**WBCIR:15023**

We would like to collect the following information about your service. Please note - where exact figures are unable to be given, please provide us with approximate values.

**Name of Service:** SEN

**Q1 How long has the service been in place?**

We do not hold this information. We know there has been an SEN team since Wokingham became a unitary authority as previous SEND legislation since Warnock report (1978) followed by the 1981 Education Act. Previously Wokingham was part of Berkshire County Council, until it split into six authorities.  
  
The Warnock Report in 1978, followed by the 1981 Education Act, radically changed the conceptualisation of special educational needs. It introduced the idea of special educational needs (SEN), "statements" of SEN, and an "integrative"—which later became known as "inclusive"—approach, based on common educational goals for all children regardless of their abilities or disabilities: namely independence, enjoyment, and understanding.

The 2014 Children and Families Act required LAs to convert previous Statements of SEN to Education Health and Care plans.

**Q2 Is the service a temporary or short term service/project with a fixed end date?**

No

**If yes, please describe:**

Not applicable.

**Q3 Does the service stand-alone or is it part of/a sub-team of another service?**

Part of another service

*If you are a stand-alone service, please skip to question 5.*

**Q4 Please describe what other service or sub-team your service is part of:**

Childrens Services

**Q5 Who commissions the service? If this service is jointly commissioned, please tick all that apply.**

☐ NHS England specialist commissioning

☐ Private individual

x **Local Authority: Education**

☐ Clinical Commissioning Group (CCG)

☐ Local Authority: Social Care

☐ Transforming Care Partnership (TCP)

☐ Private organisation or company

☐ Integrated Care System (ICS)

☐ Voluntary organisation or charity

☐ Sustainable Transformation Partnership (STP)

☐ Other (please describe):

**Q6 If you selected only one commissioner, please skip to question 7. Otherwise, please tell us the approximate percentage of funding that comes from each of the options you selected**

|  |  |
| --- | --- |
| **Option** | **Percentage of funding** |
| NHS specialist commissioning |  |
| Local authority - Education |  |
| Local authority - Social care |  |
| Private organisation or company |  |
| Voluntary organisation or charity |  |
| Private individual |  |
| Clinical commissioning group (CCG) |  |
| Transforming care partnership (TCP) |  |
| Integrated care system (ICS) |  |
| Sustainable transformation partnership (STP) |  |
| Other (*if you answered ‘other’ to Q5*): |  |

**Q7 What are the ages of the children and young people with behaviours that challenge who can access the service? Please tick all that apply**

x 0-4 years x 5-11 years x 12-15 years x 16-19 years x 20-25 years ☐25+ years

**Q8 At what age do children and young people with behaviours that challenge transition out of the service to a service for individuals who are older?**

25 Years

☐ There is no adult service to which they transition to

☐ They stay with the same service/team

*If you answered ‘there is no adult service to which they transition to’ or ‘they stay with the same service/team’ please skip to question 10.*

**Q9 For those children and young people with behaviours that challenge transitioning out of the service, to what service(s) do they transition?** **Please tick all that apply.**

X **Community adult learning disability services**

☐ Community forensic services

☐ Adult Intensive Support Team (IST)/ Behaviour support or PBS team

☐ Other (please describe)

**Q10 What groups of children and young people with behaviours that challenge is the service for (in terms of inclusion criteria for the service)? Please tick all that apply**

x **Children and young people with learning (intellectual) disabilities**

x **Children with global developmental delay**

x **Autistic children and young people who do not have a learning (intellectual disability)**

x **Children and young people who both have learning (intellectual) disabilities and who are also autistic**

x **Other disabled children and young people**

☐ Non-disabled children and young people

x **Other children and young people with particular “diagnoses” (please describe) any SEN**

**Q11 Is the service only for children and young people with behaviours that challenge (even if they also have other support needs)?**

No

*If you selected yes, please skip to question 13.*

**Q12 If you said that the service is not exclusively for children and young people with behaviours that challenge. Please describe who else/what other groups the service is for.**

All SEN

**Q13 Who can refer children and young people with behaviours that challenge into your service? Please tick all that apply**

x **General Practitioners/Primary Care**

x **Pre-schools**

x **Self-referrals/Referral directly from the child’s care**

☐ Social services

x **School – mainstream**

☐ Third sector organisations

x **School- special**

x **Paediatricians**

x **Child and Adolescent Mental Health Services (CAMHS)**

☐ Other health professionals

☐ Other (please describe):

**Q14 In a typical year, approximately how many referrals to the service are received (new and re-referrals)?**

410

**Q15 Approximately what is the current total active caseload for the service of children and young people with behaviours that challenge?**

Last report dated October 2021: 1495

**Q16 For each of the following professional groups, please indicate how many staff in the service are from this background and the approximate full time equivalent for each group. If nobody of this profession works in the service, please answer ‘0’. Please categorise staff by main role. If there are staff in your service from other backgrounds, please indicate these in the ‘other care staff’ option.**

|  |  |  |
| --- | --- | --- |
| **Position** | **FTE** | **Employment Type** |
| Senior SEND Officer (Annual Review) | 0.81 | Permanent |
| Senior SEND Officer (Assessment) | 0.50 | Permanent |
| SEND Case Officer (Assessment) | 1.00 | Agency worker |
| Senior Officer Tribunal & Mediation | 1.00 | Permanent |
| Assistant SEND Team Manager (Assessment) | 1.00 | Permanent |
| Senior SEND Officer (Annual Review) | 1.00 | Permanent |
| Senior SEND Officer (Annual Review) | 1.00 | Agency worker |
| SEND Case Officer (Annual Review) | 1.00 | Agency worker |
| Senior SEND Officer (Assessment) | 1.00 | Agency worker |
| Senior SEN Officer (Assessment) | 1.00 | Permanent |
| SEND Case Officer (Annual Review) | 1.00 | Agency worker |
| SEND Team Manager | 1.00 | Supplier/Consultant |
| SEND Team Manager | 1.00 | Agency worker |

**Q17 Do any of the staff in the service have any specialist training and qualifications (with some certifications such as University or other training provider awards/credits) in behaviours that challenge beyond their professional training? For example, in positive behaviour support?** Yes

*If you selected no, please skip to question 19.*

**Q18 How many staff in the service have had specialist training and qualifications in behaviours that challenge beyond their professional training? *Please enter total number of staff for all that apply.***

Positive behaviour support course

Challenging behaviour course

No information held

Additional comment from Learning & Development Manager (Children & Adult Services):

We are unable to provide any additional information as this relates to higher level training which individuals probably completed prior to working for WBC.

**Q19 What assessment approaches does your service typically carry out for referrals of children and young people with behaviours that challenge?** Please tick all that apply

☐ General health screen/assessment

☐ Functional assessment of challenging behaviour

☐ Medicines/drugs review

X **Sensory assessment**

☐ Mental health assessment

☐ Cognitive assessment

X **Communication assessment**

☐ Autism assessment

☐ Other (please describe):

**Q20 What intervention approaches does your service typically carry out that involve directly delivering interventions to children and young people with behaviours that challenge? Please tick all that apply**

☐ Reducing challenging behaviour using medication

☐ Behavioural interventions that concern behaviours that challenge

☐ Writing a behaviour support plan

☐ Delivering a multi-element behaviour support

☐ Increasing communication skills

☐ Increasing other adaptive skills (e.g., social or independence skills)

☐ Psychological therapies for mental health problems

☐ Physical health interventions

☐ Pharmacological interventions for mental health problems

☐ Psychological / pharmacological interventions for poor sleep

☐ Other therapies (e.g., art therapy, music therapy, play therapy)

☐ Sensory interventions

☐ Other (please describe):

Not applicable, we do not work directly with children/ young people so we wouldn’t do any of Q20.

**Q21 What supports for children and young people with behaviours that challenge does your service typically use that involve supporting others to deliver interventions (e.g., training)? Please tick all that apply**

☐ Mentoring/supervising other staff to deliver a behaviour support plan

☐ Training in assessment and intervention for challenging behaviour

x **Training family carers**

x **Training paid carers**

☐ Consulting on individual cases

☐ Providing resources for families to use at home

☐ Parenting programmes

☐ Wellbeing interventions for families

☐ Other (please describe):

Additional comment from Learning & Development Manager (Children & Adult Services):

We have only highlighted training for family carers and training for paid carers which sits under our remit, however I think several if not all of the other boxes could be ticked – it would require contacting all team or service managers.

**Q22 What outcome domains does your service typically measure for children and young people with behaviours that challenge and their families? Please tick all that apply**

☐ The child and/or young person's behaviours that challenge

☐ The child and/or young person's quality of life

X **The child and/or young person's skills, such as communication skills, social skills, independence skills**

☐ The child and/or young person's mental health (e.g., anxiety, mood/depression)

☐ Family carer well-being and quality of life (including quality of life of the family as a whole)

☐ Family carer experience and satisfaction with services/support received

☐ Other (please describe):

**Q23 What methods does the service regularly use to obtain feedback about the service from children and young people with behaviours that challenge and their families and others? Please tick all that apply**

☐ Interviews with children and young people

X **Interviews with family carers**

X **Interviews with other staff**

☐ Focus groups with children and young people

☐ Focus groups with family carers

☐ Focus groups with other staff

X **Advisory groups with children and young people**

☐ Advisory groups with family carers

☐ Advisory groups with other staff

☐ Service satisfaction questionnaires with children and young people

X **Service satisfaction questionnaires with family carers**

☐ Service satisfaction questionnaires with other staff

X **Professionals and staff from other agencies**

☐ None

☐ Other (please describe):