



Reading Schools' Forum

July 2nd, 2020

Agenda Item 8

SEND update

For decision

For discussion

For information

SUMMARY

This briefing paper gives the context and remit of the SEN review of finance and provision

AUTHOR

Deb Hunter, Head of SEN & Principal Educational Psychologist

Email:
deborah.hunter@brighterfuturesforchildren.org

VERSION

Version number v1

DATE

15.7.20

REVIEW DATE

October 2020

© Brighter Futures for Children

Brighter Futures for Children
Civic Offices, Bridge Street,
Reading RG1 2LU

Company number 11293709

1. Recommendations

1.1 Schools participate in the SEND Review as described in this paper.

2. Background

2.1 The SEND Strategy was agreed at the October 2017 meeting of the Schools' Forum; it was requested that regular updates regarding the progress of the SEND strategy would be brought to each meeting. The agreed priorities are:

- SEND – everybody's business
- Right support / right time
- Local provision that meets local needs
- Making best practice common practice
- Co-production at the heart of what we do: changing the way in which we work together with families operationally and strategically; doing with families, not doing to
- Parents / carers and young people are confident in local provision

2.2 There are 6 Strands to the SEND Strategy to achieve these priorities: Strand 1: Communication; Strand 2 Early Intervention through to Specialist Provision; Strand 3 Consistent approaches to mental health; Strand 4 Short Breaks; Strand 5 Preparation for Adulthood; Strand 6 Preparation for the local area SEND Inspection.

2.3 All SENCOs have been given a Framework to record how they are currently implementing the priorities of the SEND Strategy and what actions the school will put in place to further achieve these priorities.

3. Progress to date

3.1 Number of EHCPs: June 2020 1408 EHCPs in the following sectors:

Mainstream			
Nursery	Primary	Secondary (11-16)	Secondary (16+)
27	279	120	36
Special			
257	379	310	1408

3.2 Reading EHCP by Primary Need

Primary need			The three highest level of primary need are autism, SEMH, and MLD
ASD	SEMH	MLD	
35.9 %	19 %	14.5 %	

NCY	ASD	SEMH	MLD	The breakdown of the percentage of children with an EHCP with a primary need for autism, SEMH and MLD.
Primary %	41.7%	26.2%	37.3%	
Secondary %	58.3%	73.8%	62.7%	

3.3 CYP in mainstream resourced provision and special schools

One of our SEND Strategy priorities is to keep our children and young people local to their communities. Reading has a higher percentage of children and young people in an additionally resourced provisions local to their home. Reading has a higher percentage of resourced provision than our statistical neighbours or England, and we have a lower percentage of CYP attending independent or non-maintained special schools (Table B) or state funded special schools (Table C).

Table A: Percentage of children and young people with an EHC plan maintained by the Local Authority, at an additionally resourced provision ¹				Table B: Percentage of children and young people with an EHC plan funded by the Local Authority at an independent or non-maintained special school			
	2017	2018	2019		2017	2018	2019
Reading %	8.9	7.2	8.1	Reading %	9.0	8.5	7.6
Statistical Neighbours %	4.5	5.3	5.4	Statistical Neighbours %	9.9	11.9	13.0
England %	2.5	3.0	3.2	England %	12.9	13.9	14.9

Table C: Percentage of children and young people with an EHC plan maintained by the Local Authority at a state funded special school			
	2017	2018	2019
Reading %	34.8	34.9	32.3
Statistical Neighbours %	35.8	34.5	33.6
England %	36.0	34.8	33.6

Source: SEN data report table 25

Therefore, we are looking at increasing the additionally resourced provisions in Reading, and increasing the capacity for schools to be fully inclusive.

3.4 Inclusion Fund

We are currently looking at using the Inclusion Fund to fund Educational Psychologist time to support schools using Therapeutic Thinking Schools approach.

3.5 SEN review

We are beginning a review of our SEND finances and provision in Reading.


3.51 Review of Banding:

- Comparison of other LAs bandings
- Number of Reading EHCPs that are at Banding level A, B, C and D, by need, by area of Reading and by school.

3.52 Children and young people who are in a mainstream school (or unplaced) and whose needs have been assessed as requiring a special school placement:

- Audit of their EHCPs and Annual Reviews.
- Review their current provision: Banding level, setting spend (costs) and outcomes

¹ Source: RBC workbook and SEN2 survey 2010-2019 (at January each year). Expressed as a percentage of the total number of statements or EHC plans maintained by each area.

- 
- Comparison of costs if they were placed in a special school
 - Consideration of placement options and provision.

3.53 Questionnaire to all primary schools to ascertain:

- The number of schools that have set up their own 'specialist small class'
- How this is being funded
- Outcomes for children
- Number of children who have been agreed have needs at a level suitable for a special school placement.
- What their current Banding is.

3.54 Developing resources to meet needs:

- Two primary mainstream resource units for Social Communication Difficulties will be in schools in the West and North of Reading.
- Early Years – initial scoping of 2 SCD resources to be based in 2 early years providers.

4. Summary

The SEND Strategy continues to be embraced by all partners and is being embedded across services. The SEN Review will enable us to continue the work on our strategic priorities.

