

READING BOROUGH COUNCIL

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE

22 JULY 2024

QUESTION 1

Jamie Gordon to ask the Chair of the Committee:

ADHD Data

My Name is Jamie, I am an ambassador for ADHD UK here in Reading. My question today is about the department of education & the lack of data on the children within the system who have ADHD & or Dyslexia and how this is affecting the overall outcome of these children. The Autism community has rather successfully managed to make Autism a tracked characteristic. The data is gathered, analysed and used to lobby for change.

My question today is for the education committee:

Do you agree that The Department of Education needs to formalise the recordings of special education needs on a pupil's record?

Do you agree that the SEND flag should be amended to represent children with all conditions?

Should the department of education be including this information as part of their termly data requirements?"

Should you approve my question, I would be very grateful if you could send out this link along with the question to the committee members for a little bit more context.

<https://adhduk.co.uk/political-goals/change-special-educational-needs-reporting-in-schools-in-the-uk/> ?

REPLY by the Chair of the Adult Social Care, Children's Services and Education Committee

I invite Councillor McEwan, the Lead Councillor for Education and Public Health to make the response on my behalf.

REPLY by the Councillor McEwan, Lead Councillor for Education and Public Health:

Thank you for everything that ADHD UK is doing supporting people with ADHD and for raising awareness on these issues.

You are correct that the decisions regarding what data is captured in the national SEND system is taken by HM Government Department for Education.

Reading Borough Council would support the capture of this data, as it would improve our knowledge nationally about how to best meet the needs of our children and young people. If the Department for Education don't capture data specifically regarding children with ADHD and Dyslexia, then the Department can't track the progress of this group of children. A better understanding of the prevalence of ADHD in the population would be helpful in raising the profile of ADHD within schools and ensuring practice in all schools accommodates the needs of these children. I will ask officers to raise these issues in our regular meetings with the Department for Education.

READING BOROUGH COUNCIL

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE

22 JULY 2024

QUESTION 2

Peter Evans to ask the Chair of the Committee:

SEND Places in Reading

In the minutes of this committee from 20th March it is good to see that the shortfall in SEND places in Reading is documented, and that an ACE Task and Finish Group will be established to receive updates on the options for the development of new special school provision.

Where are those children now and what is the short term plan to support those children with additional needs who require a non-mainstream setting and do not currently have a suitable place at school now?

REPLY by the Chair of the Adult Social Care, Children's Services and Education Committee

I invite Councillor McEwan, the Lead Councillor for Education and Public Health to make the response on my behalf.

REPLY by the Councillor McEwan, Lead Councillor for Education and Public Health:

Thank you for your question. The Council has recognised the need for more special school places in the Borough. The report which came to the last ACE Committee set out how we have responded by creating extra places in Additionally Resourced Provision over the past year and our plans to establish new special school provision, an update on which will be provided to ACE Committee in the autumn term.

Children with additional needs requiring but not accessing a non-mainstream setting are having their needs met in a variety of ways.

The majority of children are on the roll of a mainstream school so we can be assured that their education is being monitored, their attendance is being recorded and there is a focus on their educational outcomes.

Some of the children who may require a special school setting when they transfer from primary to secondary school are having their needs met in additionally resourced provision which has expanded in the primary schools to meet those needs.

Some of the children who are on the roll of a mainstream school are also attending alternative provision focused on working with their needs to prepare them to be reintegrated to a more formal school setting whether that is a special school or back into mainstream education dependent upon their presenting needs.

For a small number of children, parents have requested personal budgets to provide alternative provision and in those cases the SEN Case Officers are monitoring the engagement and progress each term with parents.