

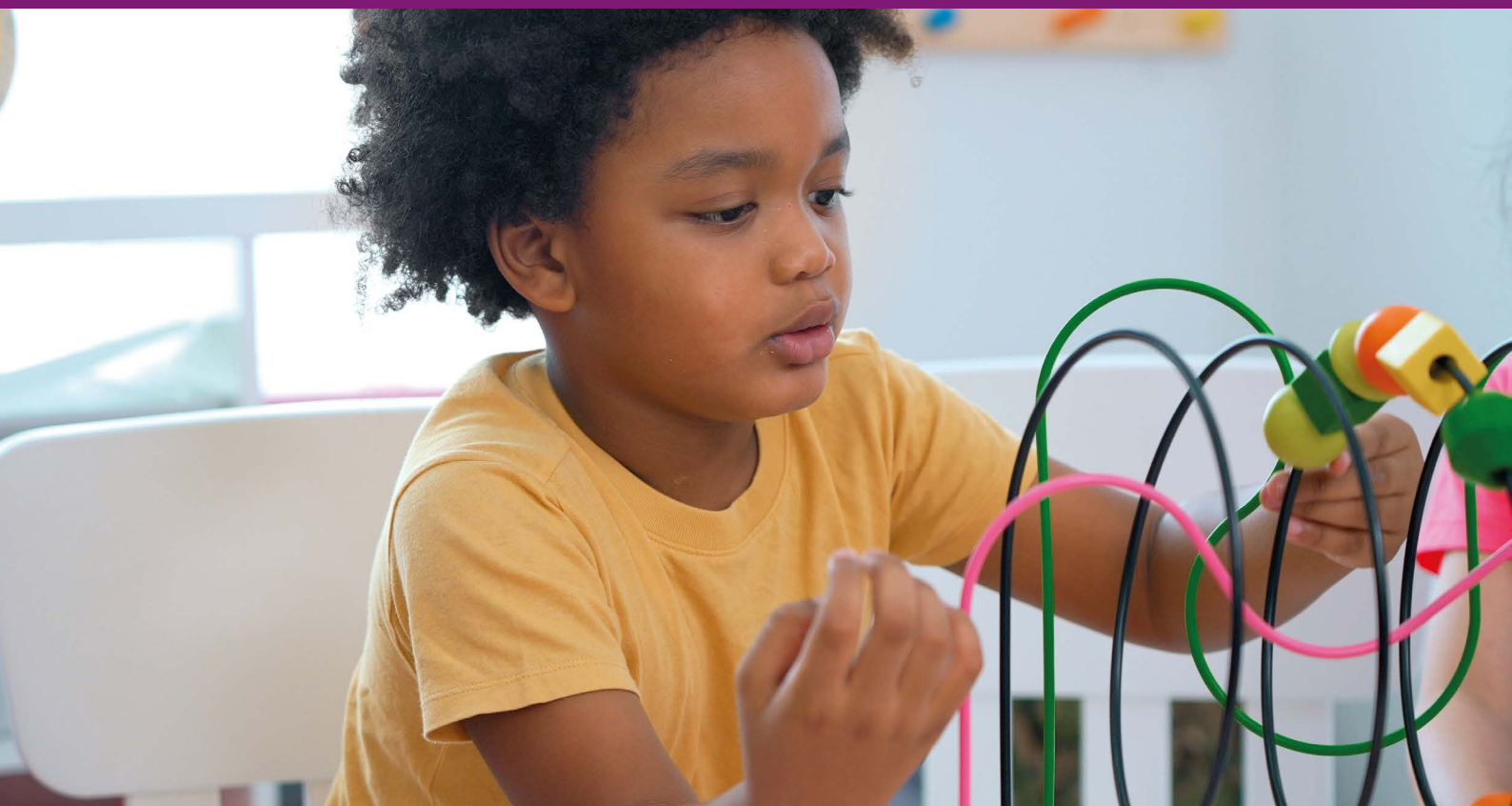


Working Together

Bracknell Forest Special Educational Needs and Disabilities (SEND) Strategy

2023 - 2026





Contents

Foreword	page 3
Introduction	page 4
Strategy on a page.....	page 6
National context	page 8
Local context	page 9
Vision	page 16
Priority 1	page 18
Priority 2	page 19
Priority 3	page 20
Priority 4	page 21
Priority 5	page 22

Foreword

This strategy builds on the work of the Special Educational Needs and Disabilities (SEND) 2020-2022 strategy. It has been jointly developed by Bracknell Forest Council, Frimley Integrated Care System (ICB), Bracknell Parent Carer Forum, education professionals, health professionals, parents, carers and in conjunction with children and young people.

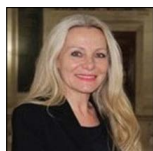
When Ofsted and the CQC (Care Quality Commission) undertook their inspection of special educational needs and disability (SEND) services in late 2021, they highlighted that too many children and young people with SEND do not get the support they need in Bracknell Forest.

We responded by developing a written statement of action (WSOA), published in July 2022, to immediately act and put in place meaningful and lasting improvements. This strategy has been developed alongside the delivery of the WSOA and forms part of Bracknell Forest's response to the inspection.

This strategy goes beyond the inspection and sets out how we will improve the broader outcomes for children and young people into the future.

There will be an ongoing review of both the strategy and the WSOA, to ensure we remain focussed on the right priorities and make solid progress to achieve them, so to improve outcomes for children and young people with SEND.

Signed by:



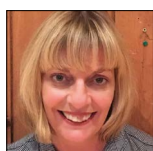
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Introduction

What is this strategy for?

The strategy defines our ambition for SEND to support children and young people to achieve their educational and life outcomes. It describes what children, young people, families and professionals consider to be the most important improvement areas (objectives) for SEND in Bracknell Forest between 2023 and 2026.

The strategy is intended to cover the 'local area' which includes the local authority, the integrated care board, public health, NHS England for specialist services, early years settings, schools and further education providers in Bracknell Forest.

Who is the strategy for?

- children and young people (0-25) with special educational needs
- professionals working in education, health and social care
- partners, such as the parent carer forum and third sector organisations, to understand how they can contribute and support this strategy
- parents, carers and families in Bracknell Forest

How was the strategy developed?

Between June 2022 and March 2023, children, young people, families and professionals were provided opportunities to explore their ambitions for SEND and review the draft strategy. Working together the local area has run:

- five face-to-face community events for parents, carers, children and young people with SEND
- six online events for with parents, carers, children and young people with SEND
- four surveys targeted at parents and carers, education professionals (including SENDCOs and early years), health professionals and local government officers
- one face-to-face supported focus group with children and young people with SEND
- one online focus group discussion with early years leaders
- one face-to-face discussion with headteachers and other staff from education settings
- three online focus group discussions for education leaders (including SENDCOs), health professionals and local government officers

Over 300 people, including 44 children and young people with special educational needs, helped to co-produce our strategy. All these views and ideas have been used to define a strategy that represents our collective ambition.

This strategy has been developed with the support and contributions of children, young people, parents and carers, in addition to professionals. Here are some of the views shared about what changes we want this strategy to deliver and achieve.



Strategy on a page

One vision

Our vision for children and young people with special educational needs and disabilities (SEND) in Bracknell Forest, is they achieve their full potential in their early years, at school and in college and lead happy and fulfilled lives.

Our principles

To achieve this vision, families, support services and educational settings in Bracknell Forest have articulated the principles we expect each other to adopt when working with, or caring for, children and young people with SEND. These are:

- be able to reach the right support (people), at the right time and in the right way
- have services that work in partnership, actively listening to their views
- be able to achieve the best they can in early years, at school, in college and beyond
- have opportunities to attend inclusive, good quality education settings with seamless transitions throughout their academic careers
- have their health, social care and education needs understood and met
- be supported to develop the skills necessary for independence, in learning and everyday life
- have support and access to work experience, voluntary and paid work
- live in a society where people understand, respect and accommodate differences and promote inclusion
- create the conditions that enable parents, carers and young people to share their views, upholding dignity and respect

Five priorities

Working together, our strategic priorities for SEND are:

1. **Early help and professional support** can be accessed at the right time and in the right way to meet the needs of children and young people with SEND.
2. **Local capacity of schools and education provision** meets the current and future needs of children and young people with SEND.
3. **A good and inclusive education** for all children and young people with SEND supporting their education and life outcomes.
4. **Up-to-date systems and processes** provide legal and effective support for children and young people with SEND.
5. To embed the **'Preparing for Adulthood' (PfA)** principles early, ensuring that young people's voices inform effective commissioning, which support positive outcomes.

Who will oversee the SEND strategy?

Planning and delivering the priorities outlined within this strategy will require close collaboration and planning across partner agencies, parents and carers, schools and children and young people. Strong governance, accountability and challenge will be provided through the Bracknell Forest SEND improvement partnership board.



SEND in context



National context

The strategy is set within the national context and our statutory requirements to meet the needs of children and young people with SEND under the requirements of the Children and Families Act 2014. Bracknell Forest has considered the requirements of the new area SEND framework and handbook (January 2023), ensuring that priorities and the local area self-evaluation (SEF) align to the new evaluation criteria set out in the framework.

In March 2022, the Government published the SEND review, Right Support, Right Place, Right Time. This report recognised that the 2014 reforms to the SEND system brought many positive changes. However, too often, children and young people with SEND, and those educated in alternative provision, feel unsupported, and their outcomes fall behind those of their peers. The review has identified three key challenges facing the SEND and alternative provision system:

1. navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families
2. outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure
3. despite the continuing and unprecedented investment, the system is not financially sustainable

The review identified that many parts of the SEND system are not working as well as they should for parents and carers:

- in 2021, during the pandemic, 68 per cent of parents reported that their child's needs were 'not met at all' or only 'somewhat met' in accordance with their EHC plans
- in 2019, 41 per cent of teachers reported that there is appropriate training in place for all teachers in supporting pupils receiving SEN support
- of the 141 local area inspections published by 21 March 2022, 76 resulted in a written statement of action, which indicates significant weaknesses in SEND arrangements

The review concludes there is a need for much greater consistency in how needs are identified and supported. So decisions are based on a child or young person's needs in co-production with families, not where they live or the setting they attend.

This strategy has considered these findings, combined with local data that has been produced with support from the national delivering better value in SEND programme. To identify how Bracknell Forest can best manage its dedicated schools grant (DSG), high needs block (HNB) budget and relevant general fund budgets in a sustainable way.



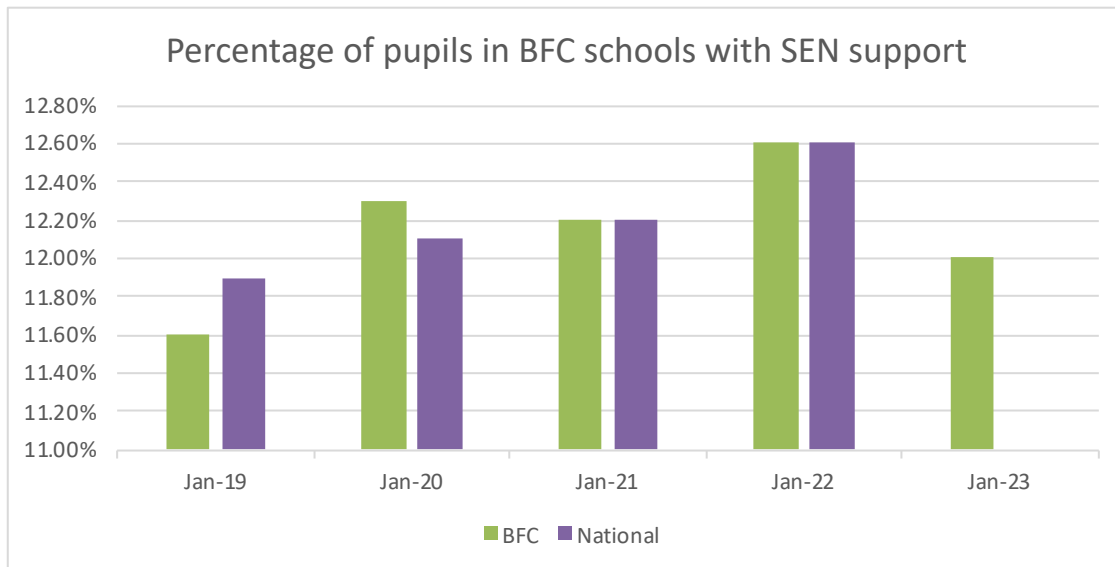
Bracknell Forest context

I. Growth in the SEND population

There are 29 state funded primary schools, six state funded secondary schools and one all-through school in Bracknell Forest. 13 per cent of primary and 14.9 per cent of secondary school children were identified as having either special educational needs requiring SEN support, or an educational health and care plan (EHCP) in January 2023.

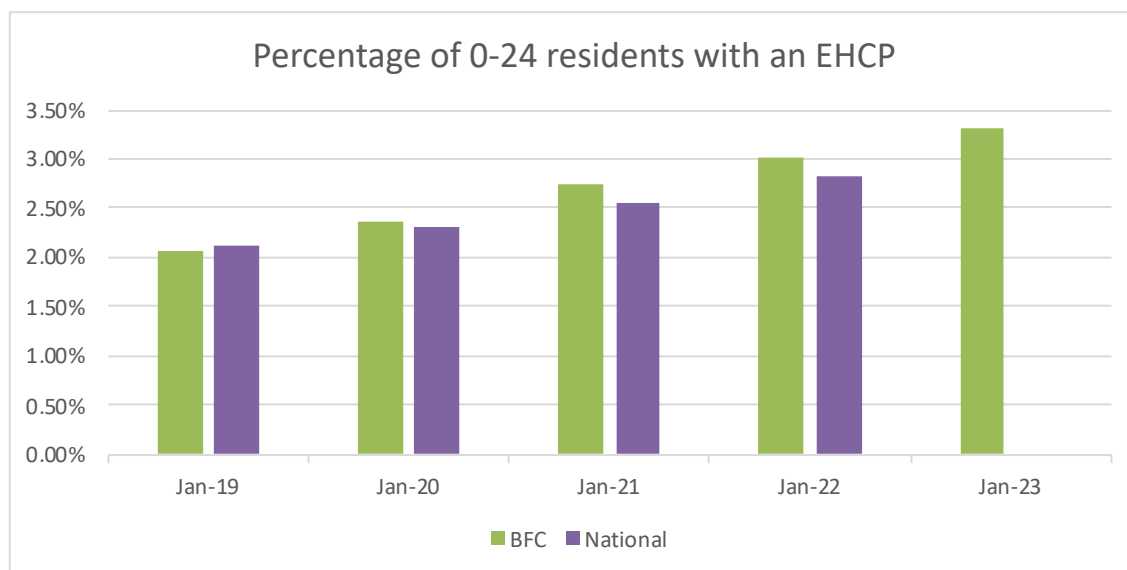
In January 2023, 31.1 per cent of the Bracknell Forest children who are looked after had an EHCP, 10.1 per cent of those with a child protection plan had an EHCP and 13.6 per cent of those with a child in need plan also had an EHCP.

Graph 1: percentage of children and young people with SEN support



The number of EHCPs in Bracknell Forest has increased and is just above the local authority average in England, in terms of percentage of residents. The number of plans has increased by an average of 13.5 per cent in each of the years since 2020. Over the next three years, considerable growth is forecast in mainstream and independent non-maintained school settings (INMSS).

Graph 2: percentage of children and young people with EHCPs



Given that 20 per cent of children with EHCPs are presently educated out of borough, along with the rise in EHCP numbers, significant in-borough capacity will be required to meet this need. This means an increase in the percentage of pupils with EHCPs being educated in mainstream classes, more resourced places and additional special school capacity.



II. Inclusive education and outcomes

The 2022 data has now been published. It shows that at the foundation stage and key stage 1 (KS1), pupils with an identified special educational need do not do as well as those in comparable boroughs (called our statistical neighbours).

Graph 3: EYFS and KS1 pupil progress for SEN support and EHCP with comparison with England

		Bracknell Forest %				England %			
		2017	2018	2019	2022	2017	2018	2019	2022
EYFS	EYFSP Good level of development – EHCP	*	*	0%	0%	4	5	5	4
	EYFSP Good level of development – SEN support	24%	29%	30%	18%	27	28	29	23
Pho	Meeting year 1 phonics standard – EHCP	19%	*	20%	19%	18	19	20	19
	Meeting year 1 phonics standard – SEN support	50%	49%	48%	44%	47	48	48	44
Key Stage 1	KS1 Reading expected or higher – EHCP	19%	*	11%	10%	14	13	13	12
	KS1 reading expected or higher – SEN support	27%	38%	35%	30%	34	33	33	30
	KS1 writing expected or higher – EHCP	19%	*	7%	2%	9	9	9	7
	KS1 writing expected or higher – SEN support	15%	25%	23%	13%	23	25	25	20
	KS1 maths expected or higher – EHCP	26%	*	11%	10%	14	13	14	14
	KS1 maths expected or higher – SEN support	32%	44%	36%	31%	35	36	36	33

In 2022, 18 per cent of SEN support pupils achieved good levels of development in early years foundation stage (EYFS). This represents a decline since 2019 and five per cent below the national average. Progress for phonics in Bracknell Forest was in line with the national average. Key stage 1 reading performance was two per cent below the national average for children and young people with an EHCP, but in line with the national average for children and young people with SEN support.

Key stage 1 writing progress is significantly below the national average for both children and young people with an EHCP and for those with SEN support. For key stage 1 maths, progress is just below the national average for children and young people with an EHCP and those with SEN support.

Graph 4: Pupil progress across key stage 2 (KS2) for SEN support and EHCP with comparison with England

		Bracknell Forest %				England %			
		2017	2018	2019	2022	2017	2018	2019	2022
Key Stage 2 Attainment	KS2 RWM expected or higher – EHCP	*	7	5.9	-	8	9	9.1	-
	KS2 RWM expected or higher – SEN support	*	24	25	-	21	24	25.4	-
	KS2 Reading expected or higher – EHCP	16	19.1	17.6	-	15	16.4	16.4	-
	KS2 reading expected or higher – SEN support	36	45.1	43.8	-	38	43.2	41	-
	KS2 writing expected or higher – EHCP	16	15.2	14.7	-	13	13.1	13.5	-
	KS2 writing expected or higher – SEN support	24	36.8	37.9	-	34	37.7	38.9	-
	KS2 maths expected or higher – EHCP	13	14.9	17.6	-	15	15.3	17	-
	KS2 maths expected or higher – SEN support	40	43.5	48.2	-	41	41.9	46.3	-

For key stage 2, the percentage of pupils at SEN support achieving the expected standard in reading, writing and maths (RWM) was in line with the England average. The percentage of pupils with an EHCP achieving the expected standard in RWM was below the England average.

Graph 5: Pupil progress across key stage 4 (KS4) for SEN support and EHCP with comparison with England

		Bracknell Forest %				England %			
		2017	2018	2019	2022	2017	2018	2019	2022
Key Stage 4 Attainment and Progress	Attainment 8 – EHCP	18.2	20.5	18	17.1	13.7	15.2	15.7	14.3
	Attainment 8 – SEN Support	34.8	37.3	40.5	36	32.6	36.4	36.7	34.8
	Progress 8 – EHCP	-0.95	-	-	-1.31	-1.17	-	-	-1.33
	Progress 8 – SEN Support	-0.4	-	-	-0.47	-0.43	-	-	-0.47
	9-4 English and maths – EHCP	8	20	18	16	11	14	16	13
	9-4 English and maths – SEN Support	34	40	52	35	32	40	42	39
	9-5 English and maths – EHCP	5	6	11	8	6	7	8	7
	9-5 English and maths – SEN Support	22	23	28	19	17	21	22	22

III. Developing independence

Graph 6: Qualifications by age 19

		Bracknell Forest %				England %			
		2019	2020	2021	2022	2019	2020	2021	2022
Qualifications by age 19	Qualified to Level 2 by 19 – EHCP	47.2	48.7	39	-	30.1	28.8	28.8	-
	Qualified to Level 2 by 19 – SEN Support	63.6	65.7	67.7	-	61.2	61.1	62.1	-
	Level 2 including English and maths by 19 – EHCP	19.4	17.9	26.8	-	14.9	14.7	16.1	-
	Level 2 including English and maths by 10 – SEN Support	48.5	38.2	49.5	-	36	36.3	40.2	-
	Qualified to Level 3 by 19 – EHCP	11.1	7.7	22	-	12.5	12.9	14	-
	Qualified to Level 3 by 19 – SEN Support	37.4	37.3	40.4	-	30.9	32.2	35.4	-

In Bracknell Forest, the percentage of pupils qualified to level two and level three by age 19 is well above national averages for both EHCP and SEN support pupils.

Graph 7: Post 16 performance at school

		Bracknell Forest %				England %			
		2019	2020	2021	2022	2019	2020	2021	2022
KS4 Destinations	Education, employment or training after KS4 – EHCP	90	92.1	97.1	-	90.2	90	90.5	-
	Education, employment or training after KS4 – SEN Support	93.1	90.5	91.9	-	89.3	89.1	89.1	-
	Destination not sustained – EHCP	10	5.3	2.9	-	8.2	8.5	7.6	-
	Level 2 including English and maths by 10 – SEN Support	5	8.6	6.5	-	9.2	9.4	9	-

The percentage of EHCP pupils remaining in education, employment, or training after key stage 4 increased from 92.1 per cent in 2020 to 97.1 per cent in 2021. This is seven per cent higher than the national average and places us second amongst our statistical neighbours and 12th nationally.

		Bracknell Forest %				England %			
		2019	2020	2021	2022	2019	2020	2021	2022
KS5 Destinations	Education, employment or training after KS5 – EHCP	85.7	81	88	-	86.7	86.2	83.7	-
	Education, employment or training after KS5 – SEN Support	85.7	87.5	*	-	85.5	84.2	82.2	-
	Destination not sustained – EHCP	10.7	14.3	4	-	8.9	9.1	11.3	-
	Destination not sustained – SEN Support	11.4	10.4	*	-	10.9	12.3	14.2	-

The percentage of students with an EHCP remaining in education, employment, or training after key stage 5 (KS5) has increased to 88 per cent, which is higher than the national average of 83.7 per cent.

Graph 8: Number of post 16 not in education, employment or training (NEET)

		Bracknell Forest %				England %			
		2019	2020	2021	2022	2019	2020	2021	2022
NEET	16/17 year olds in education and training – EHCP	90.5	85	83.1	83.7	88.6	88.5	89.2	88.7
	16/17 year olds in education and training – SEN support	*	*	85.7	83.3	87	87.1	87.7	86.9
	16/17 year olds NEET or Not Known activity – EHCP	7.7	7.3	10.5	8.9	9.2	9.4	9.3	8.5
	16/17 year olds NEET or Not Known activity – SEN support	*	*	10.5	9.3	9.2	9.2	9.6	8.4



Vision and priorities

A shared vision for SEND

Vision

Our vision for children and young people with special educational needs and disabilities (SEND) in Bracknell Forest is that they achieve their full potential in their early years, at school and in college and lead happy and fulfilled lives.



Priority one:

Early help and professional support can be accessed at the right time and in the right way to meet the needs of children and young people with SEND.



Priority two:

Local capacity of schools and education provision meets the current and future needs of children and young people with SEND.



Priority three:

A good and inclusive education for all children and young people with SEND supporting their education and life outcomes.



Priority four:

Up-to-date systems and processes provide legal and effective support for children and young people with SEND.



Priority five:

Children and young people with SEND are prepared for all life stages including their transition to adulthood.

Priority 1:

Early help and professional support can be accessed at the right time and in the right way to meet the needs of children and young people with SEND.

Support and guidance are provided at the right time, with a focus on early intervention and inclusion for children and young people and their families.

Needs assessments and reviews are co-produced with experts, parents and carers, children and young people. They are completed within statutory timescales. Bracknell Forest has the capacity and agility to respond appropriately with timely access to specialists crucial to the identification of need, planning and support.

The universal SEND offer is robust, with a common understanding across all mainstream and specialist provision which is supported by training and sharing of best practice. Leaders prioritise SEND in their improvement plans by acknowledging that SEND is everybody’s responsibility.

How will we measure progress?

- The percentage of assessments completed within statutory timescales.
- Number of Children and Young People (CYP) waiting to access health care services across Child and Adolescent Mental Health Services (CAMHS), therapies, diagnostic pathways
- Progress on the written statement of action, moving from an Ofsted improvement rating to good or better, in support of children and young people with SEND
- Parents, carers, children and young people rating early help and/or professional support as good or better



Priority 1: Early help and professional support can be accessed at the right time and in the right way to meet the needs of children and young people with SEND.	
Ref	Objective
1.1	Establishing clear and co-ordinated single point of referral systems and pathways to support a ‘tell us once’ approach for professionals, parents and carers.
1.2	Establishing frameworks to support settings with the identification of SEND and how to best put support in place through ordinarily available provision.
1.3	Standardising good practice and inclusivity across mainstream settings, promoting the use of SEND reviews and the inclusion commitment.
1.4	Assessment and decision-making systems and processes ensure key timescales are met, provide an accurate view of the child or young person and put in place appropriate provision.
1.5	Reducing waiting times for education and health specialists needed to support the early identification of need, effective planning and personal support.
1.6	Improving information and guidance for parents, carers and young people.

Priority 2:

Local capacity of schools and education provision meets the current and future needs of children and young people with SEND.

There is sufficient capacity in Bracknell Forest to meet the needs of children and young people. Aligned to our school places and capacity strategy 2023 – 2028, secondary and primary specialist resource provision (SRPs) are developed further to broaden provision. This is complemented by greater capacity within the existing specialist provision in Bracknell Forest.

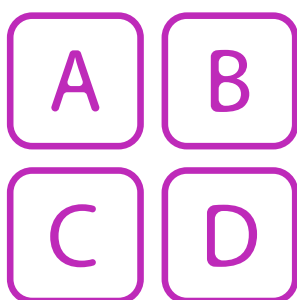
By planning and working together, Bracknell Forest can attract, develop and retain high quality professionals to support the needs of our SEND community of children, young people, parents and carers.

How will we measure progress?

- Percentage of pupils that attend a state funded school in the same area they live
- Percentage of children and young people educated with their needs met within Bracknell Forest.
- Percentage of children and young people placed out of county where educational needs cannot be met locally
- Percentage of children and young people whose needs are not being met in an appropriate setting
- Inspection rating good or better for local provision
- Number of CYP requiring out of county residential care

Priority 2: Local capacity of schools and education provision meets the current and future needs of children and young people with SEND

Ref	Objective
2.1	Creating additional specially resourced provision or units within Bracknell Forest.
2.2	Creating and/or expanding capacity in Bracknell Forest to reduce the number of out of borough placements.
2.3	Developing more provision within the borough by exploring government funding opportunities and maximising the use of current sites and accommodations.
2.4	Creating opportunities for professionals, parents, carers and young people to co-produce by sharing information and best practice.
2.5	Developing a stable workforce, through effective planning to tackle current and future skills / specialists demands to ensure sufficient capacity and capability to support a high performing SEND system.



Priority 3:

A good and inclusive education for all children and young people with SEND supporting their education and life outcomes.

Children and young people with SEND are happy, included, heard, valued and trusted. They are supported by those who know them best to eliminate barriers and achieve their own potential. Integrated and flexible pathways of support are designed to meet their needs, which are as uninterrupted as possible, and enable their progress to continue at an appropriate rate.

How will we measure progress?

- Number and percentage of providers rated outstanding or good in leadership and management by Ofsted (with reference to SEND)
- Overall absence levels and absence for pupils with SEND
- Numbers of suspensions for pupils with SEND
- Number of permanent exclusions for pupils with SEND
- Percentage of children with SEND achieving a good level of development at early years foundation stage (EYFS)
- Percentage gap reducing between children with SEND and those without achieving a good level of development at EYFS
- Percentage of pupils with SEND making sufficient progress at the end of key stage 2
- Reduced percentage gap between pupils with SEND and those without working at the expected level in reading, writing and maths at the end of key stage 2
- Increase in percentage of pupils with SEND attaining a standard pass at the end of key stage 4 and those attaining a strong pass (Attainment 8)
- Increase in percentage of pupils with SEND making expected progress at the end of key stage 4 (Progress 8)



Priority 3: A good and inclusive education for all children and young people with SEND supporting their education and life outcomes.	
Ref	Objective
3.1	Developing support for education settings, including early years, to deliver truly inclusive provision. This will include an understanding of whole school SEND and all staff seeing themselves as leaders or champions of children with SEND.
3.2	Developing approaches in partnership with education settings, including early years, to reduce the number of suspensions and permanent exclusions.
3.3	Strengthening support pathways for children and young people that are vulnerable and out of education.
3.4	Co-producing accelerated training programmes and a breadth of training resources that meet the needs of professionals.
3.5	Training and network opportunities harness the expertise of professionals, parents, carers and young people.

Priority 4:

Up-to-date systems and processes provide legal and effective support for children and young people with SEND.

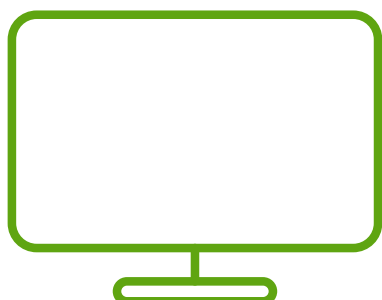
Co-production is understood by all SEND stakeholders and this influences how we plan, design, deliver and evaluate SEND systems and processes. We work closely and seek feedback on how we work and communicate with each other. This is used to strengthen what is working well and work together to tackle issues and challenges. Where disagreements occur, these are explored constructively and professionally.

Trust is at the heart of how we work together, which is achieved by being clear about boundaries and listening to understand preferences and concerns.

Processes and systems are clear, well communicated and understood by professionals, parents and young people.

How will we measure progress?

- Percentage of children, young people, parents and carers that rate co-production or working together as good or better
- Reduction in conflict and tribunal action with families via dispute resolution and mediation
- Increase positive feedback from families and reduction of complaints
- Increased / consistent hits on local offer webpages
- Evidence of lessons learned from complaints



Priority 4: Up-to-date systems and processes provide legal and effective support for children and young people with SEND	
Ref	Objective
4.1	Developing communication and co-production principles which are clearly defined and understood by professionals, organisations, parents and young people.
4.2	Creating processes to ensure the voice of children and young people is integrated and is contributing to planning and decision making based on agreed remits.
4.3	Producing and regularly communicating clear guidance on all aspects of SEND processes, that are understood and consistently observed by professionals.
4.4	Technology and data sharing provides access to the most up-to-date information on children and young people between services and organisations.
4.5	Developing our local offer to provide a comprehensive, modern and accessible advice channel that is understood and valued by professionals, young people, parents and carers.
4.6	Developing the SEND partnership governance to ensure consistent and appropriate representation that is supporting stakeholders to be accountable, deliver value, lead improvements and monitor results.

Priority 5:

Children and young people with SEND are prepared for all life stages including their transition to adulthood.

Transition pathways are clearly articulated and supported, with readily available guidance on what is available at what age for children and young people with SEND. Training and regular information sharing ensures that professionals, parents, carers and young people have the knowledge and skills to make decisions on their future and access the services more relevant to their needs.

Young people are supported to be independent, accessing opportunities to develop their travel confidence and ability to manage their disabilities. Enabling young people to access the courses, volunteering and work opportunities that they want to.

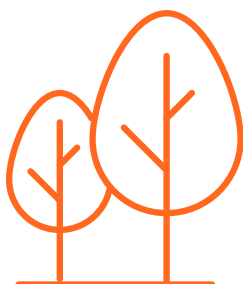
Employers are providing a wider range of supported and unsupported workplace opportunities. This ranges from work experience for 16–25-year-olds through to voluntary positions, apprenticeships, flexible and permanent recruitment.

How will we measure progress?

- The percentage of CYP over 16 and not in education who secure appropriate work, including voluntary roles
- Percentage of CYP that successfully transition into higher education or further education
- The percentage of parents, carers, children and young people that rate transition support as good or better at key life stages
- An increase in the number of employers in Bracknell Forest providing support for young people with SEND to access work and volunteering opportunities

Priority 5: Children and young people with SEND are prepared for all life stages including their transition to adulthood.

Ref	Objective
5.1	Establishing clear transition options, pathways and processes with transition information shared between services, organisations, school settings and further education (FE) providers.
5.2	Embedding regular training and information sharing to ensure that school settings, services and stakeholders understand transitions pathways and processes.
5.3	Creating a wider range of opportunities to promote and support independence.
5.4	Strengthening employability skills support for young people with SEND to access work experience and apply for voluntary and paid for opportunities
5.5	Engaging disability confident employers to provide accessible work experience as well as paid for and voluntary opportunities.
5.6	Co-producing with children and young people with SEND to create more effective information, advice and guidance to support transition and key life stages.





Working Together

Bracknell Forest SEND Strategy

2023 - 2026

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