

## Local area SEND report

This report presents the statistics on SEND available for Windsor and Maidenhead, compared to your selected comparison group of All English unitary authorities. This should help to assess how well arrangements since the reforms are working and compare delivery across local areas.

The aim is to bring local area SEND data into one place, providing an evidence base that can be a starting point for conversations at a local and national level on progress and priorities.

However, this is not a checklist against which local areas should measure performance. These statistics tell only part of the story, and what makes a successful outcome will vary hugely for individual children and young people.

Much of the information below is education-focused - this is because most of the data available currently relates to education. The Department for Education is working with the Department of Health to link data from their Children and Young People's Health Services Data Set to the national pupil database, as this will increase health data for SEND pupils significantly. We hope to add this data to this report once available.

### Report Contents:

- Local area SEND information
- Implementation of the reforms
- Attainment of pupils with SEN
- Preparation for adulthood
- Experience of the system

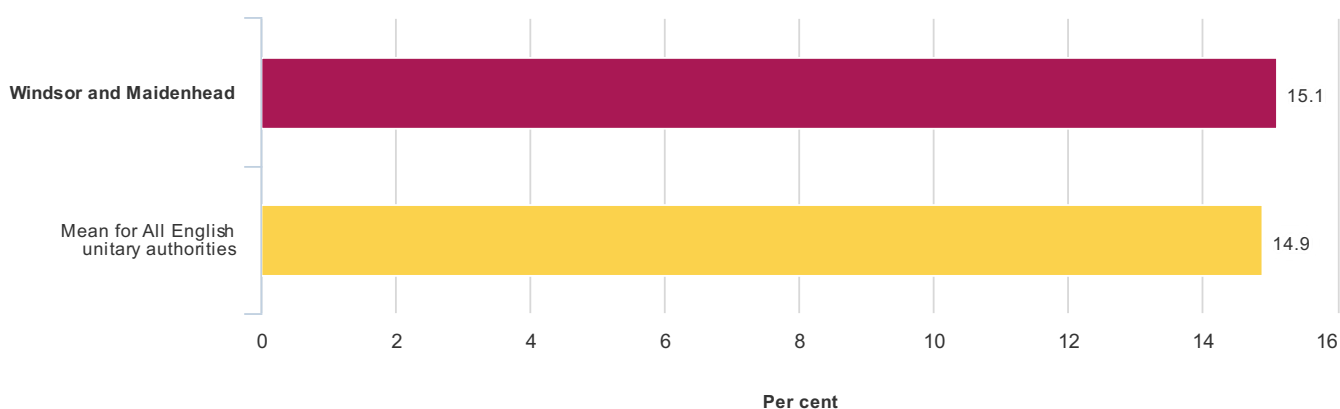
The metrics below are those available at a local authority level currently, which relate to SEND. If there are other metrics which meet this criteria that you think would improve the report, or you have any other feedback on how we could improve the report, please contact us by emailing [send.research@education.gsi.gov.uk](mailto:send.research@education.gsi.gov.uk).

The data in the metrics below will update automatically each time the latest data is published. If any values are missing from the database a 'no value' will appear, this is because a figure was not available from published sources. Please use the feedback form: <http://lginform.local.gov.uk/feedback> if you have any technical queries regarding the report or the data collections used.

## Local area SEND information

In Windsor and Maidenhead 15.1% of pupils have a have a statutory plan of SEN (statement or EHC plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 14.9% across All English unitary authorities. NB these figures, and those in the first three charts below, are for pupils attending schools in Windsor and Maidenhead. They do not include children and young people for whom Windsor and Maidenhead is responsible but has placed out of borough.

**% of pupils with SEN (2015/16 (academic))**

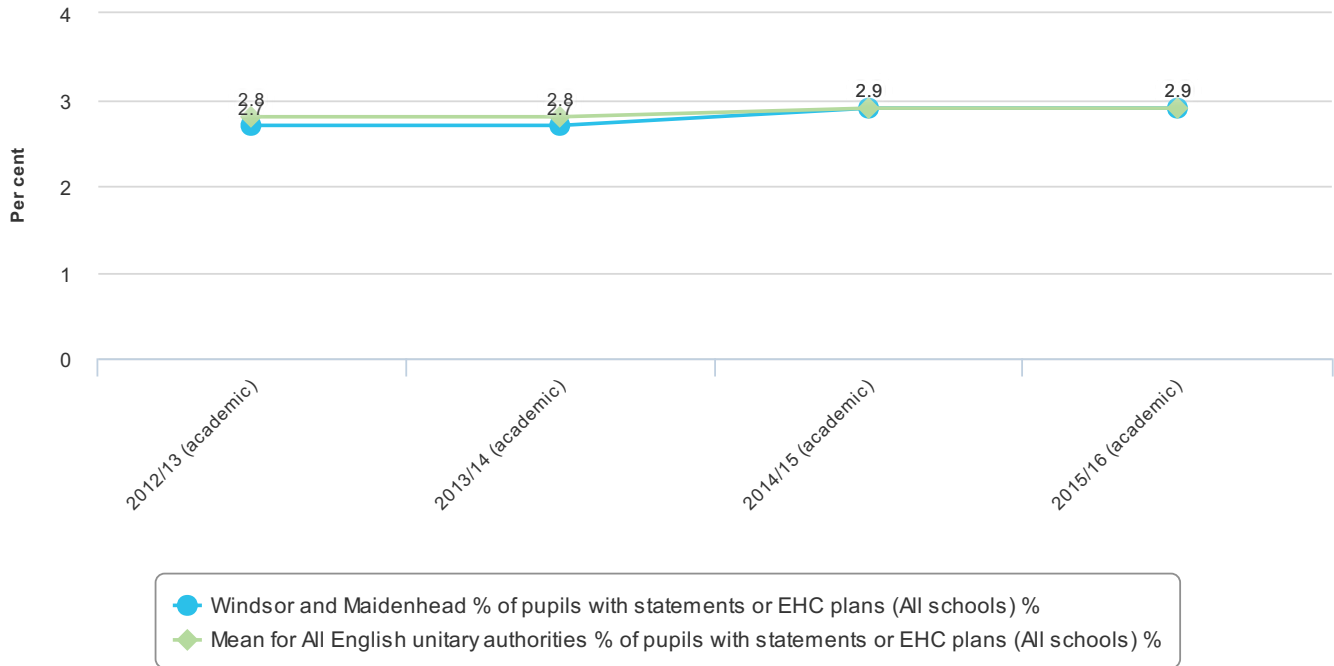


**Source:**

Metric ID: 2212, Department for Education, Special Educational Needs in England

Across All English unitary authorities, the proportion of pupils with statements or education, health and care (EHC) plans ranges from 1.5% to 4.5%. Windsor and Maidenhead has a value of 2.9%, compared to an average of 2.9% in All English unitary authorities.

### % of pupils with a statement or EHC Plan

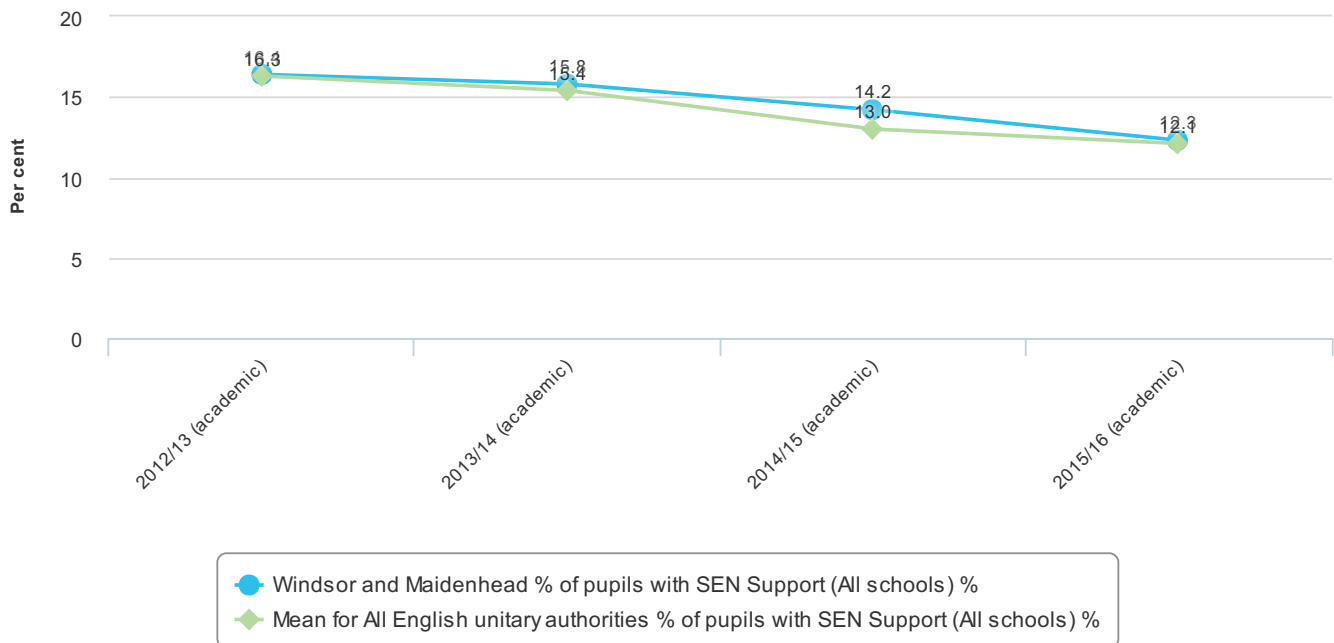


Source:

Metric ID: 2213, Department for Education, Special Educational Needs in England

For SEN support the proportion for All English unitary authorities ranges from 7.0% to 16.7%. Windsor and Maidenhead has a value of 12.3%, compared to an average of 12.1% in All English unitary authorities.

### % of pupils with SEN Support in all schools



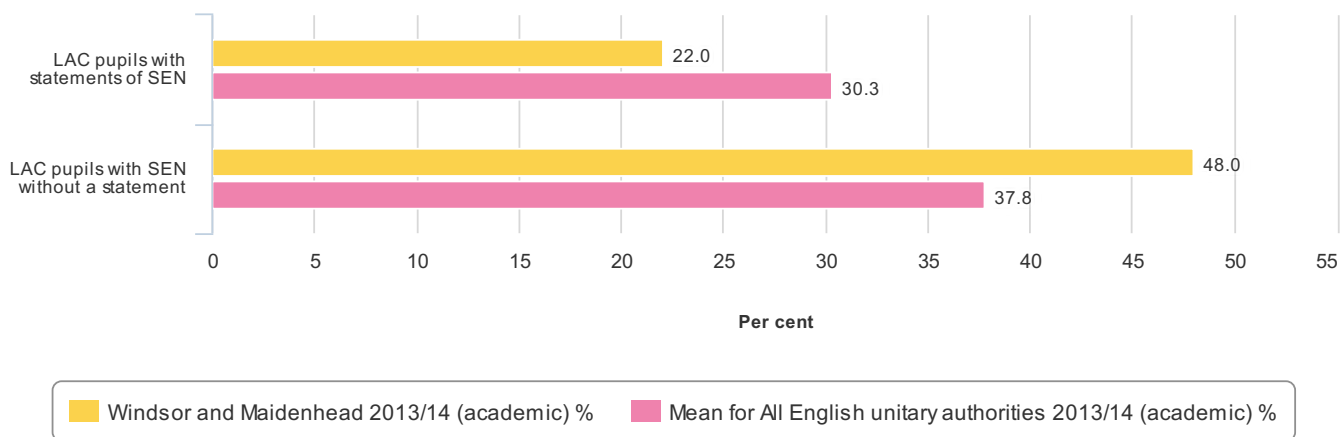
Source:

Metric ID: 2214, Department for Education, Special Educational Needs in England

## Looked after children and children in need

Looked after children are defined as those looked after by the local authority for one day or more. In Windsor and Maidenhead, 48.0% of looked after children are on SEN support, compared to 37.8% in All English unitary authorities. 22.0% of looked after children in Windsor and Maidenhead have a statement of SEN or EHCP, compared to 30.3% in All English unitary authorities.

### % of looked after children with statements of SEN and % looked after children with SEN without a statement (2013/14 (academic))



#### Source:

Metric ID: 2133, Department for Education, Outcomes for Children Looked After by Local Authorities in England

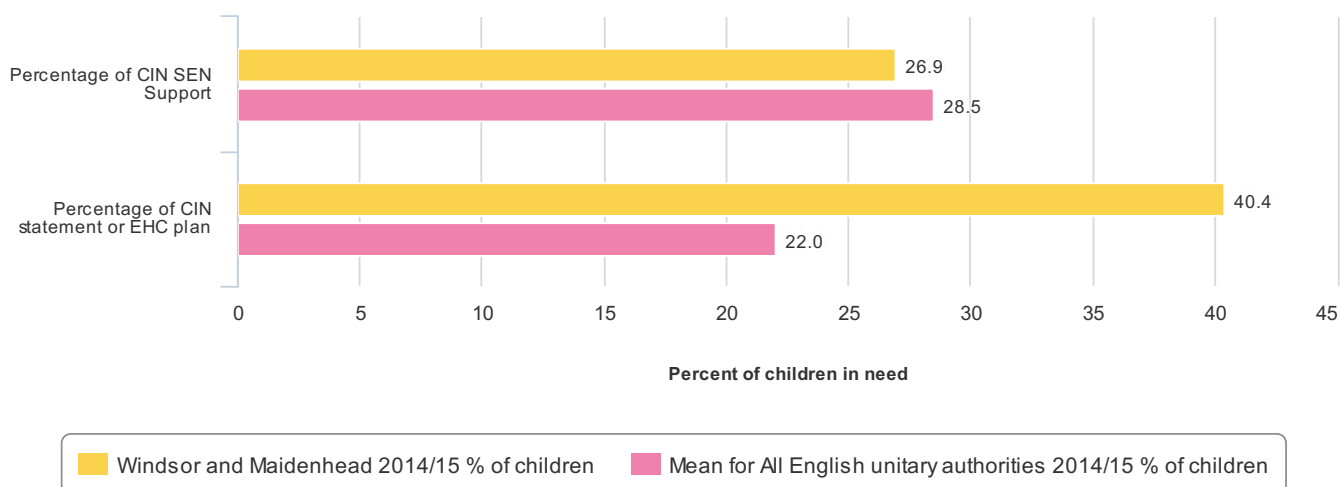
Metric ID: 2134, Department for Education, Outcomes for Children Looked After by Local Authorities in England

## Children in need

Children in need are defined in law as children who need local authority services to achieve or maintain a reasonable standard of health or development, need local authority services to prevent significant or further harm to health or development, or are disabled.

In All English unitary authorities, 28.5% of Children in Need are on SEN support and 22.0% have a statement of SEN or EHC plan. In Windsor and Maidenhead, 26.9% of children in need are on SEN support and 40.4% of children in need have a statement of SEN or EHC plan.

### % of children in need with SEN support and % of children in need with statements or EHC plans (2014/15)

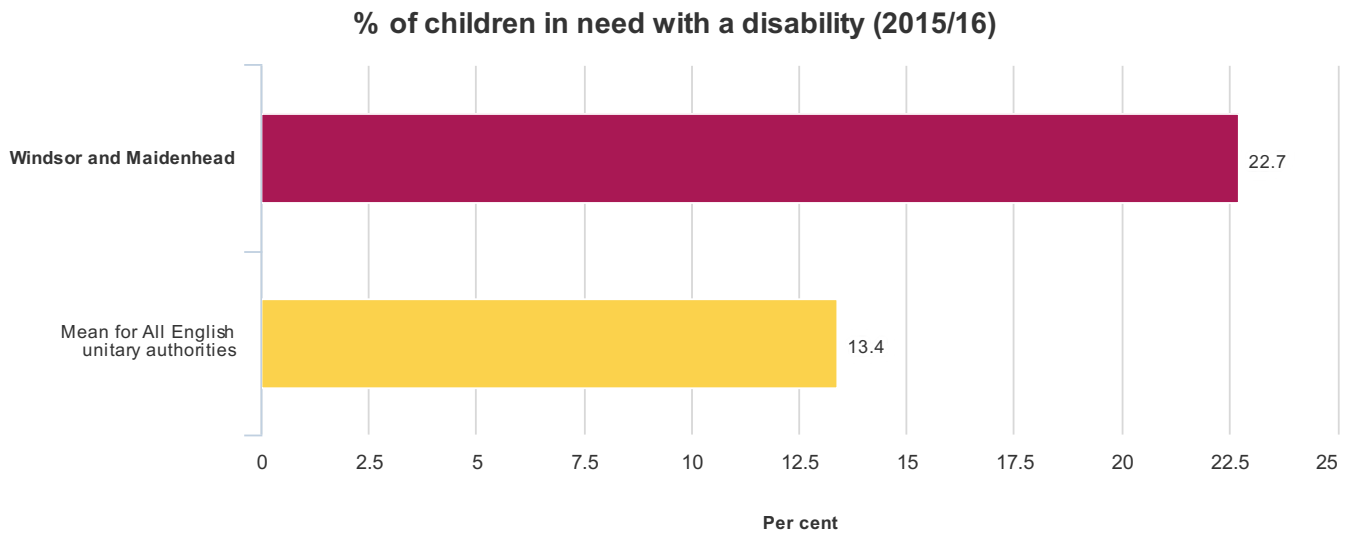


#### Source:

Metric ID: 4852, Department for Education, Characteristics of Children in Need in England: Outcomes tables

Metric ID: 4855, Department for Education, Characteristics of Children in Need in England: Outcomes tables

In Windsor and Maidenhead, 22.7% of school-age children in need have a disability, compared to 13.4% in All English unitary authorities.

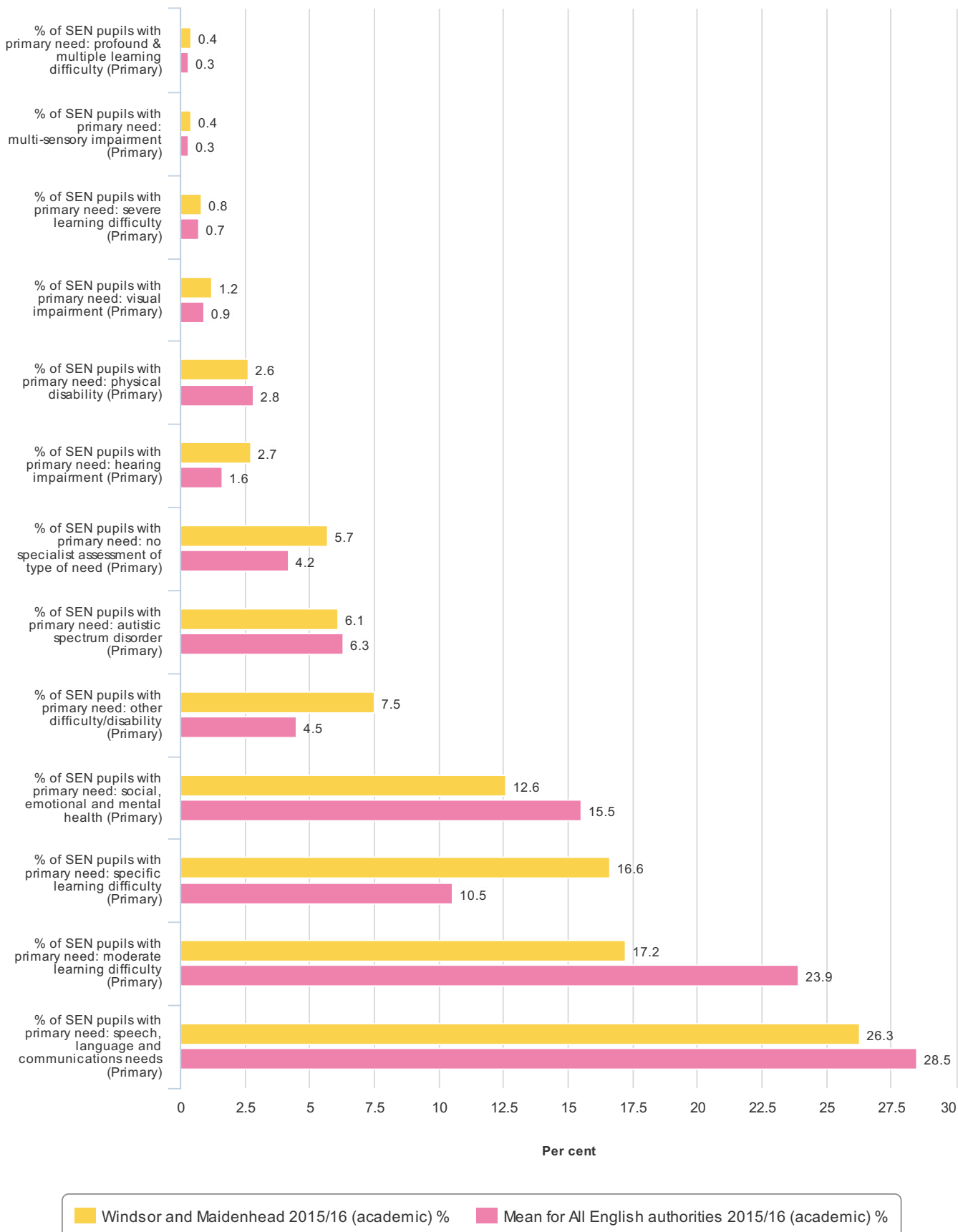


**Source:**  
**Metric ID:** 2246, Department for Education, Characteristics of Children in Need in England

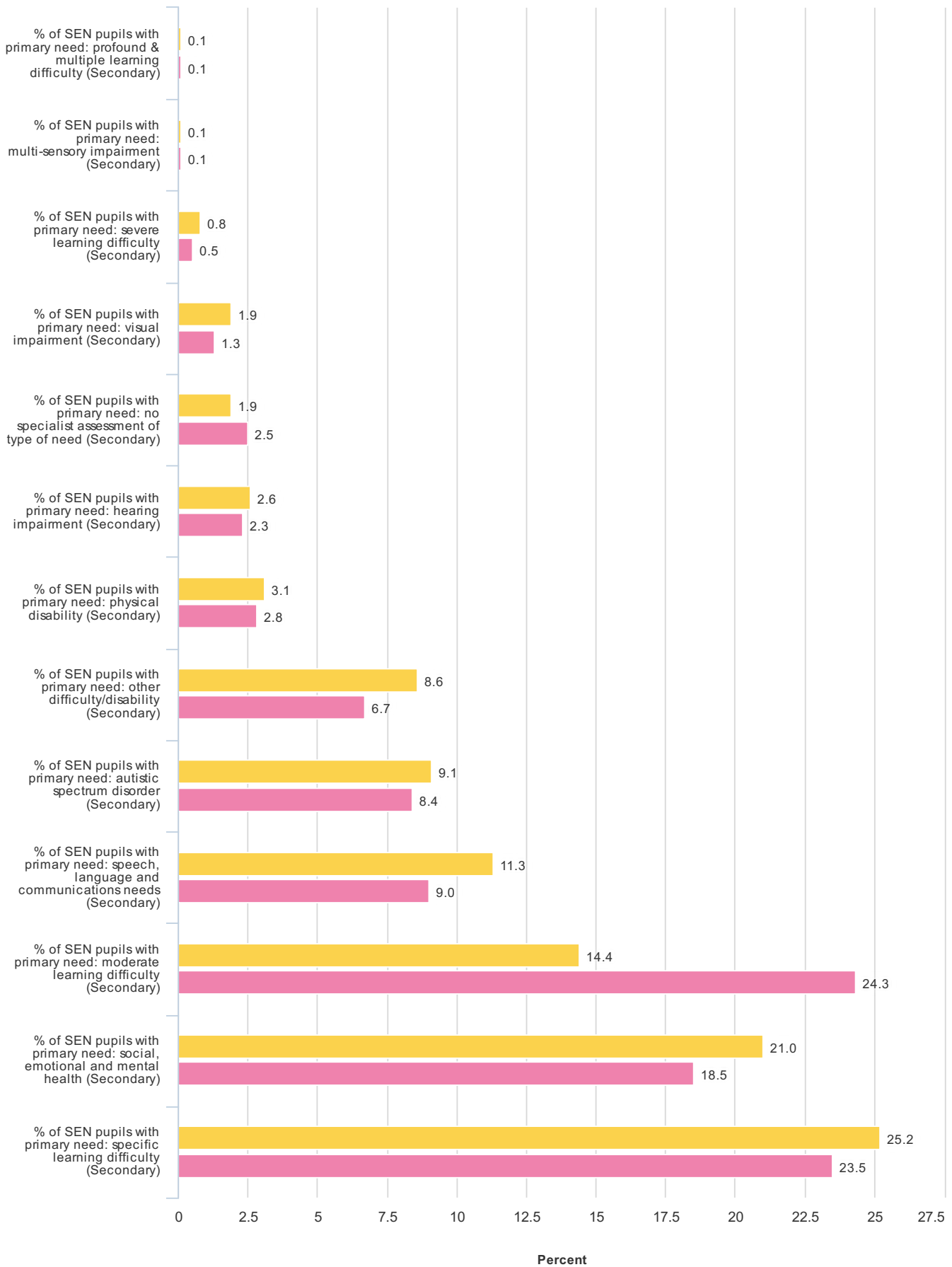
## Primary Need

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. All pupils with SEN have an assessment of their primary need. The following charts show the breakdown of need in Windsor and Maidenhead by primary, secondary and special school, compared to the national averages and ranked by prevalence.

### Primary need in primary schools



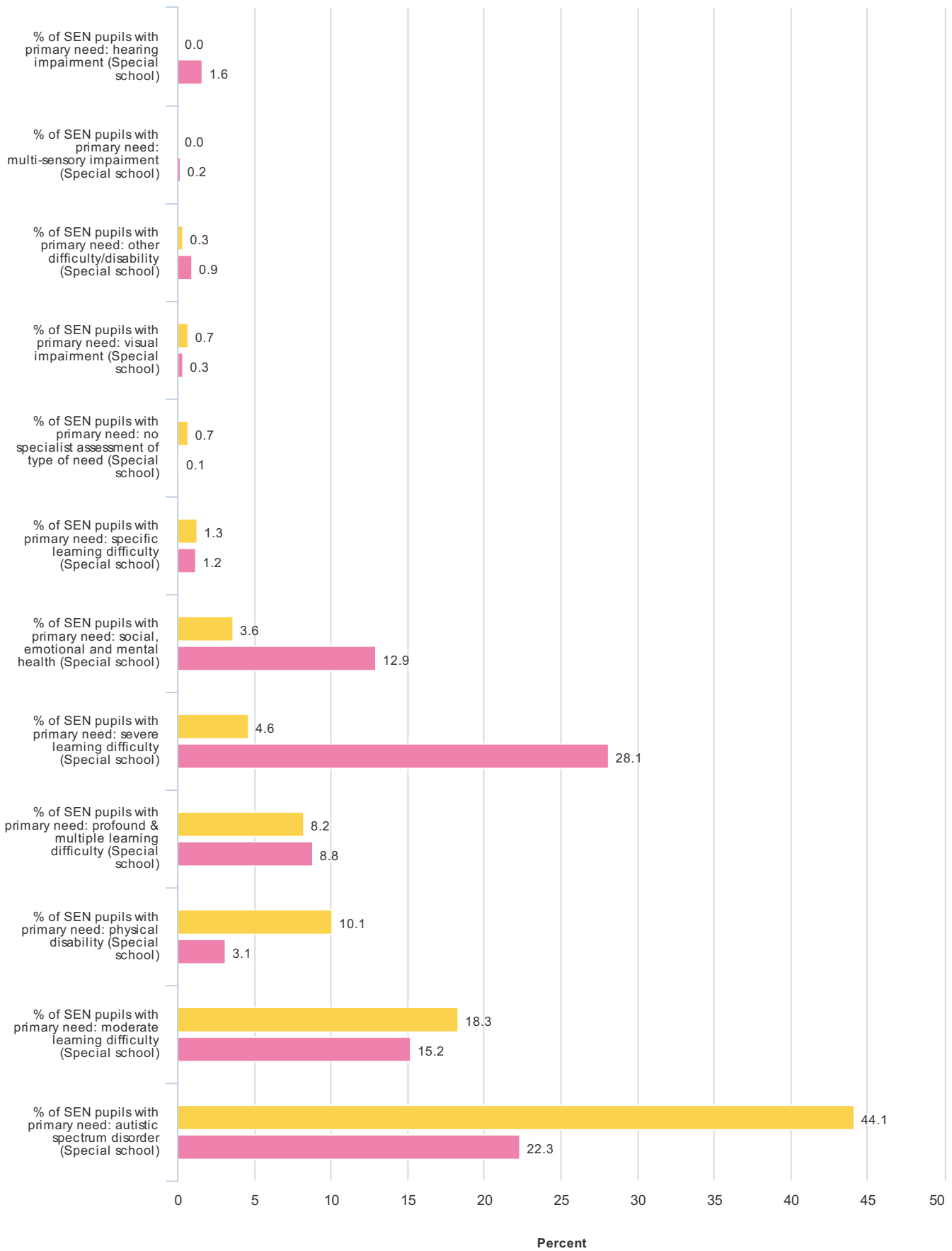
## Primary need in secondary schools



Windsor and Maidenhead 2015/16 (academic) %

Mean for All English unitary authorities 2015/16 (academic) %

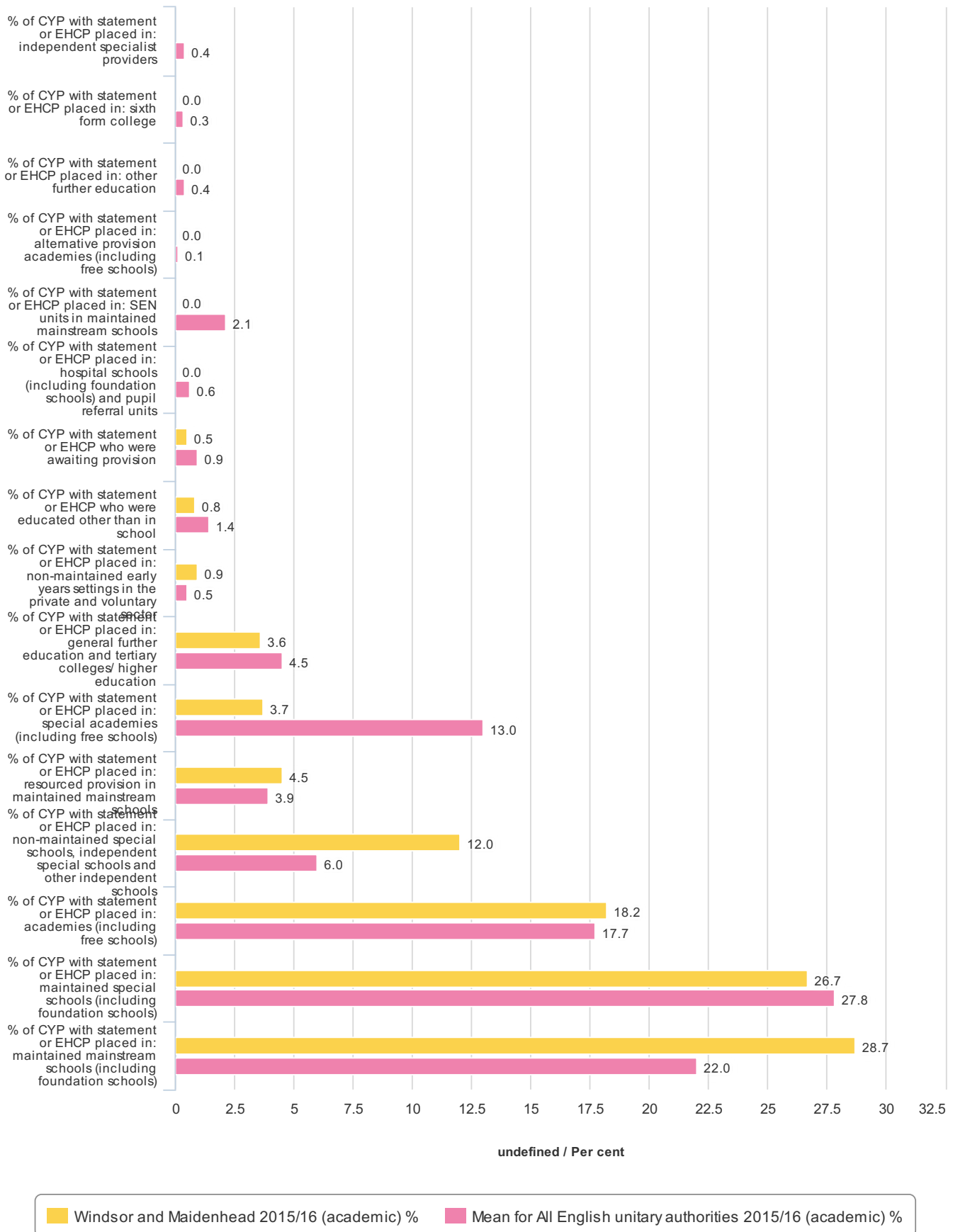
## Primary need in special schools



■ Windsor and Maidenhead 2015/16 (academic) %
 ■ Mean for All English unitary authorities 2015/16 (academic) %

The child's parent or the young person has the right to request a particular school, college or other institution to be named in their statement or EHC plan. The chart below "Placement of children and young people for whom the LA maintain a statement or EHC plan" shows the type of schools pupils with statements or EHC plans have been placed in by Windsor and Maidenhead, compared to national averages and ranked by frequency.

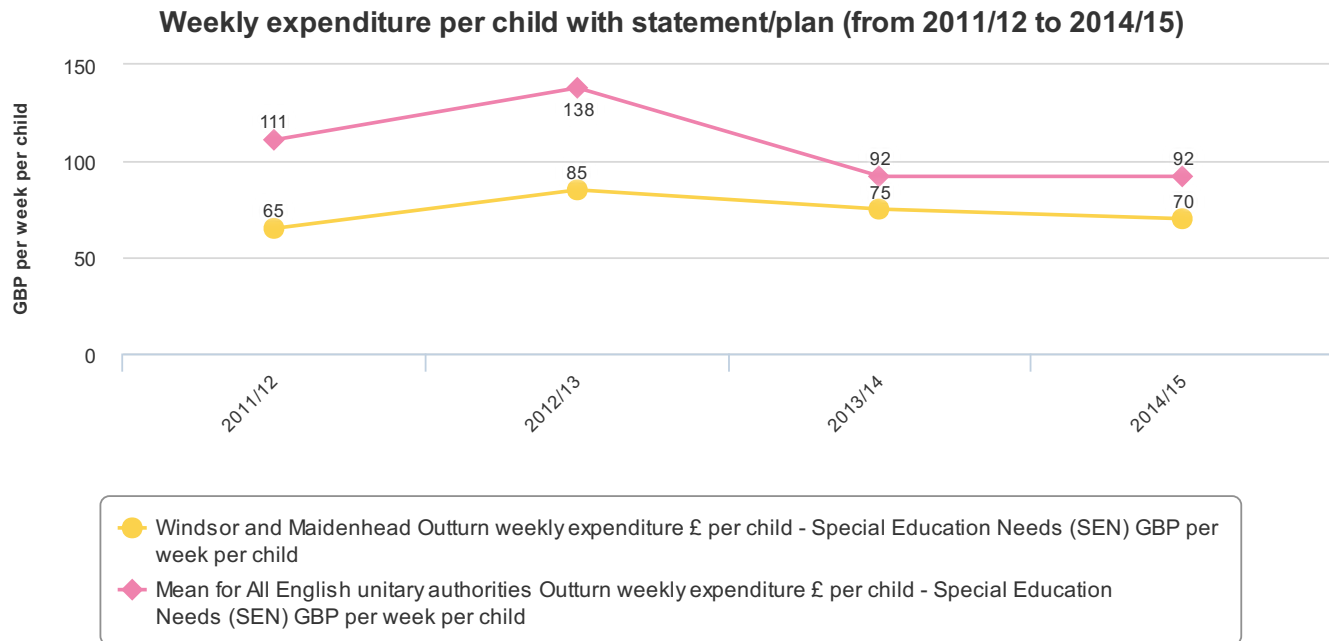
### Placement of children and young people for whom the LA maintain a statement or EHC plan





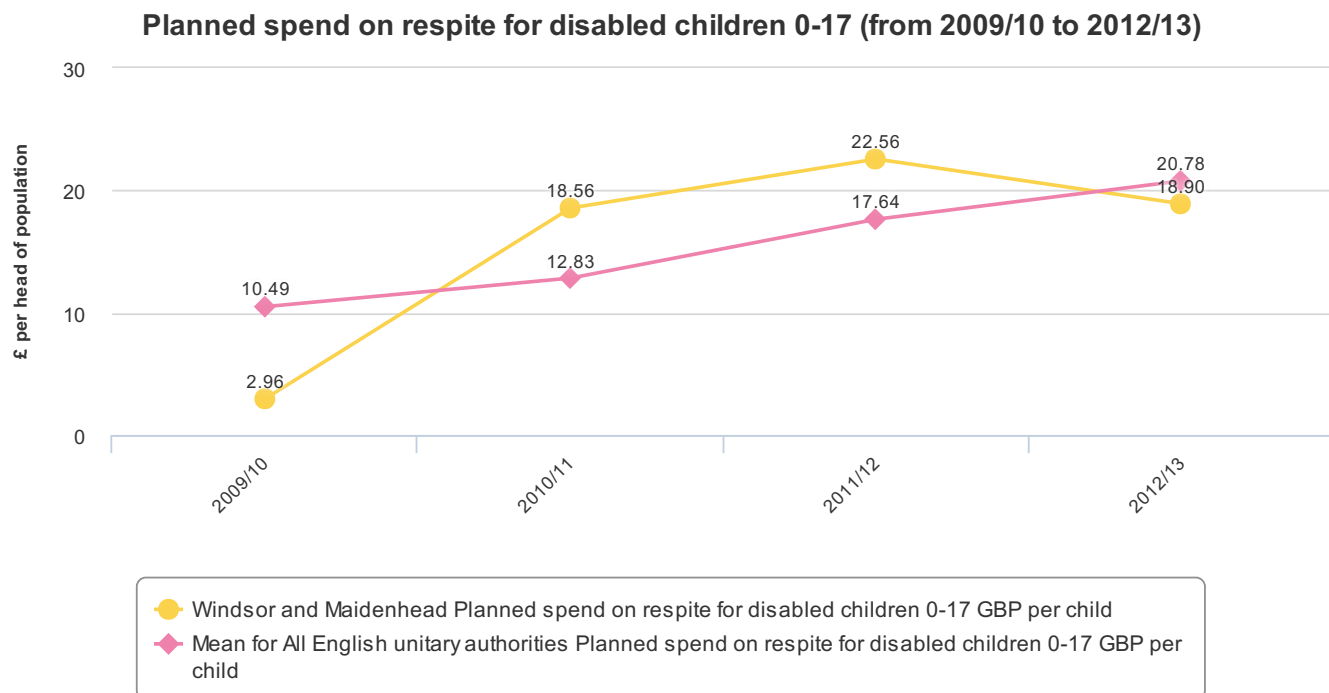
## Reported expenditure

The metrics below show the reported expenditure on SEN in Windsor and Maidenhead. This figure is based on the total reported weekly expenditure on SEN by the local authority, divided by the number of pupils with statements or EHC plans. In Windsor and Maidenhead, this figure is £70 per week per child, in the previous period it was £75; this compares to the average for All English unitary authorities of £92.



Source:  
Metric ID: 3440, Department for Education, LAIT

Councils also provide respite for disabled children aged 0-17. In Windsor and Maidenhead, planned spend in the most recent period was £18.90 per child, compared to £22.56 in the previous period; in All English unitary authorities, the average is £20.78 per child, an increase since the previous period (£17.64). This figure is calculated by taking the local area's planned expenditure on short breaks and dividing this by the number of 0-17 year olds in the LA.



Source:  
Metric ID: 863, Public Sector Audit Appointments Limited (PSAA), Education Estimates (Section 251, formerly section 52)

## Implementation of the reforms

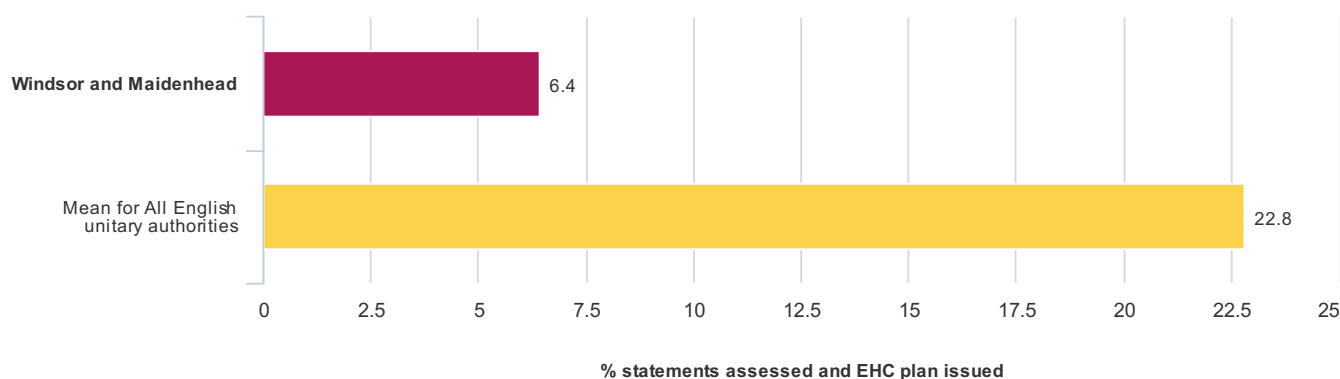
The 2014 Act introduced the biggest reforms to SEND in a generation, aimed at making the system less confrontational, promoting better involvement of parents and increasing focus on outcomes and transition to adult life.

An important part of these reforms was the move from statements of SEN to more holistic education, health and care (EHC) plans. EHC plans will ensure that a young person's needs are assessed in a coherent way across education, health and social care services. They can remain in place from birth to the age of 25 and have a clear focus on outcomes, including the support a young person will need to achieve them. EHC plans must be produced by the local area in partnership with parents, children and young people and based on a co-ordinated approach to the delivery of services across education, health and care, supported by a duty to plan and commission services jointly.

Local areas have until April 2018 to complete transition to the new system, and every local authority has published an individual local transition plan setting out the timings for transfers to the new system.

In the most recent period, 6.4% of children and young people with statements in Windsor and Maidenhead have been issued with an EHC plan, compared with an average of 22.8% for All English unitary authorities.

### % of children and young people (0-25) with statements assessed and EHC plan issued (2015/16 (academic))



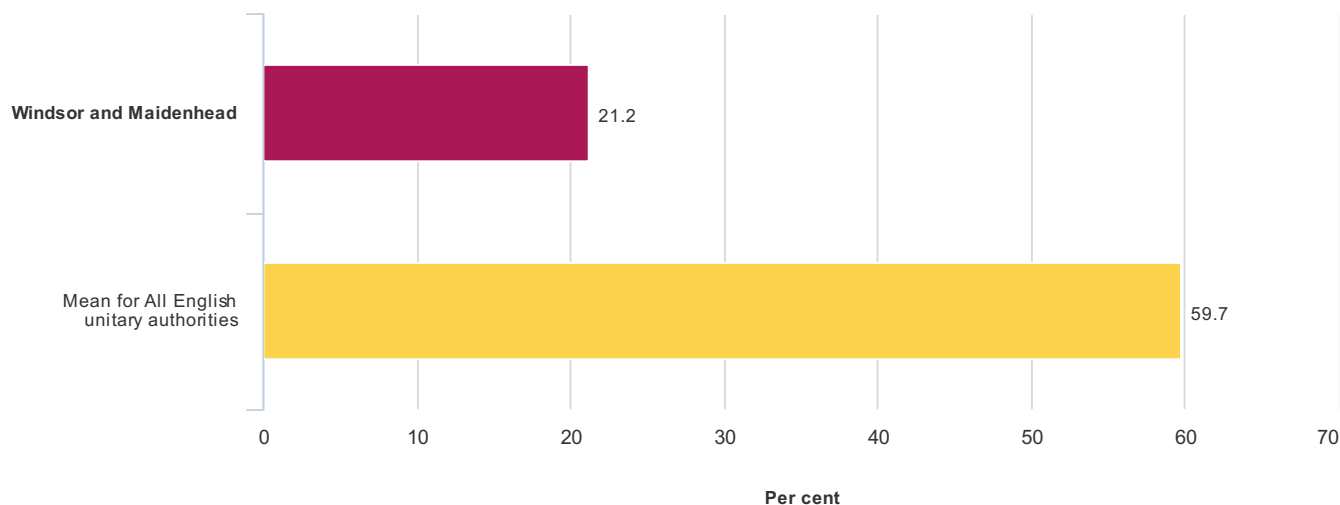
Source:

Metric ID: 4845, Department for Education, Statements of SEN and EHC plans England

## Meeting statutory timelines

It is in the interests of all those concerned that EHC needs assessments are carried out in a timely manner. Regulations set out that the overall time it takes from the local authority receiving a request for an assessment and the final EHC plan being issued (if one is required) should be no longer than 20 weeks. In Windsor and Maidenhead, 21.2% were issued within 20 weeks, excluding exceptional cases where LAs are allowed to exceed the 20 week time limit, compared to the All English unitary authorities average of 59.7%. Including exceptions, 21.6% were issued within 20 weeks, compared to the All English unitary authorities average of 56.6%.

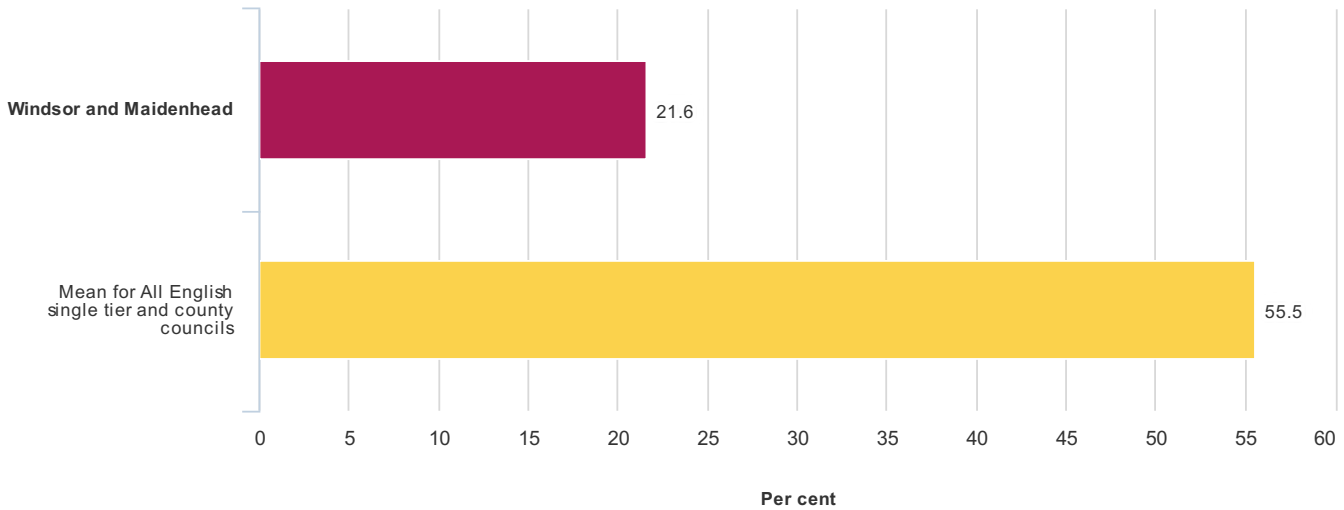
### % of new EHC plans issued within 20 weeks, excluding exceptions (2015)



Source:

Metric ID: 4737, Department for Education, Statements of SEN and EHC plans England

**Proportion of new EHC Plans issued within 20 weeks, including exceptions (%) (2015)**

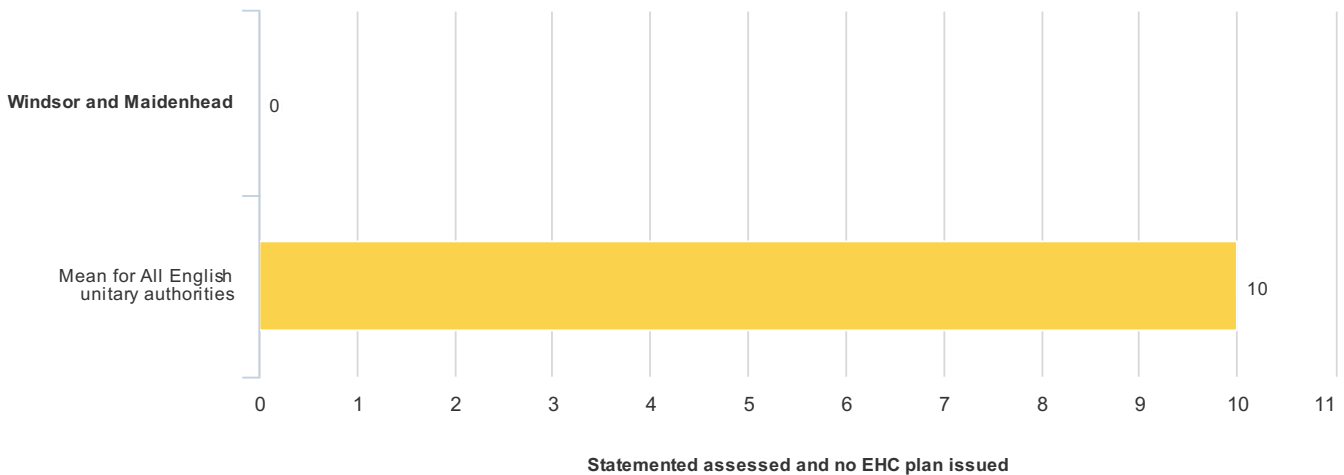


**Source:**  
**Metric ID:** 4739, Department for Education, Statements of SEN and EHC plans England

**Discontinued statements**

It is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing. The following chart shows the number of children with statements who the local authority has assessed as not requiring an EHC plan. In Windsor and Maidenhead, this decision was made for 0 statements, compared to the All English unitary authorities average of 10.

**No. of children and young people (0-25) with statements assessed and no EHC plan issued (assessments) (2015/16 (academic))**

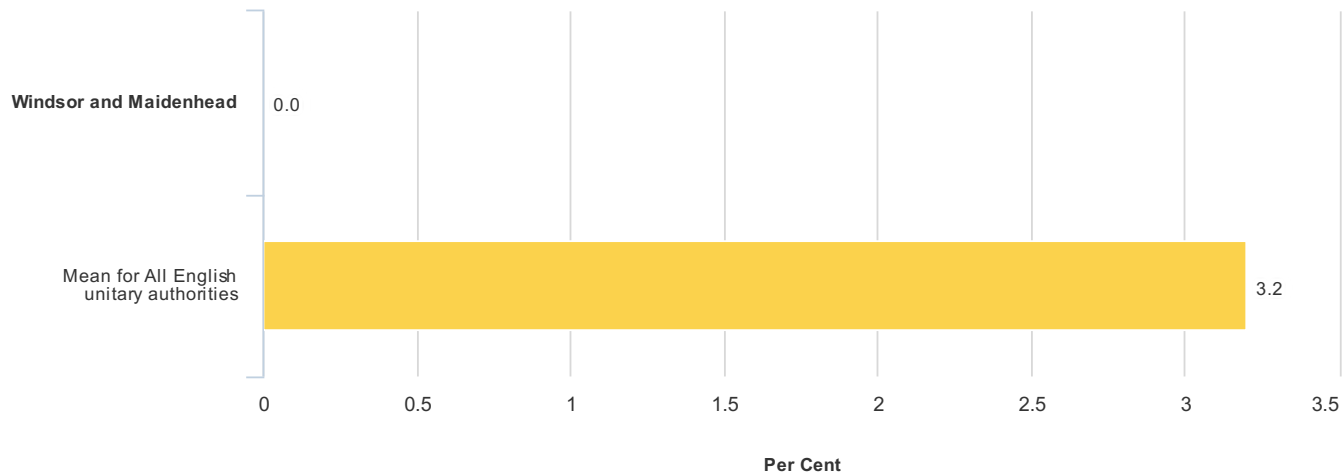


**Source:**  
**Metric ID:** 4740, Department for Education, Statements of SEN and EHC plans England

## Assessments that did not result in an EHC plan

The following chart shows the proportion of children and young people who underwent an EHC needs assessment but the local authority assessed as not requiring an EHC plan. In Windsor and Maidenhead, 0.0% of children and young people assessed were not issued with an EHC plan, compared to the All English unitary authorities average of 3.2%.

**% of children and young people (0-25) with statements assessed and no EHC plan issued (assessments) (2015)**



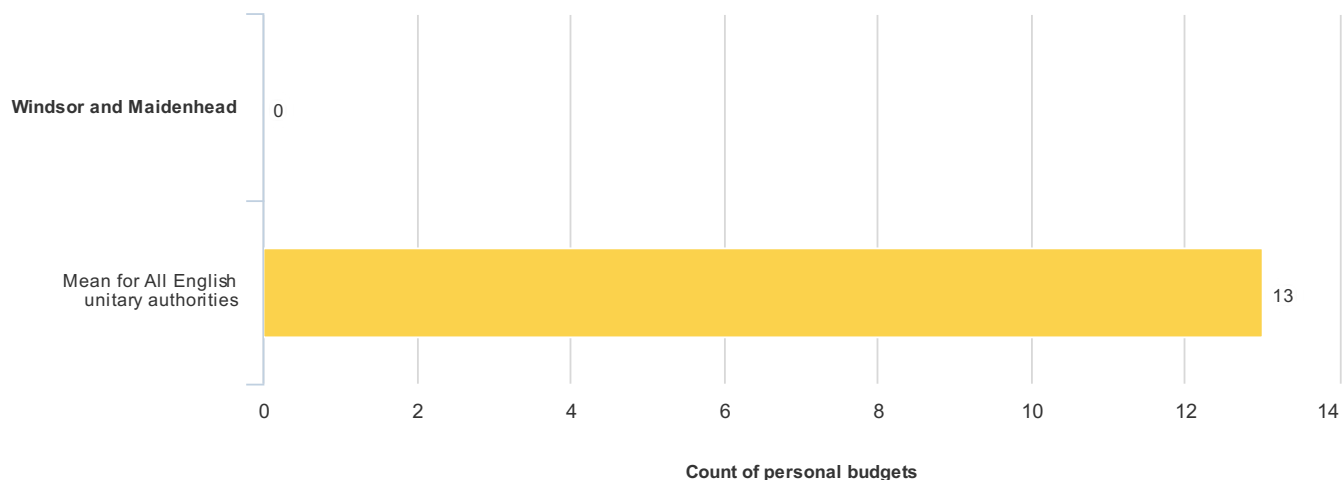
Source:

Metric ID: 5393, Department for Education, Statements of SEN and EHC plans England

## Personal budgets

The reforms enabled greater personalisation of support through the use of a personal budget to provide children and young people with real choice and control over the design of their care and education package. The personal SEN budget is a sum of money made available by the local authority, at the request of a parent or young person, if it is clear that without this additional (top-up) funding, it will not be possible to meet the child's learning needs. In Windsor and Maidenhead, 0 people have taken up personal budgets, compared to the All English unitary authorities average of 13. Please note that where values have been suppressed, this means that the number of pupils is too low to be published.

**No. of personal budgets taken up for EHC plans issued & transferred or reviewed (2015)**



Source:

Metric ID: 4856, Department for Education, Statements of SEN and EHC plans England

# Attainment of pupils with SEN

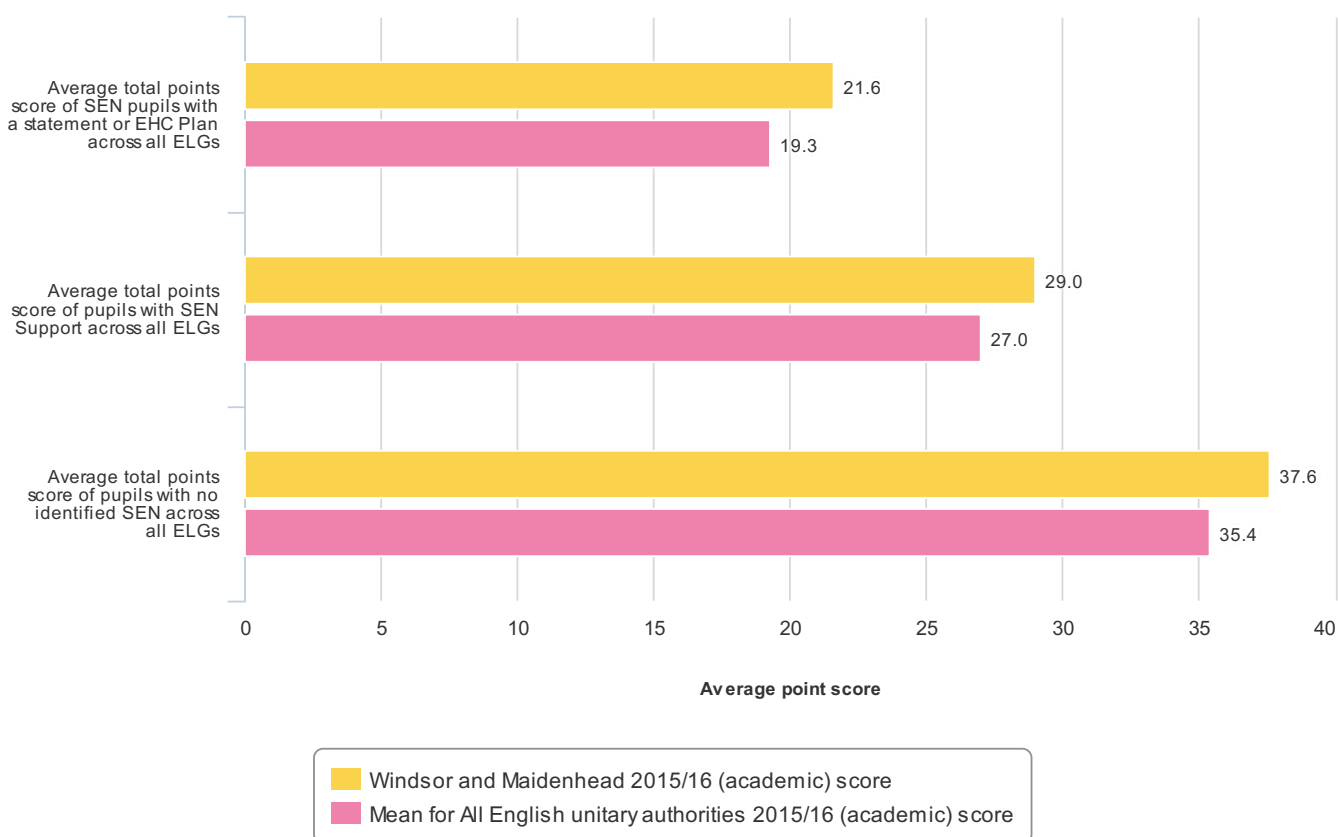
The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the end of the academic year in which the child turns five. The new profile introduced in 2012/13 assess children in 7 areas of learning covering 17 early learning goals (ELGs). A child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points and the maximum possible score is 51 points.

The chart below shows the average EYFSP score achieved by pupils without SEN, pupils on SEN support and pupils with statements/plans. The first set of bars show that pupils without SEN in Windsor and Maidenhead achieve an average score of 37.6, compared to 35.4 in All English unitary authorities.

The second set of bars show that pupils on SEN support in Windsor and Maidenhead achieve an average score of 29.0, compared to 27.0 in All English unitary authorities.

The final set of bars show that pupils with statements/plans in Windsor and Maidenhead achieve an average score of 21.6, compared to 19.3 in All English unitary authorities.

**% of SEN pupils with a statement or EHC plan achieving a 'good level of development' at foundation stage (2015/16 (academic))**



**Source:**

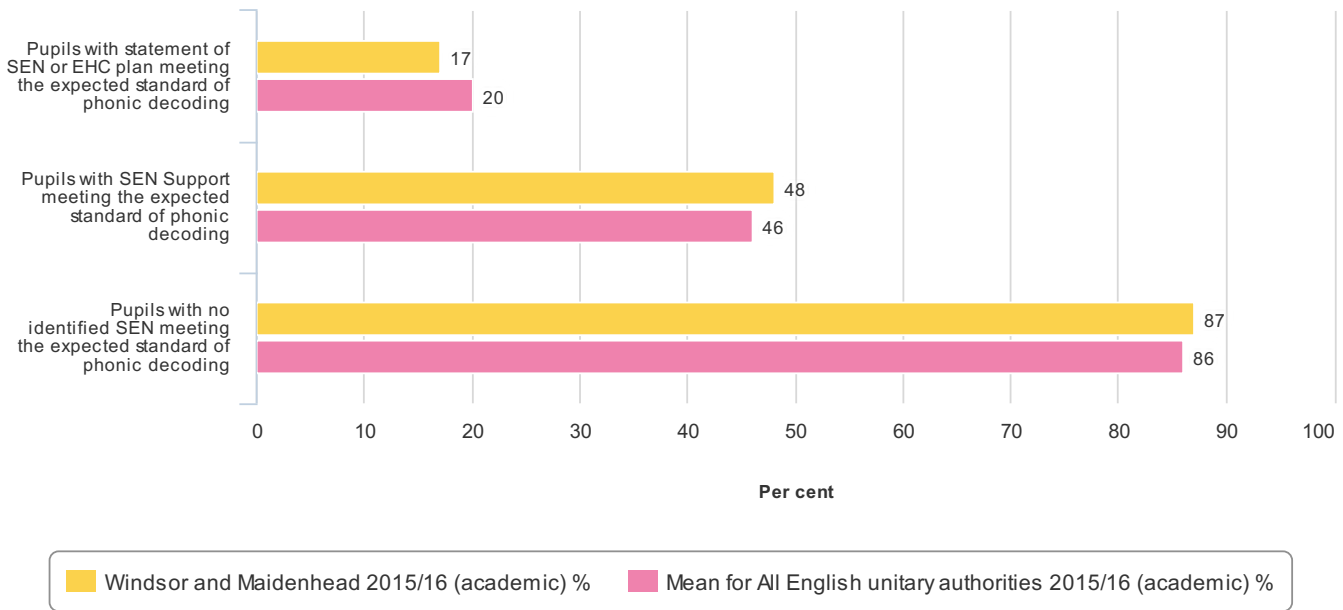
**Metric ID:** 5387, Department for Education, Early years foundation stage profile attainment by pupil characteristics

**Metric ID:** 5386, Department for Education, Early years foundation stage profile attainment by pupil characteristics

**Metric ID:** 5383, Department for Education, Early years foundation stage profile attainment by pupil characteristics

The phonics approach teaches children to decode words by sound, rather than recognising whole words. The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. In Windsor and Maidenhead, 48% of pupils with SEN Support are meeting the expected standard of phonic decoding, compared to a All English unitary authorities average of 46%. 17% of pupils with statements in Windsor and Maidenhead meet the standard, compared to 20% in All English unitary authorities. Finally, 87% of pupils without SEN in Windsor and Maidenhead meet the standard, compared to 86% in All English unitary authorities.

### % of pupils with SEN support and % of pupils with a statement or EHC plan meeting the expected standard of phonic decoding (2015/16 (academic))



**Source:**

**Metric ID:** 4668, Department for Education, Phonics screening check and key stage 1 assessments: England

**Metric ID:** 4667, Department for Education, Phonics screening check and key stage 1 assessments: England

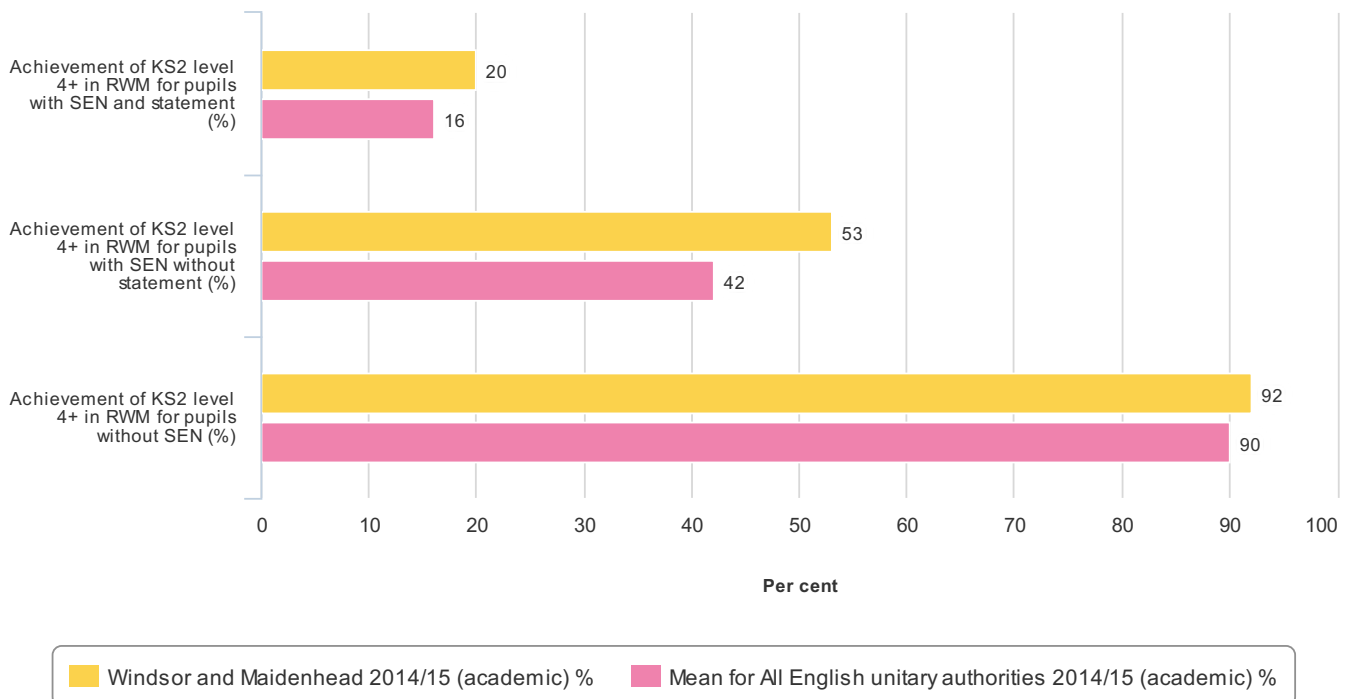
**Metric ID:** 4664, Department for Education, Phonics screening check and key stage 1 assessments: England

### Key Stage 2

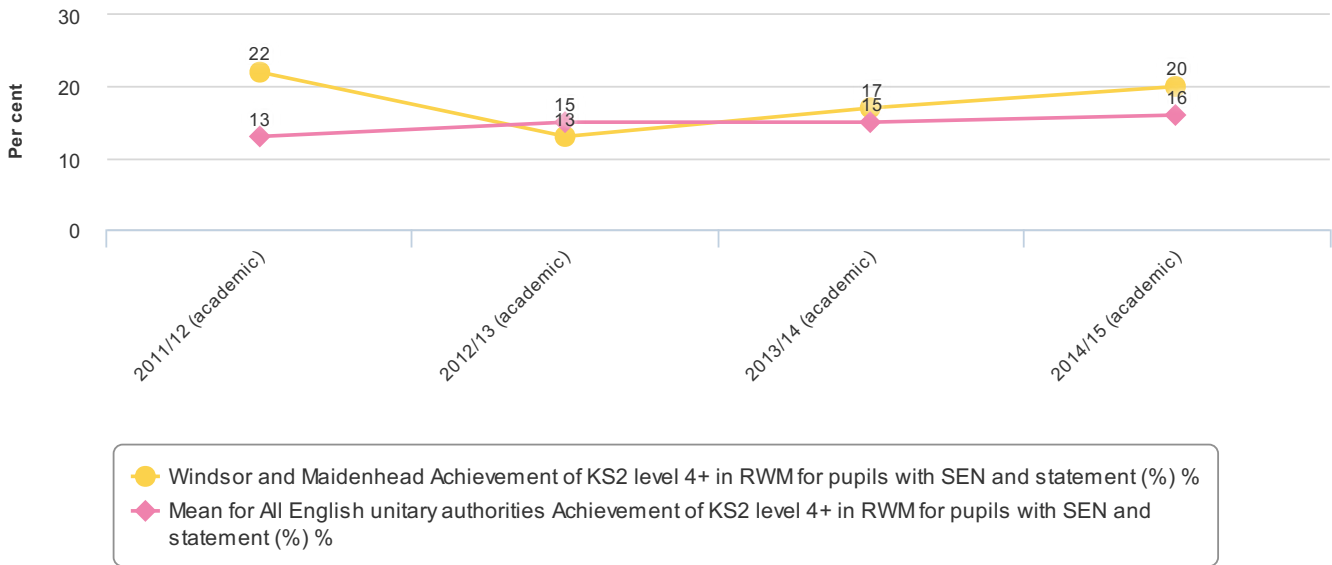
All children in state funded primary schools are required to take part in key stage 2 national curriculum assessments before they move to secondary school. Pupils are expected to achieve level 4 by the end of key stage 2, and to make at least two levels of progress between key stage 1 and key stage 2. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage.

20% of pupils with statements of SEN or EHC plans and 53% of pupils on SEN support in Windsor and Maidenhead achieve a level 4 or above in reading, writing and mathematics at KS2. For pupils with statements, this is an improvement on the previous period (17%) and for pupils with SEN support this is an improvement on the previous period (52%). This compares an All English unitary authorities average of 16% for pupils with statements of SEN or EHC plans, and 42% for pupils on SEN support. The third chart in this series shows attainment for children with no SEN, which stands at 92% in Windsor and Maidenhead and 90% in All English unitary authorities.

### % with level 4 or above at KS2 (incl. E&m)

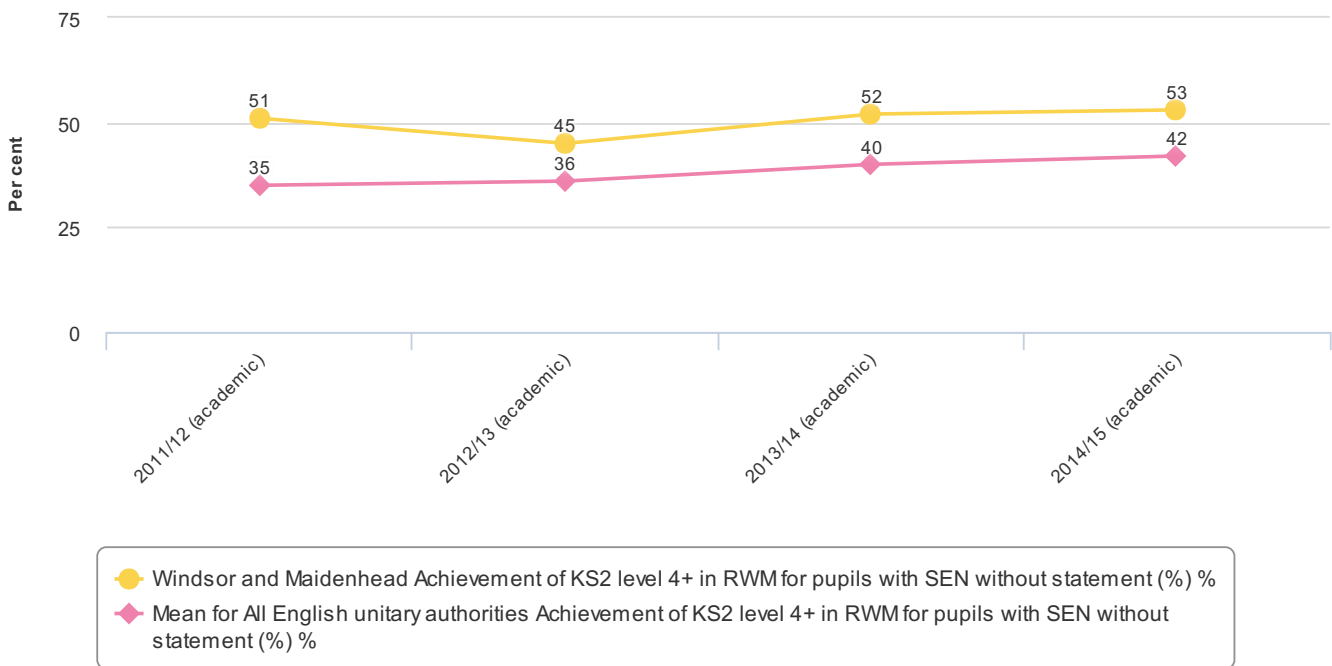


**% of pupils with SEN with a statement attaining level 4 or above at KS2 in reading & writing and maths (from 2011/12 (academic) to 2014/15 (academic))**



Source:  
Metric ID: 4307, Department for Education, National curriculum assessments at Key Stage 2 (KS2)

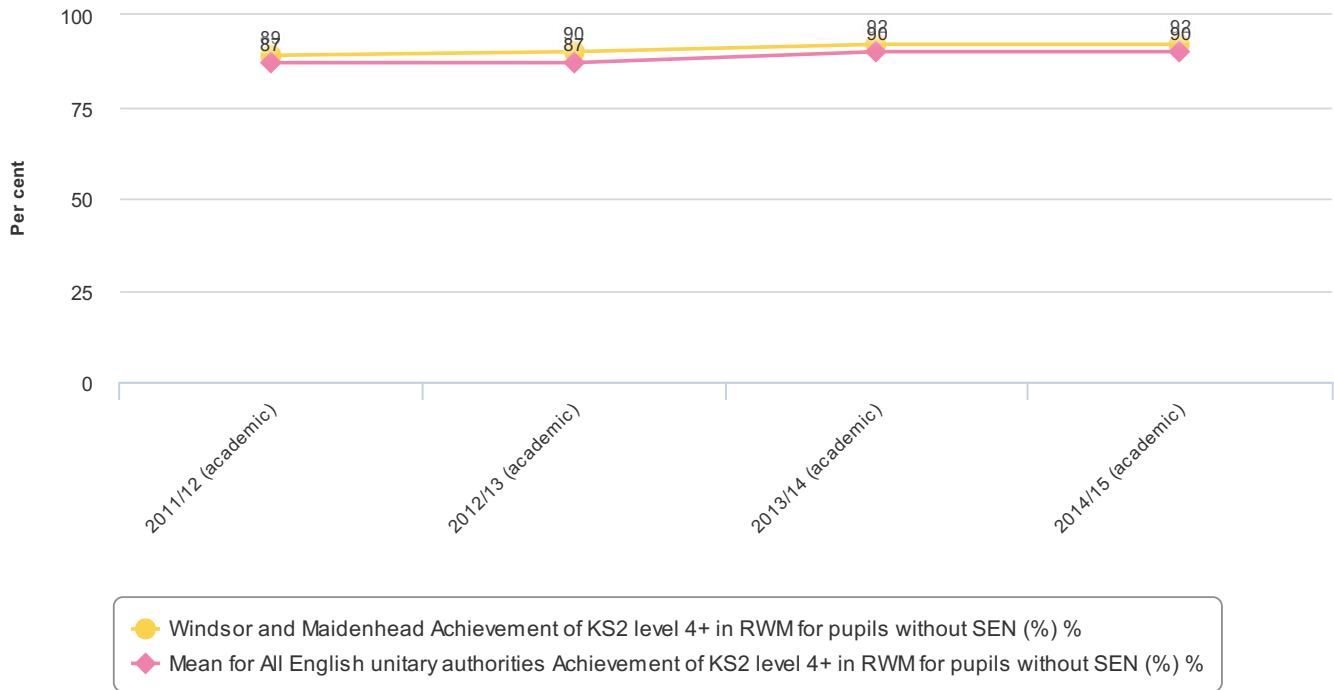
**% of pupils with SEN but without a statement attaining level 4 or above at KS2 in reading & writing and maths (from 2011/12 (academic) to 2014/15 (academic))**



Source:  
Metric ID: 4306, Department for Education, National curriculum assessments at Key Stage 2 (KS2)



### % of pupils with no identified SEN attaining level 4 or above at KS2 in reading & writing and maths (from 2011/12 (academic) to 2014/15 (academic))



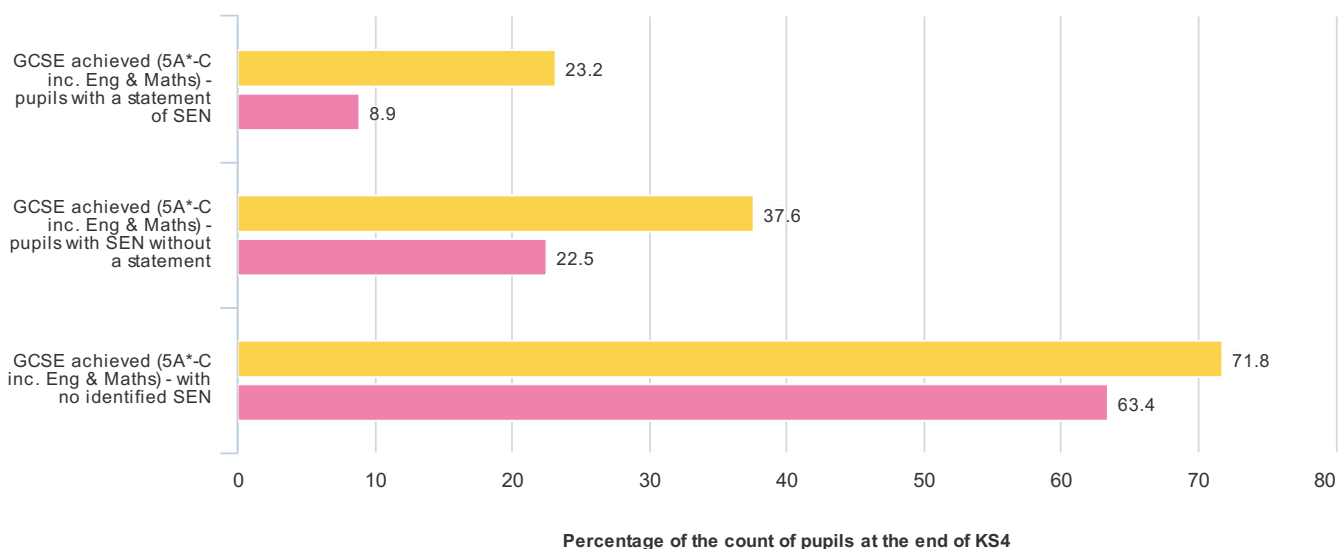
Source:

Metric ID: 4303, Department for Education, National curriculum assessments at Key Stage 2 (KS2)

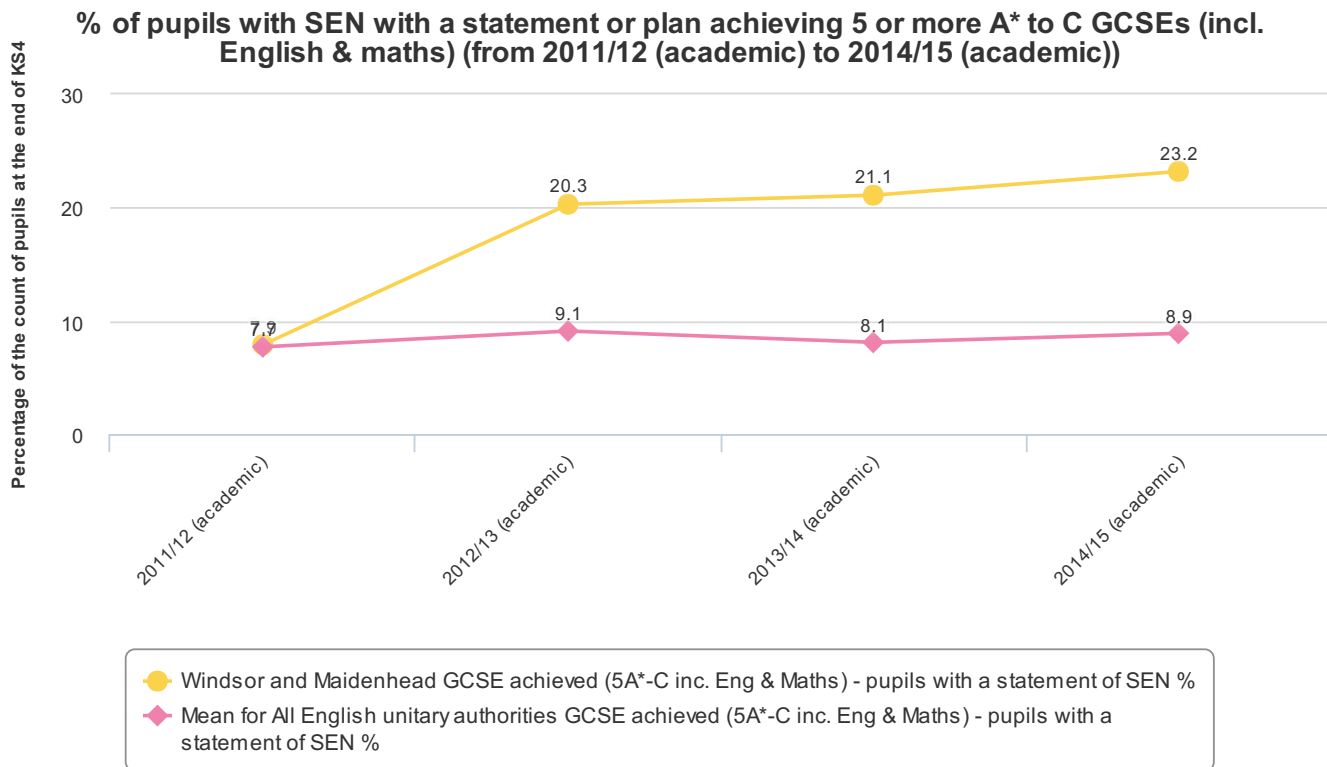
### Key Stage 4 (GCSE)

23.2% of pupils with statements of SEN or EHC plans and 37.6% of pupils on SEN support in Windsor and Maidenhead achieve 5A\*-C inc. English and maths at KS4. This compares to the All English unitary authorities average of 8.9% for pupils with statements of SEN or EHC plans, and 22.5% for pupils on SEN support. For comparison, of pupils with no SEN, 71.8% in Windsor and Maidenhead and 63.4% in All English unitary authorities achieve 5A\*-C inc. English and maths at KS4.

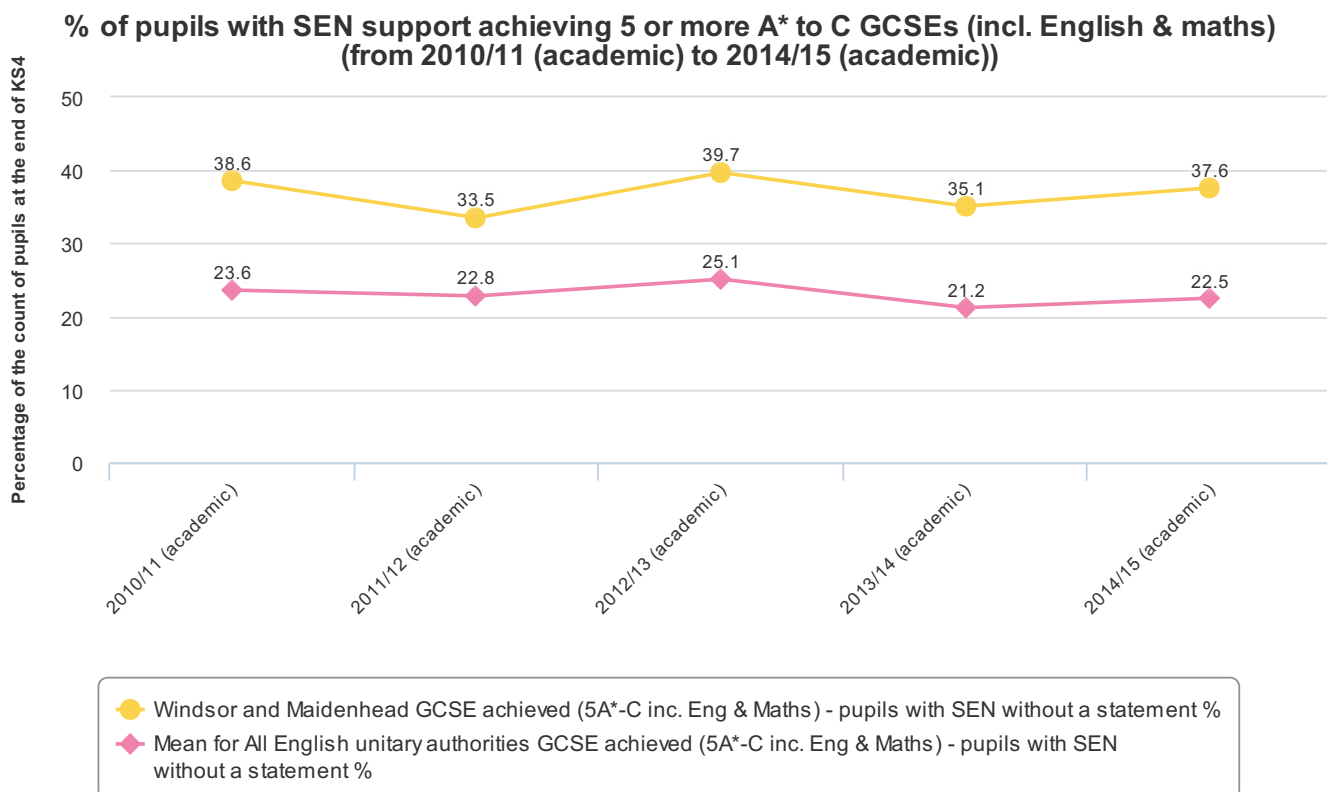
### % achieving 5 or more A\*-C GCSEs (incl. E&m)



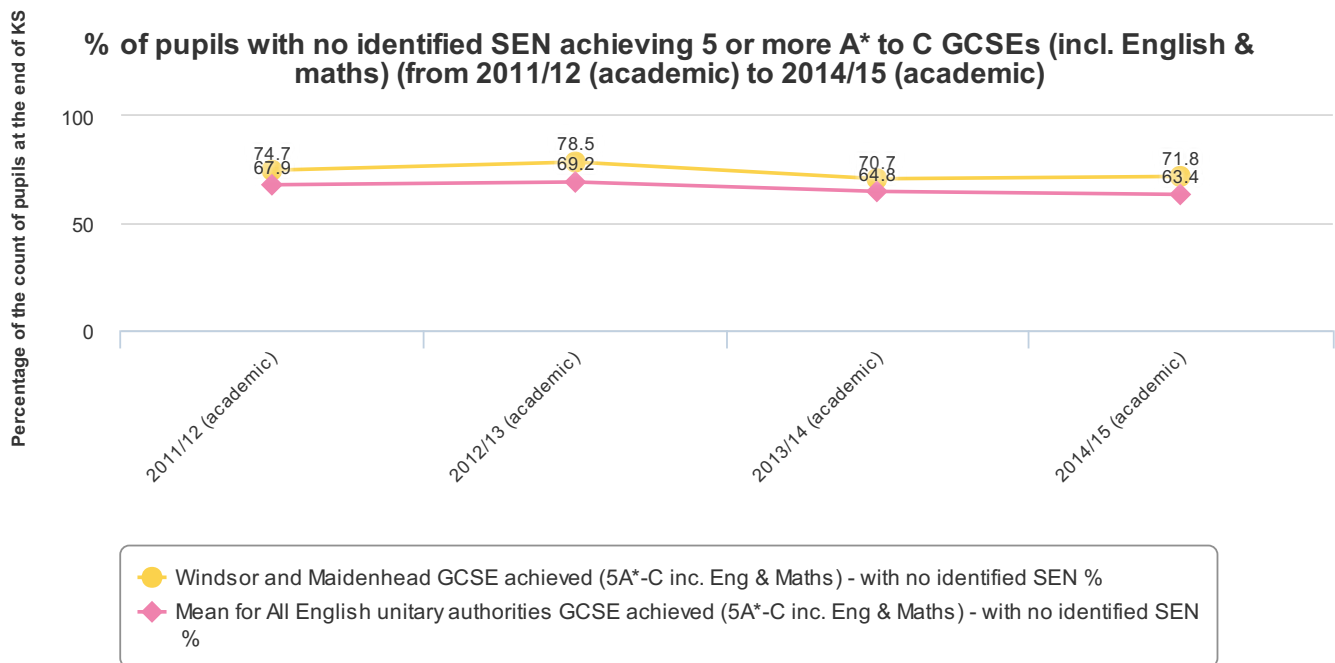
Windsor and Maidenhead 2014/15 (academic) % Mean for All English unitary authorities 2014/15 (academic) %



Source:  
Metric ID: 921, Department for Education, GCSE and equivalent attainment by pupil characteristics

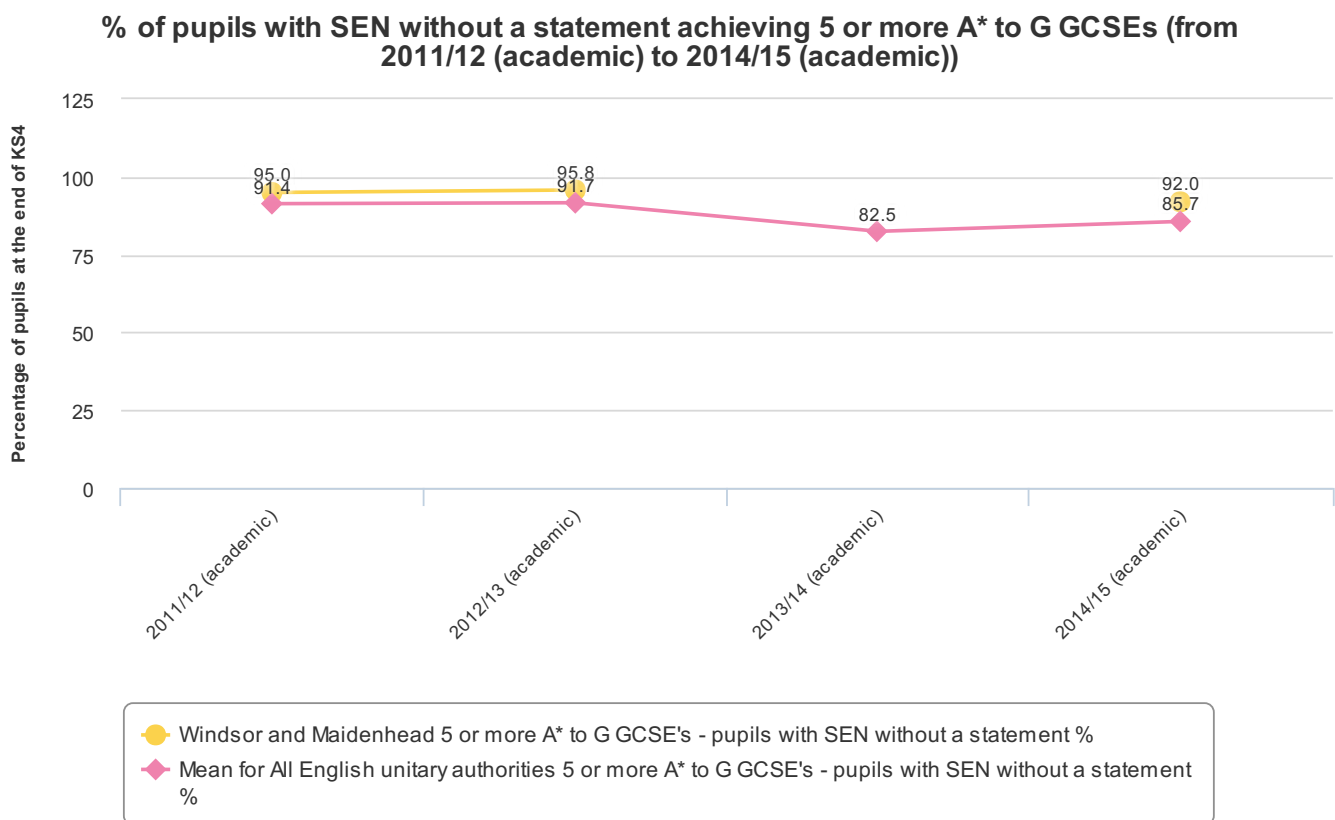


Source:  
Metric ID: 897, Department for Education, GCSE and equivalent attainment by pupil characteristics



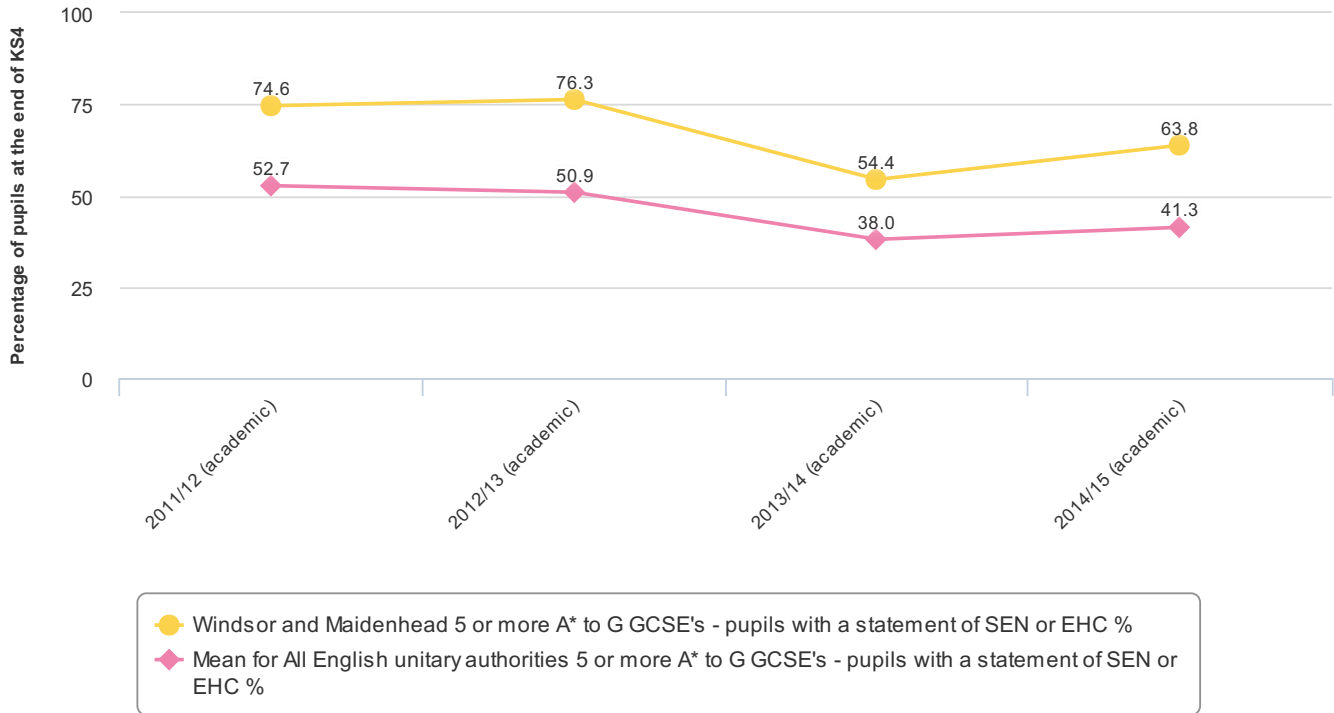
**Source:**  
**Metric ID:** 2181, Department for Education, GCSE and equivalent attainment by pupil characteristics

63.8% of pupils with statements of SEN or EHC plans and 92.0% of pupils on SEN support in Windsor and Maidenhead achieve 5A\*-G inc. English and maths at KS4. This compares to the All English unitary authorities average of 41.3% for pupils with statements of SEN or EHC plans, and 85.7% for pupils on SEN support.



**Source:**  
**Metric ID:** 4662, Department for Education, GCSE and equivalent attainment by pupil characteristics

### % of pupils with a statement of SEN achieving 5 or more A\* to G GCSEs (from 2011/12 (academic) to 2014/15 (academic))

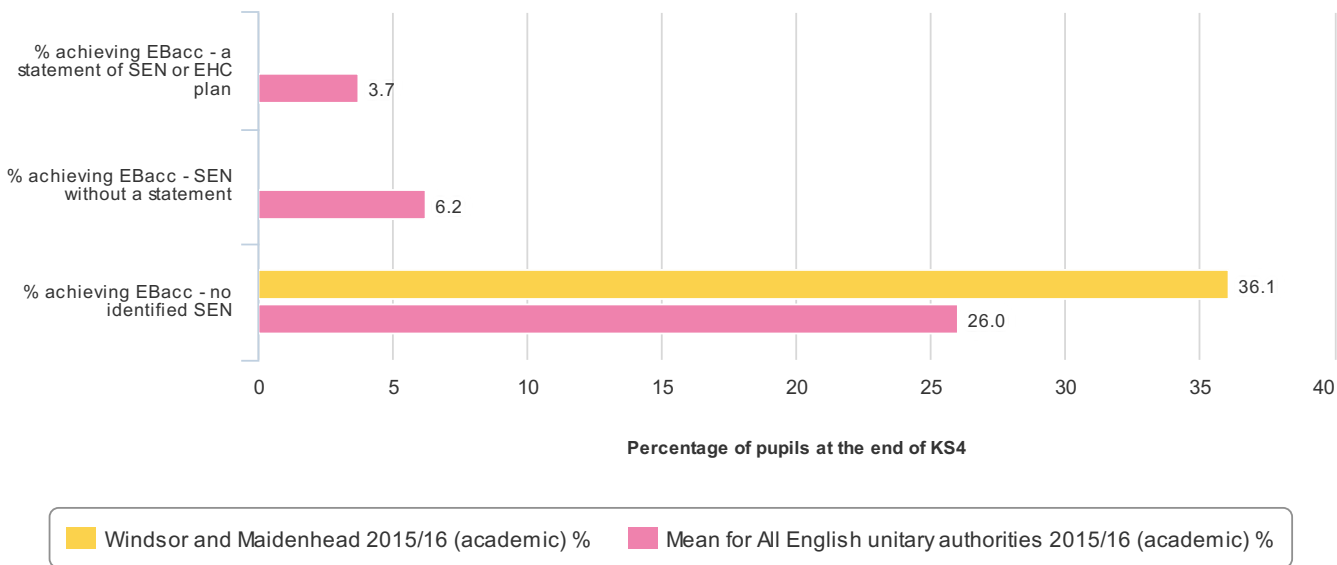


**Source:**  
**Metric ID:** 4663, Department for Education, GCSE and equivalent attainment by pupil characteristics

The English Baccalaureate (EBacc) is a school performance measure. It allows people to see how many pupils get a grade C or above in the [core academic subjects](#) at key stage 4 in any government-funded school. Suppressed of pupils with statements of SEN or EHC plans and Suppressed of pupils on SEN support in Windsor and Maidenhead achieve the Ebacc at KS4. This compares to the All English unitary authorities average of 3.7% for pupils with statements of SEN or EHC plans, and 6.2% for pupils on SEN support.

Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

### % of pupils achieving English Baccalaureate



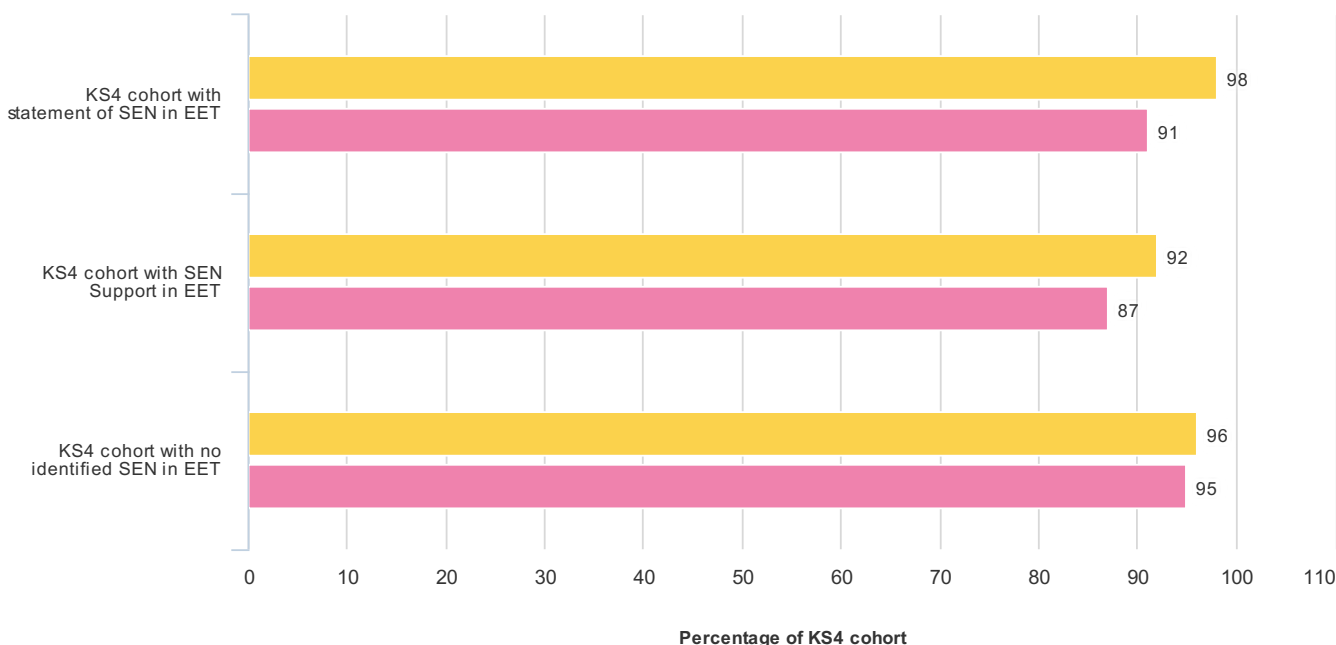
**Source:**  
**Metric ID:** 4653, Department for Education, GCSE and equivalent attainment by pupil characteristics  
**Metric ID:** 4652, Department for Education, GCSE and equivalent attainment by pupil characteristics  
**Metric ID:** 4649, Department for Education, GCSE and equivalent attainment by pupil characteristics

# Preparation for adulthood

The reforms placed increased emphasis on supporting children and young people with SEND to make a positive transition to adulthood, including paths to employment, good adult health, independent living and participating in society. For more information visit <http://www.preparingforadulthood.org.uk/>.

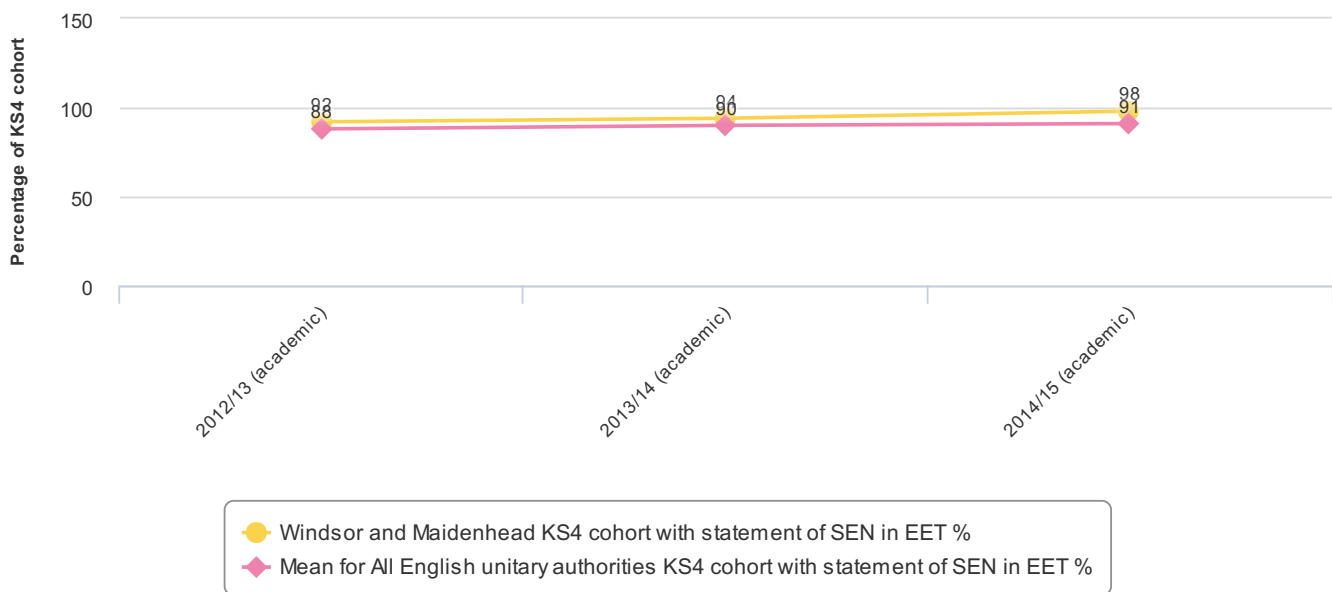
This first chart below shows the percentage of the Key Stage 4 SEN cohort in a sustained education, employment or training destination at 17. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4. In Windsor and Maidenhead, 98% of the KS4 cohort with a statement were in education, employment or training at 17, this compares to the previous period of 94% and the All English unitary authorities average of 91%. Of those without a statement 92% were in education, employment or training at 17, 87% were in education, employment or training at 17 in All English unitary authorities.

**Percentage of KS4 cohort in Education, Employment or Training at 17**



■ Windsor and Maidenhead 2014/15 (academic) %
 ■ Mean for All English unitary authorities 2014/15 (academic) %

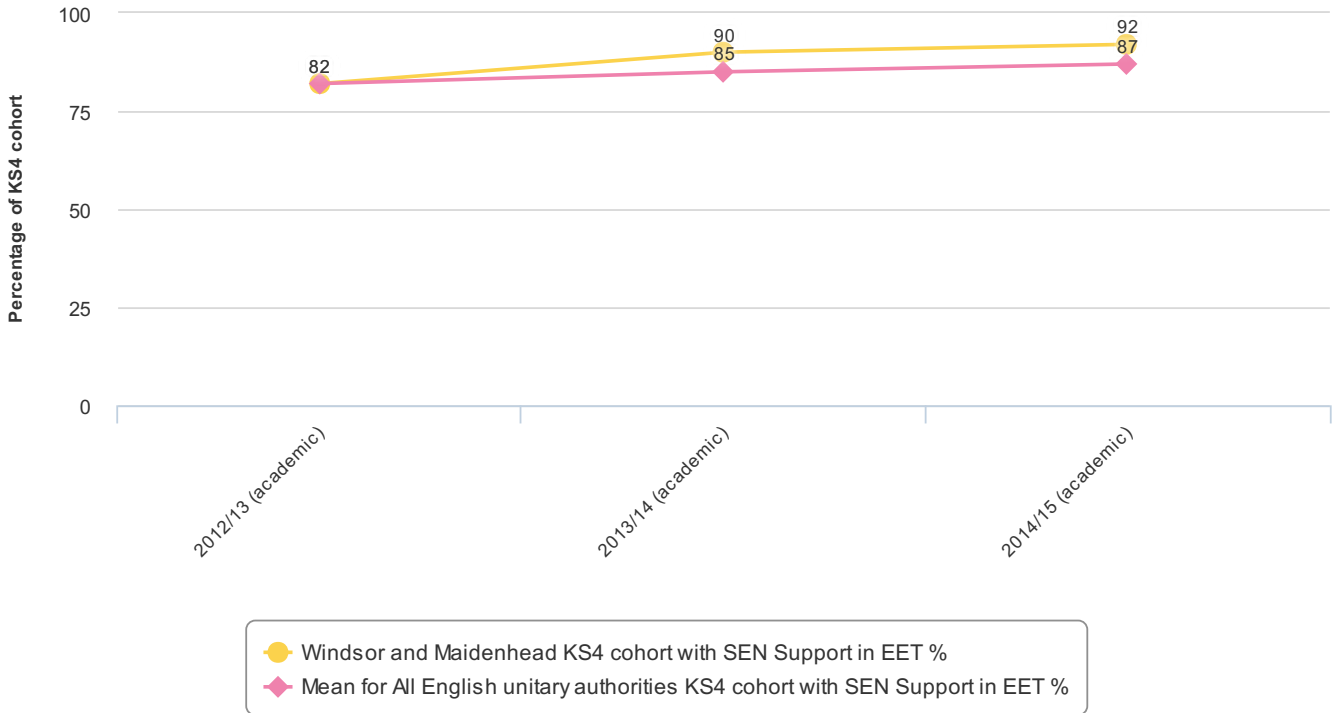
**% of KS4 cohort with statement of SEN in Education & Employment or Training at 17 (from 2012/13 (academic) to 2014/15 (academic))**



● Windsor and Maidenhead KS4 cohort with statement of SEN in EET %
 ◆ Mean for All English unitary authorities KS4 cohort with statement of SEN in EET %

Source: Metric ID: 4689, Department for Education, Destinations of key stage 4 and key stage 5 pupils

**% of KS4 cohort with SEN Support in Education & Employment or Training at 17 (from 2012/13 (academic) to 2014/15 (academic))**

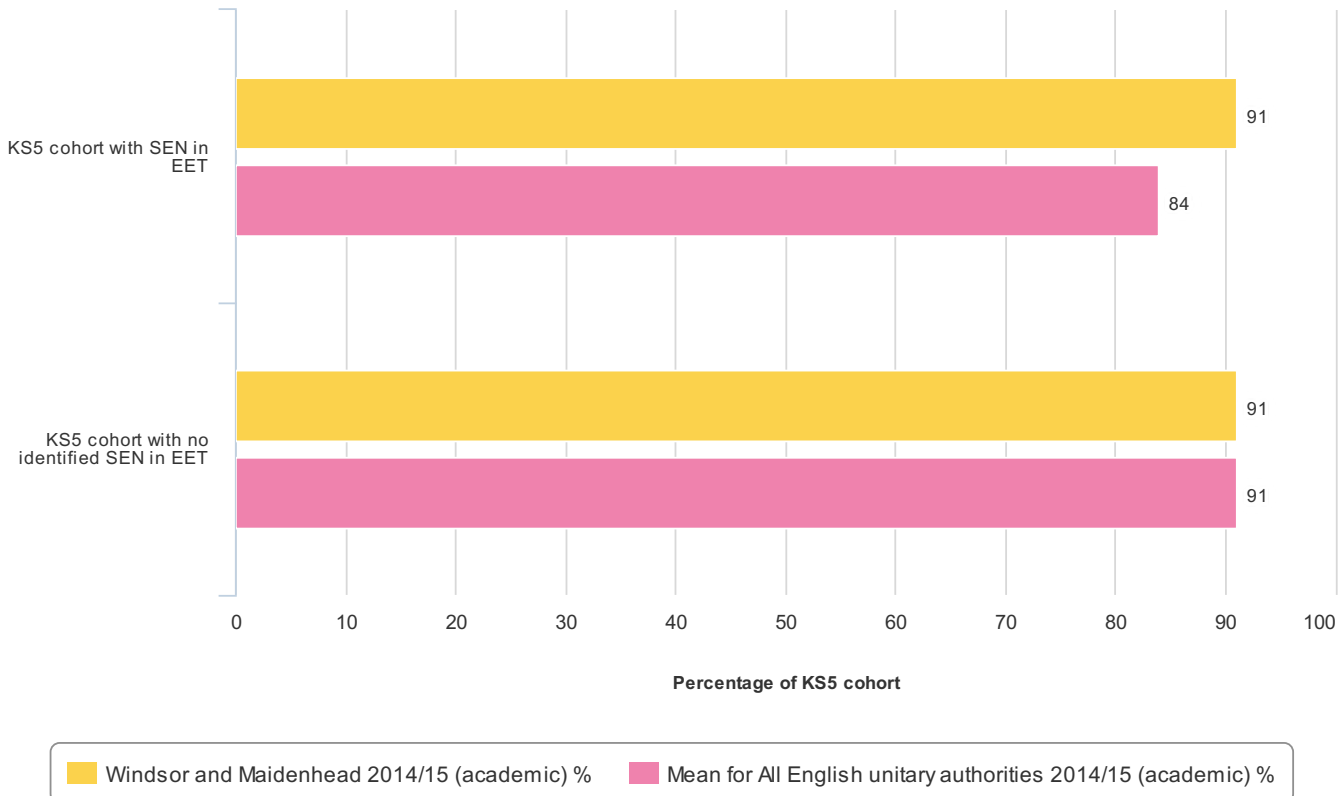


Source: Metric ID: 4688, Department for Education, Destinations of key stage 4 and key stage 5 pupils

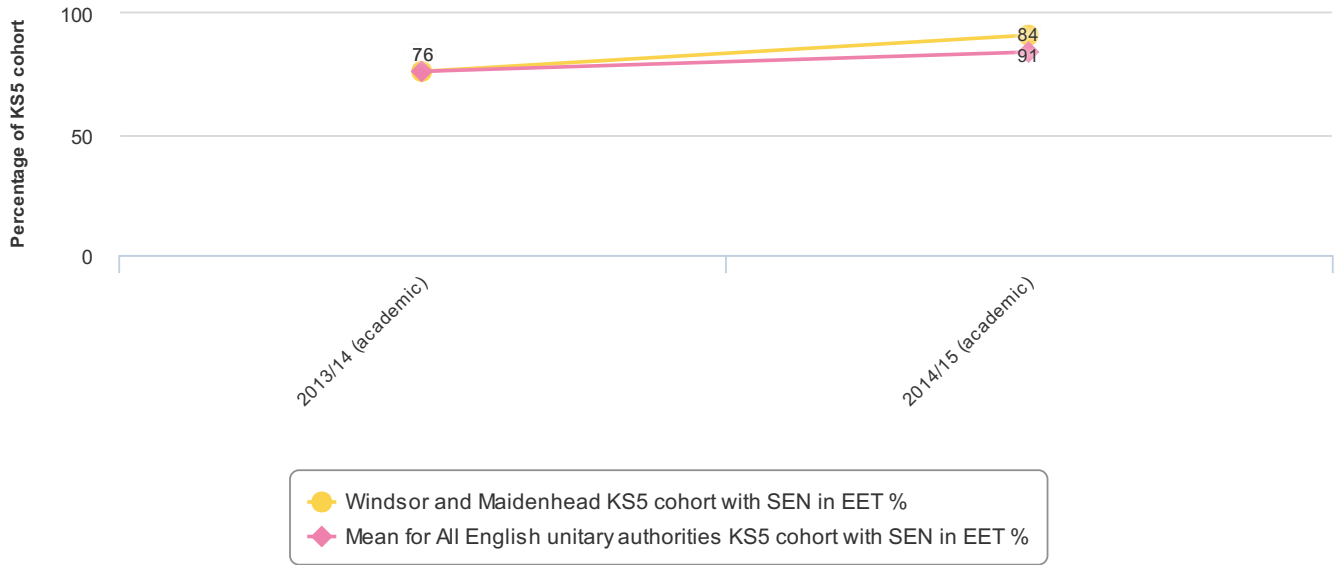
**Key Stage 5**

Key Stage 5 is the period of education covering pupils aged 16-18. The next chart shows the percentage of the Key Stage 5 SEND cohort in a sustained education, employment or training destination in the first two terms of the year after they completed A level or other level 3 qualifications. This is 91% in Windsor and Maidenhead, which compares to 76% in the previous period, and the All English unitary authorities average of 84%.

**Percentage of KS5 cohort in Education, Employment or Training at 17**



### % of KS5 cohort with SEN in Education & Employment or Training at 17 (from 2013/14 (academic) to 2014/15 (academic))



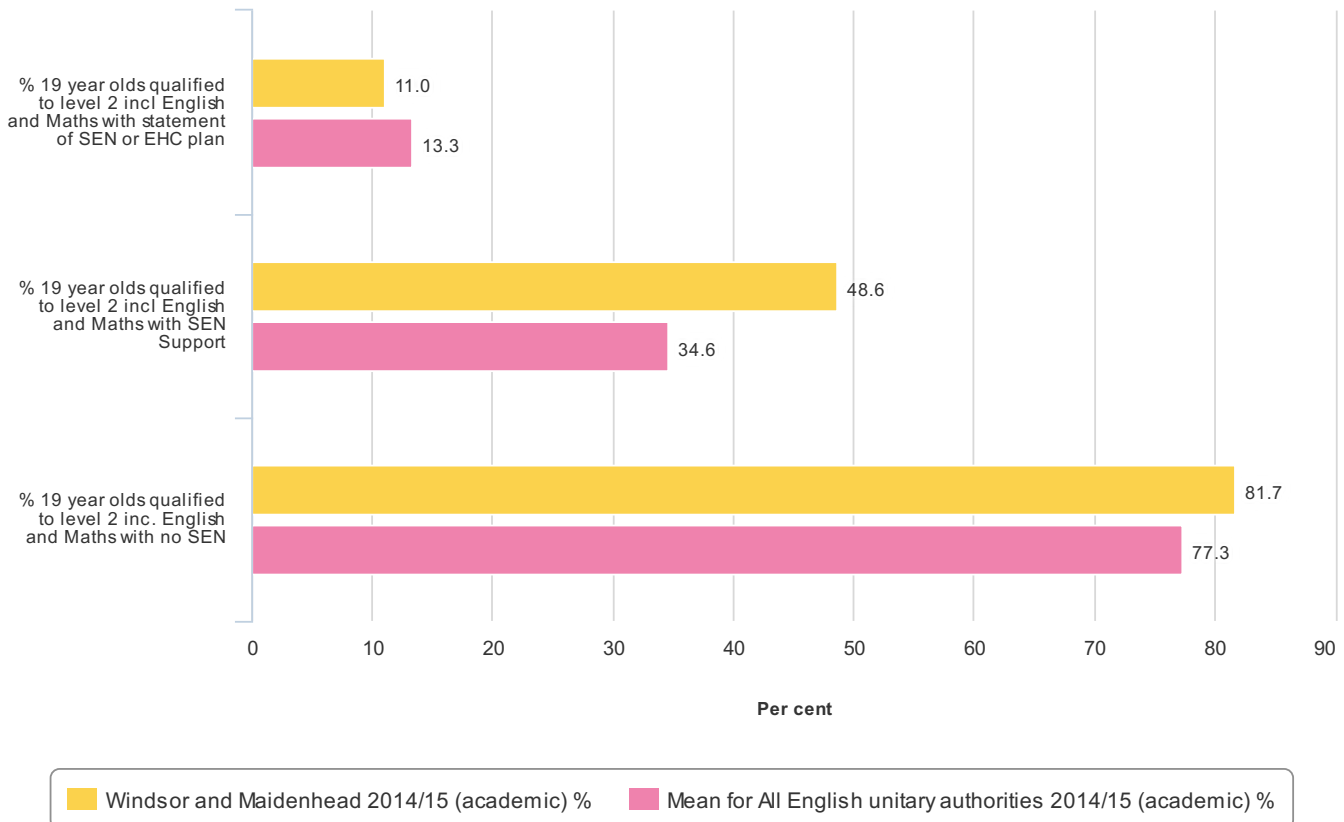
Source:

Metric ID: 4691, Department for Education, Destinations of key stage 4 and key stage 5 pupils

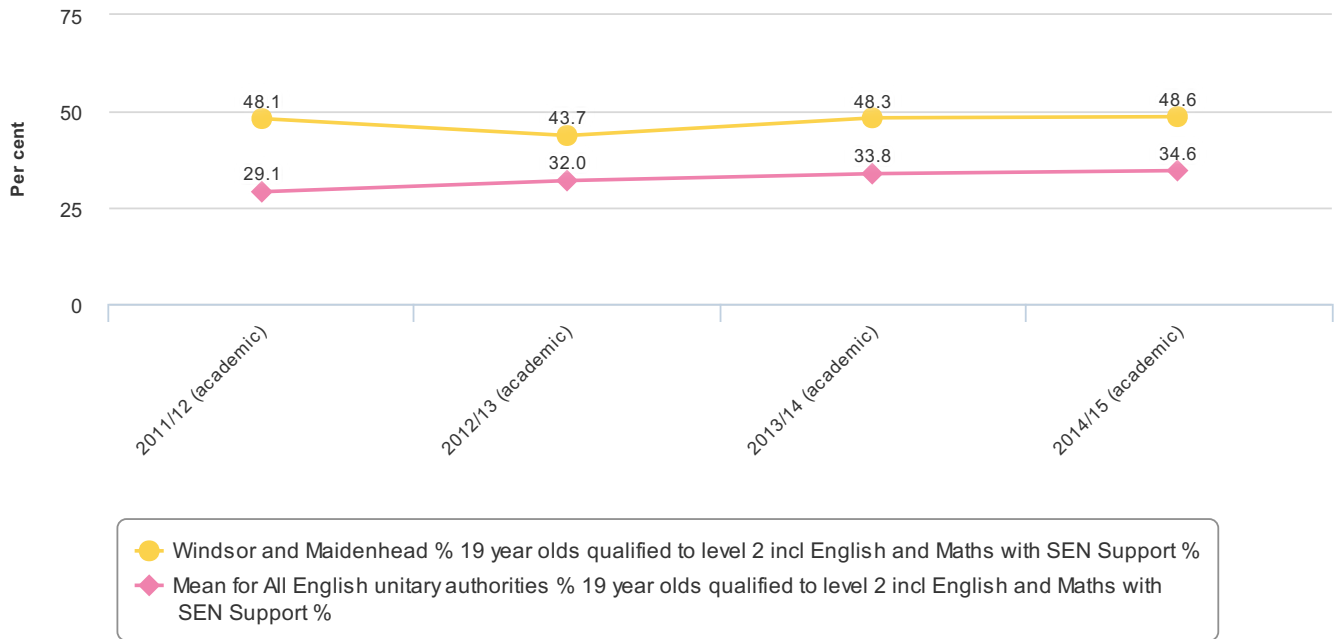
### Level 2

Attainment of Level 2 equates to achievement of 5 or more GCSEs at grades A\*-C or a Level 2 vocational qualification of equivalent size. The next chart shows that the percentage of the SEN cohort studying in Windsor and Maidenhead at the age of 16 (academic age 15) who attain a Level 2 qualification, including English and Maths, by the age of 19, is 48.6%, compared to an average of 34.6% across All English unitary authorities. This compares to those with statement of which 11.0% attained a Level 2 qualification, including English and Maths in Windsor and Maidenhead and 13.3% in All English unitary authorities.

### Percentage of 19 year olds qualified to level 2 including English and Maths

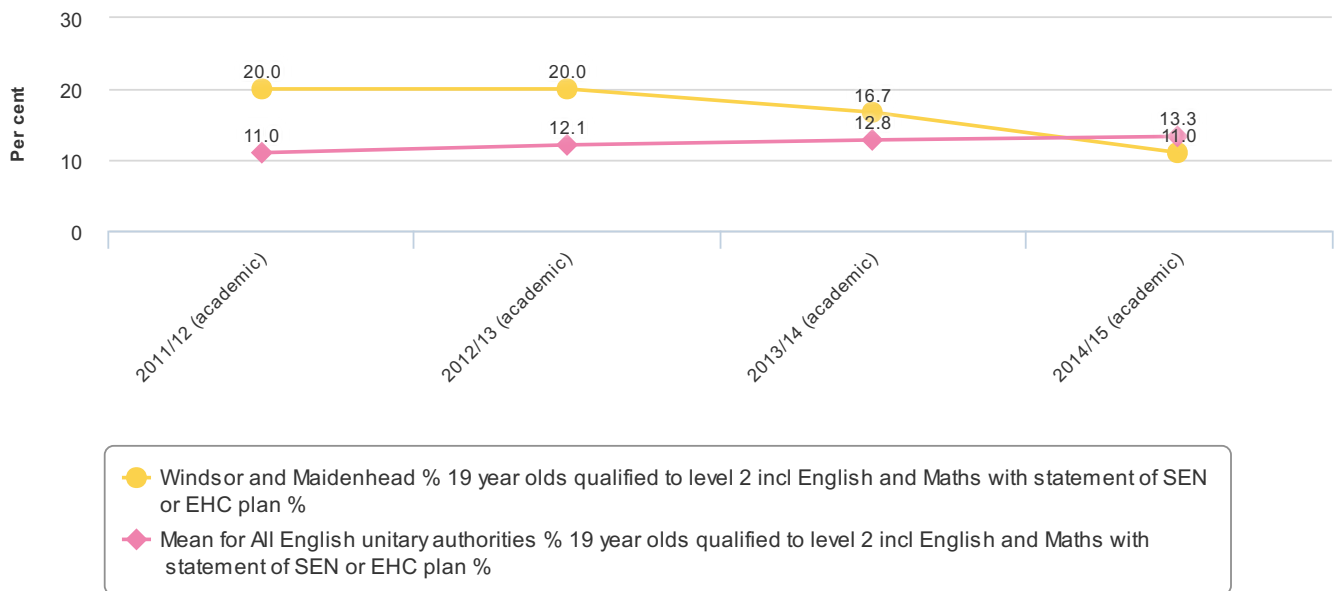


**% of 19 year olds with SEN Support qualified to level 2 including English and Maths (from 2011/12 (academic) to 2014/15 (academic))**



Source:  
Metric ID: 4672, Department for Education, Level 2 and 3 attainment by young people aged 19

**% of 19 year olds with statement of SEN or EHC plan qualified to level 2 including English and Maths (from 2011/12 (academic) to 2014/15 (academic))**



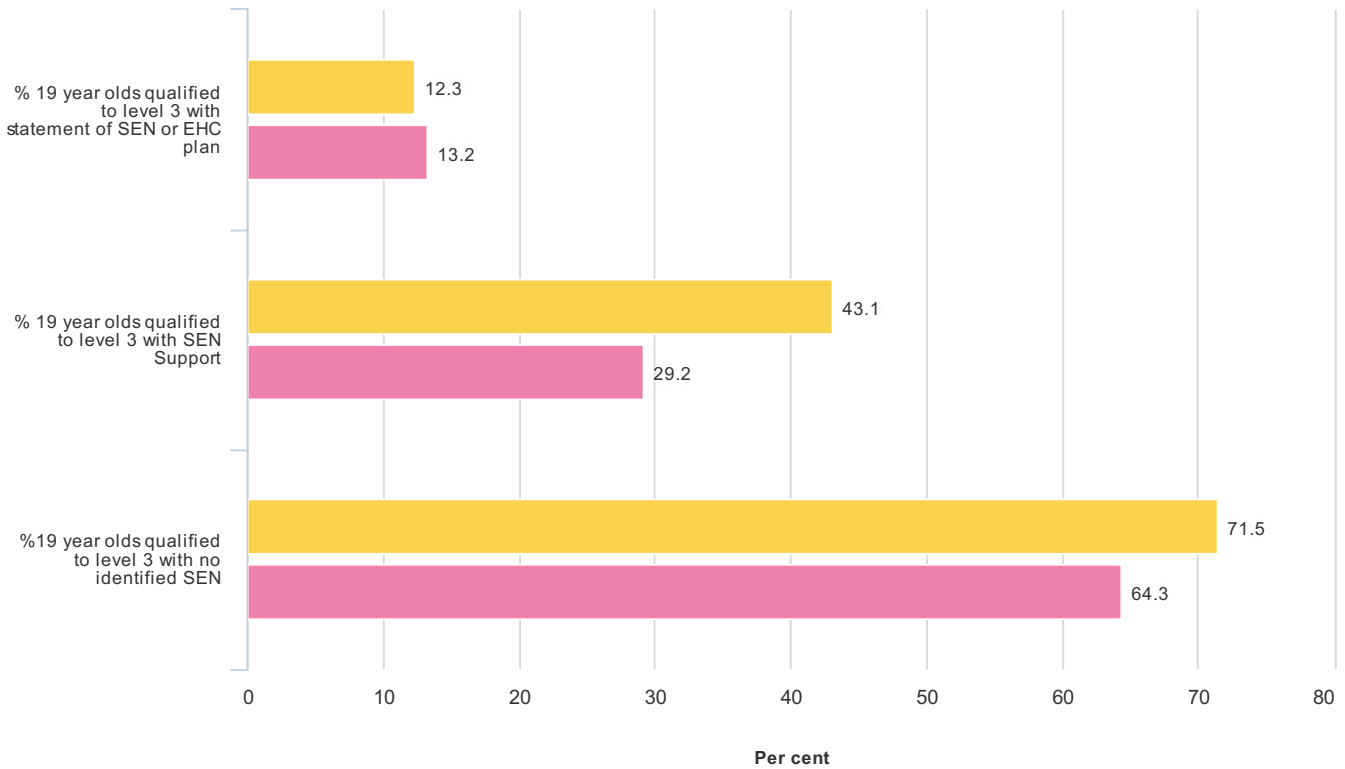
Source:  
Metric ID: 4673, Department for Education, Level 2 and 3 attainment by young people aged 19



### Level 3

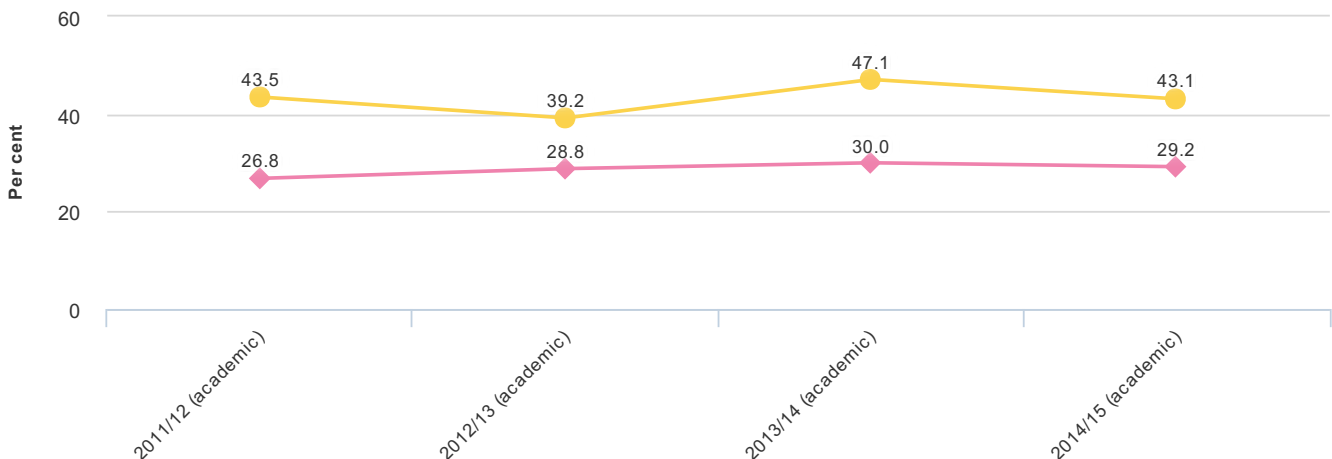
Attainment of Level 3 equates to achievement of 2 or more A-levels or equivalent qualifications. The following chart shows the percentage of the SEN cohort studying in Windsor and Maidenhead at the age of 16 (academic age 15) who attain a level 3 by the age of 19 is 43.1% for those with SEN support and 12.3% for those with a statement or EHCP.

**Percentage of 19 year olds qualified to level 3**



■ Windsor and Maidenhead 2014/15 (academic) %
 ■ Mean for All English unitary authorities 2014/15 (academic) %

**% of 19 year olds with SEN Support qualified to level 3 (from 2011/12 (academic) to 2014/15 (academic))**

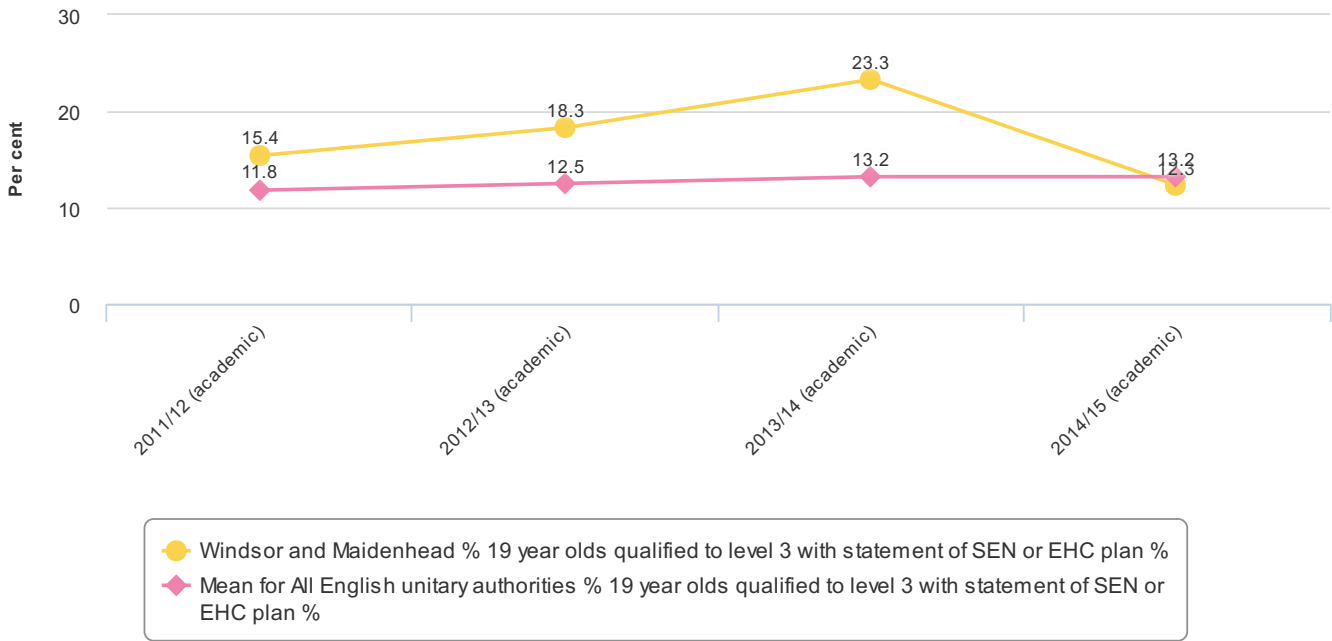


● Windsor and Maidenhead % 19 year olds qualified to level 3 with SEN Support %
 ◆ Mean for All English unitary authorities % 19 year olds qualified to level 3 with SEN Support %

Source:

Metric ID: 4678, Department for Education, Level 2 and 3 attainment by young people aged 19

### % of 19 year olds with statement of SEN or EHC plan qualified to level 3 (from 2011/12 (academic) to 2014/15 (academic))

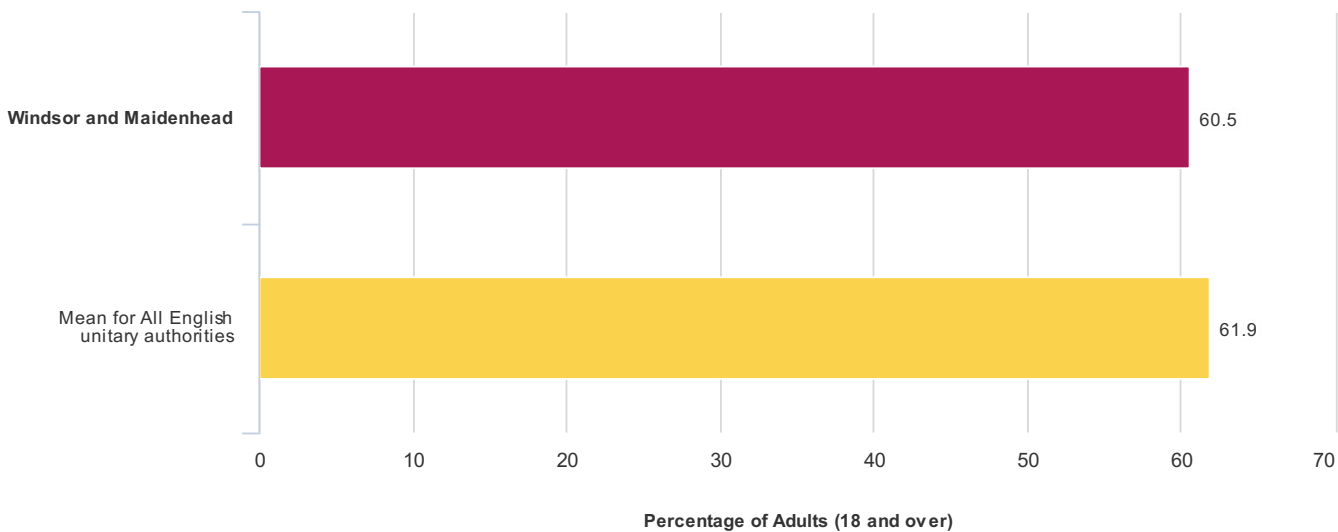


Source:  
Metric ID: 4679, Department for Education, Level 2 and 3 attainment by young people aged 19

### Settled accommodation

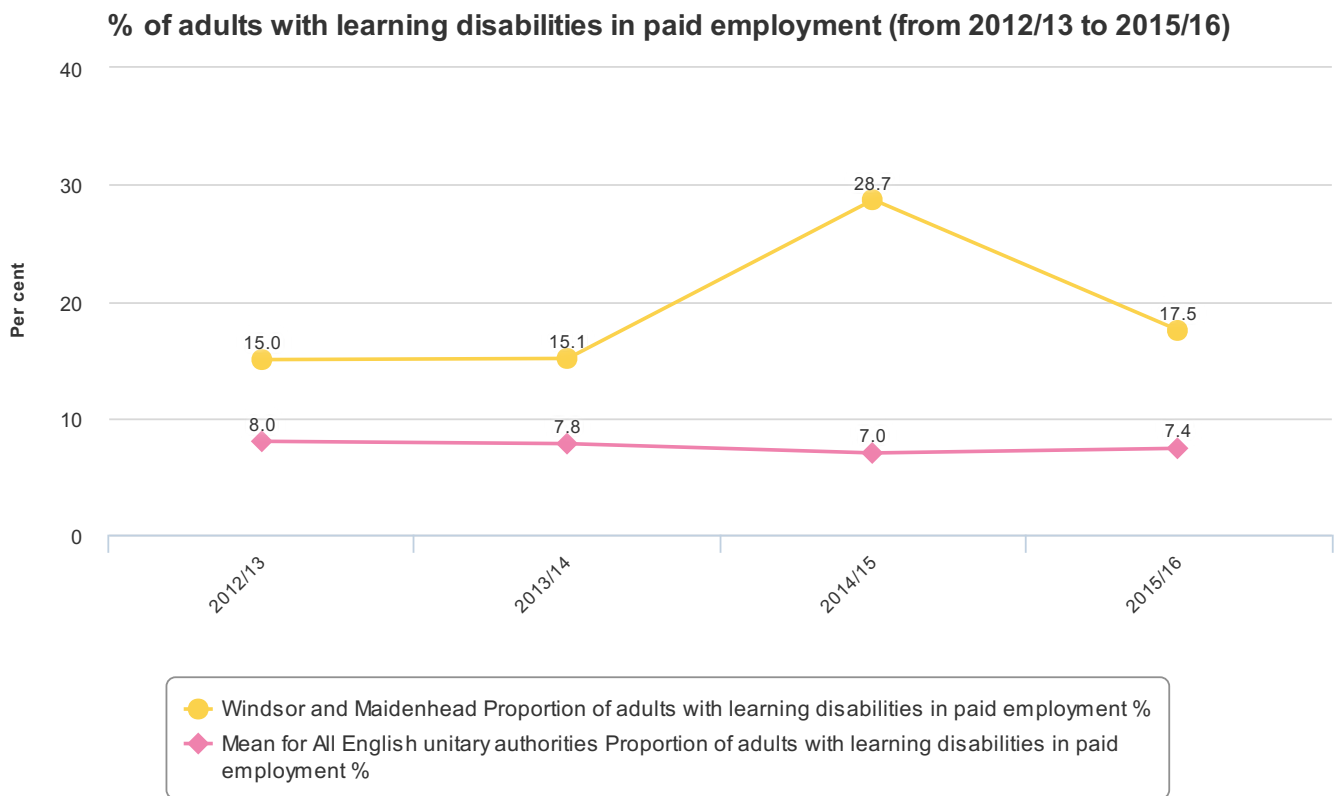
Settled accommodation refers to secure, medium to long term accommodation. Non-settled accommodation refers to accommodation arrangements that are precarious, or where the person has no or low security of tenure/residence in their usual accommodation and so may be required to leave at very short notice. In Windsor and Maidenhead, 60.5% of adults defined as 18-65 year olds) with learning disabilities are in settled accommodation, compared to 64.7% in the last period and the All English unitary authorities average of 61.9%.

### % of adults with learning disabilities in settled accommodation (2010/11)



Source:  
Metric ID: 133, National Adult Social Care Intelligence Service (NASIS), Adult Social Care Combined Activity Returns data

In Windsor and Maidenhead, 17.5% of adults with learning disabilities are in employment, compared to 28.7% last year and a national average of 7.4%.



**Source:**

**Metric ID:** 1095, Health and Social Care Information Centre, Measures from the Adult Social Care Outcomes Framework, England

## Experience of the system

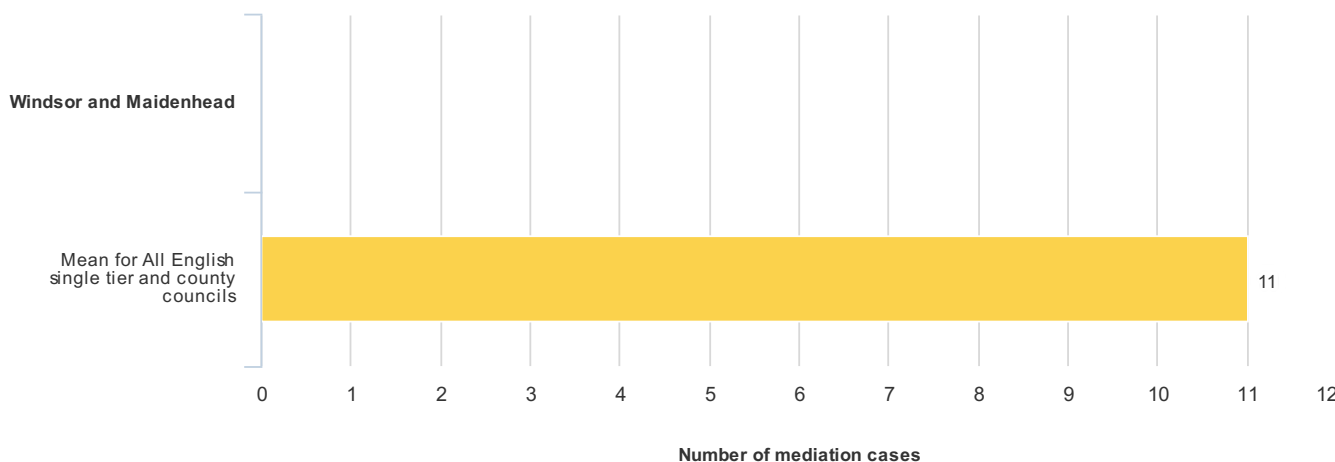
A central aim of the reforms was to ensure that the experience of gaining support was positive for children, young people and their families.

If a child's parent or the young person is dissatisfied with their EHC needs assessment or plan, they can appeal to the First-tier (SEN and Disability) Tribunal. The tribunal hears appeals against decisions made by the local authorities.

Mediation is when an impartial person, who is trained to deal with two opposing sides, acts as a referee in a dispute. Effective mediation provides a cost effective alternative in resolving disputes between parents, young people, health services and/or local authorities concerning the provision made for children with SEND.

The number of mediation cases held in Windsor and Maidenhead was Suppressed, and the proportion that went on to appeal was 0.0%. There were 1.9 registered appeals to the SEND tribunal per 10,000 of its school population. This compares to the average for All English unitary authorities of 2.5 per 10,000.

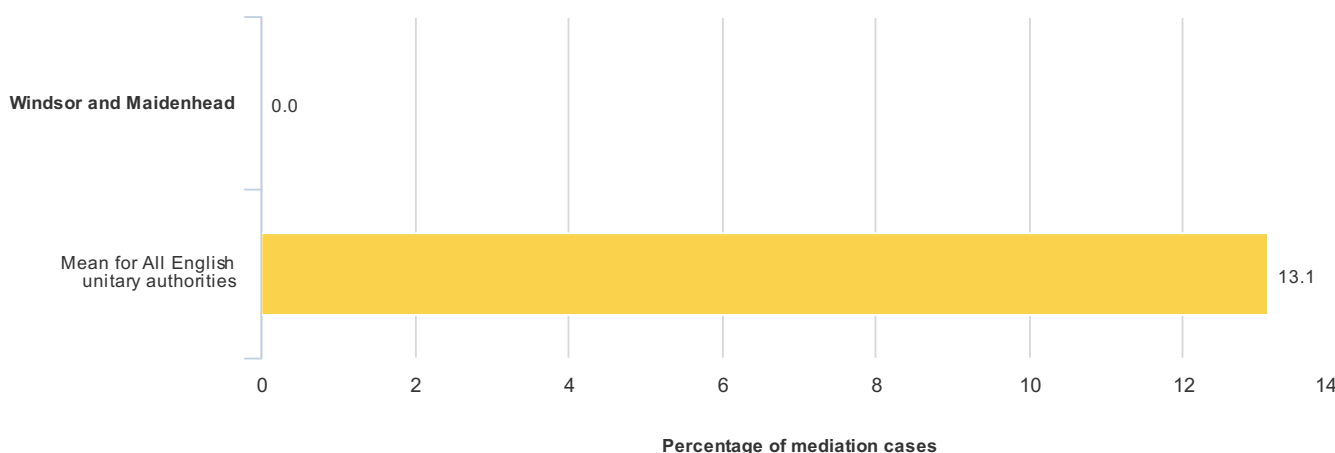
### Number of SEND mediation cases that have been held (2015)



Source:

Metric ID: 4862, Department for Education, Statements of SEN and EHC plans England

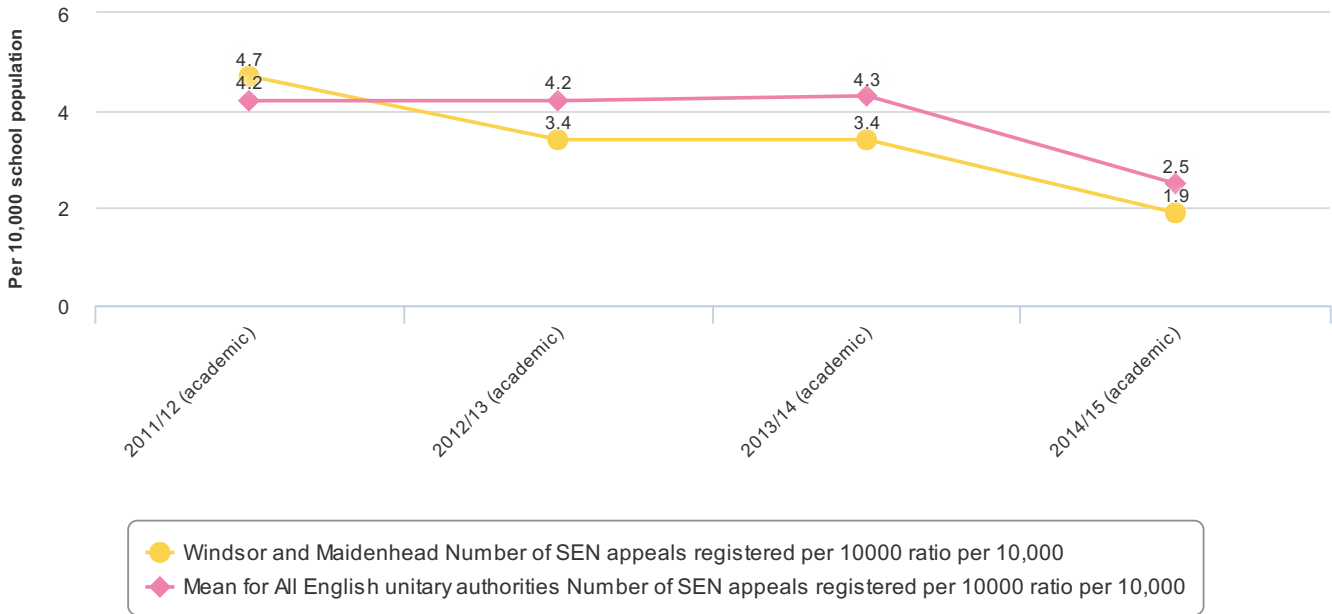
### % of Special Educational Needs and Disability mediation cases that went on to appeal (2015)



Source:

Metric ID: 4864, Department for Education, Statements of SEN and EHC plans England

### No. of SEN appeals per 10,000 of school population (from 2011/12 (academic) to 2014/15 (academic))



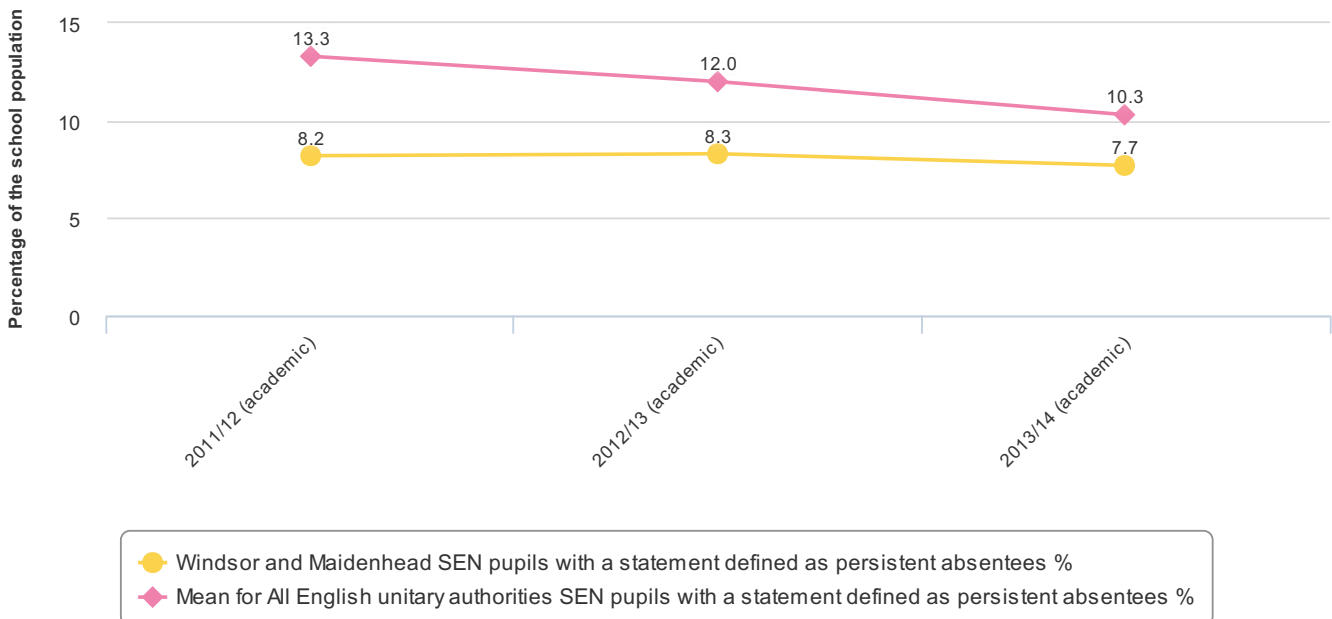
Source: Metric ID: 4734, Ministry of Justice, Tribunals and gender recognition certificate statistics quarterly

### Absence

Persistent absentees are defined as pupils who have missed 15% or more of school sessions through authorised or unauthorised absence. In Windsor and Maidenhead 7.7% of pupils with statements or plans were persistent absentees.

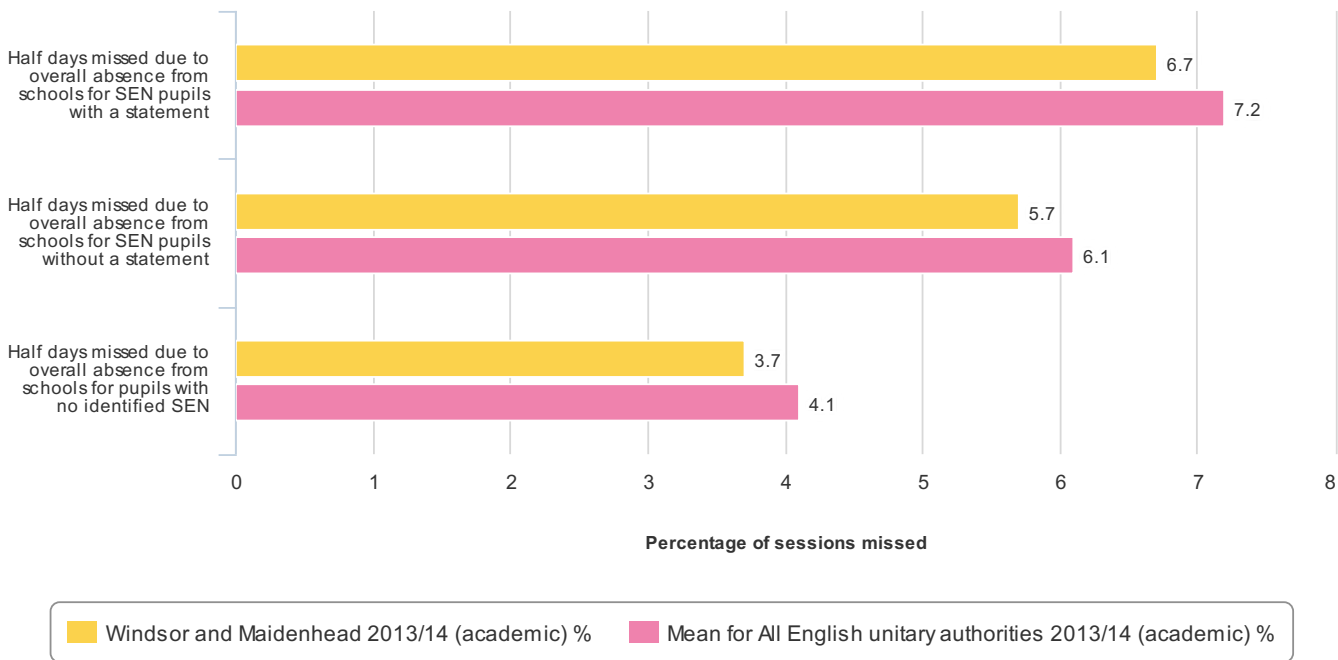
6.7% of sessions were missed due to overall absence from schools for SEN pupils with a statement or EHC plan, the All English unitary authorities average was 7.2%. A session is defined as half a day – morning or afternoon. Overall absence is the total number of overall absence sessions as a percentage of the total number of possible sessions available to that enrolment.

### SEN pupils with a statement defined as persistent absentees as a % of the school population (from 2011/12 (academic) to 2013/14 (academic))



Source: Metric ID: 4727, Department for Education, Permanent and Fixed Period Exclusions from Schools in England

### % of sessions missed due to overall absence from schools for SEN pupils 2013/14 (academic)



**Source:**

**Metric ID:** 4722, Department for Education, Permanent and Fixed Period Exclusions from Schools in England

**Metric ID:** 4719, Department for Education, Permanent and Fixed Period Exclusions from Schools in England

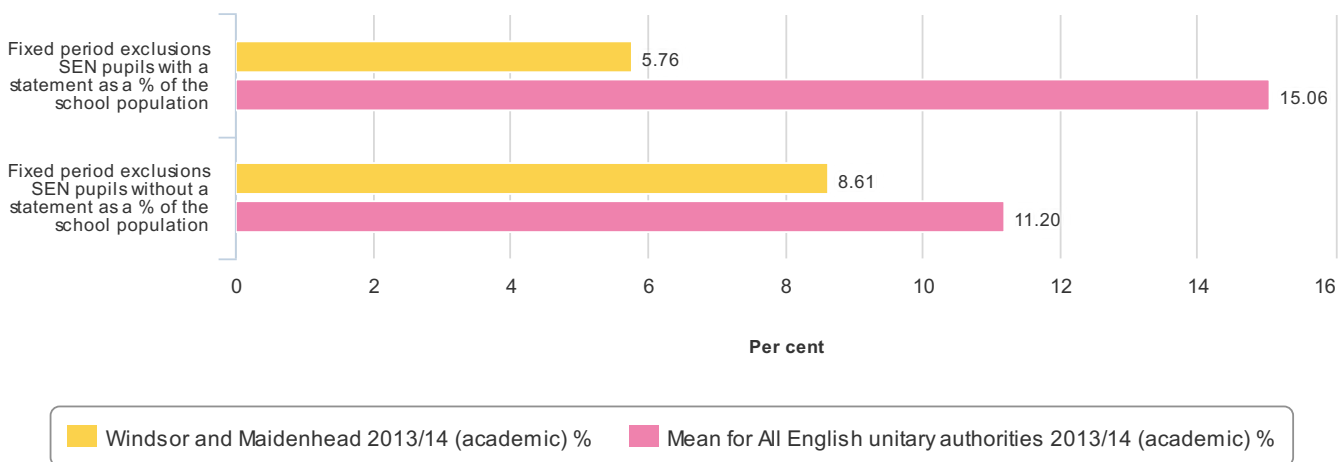
**Metric ID:** 4718, Department for Education, Permanent and Fixed Period Exclusions from Schools in England

### Exclusion

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year.

In Windsor and Maidenhead, the rate of fixed term exclusions for SEN pupils - calculated by taking the number of fixed term exclusions for SEN pupils and dividing it by the total number of SEN pupils in the LA - was 5.76%. This compares to an average of 15.05% in All English unitary authorities.

### Fixed period exclusions for SEN pupils as a % of the school population (2013/14 (academic))



**Source:**

**Metric ID:** 4732, Department for Education, Permanent and Fixed Period Exclusions from Schools in England

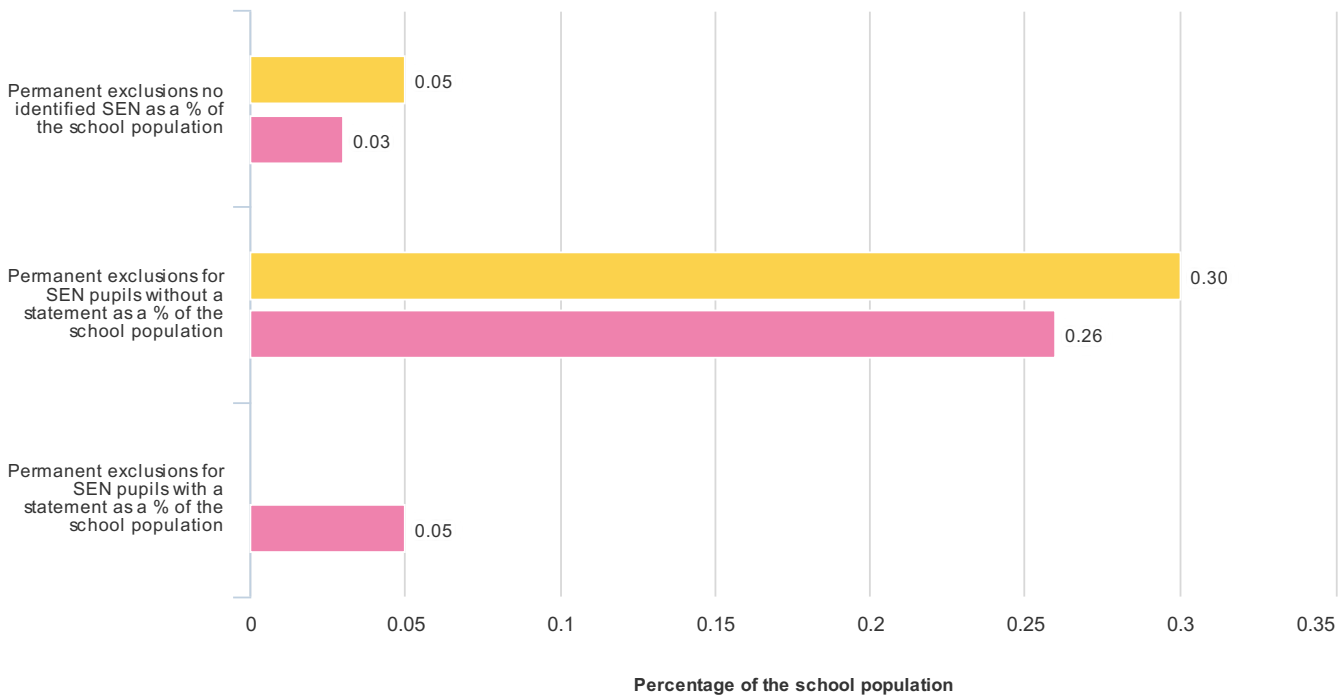
**Metric ID:** 4729, Department for Education, Permanent and Fixed Period Exclusions from Schools in England

A permanent exclusion refers to a pupil who is excluded and has their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.

In Windsor and Maidenhead the permanent exclusion rates for SEN pupils with a statement was Suppressed, compared to the previous period when it was a rate of 0.00%. In All English unitary authorities the rate is 0.05%, which has increased since the previous period (0.01%).

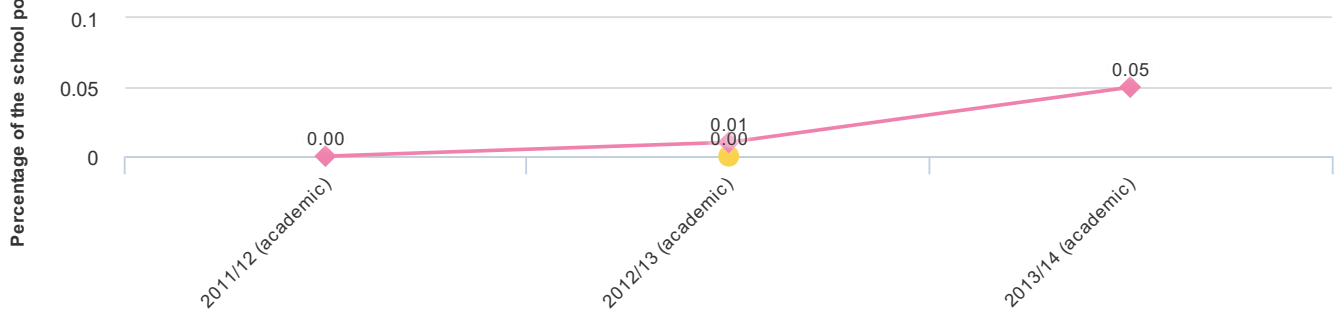
Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

### Permanent exclusions from school as a % of the school population



Legend: Windsor and Maidenhead 2013/14 (academic) % (Yellow bar), Mean for All English unitary authorities 2013/14 (academic) % (Pink bar)

### Permanent exclusions from school for SEN pupils with a statement as a % of the school population (from 2011/12 (academic) to 2013/14 (academic))



Legend: Windsor and Maidenhead Permanent exclusions for SEN pupils with a statement as a % of the school population % (Yellow circle), Mean for All English unitary authorities Permanent exclusions for SEN pupils with a statement as a % of the school population % (Pink diamond)

Source:

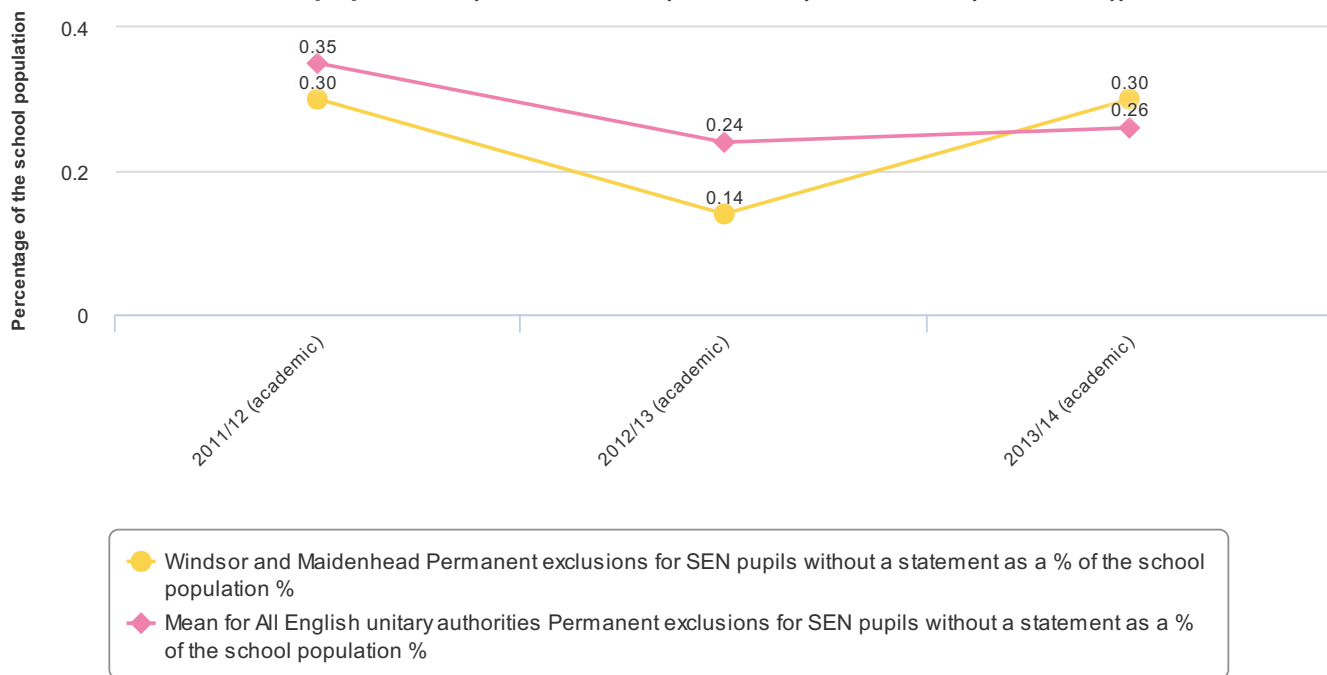
Metric ID: 4709, Department for Education, Permanent and Fixed Period Exclusions from Schools in England

In Windsor and Maidenhead the permanent exclusion rates for SEN pupils without a statement was 0.30%, compared to the previous period when it was a rate of 0.14%. In All English unitary authorities the rate is 0.26%, which has increased since the previous period (0.24%).

Please note the time series may be broken if values are suppressed.



### Permanent exclusions from school for SEN pupils without a statement as a % of the school population (from 2011/12 (academic) to 2013/14 (academic))



**Source:**

Metric ID: 4706, Department for Education, Permanent and Fixed Period Exclusions from Schools in England