

# Special Educational Needs and Disability Improvement Strategy 2017 – 2020



“Thrive in learning and  
not be left behind”

(A key priority in the Learning Improvement Strategy)



# Foreword



This strategy sets out clearly how we will all work together to make a real, positive and lasting difference for all children and young people in Bracknell Forest. It recognises what we have achieved so far through joint working but it also poses us a clear and real challenge on how to take our collective leadership and involvement to the next level. Bracknell Forest is a Borough where there will be much change in the years ahead both in terms of regeneration and new housing. We need to be sure that our children and young people are well placed to take full advantage of all of the opportunities on offer to be active, fulfilled and engaged citizens of the future.

**Cllr Gareth Barnard**

Executive Member  
Children, Young People & Learning



As Director of Children, Young People and Learning, it is my great pleasure to be part of “Thrive in Learning”, a key priority in our Learning and Improvement Strategy “Unlocking Opportunities for Children and Young People”, for children and young people with Special Educational Needs and Disability.

This document sets the key priorities for children and young people up to the age of 25. It is rooted in a determination to make Bracknell Forest a great place to be a child.

We want the best start in life for all children and young people in Bracknell Forest. This will be achieved through inspirational leadership which will ensure high quality school places for all of our children. A curriculum that is designed to allow children to develop their talents, maximises potential and empowers them to lead independent lives into adulthood. We want children and young people to be proud to succeed and to experience an education that meets their individual needs. We know that this will ensure that children and young people thrive in their learning and no-one is left behind.

We want the best possible outcomes and the brightest future for all children and young people. Therefore we must all ensure that young people enter adulthood confident and equipped to meet life’s challenges and opportunities. Working together towards a better future for all children and young people.

**Nikki Edwards**

Director  
Children, Young People & Learning



## Bracknell Forest Council believe that

“In targeting our services, we will prioritise people and areas with the greatest need, through early help and prevention so struggling or vulnerable people can maximise their opportunities to become independent”

This document must be read in conjunction with the

### Bracknell Forest Learning Improvement Strategy





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# 1. Introduction

1.1 This document describes Bracknell Forest Council's (BFC) and the Bracknell and Ascot Clinical Commissioning Group's (BACCG) three year strategy for children and young people aged 0-25 years with SEND. It should be read in conjunction with BFC's "Creating Opportunities – Positive futures" Early Help strategy, the Children and Young Peoples Plan (2016) and the Emotional Health and Wellbeing Strategy 2016-19.

1.2 The overall aim of this strategy is to:

- Raise expectations,
- Unlock opportunities,
- Improve our performance,
- Provide better services and
- Produce enduring outcomes

for all children and young people with SEND.

1.3 It replaces the previous SEND strategy and reflects the ambition and drive of the Green Paper<sup>1</sup>. We began a review of our approach to SEND in 2014 following the publication of the Children and Families Act 2014<sup>2</sup> and the Code of practice 2014<sup>3</sup>. This review was further energised by the publication of the Children, Young People and Learning service plan 2016 -2019<sup>4</sup> which has been developed from the Council Plan 2015 - 2019<sup>5</sup> and "Seamless Health" Bracknell Forest Joint Health and Wellbeing Strategy 2016-2020<sup>6</sup>. They collectively describe the operating context, vision, values and aims and objectives of the service for the next 3 years.

1.4 This plan is part of the 'golden thread' of plans and strategies which underpin the work of all partners in the borough.

1.5 Delivery of the plan will be monitored within the council by the BF Children, Young People and Learners (CYPL) Departmental Management Team (DMT) and the CCG governing body. External monitoring of performance will be undertaken through the multiagency East Berkshire SEND Strategic partnership Board which is chaired by the Director of Strategy and Operations, East Berkshire CCGs. (Membership is listed in Appendix 1) and the Head teachers SEND Strategic Group.

1.6 Whilst we are clear about what we want to achieve with partners over the next three years, we know we must be flexible in our approach so that we can respond to on-going changes. Annual reviews of the strategy will help to keep the progress on track.

1.7 Educational attainment of children and young people with SEND and inclusion in mainstream provision is largely dependent on the leadership and governance of the various educational settings throughout the borough.

<sup>1</sup> Support and aspiration: A new approach to special educational needs and disability 2011

<sup>2</sup> Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<sup>3</sup> Code of practice 2014 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<sup>4</sup> Children, Young People and Learning service plan 2016 -2019 <https://democratic.bracknell-forest.gov.uk/documents/s85220/09%20CYPL%20Service%20Plan%2015-16%20FINAL%20VERSION.pdf>

<sup>5</sup> <https://www.bracknell-forest.gov.uk/council-plan/council-plan>

<sup>6</sup> Bracknell Forest Joint Health and Wellbeing Strategy 2016-2020 <https://files.bracknell-forest.gov.uk/sites/bracknell/documents/seamless-health-2016-2020.pdf?VbHtb6FT0hPqbPRCL2RPD9jMojnYt52q>



## 2. Background

2.1 In Bracknell Forest we are committed to developing inclusive communities which are welcoming to all. Our vision for Special Educational Needs and Disabilities (SEND) is:

“Working together towards a better future for all children and young people”.

2.2 To achieve this we will support mainstream educational settings in their continuing lead in developing inclusive approaches to education. This will enable more children and young people with SEND to access mainstream opportunities. Through the leadership role of the local authority we will drive professionals and others to work together to achieve still greater inclusivity in Bracknell Forest.

2.3 We will develop our information, advice and guidance services, short breaks offer and other family support services. Parents and carers will have greater confidence, better access to information and opportunity to participate in decision making. We will make our SEND processes more flexible and transparent.

2.4 We will improve and extend our processes to support all children and young people from 0-25 years of age. This will smooth the transition from childhood to adulthood.

2.5 We are ambitious for our children and young people with SEND and this strategy sets out how we will achieve our vision.

2.6 The LA has the lead for this strategy but recognises that its success will lie in the effectiveness of the partnership between all stakeholders. Hence when the strategy sets out what ‘we’ will achieve, the ‘we’ refers to the partnership between the LA, schools and settings in the maintained and non-maintained sectors, parents, children and young people, other agencies and services in health and social care, including adult services and the voluntary sector.

2.7 Bracknell Forest Council (BFC) will work closely with all specialist placements out of borough and in neighbouring authorities to ensure that CYP who cross local authority borders for their education will experience similar rights and consistency in approach.



# 3. Principles

3.1 We are committed to securing the best possible outcomes for children and young people with SEND. We want them and their families to feel valued, able to participate and have a greater sense of choice and control. We recognise that all children and young people have important rights including being safe, feeling valued, enjoying learning and achieving success through participation in education, community and family.

3.2 To protect these rights, we are committed to four key principles. The principles recognise that children and young people with SEND and their families have the right to the same quality of life as those who do not live with a disability. We are committed to ensuring that Bracknell Forest's children, young people and families have the right support, at the right time, as a matter of course.

3.3 We recognise that all families are different, so they will need different types and levels of support depending on the age of their child and the impact of their SEN or disability.

- Principle One

We will involve children and young people and their parents and carers in all decisions about them, promoting independence and autonomy through to adulthood.

- Principle Two

We will ensure inclusion and participation in all aspects of family, educational and community life in a local and inclusive setting. We recognise that some children and young people will require a specialist setting in order for them to thrive educationally. We will endeavour to make this as local and inclusive as possible.

- Principle Three

We will make the best use of available resources by minimising the use of specialist setting out of the borough and providing targeted specialist provision within borough.

- Principle Four

We will secure the right support at the right time for families, through timely and accurate assessment and by working in partnership with educational settings, health, social care and other key partners of a child or young person's needs.

## 4. SEN and Disability

4.1 In this strategy we recognise that SEND includes children and young people with a broad range of needs. For some, the focus of support will be wholly educational, for others their families will need support from a number of statutory services and this will continue throughout their childhood and may continue into adulthood. A child or young person may have special educational needs (SEN) or a disability or both.

4.2 Children and young people have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

4.3 Children and young people have a learning difficulty if they:

- A. Have a significantly greater difficulty in learning from the majority of children and young people of the same age; or
- B. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

4.4 Definition of disability

“A person has a disability under the Equalities Act 2010 if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities.”



# 5. Local context

## General<sup>7</sup>

5.1 The borough's population is 118, 928 (ONS mid-year statistics 2015, based on the 2011 Census), of which almost 26% of the population is aged between 0 – 19 years. The 0 – 14 age group as a percentage in Bracknell Forest has decreased from 21% in 2001 to 19% in 2011, but is still slightly higher than the national average which is 18%. Within this the 0 – 4 age group has increased from 7,699 to 8,027. This increase has significance in terms of school places.

5.2 Bracknell Forest is one of the least deprived areas of the country (ranked 287 out of 326 local authorities in England on the Index of Multiple Deprivation 2015). Property prices and levels of car ownership are significantly higher than the national average and average free school meals eligibility remains relatively low in the national context 7.6% in January 2017.

5.3 These headline figures mask significant pockets of deprivation. Five wards in the borough have free school meal entitlements ranging from 11.9% to 17.3%. Poverty in Bracknell Forest has risen and is now 10.4% (as defined by the Department for Work and Pensions). Five wards in the borough have child poverty figures above the South East average of 14.6%. No wards are above the England average of 19.9%.

5.4 17,839 pupils are on roll in primary, secondary and special schools in Bracknell Forest (January Schools Census 2017).

<sup>7</sup>This is an overview of the context for Bracknell Forest, more detailed information on key areas of need can be found by accessing the Joint Strategic Needs Assessment; this provides a wide range of information on the health and wellbeing of the population, broken down in detail to ward level wherever possible. (<http://jsna.bracknell-forest.gov.uk>)

<sup>8</sup>Full data sets can be found at [http://lginform.local.gov.uk/reports/view/send-research/local-area-send-report?-mod-area=E06000036&mod-group=AllRegions\\_England&mod-type=namedComparisonGroup](http://lginform.local.gov.uk/reports/view/send-research/local-area-send-report?-mod-area=E06000036&mod-group=AllRegions_England&mod-type=namedComparisonGroup)

And on the local offer.

## 5.5 Children and Young People (CYP) with SEN<sup>8</sup>

5.6 As of September 2017, there are 716 children or young people from Bracknell Forest with a statement or EHCP.

Of this:

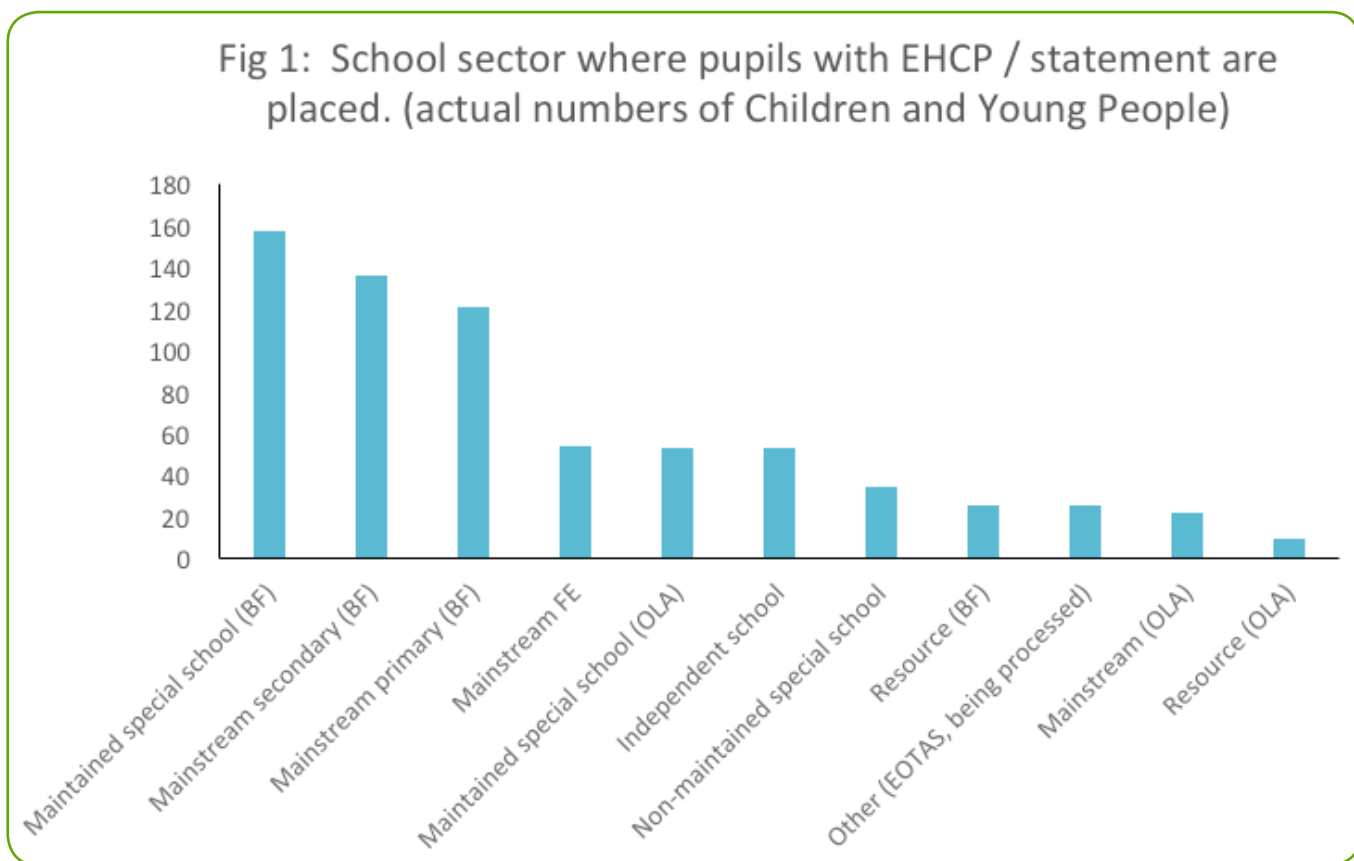
- 1 child is in the early years/nursery.
- 97 children are in mainstream primary (BFC).
- 146 CYP are in mainstream secondary schools (BFC).
- 8 children are in out of borough mainstream primary schools.
- 23 CYP are in out of borough mainstream secondary schools.
- 137 CYP are in our special school (BFC).
- 139 CYP are in out of borough special schools
- 71 young people are in the local FE college (BFC).
- 56 young people are in FE colleges out of borough.
- 11 young people are NEET.
- 1 is EOTAS.
- 14 young people are on apprentice-ships.
- 6 young people are (Newly) in employment.
- 4 are in the process of ceasing their EHCP.
- 2 young people are moving into Adult Social Care.

That translates to :

- 199 children attend primary phase schools
- 347 young people attend secondary schools
- 127 young people are 16 or older and educated at FE college
- 43 are in other types of provision

5.7 BFC has one maintained special school and two off site units. (See Appendix 2 for descriptions).

5.8 Fig 1 gives a more detailed breakdown of where our children and young people are educated. As would be expected the vast majority attend either mainstream schools or resource centres (280) or Kennel Lane (137) whilst another 87 attend either mainstream or state special schools in other LAs.



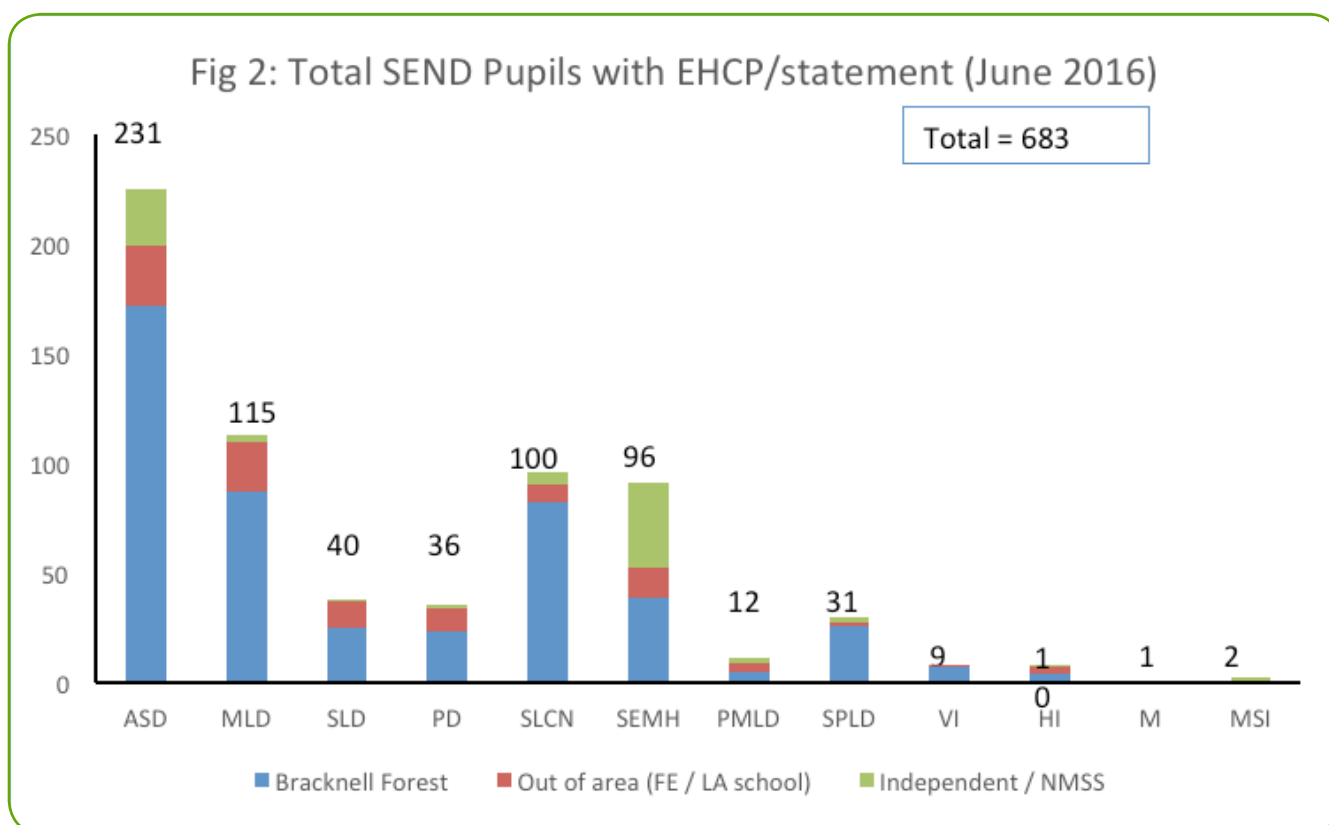
5.9 Fig 2 shows the primary SEND need of the children and young people as recorded on their EHCP or statement who are Bracknell Forest residents.

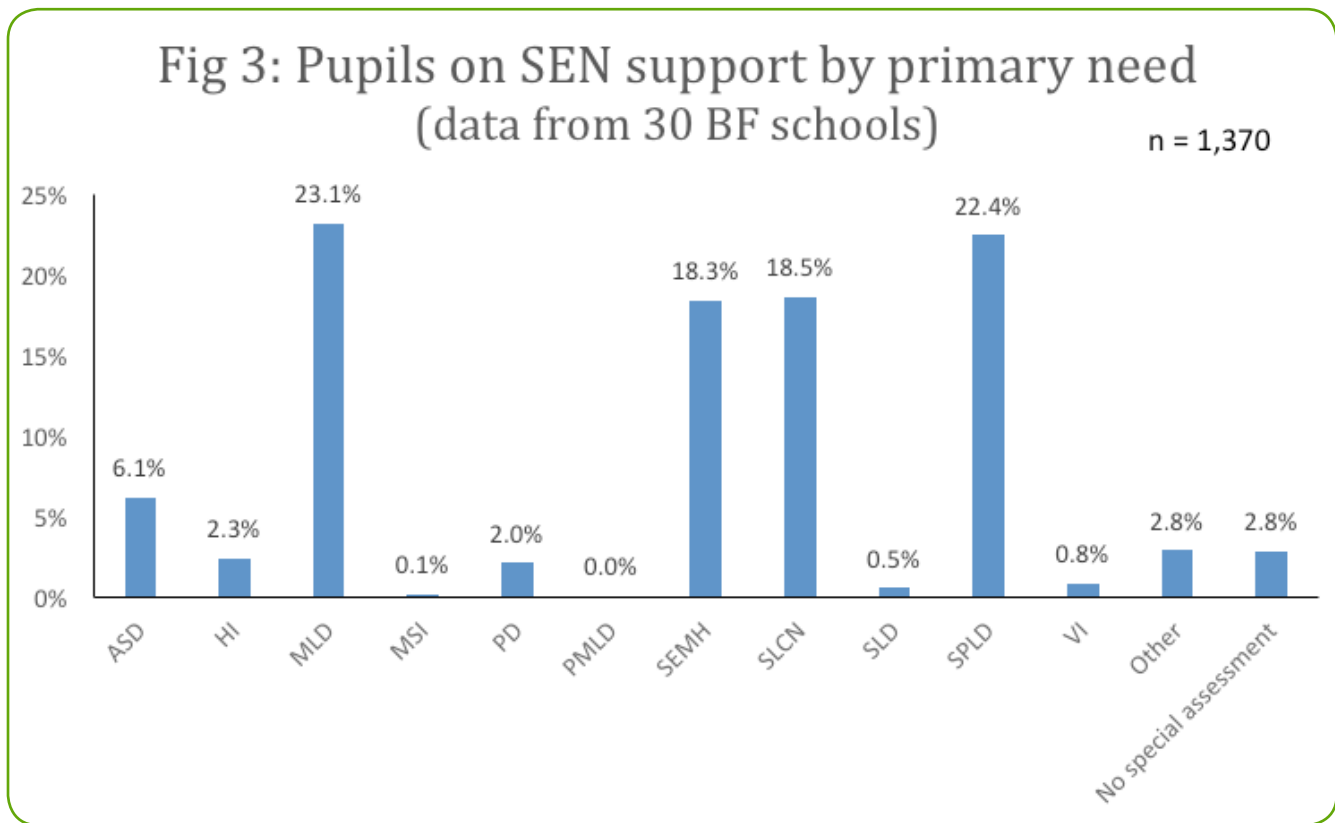
5.10 This shows that the largest group are those with Autistic Spectrum Condition (ASC) who makes up 34% of these pupils.

5.11 Although, those with Autistic Spectrum Condition (ASC) as a primary need form the largest single group of pupils nationally, the proportion in Bracknell Forest is nearly 10% above the average for England.

5.12 Fig 2 also shows whether pupils, by need, are placed within or outside of Bracknell Forest. This shows that those with social, emotional and mental health needs (SEMH) are the largest group of pupils educated outside of Bracknell Forest (and in independent provision), followed by those with ASC.

5.13 The other group of school learners with SEND are those assessed by schools as requiring 'SEN support'. The largest two categories by primary need are 'moderate learning difficulties (MLD)' and 'specific learning difficulties (SPLD)', 23% and 22% respectively (fig 3). When comparison is made with national data, it is notable that the proportion identified in Bracknell Forest schools as having a 'specific learning difficulty' is 7% higher than nationally reported and ASC is about 2% higher in Bracknell Forest. A total of 45 pupils, out of the sample of 1,370, are identified as having a sensory need, whether 'hearing impairment (HI)', 'visual impairment (VI)' or 'multi-sensory impairment (MSI)'.





5.14 Table 1 sets out the comparative proportions of pupils with SEND for Bracknell Forest with its statistical neighbours and for England as a whole. These data indicate that the proportion of pupils with Statements / EHCPs has reduced in Bracknell Forest since 2013 and, at 2.6% of the school population, is a reasonable level. This also contrasts with the broadly level trend across statistical neighbours and England. Similarly, the proportion of pupils on SEND support is reducing too, though faster in secondary schools than in primary. The data for 2016, however, show an upturn across all categories.

Table 1	% EHCP/statments all schools				% SEN support primary				% SEN support secondary			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Bracknell Forest	2.9	2.7	2.4	2.6	14	13.4	12.0	12.7	13.3	12.2	9.5	10.1
Statistical neighbours	2.7	2.75	2.75	2.65	14.2	13.4	11.3	10.7	14.2	13.8	11.0	10.6
England	2.8	2.8	2.8	2.8	16.0	15.2	13	12.1	17.0	15.9	12.4	11.0

(Source: DfE and LAIT 2016)



5.15 A note of caution must be sounded about ‘SEN support’ data: schools alone assess needs and decide whether a pupil meets thresholds for SEN support. There is evidence that there is varied practice between schools and that the definition of SEN is open to interpretation.

**5.16 Attainment data (all children and young people January 2016)**

5.17 In 2016 the % of pupils at the Early Years Foundation Stage achieving a good level of development was 74%, compared to 69.3 % nationally.

5.18 In 2016, 56.5 % achieved 5+ A\* -C including English and mathematics. This compares to 57.7% nationally and 60.7% for statistical neighbours.

**5.20 Attainment data (children and young people with SEND)**

5.21 Attainment of children and young people in Bracknell Forest is generally good and exceeds the statistical neighbour and national average. The two main areas for improvement are in the Early Year’s Foundation Stage and Post 16. Table 2 shows a summary of performance in the areas which require improvement. A full data set can be found at LG Inform website or with reference to the Bracknell SEN Dashboard (on the local offer)

Table 2 Summary of performance for CYP with SEND in the areas which require improvement.

	BF		Statistical Neighbours			National		
	Latest	Trend	Rank	Average	Difference	Rank	Average	Difference
EYFSP Good level of development - SEN Support	19%	down	10th of 11	25%	-6.0%	127th out of 152	26%	-7%
Qualified to Level 2 inc Eng & Maths by 19 - EHCP	12.2%	down	10th of 11	15.6%	-3.4%	100th out of 152	14.1%	-1.9%
Qualified to Level 3 by 19 - SEN Support	21.5%	down	10th of 11	31.2	-9.7%	137th out of 152	31.8%	-10.3%

(SEN Dashboard April 2017)

# 6. Financial and policy context

6.1 In the current economic climate the financial pressure on public sector services is acute. Nevertheless, we recognise that within these financial constraints there is a genuine opportunity to reduce bureaucracy and increase effectiveness. To achieve this we must ensure that our provision targets the right children and young people at the right time.

6.2 Since June 2012 the DfE has published a series of policy documents detailing national changes to the school funding arrangements with implementation from April 2013. All the published documents including the latest ones can be accessed electronically on the DfE website.

6.3 Mainstream school funding has been the subject of extensive consultation resulting in the DfE moving towards a national funding formula for schools.

6.4 The approach for SEN funding from the DfE is called ‘place-plus’ funding and involves 3 elements: -

- i. Element 1 – Core Education Funding based for pre 16 pupils on pupil led funding Age Weighted Pupil Unit (AWPU) of up to £4,000 already delegated in the Schools Block.
- ii. Element 2 – Additional Support Funding of up to £6,000 from Notional SEN funding already delegated in the Schools Block.
- iii. Element 3 – Top up funding from the commissioner, usually a Local Authority (LA), funded from the HNP Block.

6.5 This means up to £10,000 per High Needs Pupil (HNP) is to be funded from the schools delegated budget.

6.6 Academies, although funded centrally, are expected to provide a high quality education for all children and young people, including those with SEND.

6.7 Bracknell Forest’s spend on SEND is high compared to national average and statistical neighbours. (See table 3)

Table 3. SEN - S251/Outturn weekly unit costs (approximate)<sup>9</sup>

	BF		Statistical Neighbours			National		
	Latest	Trend	Rank	Average	Difference	Rank	Average	Difference
SEN - S251/ Outturn weekly unit costs (approx.)	£120	up	9th out of 11	£98	+£22.4	121st out of 152	£95	+£25.5

<sup>9</sup>LG Inform local area SEND report 2017. LAIT 2017. SEN Dashboard 2017.

# 7. Co-Production

7.1 An essential and valuable contribution to this strategy came from our children and young people, their parents and carers, educational providers, our own services and other partners like health services and voluntary groups.

7.2 We carried out the co-production of this strategy in two stages. The first stage began in March 2017 and lasted nine weeks. This involved discussing with all stakeholders what they considered important and essential to help children and young people achieve their fullest potential.

7.3 They told us that they wanted schools and other educational providers to be more local, developing more local special school places, more training for staff and better working between services. There was also strong support to continue to develop inclusive practices in mainstream schools and to encourage closer involvement of parents with this. There was a request to increase the number of SEN staff in school support services.

7.4 Existing social care and health services for disabled children and young people are valued.

7.5 There was overwhelming support for the four principles we agreed for our policy and the five priorities which we decided upon for the strategy.

7.6 The second stage was consultation on this draft strategy.

7.7 This second stage was useful in collecting ideas and objectives to inform the action plan to deliver the strategy.

7.8 Our co-production provided feedback and evidence of good and excellent practice. However there was a clear message that we should not be complacent but ambitious for continued progress and improvement.



## 8. Our priorities

1. We will work to ensure that Emotional Wellbeing and Child and Mental Health Services (CAMHS) are available to all eligible children and young people.
2. We will support Early Years settings, schools and others to improve the inclusion and educational outcomes for children and young people with SEN and Disabilities.
3. We will improve post 16 destinations for young people with SEND and reduce the NEET population.
4. We will ensure that SEN and disability systems and decision-making (including specialist place planning) are robust and funding is used effectively to deliver positive outcomes.
5. We will develop a joint “Outcomes Based Commissioning” approach to commissioning across the children and young people’s partnership.

Action Plan to Follow.



**Acknowledgements:**

Thank you to senior leaders including governors for their contributions from the following schools/ colleges:

- Birch Hill Primary School.
- Meadow Vale Primary School
- Kennel Lane Special School
- Edgbarrow School
- Garth Hill College
- Harmans Water Primary School
- College Hall
- Easthampstead Park Community School
- Holly Spring Infant & Nursery School
- Whitegrove Primary School
- Brakenhale Academy
- Bracknell and Wokingham College

Thank you to senior leaders for their contributions from the CCG and BHFT:

- Interim Head of Children and Families (CCG)
- Director of Nursing and Quality (CCG)
- Designated Medical Officer (CCG)
- Director – Strategy & Operations (CCG)
- Clinical Director (BHFT)
- Head of Integrated Services for Children, Young People and Families (BHFT)
- CYPF Locality Lead for CYPIT Bracknell and Wokingham (BHFT)
- East Berkshire CCG Children’s & Families Commissioners from the three CCGs
- Representation from Frimley Health NHS Foundation Trust (FHT)
- Acting Head of specialist Children (BHFT)
- Connected care
- Head of Continuing Healthcare and Placement Governance (CCG)

Thank you for the contributions from the Bracknell Parent Forum:

Thank you to senior leaders for their contributions from the Voluntary sector (INVOLVE)

Thank you to the following LA services who were also involved within the strategy:

- Standards and Effectiveness Team
- Targeted Services
- SEN
- Education Psychologists
- Virtual School
- Transformation Programme Manager
- Early Years
- Youth Service
- Local Offer Team
- Adult Social Care
- Children’s Social care
- School Sufficiency
- Children’s Disability services
- Public Health Programme Manager

A special thank you to all the young people from the Youth Council that gave up many evenings to consider the proposed strategy and for their contributions.

## **Appendix 1**

### **Membership of the East Berkshire SEND Strategic Partnership Board**

- Director of Strategy and Operations, East Berkshire CCGs (Chair)
- Designated Medical Officer (Vice Chair)
- East Berkshire CCG Children's & Families Commissioners from the three CCGs
- Representation from each Local Authority and the Children's Trust including Adult Care for Transition Work
- Representation from Berkshire Health NHS Foundation Trust (BHFT)
- Representation from Frimley Health NHS Foundation Trust (FHT)

## **Appendix 2**

### **Specialist SEND provision.**

#### **Kennel Lane School**

Kennel Lane School is a maintained special school which caters for pupils with learning difficulties and disabilities aged between 2 and 19 years. The pupils have a wide variety of needs including Autistic Spectrum Disorder (ASD), communication difficulties, profound and multiple learning difficulties, physical difficulties, severe learning difficulties and sensory impairments.

#### **College Hall**

College Hall is a pupil referral unit serving Bracknell Forest and the surrounding area. The unit has 46 full time places for young people in Key Stages 3 and 4 who have experienced difficulty in maintaining a place in mainstream education.

Through providing a safe and secure environment, an experienced and supportive staff team, a flexible curriculum and proactive working with schools, parents and carers, we aim to get these young people back on track.

College Hall also makes provision for a small group of young people who are persistently unable to attend their mainstream school placement due to factors such as acute anxiety associated with school attendance or other mental health needs. These pupils attend a satellite building on the main site at College Hall called 'The Cottage'. Pupils will attend either full or part time and may gradually reintegrate from 1-1 teaching.

College Hall also provides an Outreach Service to local mainstream schools, supporting young people to maintain their placement and is also responsible for the delivery of Home Tuition on behalf of Bracknell Forest Local Authority.

#### **The Rise**

The Rise is a specialist unit serving pupils aged 11-19 with high functioning autistic spectrum conditions living in Bracknell Forest and other local authorities.

The centre is part of Garth Hill College, but operates in dedicated buildings within a ten minute walk and two minute drive of the main Garth Hill site.

#### **Meadow Vale School Speech & Language Resource**

Meadow Vale has a specialist Speech & Language Resource staffed by qualified teachers, learning support assistants and NHS Speech and Language Therapists. The Resource caters to pupils with speech and language disorders. The Resource staff work alongside the class teachers to ensure that the pupils within the Resource are included in the mainstream classroom while having their speech and language needs met through specialist teaching and intensive therapy.

### **Meadow Vale School Rainbow Resource Centre.**

The Rainbow Resource Centre is a specialist resource within the Borough of Bracknell Forest catering for children aged three to five, with a diagnosis of ASD and/or social and speech and language difficulties.

The aim is to support children in the early stages of their learning and school-life, in order to greater prepare them for the next phase of their education. This means that we continually assess and reflect on each child in order to ensure they are given the support they need in an educational setting.

### **Appendix 3 Bracknell Parent Forum**

Bracknell Parent Forum represents children and young people with additional needs up to age 25. We liaise with service providers regarding the needs of SEND children/young adults and their families in Bracknell Forest. We facilitate two-way communication between parent carers and these services. The Forum works to provide feedback on services offers dialogue with current service providers and is part of decision making and planning for future provision.

We hold regular meetings. Any parent/carer can join the mailing list for updates. For further involvement, they can become a member by completing a registration form.

You can find us on the Bracknell Forest Local Offer and follow us on Facebook.

Our email address is: - [bracknellparentforum@virginmedia.com](mailto:bracknellparentforum@virginmedia.com)

Copies of this booklet may be obtained in large print, Braille, on audio cassette or in other languages. To obtain a copy in an alternative format please telephone 01344 352000.

## Nepali

यस प्रचारको सक्षेपं वा सार निचोड चाहिं दिइने छ, ठूलो अक्षरमा, ब्रेल वा क्यासेट सून्नको लागी । अरु भाषाको नक्कल पनि हासिल गर्न सकिने छ । कृपया सम्पर्क गनुहोला ०१३४४ ३५२००० ।

## Tagalog

Mga buod/ mga hango ng dokumentong ito ay makukuha sa malaking letra, limbag ng mga bulag o audio kasette. Mga kopya sa ibat-ibang wika ay inyo ring makakamtan. Makipag-alam sa 01344 352000

## Urdu

اس دستاویز کے خلاصے یا مختصر متن جلی حروف، بریل لکھائی یا پھر آڈیو کیسٹ پر ریکارڈ شدہ صورت میں فراہم کئے جا سکتے ہیں۔ دیگر زبانوں میں اس کی کاپی بھی حاصل کی جا سکتی ہے۔ اس کے لیے براہ مہربانی ٹیلیفون نمبر 01344 352000 پر رابطہ کریں۔

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## Portuguese

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