

Wokingham Borough Spring Term Zoom SEND Update for Families

27 March 2025



Discussion Topics

A) SEND Team Update – Jamie Conran

B) SEND Sufficiency Update – Carey Tulloch

C) SEND Transformation Projects Update – Carey Tulloch

D) SEND & Inclusion Delivery Plan- Ming Zhang

E) Short Breaks Update - Kelli Scott and Hayley Rees

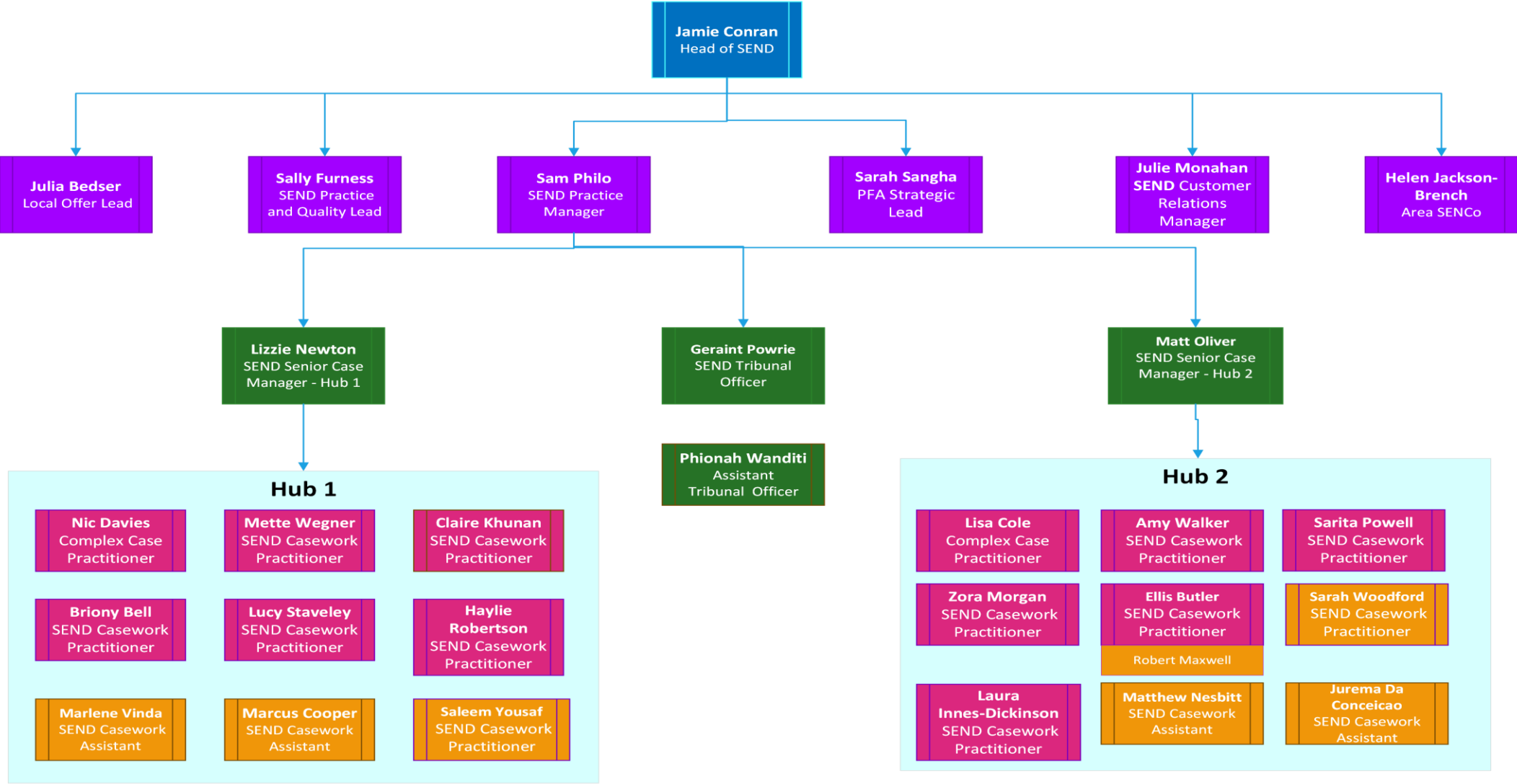
F) Partnership for Inclusion of Neurodiversity in Schools (PINS) - Miranda Walcott

G) Neurodiversity Pathway Update – Miranda / Helen Alderman

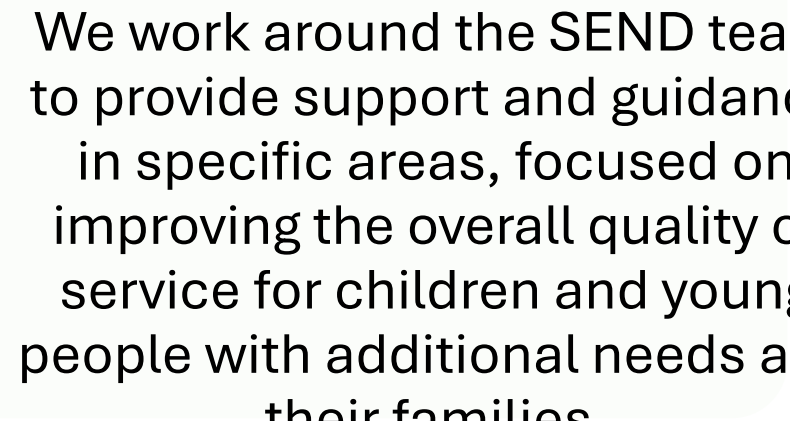
SEND Team Update – Jamie Conran



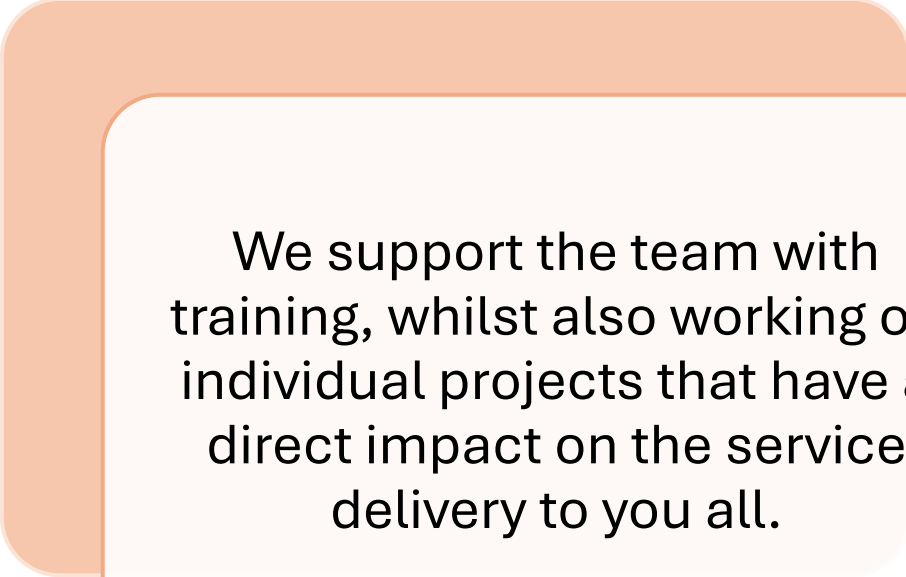
Wokingham Borough Council SEND Service



Who are the SEND Service?



We work around the SEND team to provide support and guidance in specific areas, focused on improving the overall quality of service for children and young people with additional needs and their families.



We support the team with training, whilst also working on individual projects that have a direct impact on the service delivery to you all.

Jamie Conran

Head of SEND

As a champion for children and young people with additional needs and disabilities, I work as a strategic lead across SEND, education, health and social care to support partnership working and ensure children and young people are visible and valued in our Wokingham community and achieve fantastic outcomes.

I am also fortunate to manage the experienced, skilled and committed Officers within our SEND Service!

Sally Furness

SEND Practice and Quality Lead

I am responsible for assuring the quality of EHCPs and improving practice standards within our service. My role includes holding regular multi-agency EHCP audits and sharing the learning with our service and other agencies who support children and young people. I also develop training and processes for our service and other Children's Services colleagues, to ensure improved service delivery.

Sarah Sangha

Preparation for Adulthood Strategic Lead

I develop and promote opportunities across our borough to support young people to prepare for adulthood. I work closely with many local stakeholders and colleges to make sure there are a variety of post 16 education, training and employment opportunities available to young people with SEND, to promote their independence and transition into adulthood.

Wokingham Borough SEND Service

Helen Jackson-Brench

Area SENCO

I provide advice and support to SENCOs and other school staff so that children and young people with SEND have their needs met at the earliest opportunity. I ensure that SENCOs are kept informed about local and national developments and are given opportunities to develop their practice through a monthly newsletter, network meetings, regular training opportunities and a SENCO Induction programme.

Julie Monahan

SEND Customer Relations Manager

My role is to support families with reaching resolutions and to help our service learn from customer feedback. I use the insights gained from feedback to promote service improvements and development. Learning from feedback directly contributes to the work led by Sally Furness, SEND Quality and Practice Lead.

Julia Bedser

SEND Local Offer Co-Ordinator

I help families find the advice and support they need locally. This is called our SEND Local Offer. I do this through our SEND Local Offer webpages, regular newsletters, in-person events and an email service. I also work closely with members of our SEND community, to listen to feedback and develop our Local Offer further.

What does our SEND Team do?

We work with children and young people going through an education, health and care (EHC) needs assessment or who have an education, health and care plan (EHCP).



We are responsible for:

- the EHC needs assessment process
- EHCP annual reviews
- arranging EHCP provision and placements
- supporting joined up working between families, education, social care and health services



We work using a school based allocation model, meaning that children are largely allocated to a worker, based on the school they attend. Where they are not in a Wokingham school, they will be allocated by the nearest school to their home address. This method of work allocation means that we are able to build great relationships with schools, improving our understanding of your child and their the context of their educational placement, both what is working well and what challenges they face in the specific setting.

School Based Allocation and Link Casework Practitioner Model



Support our education settings to manage EHCPs and admissions



Have a good understanding of their allocated settings and cohorts, including any challenges they face



Maintain data about their settings, including a comprehensive list of numbers on roll and which year groups might have spaces



Foster positive and collaborative working relationships to improve the outcomes for all children and young people with additional needs

Role of the Link Casework Practitioner

Communication

- Give settings their direct work telephone number and email. There should be regular communication in a way that is open, transparent and professional by all.

Visibility

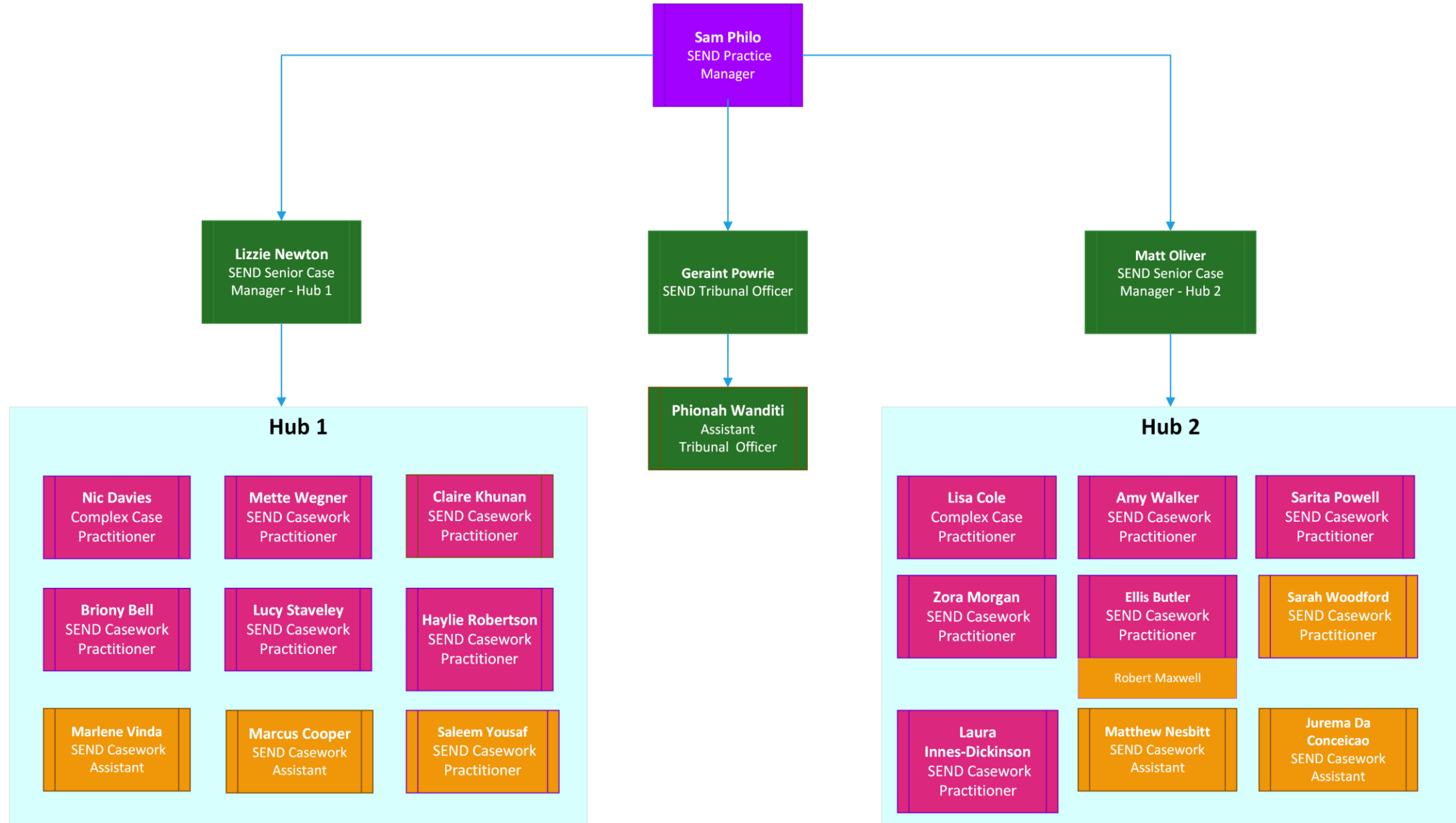
- Arrange in-person meetings with settings on a termly basis to discuss children with EHCP's, challenges that are arising, future requests for EHCNAs, potential placement breakdowns and upcoming annual reviews.

Knowledge and Data

- Be aware of the school context, admissions data, and vacant spaces; and be the first point of contact between the school and the local authority
- Manage all consultations to the setting to support more direct lines of communication.

Who are our SEND Team?

SEND Team



School Based Allocations – Hub 1

HUB 1

SCM - Lizzie Newton

CCP - Nic Davies

CP1 - Claire Khunan

School	Phase
Chiltern Way	Spe
Earley St Peter's	Pri
Grazeley	Pri
Maiden Erleigh	Sec
Odyssey House	Spe
Polehampton Infants	Pri
Polehampton Junior	Pri
Rivermead	Pri
St Sebastians	Pri

CP2 - Lucy Staveley

School	Phase
All Saints	Pri
Bearwood	Pri
Charvill Piggott	Pri
Evendons	Pri
Hamilton	Spe
High Close	Spe
Piggott Infants	Pri
Robert Piggott Junior	Pri
South Lake	Pri
The Piggott	Sec
Walter Infants	Pri

CP3 - Mette Wegner

School	Phase
Emmbrook Infant	Pri
Emmbrook Junior	Pri
Emmbrook Senior	Sec
Hawthorns	Pri
Highwood	Pri
Keep Hatch	Pri
Oak Tree	Spe
The Avenue	Spe
Whiteknights	Pri

CP4 - Briony Bell

School	Phase
Bracknell and Wokingham Co	PFA
Crazies Hill	Pri
Kennel Lane	Spe
Loddon	Pri
Queensmead House	Spe
St Cecilia's	Pri
St Dominic Savio	Pri
St Nicholas Primary	Pri
Waingels	Sec
Wheatfield Primary	Pri

CP5 - Haylie Robertson

School	Phase
Floreat Montague	Pri
Reading College	PFA
The Forest	Sec
Windmill	Pri

School Based Allocations – Hub 2

HUB 2

SCM - Matt Oliver from 1st April

CCP - Lisa Cole

CP 1 - Robert Maxwell (Helen Walden - From CP2 - Zora Morgan)

School	Phase	School	Phase
Addington Upper	Spe	Addington Pre	Spe
Finchampstead	Pri	Alder grove	Pri
Foundry	Spe	Dingleys	Pri
St Teresa's	Pri	Farley Hill	Pri
The Coombes	Pri	Nine Mile Ride	Pri
The Holt	Sec	Oakbank	Sec

CP3.1 - Laura Innes-
Dickinson

School	Phase
Aldryngton	Pri
BCA	PFA
Gorse Ride Infants	Pri
Gorse Ride Junior	Pri
New Barn School	Spe

CP3.2 - Amy Walker

School	Phase
Bulmershe	Sec
Edgbarrow	Sec
Hatch ride	Pri
Winnersh	Pri

CP4 - Sarah Woodford

School	Phase
Beechwood	Pri
Bohunt	Sec
Buckinghamshire College Grc	PFA
Hawkedon	Pri
Hillside	Pri
Radstock	Pri
The Colleton	Pri
Willow Bank Infants	Pri
Willow Bank Junior	Pri
Woodley	Pri

CP5 - Sarita Powell

School	Phase
Lambs Lane	Pri
Oaklands Infants	Pri
Oaklands Junior	Pri
Shinfield Infants	Pri
Shinfield Junior	Pri
Sonning	Pri
St Crispins	Sec
St Pauls Junior	Pri
Westcott Infant	Pri
Westende Junior	Pri

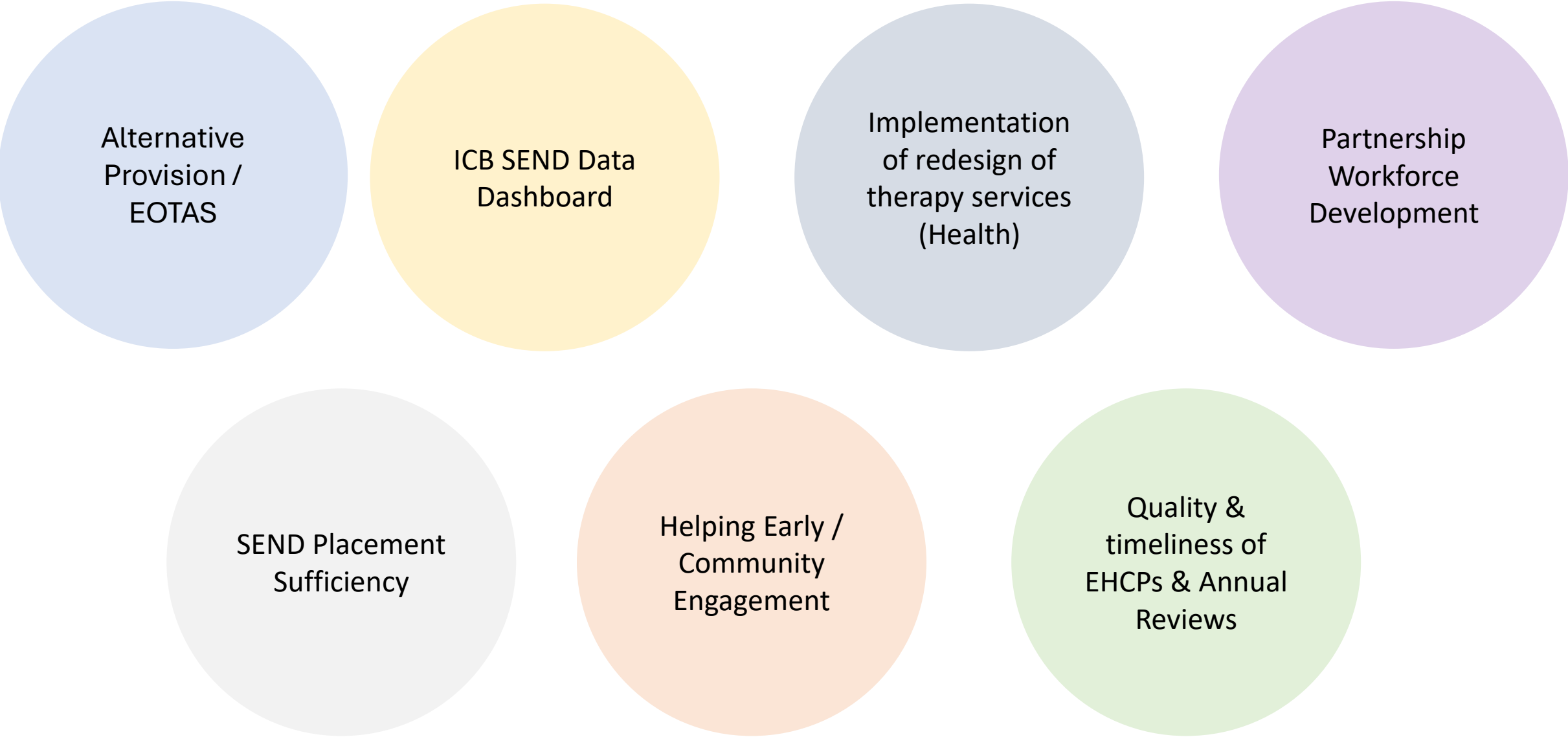
SEND Sufficiency Update – Carey Tulloch

Project Area	Update
GENERAL UPDATE	<ul style="list-style-type: none">• Wokingham’s updated SEND Sufficiency Statement 2025-30 completed• Identified that there will be remaining gaps in specialist provision <i>even once the two new free schools open</i>.• Additional capital funding is therefore being sought to enable the LA to address these remaining gaps.• Recent Govt announcement of additional £740m capital investment in mainstream inclusion nationally but detail is yet to be communicated (so unclear how much WBC will get and how we can use this).• Multiple projects underway or in planning stages to develop new specialist provision for pupils at all ages and stages (see below)• 2 New Free Schools – process being led by the DfE - On-site feasibility underway – Target opening date is September 2028
PRIMARY	<p>RESOURCE BASES / SEND UNITS:</p> <p>Phase 1: Development of Primary RB and Primary Unit, both for Autism (Loddon and Radstock Primaries – NOW OPEN phased to capacity by 2026)</p> <p>Phase 2: Development of Primary RB and Primary Unit, both for SEMH (Target opening date – Academic year 2025/26)</p>
SECONDARY	<p>RESOURCE BASES / SEND UNITS:</p> <p>Phase 1: Development of Secondary Unit for C&I/Autism (Target opening date – academic year 2025/26)</p> <p>Development of Secondary Resource Base for Hearing Impairment (Target opening date - TBC)</p> <p>Phase 2: Development of Secondary Unit for SEMH (Target opening date - September 2026)</p>
POST-16	<p>Phase 1: New Post-16 VI Form (10 places - Target opening date - September 2025)</p> <p>Phase 2: New Post-16 Hub (40 places - Target opening date - September 2026)</p>

SEND Transformation Projects Update – Carey Tulloch

Project Area	Update
Alternative Provision (AP) <i>- Review and reset of current model</i>	<ul style="list-style-type: none">Families have raised concerns about level of oversight and progress of children attending Alternative ProvisionWBC is working closely with schools to introduce a range of improvements:<ul style="list-style-type: none">AP Quality Assurance tool developed and monitoring visits ongoingWe are working with secondary schools to develop a range of in-house AP – inclusion and belonging at the heart of this offerWBC will be investing capital with schools to create space for thisWorking with Foundry College to improve oversight of AP and to ensure schools have access to the right mix of high-quality provisionMulti Agency Inclusion Clinic (MAIC) provides advisory support to schools from a range of partners across health and social care – helping schools to identify and meet needs earlier
High Needs Banding Review <i>- Co-Production with schools of new 'Top-Up' banding system to ensure consistency, efficiency and sustainability across school funding for pupils with EHC Plans</i>	<ul style="list-style-type: none">Investigation showed that Wokingham's funding for EHC Plans was inconsistent between schools and not transparent nor well understoodSince September 2024 WBC worked closely with schools to change and improve the way top-up funding was allocated to support EHC Plans across mainstream and special schoolsMulti-partner team have completed sampling and moderating over 200 anonymised EHC PlansExtensive benchmarking information to compare Wokingham's funding with other areas – comparatively well funded for EHC Plans.New system ensures fairer spread BUT will remain comparatively generousDecided to commission an online tool called Imosphere – used by many other local authoritiesNew system was agreed by Schools Forum on 26/3/253 year process to complete the transition across to new system and will start being phased in immediately from April 2025

SEND & Inclusion Delivery Plan- Ming Zhang



Alternative
Provision /
EOTAS

ICB SEND Data
Dashboard

Implementation
of redesign of
therapy services
(Health)

Partnership
Workforce
Development

SEND Placement
Sufficiency

Helping Early /
Community
Engagement

Quality &
timeliness of
EHCPs & Annual
Reviews

Short Breaks Update

March 2025

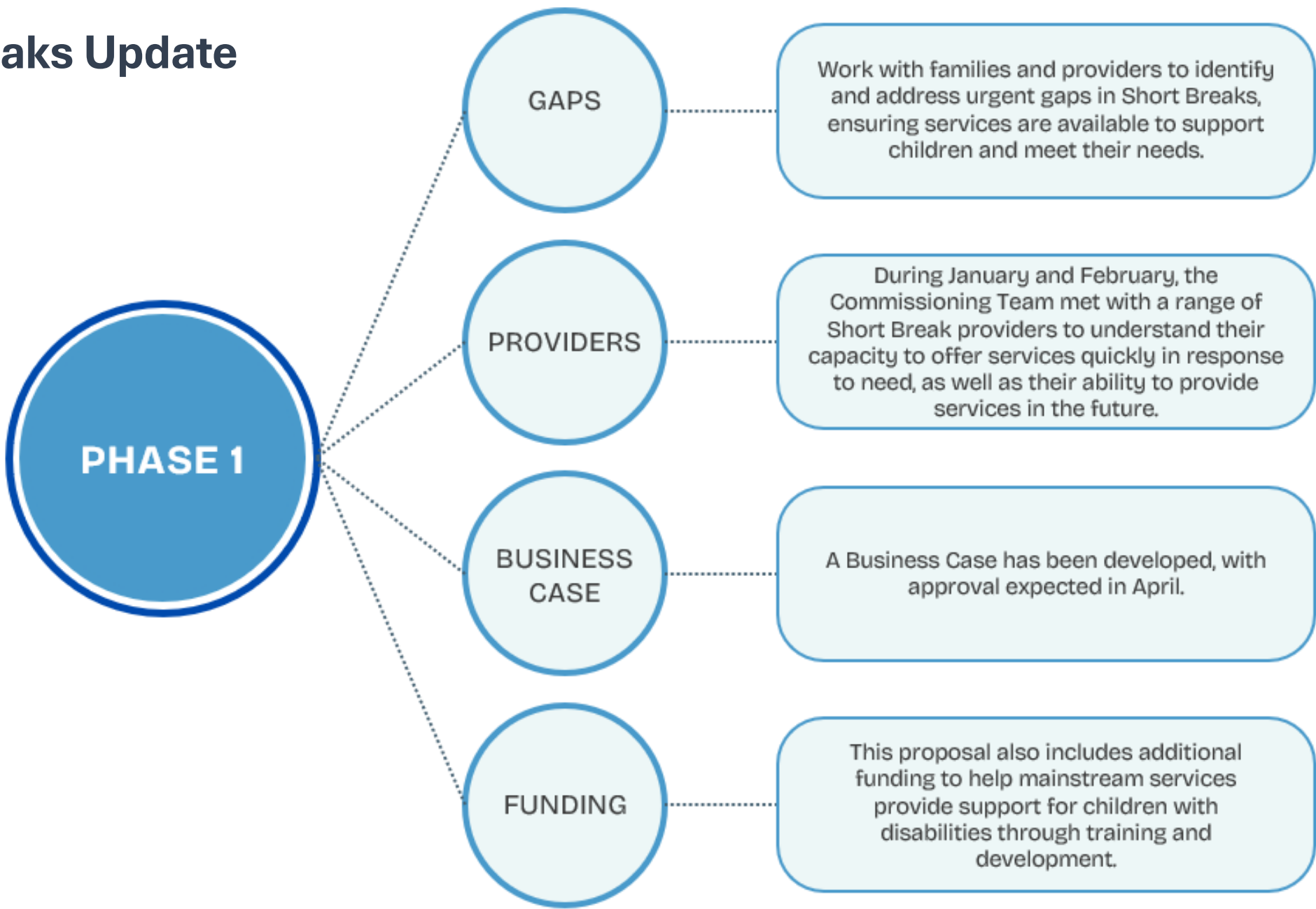
Children's Strategy, Transformation and Commissioning
Team



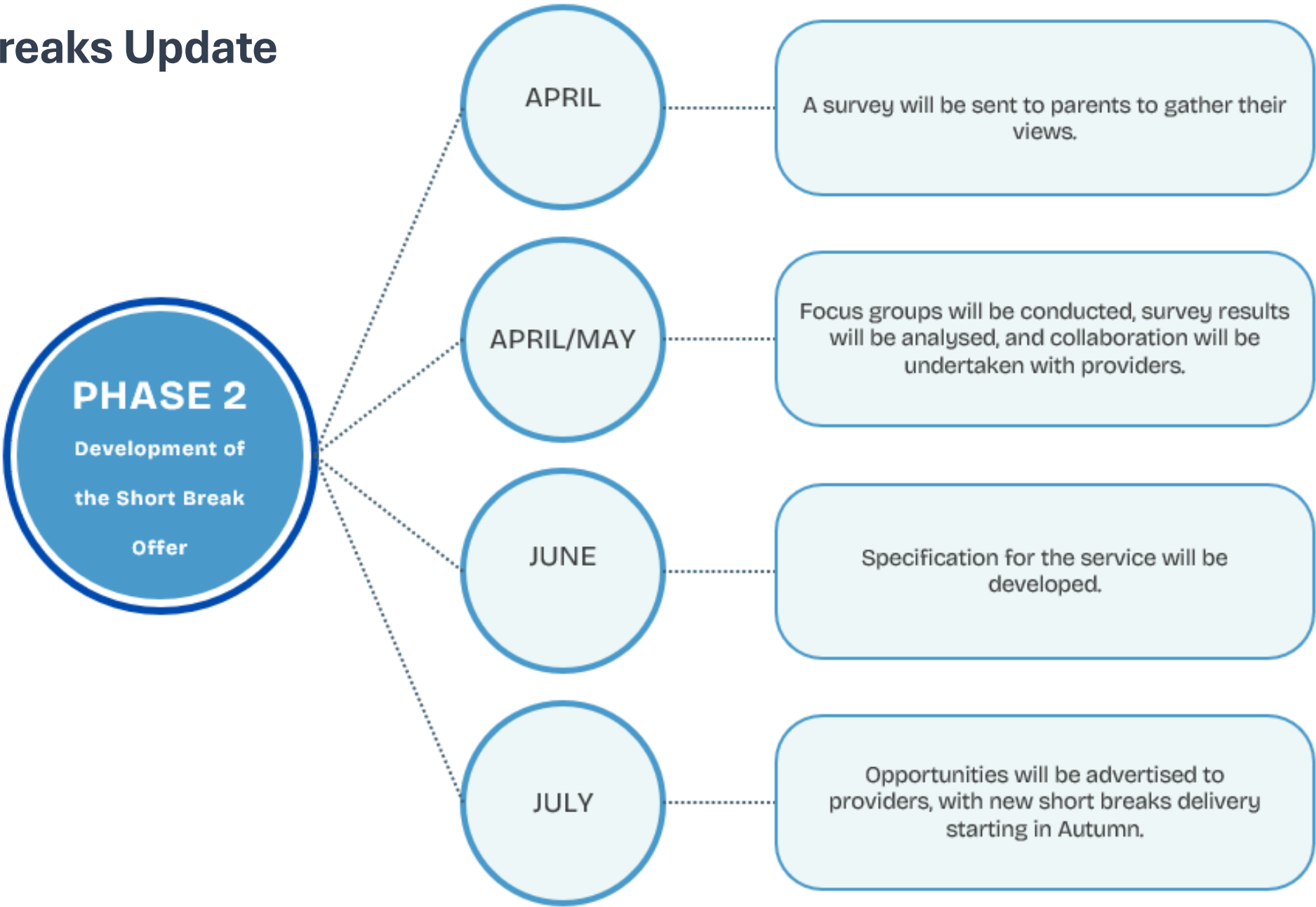
WOKINGHAM
BOROUGH COUNCIL

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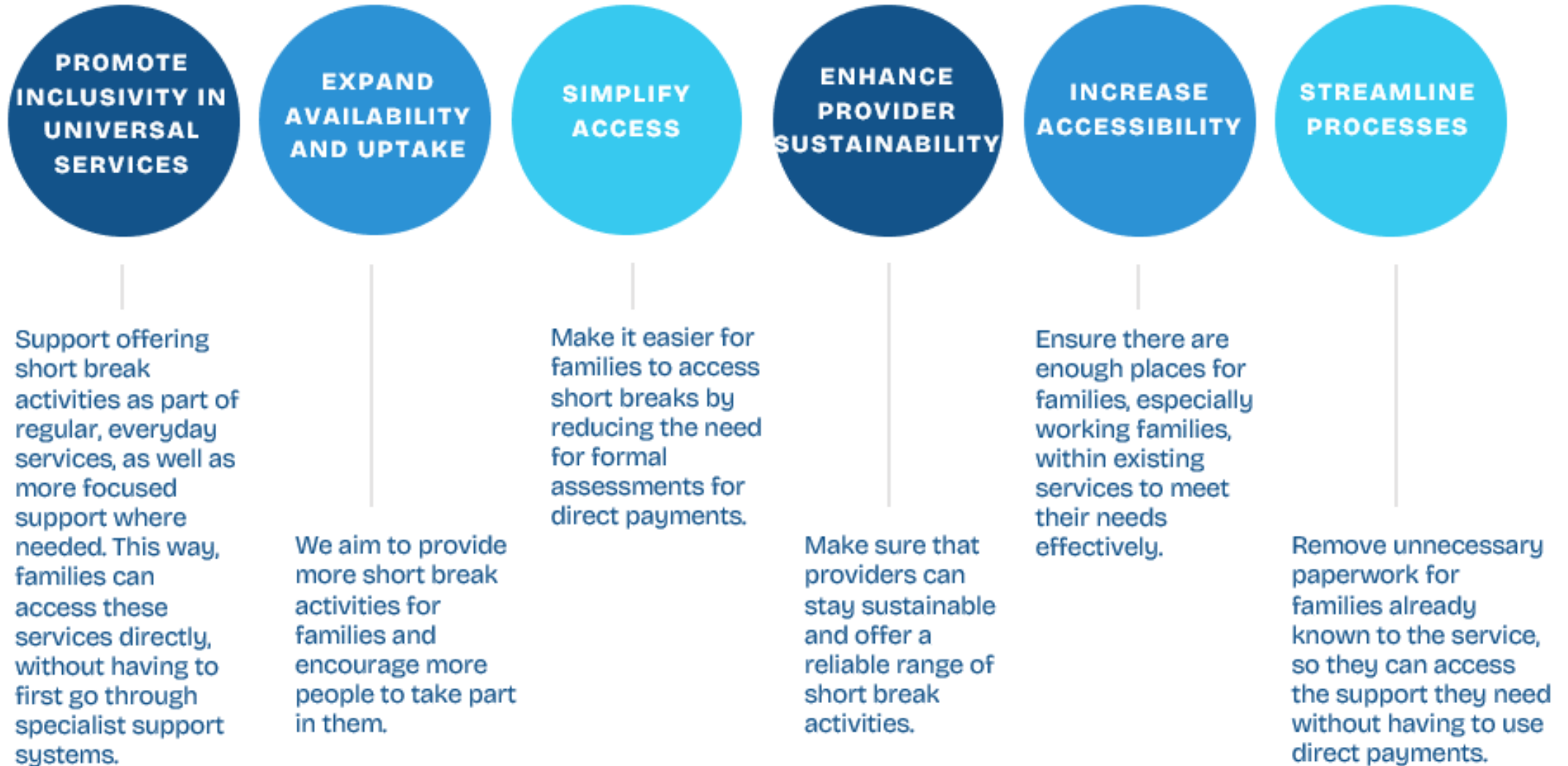
Short Breaks Update



Short Breaks Update



Short Breaks Commissioning Project Objectives



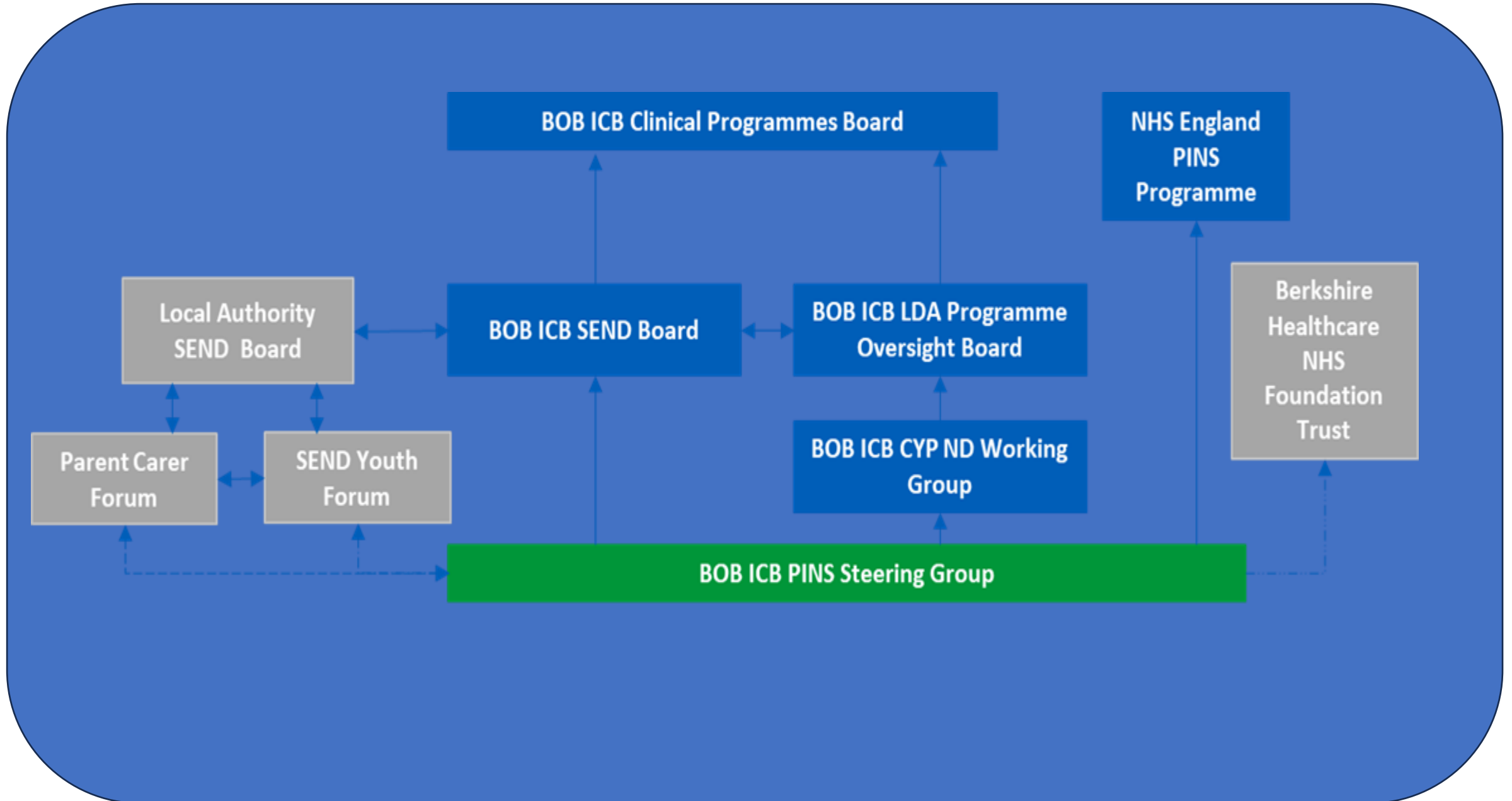
The PINS Pilot programme is a partnership between the Department for Education, Department for Health and Social Care, and NHS England to enable Integrated Care Board (ICBs). It aims to support the development of innovative ways to support the needs of neurodiverse children and families in school settings, learning from the models used in Autism in Schools pilots.

The programme will cover 30 primary schools in Wokingham. Schools will complete self-assessment to identify areas of need and receive equivalent of 5 days of support against a menu of offerings.

ICBs have been asked to lead a partnership with a chosen local authority and parent carer forums to undertake the pilot. It is expected that we use expertise within the local area that can support a whole school approach and the pilot's expected outcomes are:

- Strengthening partnerships between parents and schools
- Develop schools' confidence and expertise in supporting neurodiversity within their classrooms
- Improve the school environment to address low level needs and allow neurodiverse children to successfully engage in learning
- Develop an inclusive culture that improves the efficacy of other interventions and integrations of support.

PINS Governance Structure



PINS forward plan

- Delivery support offer will be mapped against the menu of support offer available in Wokingham local authority, with gaps in the service offer identified to support any potential commissioning that may be required in advance of school feedback.
- Additional commissioning of support to be tailored to the needs of the schools dependent on the outcome of the school and parent/carer self-assessment surveys and will be completed from July onwards. Delivery will not be delayed as the learning walk model will be prioritised as the initial delivery.
- Support from Berkshire Healthcare Foundation Trust to support delivery what is in line with the local offer and neurodevelopmental pathways.
- Use of the model developed in the pilot phase (learning walk) as an initial delivery element to provide equitable support across the ICS.
- Engage directly with all 30 schools to include both parent carers and school leadership teams. Engagement with parents will be face-to-face and virtual to ensure engagement with both working and non-working families.
- The parent carer self-assessment surveys will be completed during May/June and outcomes analysed in June/July 2025, dependent on when the schools are onboarded.

Additional engagement with young people's voices about their experience of school and learning to be applied to the project delivery will be sought from the following groups:

- Me2 Club (Say Yes, SEND Youth Forum)
- Wokingham Borough Youth Council
- School Councils

Neurodiversity Pathway

ACTIONS TO DATE:

Ongoing embedded culture of continuous improvement to ensure we deliver assessment and ADHD treatment in an optimal way i.e. timely and clinically effective, minimising waste and maximising efficiency (lean methodology).

ACTIONS INCLUDE:

- **Significant Increase in Appointments Offered:** Previous service expansion, partnership working with external providers, weekend clinics where possible.
- **Implementation of Updated Referral Process from January 2025:** To help ensure early needs-led support is in place.
- **Significant Expansion of Online Resource:** To help families and schools support children and young people.

WIDER SYSTEM TRANSFORMATION WORK INCLUDES:

- **Partnerships for Inclusion of Neurodiversity in Schools (PINS):** Supporting PINS delivery across Berkshire.
- **System Work:** Ongoing emphasis of importance of needs-led model. There is commitment from BOB ICB and BHFT to work in partnership with the 3 LAs in Berkshire West to coproduce and embed an evidence-based tool to support early identification of need and provision of tailored support in schools.



Implementation of Updated Process

What has changed?

Who Refers: Referrals are now made jointly by families and the early years setting or school in partnership together. Where this is not possible another professional with direct knowledge of the child partners with the family (e.g. HV, SLT, CAMHS clinician, home tutor). This means referrals are made by those who know the child or young person best, based on a shared understanding of their needs, with a focus on what support is or should be in place now.

How To Refer: Families and schools complete an additional information form together and then upload this when they submit the online referral form, together with a copy of the support plan in place. This means that we will have all the information we need from the right people to decide how we can best help and to support effective and prompt triage decisions.

When To Refer: The right time to decide whether a referral is needed is after a robust support plan has been implemented and evaluated. The support plan must have been fully implemented and reviewed for at least six months/two terms (e.g. two Assess Plan Do Review cycles in school, following the SEND graduated response). This supports early needs-led help and ensures children and young people are not added to a waiting list with no help in place.

This approach aligns with the SEND Code of Practice, promoting early identification, inclusive practice, and a child-centred approach. The changes are expected to reduce the wait for assessment over time, and help ensure timely, tailored support for children and young people, without waiting for formal diagnosis.

Details on the updated process and how to support children and young people at home and in school can be found on our website:

cypf.berkshirehealthcare.nhs.uk/neurodiversity

YOU SAID.....WE DID

BHFT have completed the first review of feedback (from the live survey all referrers are invited to complete after every referral and all other feedback received). The survey remains live and review of feedback will be an iterative process to ensure we continue to work with families, schools and other professionals to identify further improvement opportunities.

BHFT have taken the following actions to date:

- We have used the feedback to make some changes to the [additional information documents](#).
- We have added some additional [advice for filling in the additional information document and the online referral form](#).
- We have also used the feedback to add to our [Frequently Asked Questions \(FAQs\)](#).
- Word documents have been reformatted to provide a better experience.
- Some of the wording has been changed.
- We have introduced separate additional information documents for autism and ADHD as well as the combined document.
- We have worked hard to address duplication across the additional information document and the online referral form.
- We have further streamlined the forms and removed some of the questions. As a result, the documents are now shorter.