOOM (Because our Opinion Matters) and SiLSiP (Say It Loud Say It Proud), the Children in Care Council.

What we are doing to make a difference

We are working to develop further the input of the voice of children and young people. There has been a project in schools to take forward our youth engagement strategy to capture pupil voice about what helps them best at school and what their aspirations for the future are. There will be further work to co-produce and design more sustainable routes of engagement.²⁵

Parent Voice:

“Bracknell Forest Council has begun working with children, young people and their parents/carers to enable the transition EHCP to put greater focus on work experience and annual health checks”
(Parent Forum)

²⁵ A positive approach to youth engagement. Bracknell Forest Council

Priority 4. Children and young people to have successful transitions and access robust Preparation for Adulthood pathways, independent living and employment

Where we are now

Children from Early Years have robust support, but where they have SEND, they do not go into primary school with a plan or support, unless they have an EHC Plan.

We have an above average percentage of students who are 16/17 years old, have EHC Plans, are NEET or destinations are not known and a below average number of young people in education, employment or training after Key Stage 5, with SEND. (These averages are compared with statistical neighbour and national averages).

Parents have said they want support for young people with SEND from health services. This includes regular health checks from the age of 14, establish links with dentist and GP surgeries to understand and be trained in addressing the needs of young people with complex SEND. They also favour the use of health passports and personal health and education budgets.

Parent Voice:

“We would like to access easy-to-use access to personal health budgets for our children and young people. And also, to see them involved in designing employment opportunities, as well as being able to access such opportunities via social media” (Parent Forum)

Parents have said they would like easy-to-use access to personal health budgets for their children. They would like to see their children and young people involved in designing employment opportunities, as well as being able to access such opportunities via social media.

Parents also have said they would like more life skills taught within schools and the educational offer for learning to be stretching, rather than at times repetitive. They would like to see greater opportunities for young people to have work experience, either paid or voluntary. Additionally, they would like to see preparing for adulthood as something which starts earlier on in schools.

Young people have said they appreciate choice in ways of learning, for example learning outside, or doing subjects in school to help them with their aspirations for the future.



Where we need to be

Children and young people will experience seamless transitions between phases and they and their families will be confident about preparing for adulthood from early on to ensure they achieve their goals, whether for employment, further or higher education or training.

Supported internships and work experience opportunities offer established pathways to real employment opportunities. Young people will make decisions and take the lead or are supported by people who can advocate for them.

We want year 9 reviews in schools to be robust in Preparing for Adulthood and this to be a curriculum theme for all children and young people.

Preparing for Adulthood: Parent Voices (Parent Forum)



There needs to be sufficiency of local provision for learners with more complex SEND, including those with word profound and multiple learning difficulty (PMLD), autism and with SEMH needs.

The experience of service support for Post 16 young people must be that it is seamless and personalised, bespoke to their needs and aspirations, well-coordinated and timely. We want our young people to access the right education and training provision at the right level in the right location, preferably local, with clear progression pathways.

We want our young people to have robust access to health support, including for social, emotional and mental health needs. Young people and their families need access to understandable information and to know which services are available to help them.

What we are doing to make a difference

The Early Years service is developing a SEND support template to be used to support transition between phases. The High Needs Funding Sub Committee has identified support here as a gap and is considering ways forward.

The SEND Team work with schools to arrange year 5 annual reviews to ensure a smooth transition from primary to secondary school. There is dedicated capacity to provide high quality impartial careers information and guidance for young people to access a full range of options to develop their skills, jobs and sustainable careers. There is also an initiative to develop a preparing for adulthood vocational profile in schools and this is currently being piloted.

The Supported Employment team (called internally as Breakthrough) is establishing an embedded pathway for supported employment in partnership with our local college. There is ongoing work with schools and businesses to increase awareness of the opportunities provided by supported internships through **Elevate**.

We need to continue to develop our offer of support for children and young people's mental health, to ensure that there is available support for those transitioning into adulthood.



Priority 5. Strengthening focus on early identification of children/ young people at risk of presenting social, emotional and mental health needs thereby reducing the need for crisis intervention

Where we are now

We have refreshed our SEND Needs and Sufficiency Analysis. This presents a detailed analysis of the range and scale of need experienced by our children and young people. The characteristics deduced have provided the evidence base for our SEND Commissioning Plan, which has a particular focus on early identification and earlier intervention.

In Bracknell Forest, we recognise the necessity for mental health services to work collaboratively and in partnership with existing service delivery structures, including professionals across universal, targeted and specialist services. This ensures improved identification of need and that children and young people can receive support as early as possible to prevent more serious problems developing. The evolving Local Transformation Plan for children and young people's mental health and well-being in East Berkshire has highlighted the need for dedicated mental health roles for early intervention and funding has been secured to start to bridge this gap in early intervention. Work across East Berkshire CCG, Bracknell Forest Council and Berkshire Health Foundation Trust is currently underway to establish an enhanced Early Intervention Children and Young People's Mental Health Service across the whole of East Berkshire which will build on the existing Early Intervention and Help services that are currently provided. This vision will be to ensure that all children and young people's early intervention mental health services are:

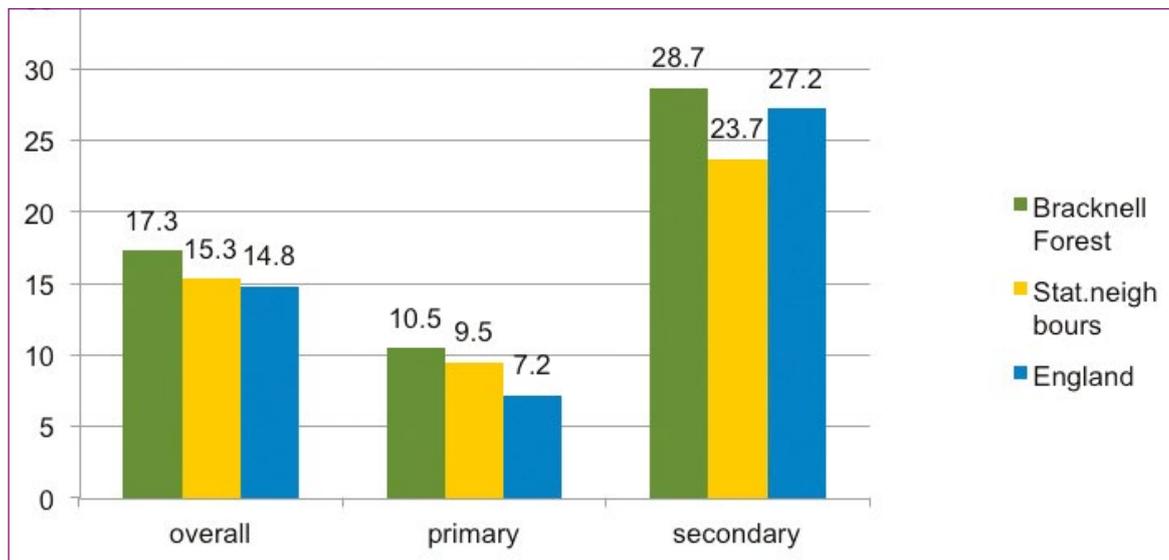
- fully integrated
- offered through a seamless, quality and timely support
- use the innovative IThrive principles

We have developed a new approach to allocating high needs funding to mainstream schools to support earlier intervention and better targeting of resources to meet the needs of pupils with Special Educational Needs. This is done via the Intervention Hub which has a key function to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the Hub has an allocation of reserve funding from the Local Authority which can be accessed where criteria is met and documentation required has been completed. An Education Health and Care Plan is not required to access this funding.

We know that we still need to close the gap even further between our SEND children and young people and those who do not have SEND and ensure the best progress for those who do not access the mainstream curriculum.

We need to reduce fixed term exclusions for children and young people on SEND Support.

Percentage of SEND Support pupils with a Fixed Term Exclusion.²⁶



Our representative Headteachers and school governors on our High Needs Subcommittee have identified that children and young people with Social, Emotional and Mental Health (SEMH) needs are a priority group for support and the most vulnerable to fixed term exclusion.

The Sub Committee have also identified other vulnerable groups of children and young people in potential need of provision and support. These are those arriving in-year and those transitioning from Early Years into School. The detailed work of this subcommittee will help shape not only our financial support but the type of support for children and young people where there is unmet need.

Where we need to be

We want to narrow the gap even further between pupils with and without SEND. For those children and young people with SEND who are not able to access the mainstream curriculum, we want them to have the best opportunities to make progress through bespoke personalised learning pathways and access to alternative in-school curriculums.

Overall, we want children and young people to have their needs met early through improved systems for prompt identification and support. We want to ensure that good practice to support pupils at SEND Support is spread across all schools.

Parent Voice:

“We want to feel confident that EHC Plans and multi-agency assessments are needs-based and have measurable, individual outcomes and reflect current needs and strategies. Therefore, we are participating in and contributing to the Local Area work to review and refresh EHC Planning. We also have had a major role in the refreshed Bracknell Forest EHC Plan template.” (Parent Forum)

²⁶ Permanent and fixed-period exclusions in England: 2016 to 2017 DfE 2018

What we are doing to make a difference

We are working in partnership with our Parent Forum across the local area to review and refresh EHC needs assessment and planning.

We are developing a joint understanding of outcomes across education, health and care and joint pathways, to deliver an improved graduated response to make sure children and young people, and their families, get the right support at the right time.

It is important that our identification of children and young people's SEND is just right, so there is no over-identification of SEND where children and young people instead have other needs which obstruct educational progress, such as health or social care needs. It is important to ensure that effective processes and an improved SEND Support offer is in place for identification of children and young people's educational needs and any health and care needs that affect their access to education.



Appendices

Appendix 1. Definitions: Special Educational Needs:

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them where they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions²⁷

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.²⁸

Special educational provision is additional or different from that which would normally be provided for children or young people of the same age in mainstream schools or colleges, nurseries and early years settings.

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of a language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

²⁷ Special educational needs and disability code of practice: 0-25 years. Jan.'15.

²⁸ Special educational needs and disability code of practice: 0-25 years. Jan.'15

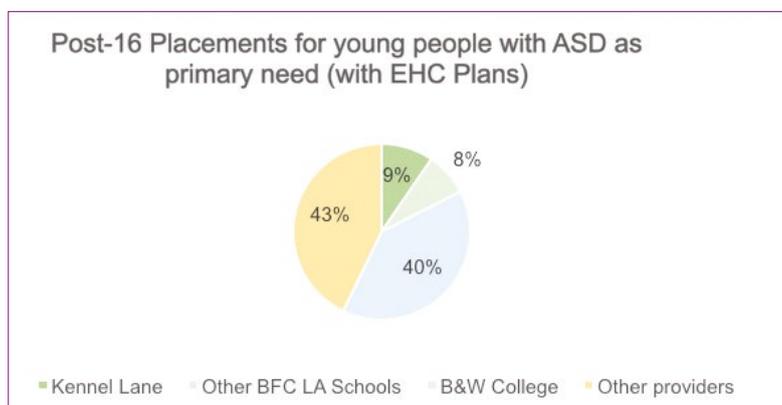
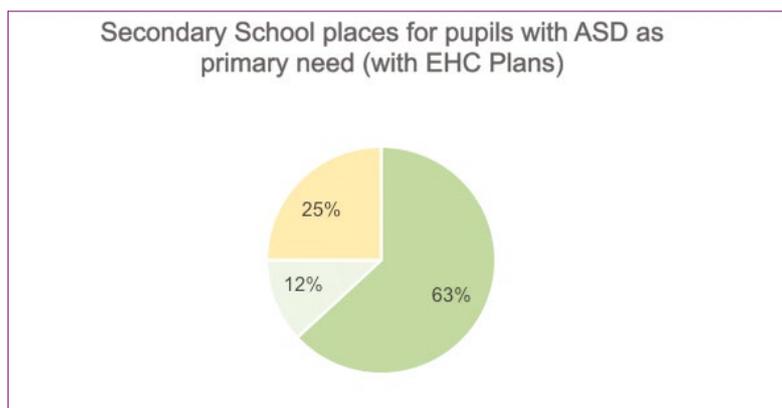
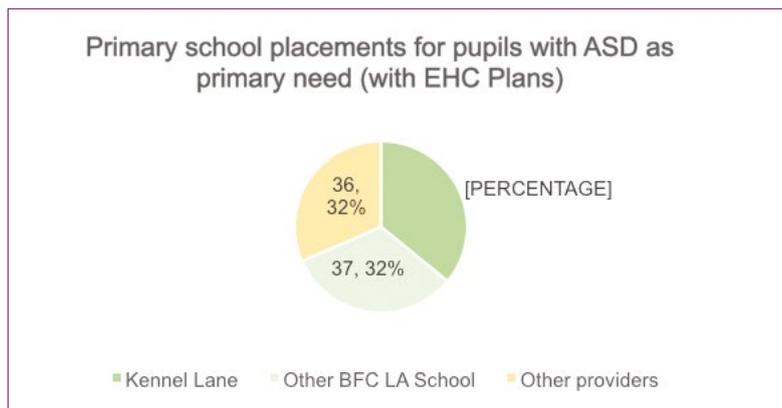
Appendix 2. Statistical neighbours

Statistical neighbours (local authorities which are ‘near’ to us in terms of characteristics rather than geography). Ours are the following (of which we have the smallest school population):

Local Authority	School population
Hertfordshire	218,000
Hampshire	191,000
West Sussex	124,000
Oxfordshire	111,000
Buckinghamshire	94,000
Warwickshire	88,000
Central Bedfordshire	45,000
South Gloucestershire	40,000
West Berkshire	29,000
York	28,000
Bracknell Forest	21,000

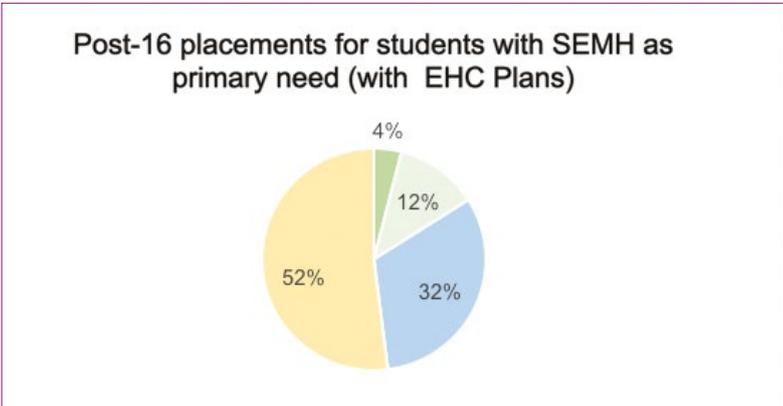
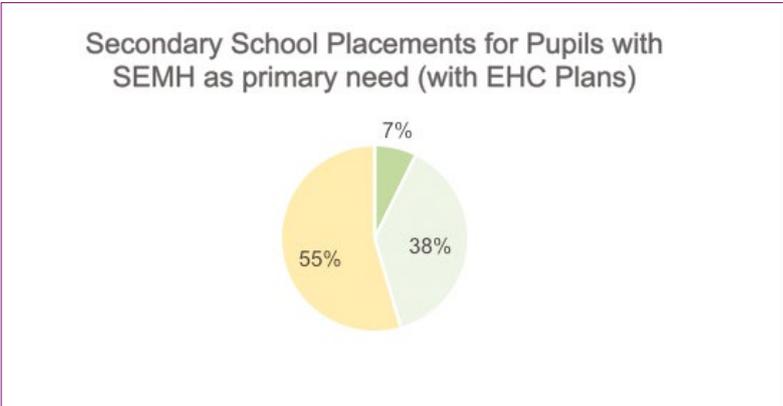
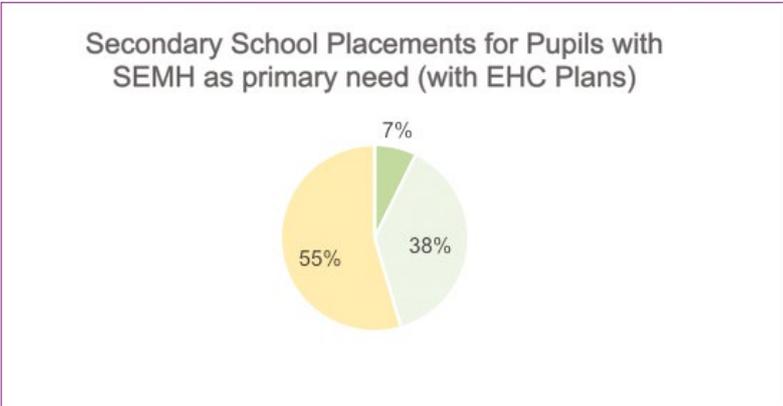
Appendix 3. Detailed placement breakdown of children and young people with ASC and SEMH

Placements for children and young people with EHC Plans and ASC as primary need:



Source: SEN2 Return January 2019

a. Placements for children and young people with EHC Plans and SEMH as a primary need:



Source: SEN2 Return January 2019

Links

Supporting pupils at school with medical conditions. DfE 2014:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2017/18:

<https://www.gov.uk/government/news/ofsted-chief-inspector-launches-her-second-annual-report-on-state-of-education-and-childrens-care-in-england>

Education Inspection Framework, Ofsted, May 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

The Rochford Review: final report Review of assessment for pupils working below the standard of national curriculum tests, DfE Oct.2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561411/Rochford_Review_Report_v5_PFDA.pdf

Provision for children and young people with Special Educational Needs and disabilities, and for those who need alternative provision: how the financial arrangements work. Call for Evidence. DfE May 2019:

https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/supporting_documents/Call%20for%20evidence%20on%20SENDAP%20Funding.pdf

“Seamless Health” Bracknell Forest Joint Health and Wellbeing Strategy 2016-2020:

<https://www.Bracknell Forest-forest.gov.uk/sites/default/files/documents/seamless-health-2016-2020.pdf>

A positive approach to youth engagement:

<https://democratic.Bracknell Forest-forest.gov.uk/documents/s126002/181008%20Barnard%20Youth%20engagement%20-%20A%20positive%20approach.pdf>

Bracknell Forest public health portal:

<http://health.Bracknell Forest-forest.gov.uk/jsna/Bracknell Forest-forest-profile/demography/population/>

Timpson review of school exclusion May 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf

Government green paper on mental health MAY 2018

<https://publications.parliament.uk/pa/cm201719/cmselect/cmhealth/642/64202.htm>

Special Educational Needs and Disability code of practice: 0 – 25 years, DfE March 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Public Health Portal, Bracknell Forest Council.

<http://health.Bracknell Forest-forest.gov.uk/jsna/Bracknell Forest-forest-profile/demography/population/>

If you need this in an alternative format please contact Kashif Nawaz
(People Directorate) on 01344 353318