



HILLINGDON
LONDON



Children, Young People and Learning Policy Overview Committee

Date: WEDNESDAY 18 OCTOBER
2017

Time: 7.00 PM

Venue: COMMITTEE ROOM 4 -
CIVIC CENTRE, HIGH
STREET, UXBRIDGE UB8
1UW

**Meeting
Details:** Members of the Public and
Press are welcome to attend
this meeting

Councillors on the Committee

Jane Palmer (Chairman)
Nick Denys (Vice-Chairman)
Dominic Gilham
Becky Haggar
Allan Kauffman
John Oswell
Jan Sweeting
Judith Cooper
Kanwal Dheer

Other Voting Representative

Anthony Little, Roman Catholic Diocesan.

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Terms of Reference

A central role of a Policy Overview Committees is to undertake in-depth policy reviews on specific issues. Reviews provide the opportunity to hear from members of the public and expert witnesses, including people from a wide range of external organisations. Reviews usually make recommendations to the Cabinet on how the Council could improve its work. They therefore perform an important role in opening up the policy-making process to a wider audience, including people who would not normally have the opportunity to participate.

This Committee undertakes the policy overview role in relation to the following matters:

- Education Services and statutory education authority functions
- School performance and attainment
- School Transport
- Relationships with Local Academies / Free Schools
- Pre-School & Early Years Services
- Youth Services & Careers Services
- Juvenile justice & probation services
- Adult Learning
- Education and learning partnerships
- Music & The Arts
- Social care services for children, young persons and children with special needs
- Adoption and Fostering
- Family Services

Agenda

- 1 Apologies for Absence
- 2 Declarations of Interest in matters coming before the meeting
- 3 Matters notified in advance or urgent
- 4 To confirm that items of business marked Part 1 will be considered in public and that the items marked Part 2 will be considered in private
- 5 To agree the minutes of the meeting held on 27 September 2017 1 - 6
- 6 Major Review - Witness Session 7 - 18
- 7 Elective Home Education Update 19 - 20
- 8 School Planning Update To Follow
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- 10 Cabinet Forward Plan - Review Forthcoming Decisions 25 - 26
- 11 Work Programme - Review the Work Programme for the Coming Year 27 - 30



Minutes

CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

27 September 2017

Meeting held at Committee Room 4
Civic Centre, High Street, Uxbridge UB8 1UW

	<p>Committee Members Present: Councillors Jane Palmer (Chairman), Nick Denys (Vice-Chairman), Dominic Gilham, Becky Haggar, John Oswell, Jan Sweeting, Tony Little, Judith Cooper and Jem Duducu</p> <p>Also Present: Joan Veysey (Deputy COO Hillingdon Clinical Commissioning Group) Jain Hainstock (Head of Mental Health & Community Commissioning, Hillingdon Clinical Commissioning Group) Jackie Shaw (Service Director for CAMHS from Central North West London NHS Foundation Trust)</p> <p>LBH Officers Present: Dan Kennedy (Deputy Director, Housing, Environment, Education, Health & Wellbeing), Tom Murphy (Assistant Director of Early Intervention Prevention & SEND), Ian Anderson (Business Manager, Complaints and Enquiries), Tirzah Bagnulo (Inclusion Team Manager) and (Anisha Teji (Democratic Services Officer)</p>
23.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies were received from Councillor Kauffman with Councillor Duducu substituting, and Councillor Dheer.</p>
24.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THE MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
25.	<p>MATTERS NOTIFIED IN ADVANCE OR URGENT (<i>Agenda Item 3</i>)</p> <p>None.</p>
26.	<p>TO CONFIRM THAT ITEMS OF BUSINESS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE (<i>Agenda Item 4</i>)</p> <p>It was confirmed that all items were in Part 1 and would be heard in public.</p>
27.	<p>TO AGREE THE MINUTES OF THE MEETING HELD ON 31 JULY 2017 (<i>Agenda Item 5</i>)</p> <p>The minutes from 31 July 2017 were agreed as an accurate record subject to the following additions:</p>

	<ol style="list-style-type: none"> 1. In relation to agenda item 8, the Committee asked for further information on how the Fair Funding Formula would affect the Borough's individual schools when it becomes live next April; and 2. In relation to agenda item 6, the Committee was concerned that the agencies involved in safeguarding issues may rather than would provide funding to allow work to be carried out in order to ensure that safeguarding procedures were set to the highest quality.
28.	<p>CHILD AND ADOLESCENT MENTAL HEALTH SERVICES (CAHMS) UPDATE (Agenda Item 6)</p> <p>The Committee considered the report on the current position of Child and Adolescent Mental Health Services (CAMHS).</p> <p>Joan Veysey, Deputy COO at the Hillingdon Clinical Commissioning Group (HCCG), addressed the meeting. She provided the Committee with a handout entitled 'Hillingdon's Child and Adolescent Mental Health Policy Overview Committee Performance' and in summary, made the following points:</p> <ul style="list-style-type: none"> • Jane Hainstock has been appointed as a substantive member of staff. • Areas of concerns included waiting times and access. Central North West London NHS Foundation Trust (CNWL) was working on a number of transformation projects such as brief treatment and intervention, redesign of core CAMHS, T4 New Models of care, development of a 24/7 intensive community support service and piloting child wellbeing practitioners. • The backlog had been reduced and planned targets had been achieved. NHS England had provided Hillingdon CCG with £64, 00 in the first tranche of funding to be released and further £64, 00 was the second tranche in 17/18. • It was predicted that the waiting times to meet the 18 week target would be met by November 2017. • The exception report gave reassurance that risks were being mitigated by ongoing monitoring and the additional funding being received by NHS England to deal with the demand and capacity issues. • 29 out of 136 referrals were from Hillingdon in relation to Eating disorders service. Some of the interventions offered were family based intervention (anorexia) and systemic family therapy. Individual goals were set with families and outcomes from evaluation included reduction in tier 4 admission to ED units. • In relation to out of hours referrals for children and young people, there were 653 referrals to the CNWL service from 1 April 2016 to 31 March 2016 (referrals received and seen). Since July 2017 the service had changed its name to the 'Crisis and Liaison service' which operated 24/7. • There were 3 Hillingdon CYP in tier 4 beds which was a reduction from 15/16 and 16/17 figures. There was also a reduction in the number of people placed many miles from home from 40% to 17%. <p>The Chairman welcomed the representatives from CAMHS however expressed that there had been some dissatisfaction with the service in the past. Although there appeared to be progress, the Committee needed reassurance that action was being undertaken in order to support residents and non residents.</p> <p>The Committee was of the view that this area involved high risk patients and it was crucial that the service was in a strong position to assess and support these users, who</p>

were often in a lot of distress. If children were not accessed from an early stage, the mental health concerns would mostly likely escalate.

The Committee noted the point that some Boroughs received more funding which was why waiting times were more reduced in comparison with Hillingdon. Children waiting times of 4.5 months - 18 weeks was a long time. The Committee was told that the type of intervention varied and to reduce this waiting time length, children were being prioritised in terms of what issues they had. For example, children with anxiety could be prioritised as they may not be able to function at school. Generally the service was changing the way it worked with families whilst taking into account national evidence.

It was reported to the Committee that national evidence demonstrated that males were less willing to talk and seek help whilst women felt more comfortable about approaching for help.

The Committee was informed that implementing an Integrated, Child & Adolescent Mental Health Pathway without tiers (THRIVE model), ongoing co-production with children, young people, schools and families, a greater focus on early intervention and prevention - through advice and support, establishing peer support programmes and commissioning evidence based service responses and testing their efficiency were the ways that were going to be used to improve outcomes for children and young people in Hillingdon.

Priorities for 2017 - 2019 included early intervention, having a range of practitioners offering advice and support, core training intervention, clear information and signposting services and a core point of referral for specialist CAMHS and other specialist services.

RESOLVED -

- 1. That the representatives from CAMHS be thanked for their attendance;**
- 2. Members should email their questions to Democratic Services who will send them to representatives for answers; and**
- 3. That a CAMHS update be placed on the work programme for March 2018.**

29. MAJOR REVIEW - SUPPORTING CHILDREN WITH SPECIAL NEEDS AND DISABILITIES IN THEIR EARLY YEARS - WITNESS SESSION 1 (Agenda Item 7)

Officers introduced the revised scoping report and explained that the review had been scoped to focus on three key areas; identification, intervention and transition.

The Committee heard from the witnesses below.

Witness 1 - Zoe Sargent Head of Children's Services and Operations, Hillingdon Central and North West London NHS Foundation Trust

- The Health Visiting Service comprised of three teams including health visitors, community staff nurses, nursery nurses and administrative staff.
- This service was provided to children from the ages of 0 - 5 and staff worked closely with children's centres, social care and other health care professionals as well as General Practitioners.
- Support and guidance was offered from an early stage including 1:1 support.
- The type of support included antenatal contact between 28 - 32 weeks of pregnancy assessing family needs, home visits 10 - 14 days after birth, health

reviews for children between eight months to a year and two - two and a half years and child health drop ins.

- The service worked alongside children to safeguard families and provided additional support for a family if their child had a disability.
- Some of the steps taken to support families involved advice and guidance and referrals to the Child Development Centre in Hillingdon, if there were social communication concerns.

Witness 2 - Tirzah Bagnulo, Inclusion Team Manager, Disabilities Service

- The services provided by the Borough's Inclusion Team to schools, parents and colleagues fell in to different categories focussing on different areas.
- The first category, training, support, information, advice and guidance services, provided specialist training to teachers and early years practitioners on tools that would enable detailed assessments or observation directly informing the identification of skills, abilities or special education needs and disabilities (SEND).
- The second category, links with other services involved working with advice and guidance for referral routes, children's Centre staff, early years practitioners, SEND Team and CAMHS.
- The third category involved shared pathways.
- Some of the challenges of the service included the amount of children on the waiting list for health services following referral, communications between health services and education professionals, children not always being identified and services not being accessed by families, due to a lack of information.
- Areas for recommendations could include a central database where information on a child is stored in one place and easily accessible by a range of users, an integrated review at two years old and effective communications between health visiting staff and day care providers.

RESOLVED -

- 1. Witnesses be thanked for their attendance and evidence; and**
- 2. The evidence be noted as part of the major review.**

30. **ANNUAL COMPLAINTS REPORT 2017/2018 FOR CHILDREN AND YOUNG PEOPLE'S SERVICES** (*Agenda Item 8*)

Officers introduced the report and provided an oral summary of complaints and Members Enquiries received between 1 April 2016 and 31 March 2017.

The following key points were made in discussion:

Children and Young People Services

- Informal complaints remained similar to the figures from 2015/16 of 104 complaints and 2016/17 of 103 complaints.
- 33 Stage 1 complaints were registered in 2016/17, which was slightly more than the 2015/16 figure of 32. The average time taken to conclude a stage 1 complaint was 10.63 working days against the statutory target of 10 working days.
- There were no stage 2 or 3 complaint investigations as many had been resolved informally.

- 4 complaints were considered by the Local Government Ombudsman - one was upheld and the remaining three were not investigated.
- The number of Stage 1 complaints responded to within 10 working days had fallen from 94% in 2015/16 to 76% in 2016/17. The committee was advised that the target was missed in 3 cases because other departments had to be consulted for a contribution and this delayed the response.
- Training was commissioned and delivered for all managers and officers within the children and young people service handling complaints.
- The service had received a high amount of positive feedback and compliments.

Education and School

- Informal complaints are down 22% (5) when comparing the 2015/16 figure of 23 with the figure for 2016/17 of 18.
- Six complaints were registered at Stage 1. They were all from parents concerning the way their children had been dealt with by the school. In all complaints we raised this issue directly with the Head Teacher but advised the complainant that this was a matter for the school to consider under their own complaints procedure. The Local Government Ombudsman investigated one complaint. The complaint was not upheld.

Members Enquiries

- There had been a 7% increase in enquiries from Elected Members when comparing the figure for 2015/16 of 8,611 complaints and the figure for 2016/17 of 9,185 complaints.
- The Committee suggested a way simplify Member Enquiries such as drop down menus categorising difficult complaints. Officers indicated that they would take it away and look into this area.

The Committee was pleased with the report and commended officers for their hard work. The Committee commented that the results were great and that it was a good report.

RESOLVED -

- 1. That the content of the annual complaint report be noted; and**
- 2. That officers be commended for the positive results.**

31.	<p>CABINET FORWARD PLAN - REVIEW FORTHCOMING DECISIONS (<i>Agenda Item 9</i>)</p> <p>RESOLVED -</p> <p>(1) The Cabinet Forward Plan was noted.</p>
32.	<p>WORK PROGRAMME - REVIEW THE WORK PROGRAMME FOR THE COMING YEAR (<i>Agenda Item 10</i>)</p> <p>The Committee requested that an update on the service improvement plan; information request for fair funding formula and an update on school planning be provided at the next meeting on 18 October 2017.</p>

	RESOLVED - (1) That the work programme be noted.
	The meeting, which commenced at 7.00 pm, closed at 8.42 pm.

These are the minutes of the above meeting. For more information on any of the resolutions please contact Anisha Teji on 01895 277655. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

SUPPORTING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND) IN THEIR EARLY YEARS

Contact Officers: Tom Murphy /Anisha Teji
Telephone: 01895 558273 / 01895 277655

REASON FOR ITEM

To hear evidence from a number of witnesses on the major review topic, 'Supporting Children with Special Education Needs and Disabilities (SEND) in their Early Years'.

Witness session one took place on 27 September 2017 and witness session three will take place on 18 October 2017. Witness session two will take place outside of the Community meeting on a date to be confirmed.

OPTIONS OPEN TO THE COMMITTEE

The Committee is asked to consider the evidence given by witnesses, together with the background information provided in the appendices.

INFORMATION

1. Following discussion at the June 2017 meeting of the Committee, it was agreed that officers would produce a scoping report for consideration at the July 2017 meeting.
2. At the July 2017 meeting, Members were provided with the first draft scoping report for the review and were provided with details on the background to the reasons for the review. Following the feedback received at the last meeting, the scoping report was updated.
3. At the September 2017, Members heard evidence from the following witnesses:
 - Zoe Sargent (Head of Children's Services, Central and North West London) (health - CCG)
 - Tirzah Bagnulo, Inclusion Team Manager, Disabilities Service
4. Officers have made arrangements for a witness session to be held at the October 2017 Committee meeting. There will also be another witness session which will take place outside of the meeting on a date to be confirmed. This will be followed by presentation of the draft final report at the January 2018 meeting.

WITNESSES

At the meeting on 18 October 2017, the following witnesses will be in attendance:

- Councillor Simmonds - Deputy Leader and Cabinet Member for Education and Children's Services
- Dr Ahmed - Member of staff from the child development centre
- Elaine Caffery - Nursery Manager who also sits on the schools forum
- Jo Moody - Advanced Practitioner (provides training and support to other nurseries) / early years practitioner - South Ruislip Early Years Centre
- Janna Murphy - Specialist Resource Provision/Assistant Head Hayes Park School

PAPERS WITH THE REPORT

Draft scoping report 'Supporting children with Special Education Needs and Disabilities (SEND) in their early years'.



HILLINGDON

LONDON

Policy Overview Committee Review Scoping Report 2017/18

Supporting children with Special Education Needs and Disabilities (SEND) in their early years

Aim of review

- To consider how children with SEND have their needs identified and to understand what interventions are made to address these needs, including the support available to parents, with a view to identifying opportunities to strengthen current arrangements in order to improve outcomes.

Service Delivery Context

The London Borough of Hillingdon has high ambitions for children and young people including those with special educational needs and disabilities (SEND). There is a long history of developing inclusive early year's provision for children with SEND within the borough.

The range of early year's provision in Hillingdon comprises of three early years settings, 81 private, voluntary, independent settings (PVI settings include full day-care nurseries, playgroups or sessional care & nurseries within independent schools). This provision includes; full day care, sessional care, early year's centres and childminders. There are currently 305 registered childminders in Hillingdon. An inclusive early years setting will adapt to enable a child with SEND to fully participate and access play and learning opportunities with their peers. Training and support is provided to enable settings to meet their legislative requirements and develop quality inclusive services. The Children and Families Act 2014 and the associated guidance requires local authorities to *'ensure that there is sufficient expertise and experience amongst local early years providers to support children with SEN' recognising that ' a pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'*

PVI settings within the London Borough of Hillingdon are supported by the Council's Inclusion Team in developing quality inclusive provision; this team fulfils the role of the area Special Education Needs Coordinator (SENCo) and provide training and support to settings to enable them to include children with a range of additional needs and disabilities. These settings along with nurseries and reception classes in maintained

schools all deliver the Early Years Foundation Stage (EYFS), the statutory framework for children aged 0 - 5 years.

Health visitors are highly trained specialist community public health nurses who play an important role in the identification of children who may have SEND and the provision of support for these families. They implement the healthy child programme, a national government initiative with the aim of *'improving the health and wellbeing of children, as part of an integrated approach to supporting children and families.'*

Community Paediatricians see patients aged 0 - school leaving age, who are resident in Hillingdon (with the exception of Hillingdon residents registered with an Ealing GP), and who have one or more of the following conditions: development delay or long term conditions, disabilities and complex health needs, epilepsy, cerebral palsy, chromosomal disorders, neuromuscular conditions, children with neurodevelopment concerns such as social and communication difficulties, autism spectrum disorder, developmental co-ordination disorder and babies who were identified as medically high risk at birth.

The council's Sensory Intervention Team provides support to families of children, whose needs are identified soon after birth, for example following the hearing screening test. We know that children and young people with sensory needs can require very specialist support at different points in their life. Evidence shows that early intervention can make a significant difference to their progression.

All of these services work in collaboration to support the process of identification and subsequent interventions to support early learning for children with SEND. It is proposed that the review considered the effectiveness of the early identification, interventions and subsequent transitions into the maintained sector (schools) for children 0 - 5 with SEND.

Legislative Context

The Children and Families Act was given Royal Assent in March 2014 and brought about the most significant reforms to the statutory framework for Special Education Needs and Disabilities (SEND) for 30 years. These changes to the law implemented a new system seeking to help children and young people aged 0 to 25 with SEND. More specifically, the changes aim to provide a system that is:

- Person centred;
- Outcome focused;
- Delivered through a co-ordinated and integrated model of support; and
- Inclusive of families in planning and decision making.

Following the passing of the Act, the reforms were implemented gradually and came fully into force on 1 September 2014. In Hillingdon we have embraced the reform agenda by working with partners to develop our approach and practice in accordance with the legislative changes and the Special Education Needs and Disabilities Code of Practice which provides statutory guidance for organisations working with children and young people with SEND.

The legislation requires services in the 'local area' to work together to identify, intervene and improve outcomes for children and young people with SEND. Outcomes for children and young people with SEND nationally have been poor, interventions have been thought to focus too heavily on provision and short term targets with not enough emphasis being given to improving outcomes. The Children and Families Act 2014 seeks to improve life chances for those with SEND encouraging those working with children and young people

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with SEND to consider outcomes such as gaining employment, living as independently as possible, being part of the community having friends and good health from the early years.

Identification

The Early Years Foundation Stage (EYFS) requires all those who work with young children to be alert to emerging difficulties and to respond early. This includes concerns raised by parents and children. All early years providers are required to have arrangements in place to identify children with SEN or disabilities (this includes childminders).

Where a health body is of the opinion that a young child has, or probably has, SEN they must inform the child's parents and bring the child to attention of the local authority. Locally the early notifications from health are received by the Early Support Team, who contact the family and where appropriate offer Early Support key working or portage home visiting support.

The early years are a period of rapid change and development, it is therefore particularly important that any needs are identified early and appropriate interventions put in place to enhance children's development. *'Delay at this stage can give rise to learning difficulties and subsequent loss of self esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping children prepare for adult life.'* (DoE Sept 2014)

0 - 2 age range

Children with more complex developmental or sensory needs may be identified at birth. Parents may raise concerns about their child's development with their child's health visitor, GP, child's nursery or at a Children's Centre. Those working with the family should support them in understanding their child's needs and help them to access support or be referred on to the appropriate agency for further assessment; this may include the child development centre or therapy services.

Health visitors provide the mandated reviews as prescribed national policy (Healthy Child Programme) these start during the prenatal period with the first review being offered on or after twenty eight weeks of pregnancy followed by a new birth visit within 14 days (normally delivered when the baby is between 10 to 14 days). Later a 6 - 8 week review is offered for the mother, father and child which includes a maternal mood assessment, assessment of progress in maternal mental health and ongoing support with breast feeding. The one year review assesses physical, emotional and development and needs within the family context; supporting parenting with information about attachment development, monitoring growth, health promotion, accident prevention, healthy eating and oral health, along with immunisation recommendations.

Speech and language therapists provide community based assessment opportunities 'Small Talk' sessions which children and families can be referred to. At these sessions the speech and language therapist will advise the family if the child requires a referral to speech and language therapy. They will also sign post them to other groups such as Language for Life or Attention Hillingdon.

2 year olds

National government have introduced two development checks when children are between the ages of two and three to support the early identification and intervention for children who may have emerging concerns or an identified SEN or disability.

For children attending a setting (PVI setting or childminder), early year's practitioners must review progress and provide parents with a short written summary of their child's development when a child is aged between two and three. This summary should focus on communication and language, physical and personal, social and emotional development. Where there are significant emerging concerns practitioners are required to develop a co-ordinated plan to support the child.

Health visitors carry out a further screening as part of the Healthy Child Programme, in Hillingdon they use a tool called the Ages and Stages Questionnaire (ASQ and where appropriate the social emotional ASQ) to structure these checks.

The 'Progress check at age two' and the 'Healthy Child Programme two-year review' together form the integrated review.

3 - 5 age range

89% of three and four year olds in Hillingdon attend some form of early years' provision. The EYFS framework sets standards that all Ofsted registered providers must meet. This includes ongoing assessment of children's progress. As well as the more formal checks early years' practitioners working with children should monitor and review the development and progress of all children during the early years.

During this period health visitors provide a range of services which include the handover of all families from Health Visitor to School Nurse and information sharing to inform the school entry assessment.

The changing picture in terms of need

In Hillingdon as well as nationally there has been an increase in the numbers of children being identified with autism. This has led to an increase in the waiting time for a multi-disciplinary assessment.

Intervention

Research has shown that early intervention improves outcomes for children. It is therefore particularly important to provide timely special educational provision. Early action to address identified need is crucial to ensure progress and improve outcomes.

*'Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.'* (DfE 2015)

Locally there is a history of health and the local authority working together to improve outcomes for children with SEND. There have been a number of initiatives which have led to better co-ordinated services for young children and their families. These include;

- Pathways for children with social communication difficulties. Shared pathways have been developed and interventions being delivered by speech and language therapy within health are based on the same model as early intervention groups (Attention Hillingdon) being run in both children's centres and early years' settings.
- A Speech and Language pack was co-produced by health and the local authority and provided to PVI settings, schools, GP's and children's centres. This supports communication and shares of good practice and provides resources and a

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structure for sharing key messages about ways in which to promote children's communication with families, settings and schools.

- 'Language for life' sessions. Which are held in children's centres for families of children who are showing signs of or at risk of language **delay**. The sessions focus on skilling up parents & carers to support their child's communication development.

The recent CQC/Ofsted local area inspection letter commended this and other forms of early intervention within the borough; *'Parents and carers of young children under five value the high-quality support they receive from professionals. The portage service and speech and language therapy service are particularly well thought of. The 'Attention Hillingdon' programme, which has been rolled out in around 80 early years establishments, has been very successful in improving outcomes. This programme involves activities designed to improve children's focus and attention skills. Leaders check that the programme is delivered effectively, and grade providers to reflect the improvements made.'*

Interventions in nurseries

It is recognised that high quality early education improves health and promotes development and learning. In Hillingdon the Inclusion Team work with early years settings to develop high quality inclusive provision; providing specific guidance and support in meeting identified children's needs. This support includes workforce development. The range of interventions available to support settings in meeting children's needs include:

- Playing and Learning to Socialise (PALS) Social Skills Programme
- Attention Hillingdon a group designed to develop children's attention and listening skills with a focus on developing shared attention.

Hearing Impairment/Visual Impairment/Multi-sensory Impairment (HI/VI/MSI) support

The Sensory Intervention team work with children with a sensory loss from the point of diagnosis. The team work with the child to identify how they are using their vision/hearing; identifying strategies and resources that will support their development and minimise any potential negative impact of their condition. They also work with parents/carers and early years settings providing training, guidance and skill development to help those around the child to better understand and respond to their needs.

Interventions provided by health

There are a range of therapy services provided for children in the early years. These include both individual therapy and group opportunities. Parent training is also a key feature of this work.

Support for parents to enable them to promote their child's development

There is a range of support available to parents to support them in parenting a child who has or may have some additional needs or a disability. These include:

Six autism specific workshops designed to enable parents to understand and meet their child's needs. Parents are also invited to access Early Bird training, an autism specific parenting programme developed by the National Autistic Society. The recent Ofsted/CQC inspection made the following judgement; *'Parents whose children are diagnosed with an autistic spectrum condition are offered an opportunity to attend courses to help them understand the diagnosis and identify ways in which they can support their children. Since 2014, 136 families have attended these programmes. The views of parents on completion of the course are overwhelmingly positive.'*

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Parenting programmes such as Triple P - Stepping Stones a specific parenting programme for parents of children with SEND. Along with universal parenting programmes.

Where there are a number of agencies involved due to the child's more complex needs they may benefit from the involvement of an Early Support key worker to support the co-ordination of services.

Local offer

The Special Educational Needs and Disability Code of Practice: 0 - 25 requires local authorities to publish a local offer which must include childcare, special educational, health and social care provision for children with SEND, along with the support available to help children move between phases of education.

Funding SEN Support in the Early Years

The 2014 Children and Families Act, lowered the age at which a request can be made for a Statutory assessment of a child's SEND from 2 years of age to 0.

Transitions

It is well understood that effective transitions for children support their well being and enable continuity of learning. There has been work over a number of years to promote well planned transitions

A tool called 'Moving on' was developed.

Terms of Reference

Chapter 5 of the Code of Practice sets out the actions early years providers should take in relation to identifying and supporting children with special educational needs and disabilities. It is therefore proposed that the review uses this section of the code of practice as the terms of reference for the review process with particular reference to enabling committee members to gather and consider evidence in order to:

1. To understand how children 0 -5 with SEND have their needs identified early with particular regard to vulnerable children;
2. Understand how early years providers and support services work together to improve outcomes for children with SEND;
3. Use qualitative and quantitative data to better understand the impact of support and interventions for children with SEND;
4. Understand the role specialist services play in meeting the needs of children with SEND in early years settings;
5. Understand of how parents with children with SEND are supported;
6. Understand how SEND support in the early years is funded; and
7. To understand how continuity and learning for children 0-5 with SEND are supported during periods of transition.

Reasons for the review

It is recognised that children grow and develop more in their first five years than at any other point in their development. It is also widely understood that effective early intervention can improve outcomes for all children including those with SEND.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (Statutory framework for the Early Years Foundation Stage (EYFS) DfE, 2012.)

This review is being undertaken in order to support the process of ensuring every child with SEND in Hillingdon gets the best start in life in line with the requirements and expectations of the SEND Code of Practice and the EYFS statutory framework.

EVIDENCE & ENQUIRY

Witnesses and timeframes

In order to enable the committee to realise the aim of this review in accordance with the proposed terms of reference the following witnesses and witness sessions are proposed:

Session Information	Suggested Witnesses
Agree Scoping Report <i>31 July 2017</i>	The Assistant Director Early Intervention, Prevention and SEND and Inclusion Services Manager will present the scoping report and provide witness input
Witness Session 1 <i>27 September 2017</i>	Identification of children's SEND <ul style="list-style-type: none"> • Zoe Sargent (Head of Children's Services, Central and North West London) (health - CCG) • Tirzah Bagnulo, Inclusion Team Manager, Disabilities Service
Witness Session 2 <i>Private Members' meeting (outside formal committee)</i> TBC	The child and family perspective (identification, intervention and transitions) <ul style="list-style-type: none"> • Parent • Parent Carer Forum representative
Witness Session 3 <i>18 October 2017</i>	Intervention and transitions <ul style="list-style-type: none"> • Councillor Simmonds - Deputy Leader and Cabinet Member for Education and Children's Services • Dr Ahmed - Member of staff from the child development centre • Elaine Caffery - Nursery Manager who also sits on the schools forum • Jo Moody - Advanced Practitioner (provides training and support to other nurseries) / early years practitioner - South Ruislip Early Years Centre • Janna Murphy - Specialist Resource Provision/Assistant Head Hayes Park School
Findings and Agree Recommendations <i>28 November 2017</i>	Members to discuss and agree the recommendations.
Consideration of Draft Final Report <i>16 Jan 2018</i>	The draft final report will be presented by the Democratic Services Officer.

In addition to formal witness sessions, the Committee may wish to consider undertaking an additional session with young people and parents that have been affected by the reforms. This will ensure that the findings of the review are not based solely on the evidence of Council officers but also on the lived experiences of the previous and new systems.

Risk Assessment

Relevant officers have been advised that this review is proposed and are aware of the possible implications on their workload.

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Elective Home Education - Update

Contact Officer: Michael Rollin and Laura Palmer
Telephone: 01895 558670

REASON FOR ITEM

The purpose of this report is to provide the Committee with an update on the continuing developments that have taken place and have been proposed since Elective Home Education (EHE) was last updated to the Policy Overview Committee meeting in January 2017.

SUGGESTED COMMITTEE ACTIVITY

It is recommended that the Committee:

1. Note the update.
2. Consider priorities for further development of the EHE service provided by the Council.

INFORMATION

Updates regarding EHE have been presented to the Policy Overview Committee in October 2016 and January 2017. This document outlines planned and ongoing developments to the way the local authority delivers its EHE service to residents.

The following areas set out proposals to improve communication and engagement with key partners and parents. Comments are welcome from the Committee on the ideas presented in this paper, which have been informed by the Local Safeguarding Children Board.

School Nursing Service

There are three School Nursing teams in Hillingdon. The School Nursing service delivers the national Healthy Child Programme for 5-19 year olds. The service is available to all children and young people in full-time education and their families. The School Nursing service is contracted out to the Central and North-West London NHS Foundation Trust. Further work is underway to look into options to ensure the service includes provision for EHE children.

Yearly contact with parents

Officers already contact all parents annually with an EHE update. There is the option of sending an evidence request to every parent annually which will allow the Council to improve direct engagement with residents. Letters to parents can be personalised based on children's needs (SEN/ASD etc.)

There is the option to also call parents in advance of letters to discuss the survey, SEN, ASD, reasons etc. and request evidence.

EHE parents could be asked to attend an Annual forum. Guest speakers could be an option to encourage attendance.

A Feedback form can be added to the Hillingdon website so parents can easily contact the LA.

Information provided by schools

The Council could request schools complete an EHE notification form to provide relevant details about pupils to (eg. SEN/current Social Care involvement etc). This would allow the Council to provide information relevant to individual needs. (This proposed form would need to be approved).

Fair Access Arrangements

Officers have asked schools on placing a requirement in the Fair Access policy for EHE children to return to their previous school if EHE arrangements break down within 6 months of last day of attendance. Support from schools is generally positive. This will be implemented if the majority of schools are satisfied with this change. This change is in line with many other local authority policies and prevents parents and schools from using EHE legislation as a means of bypassing admissions procedures.

Identifying children not receiving education

It is possible to cross reference information held in other areas of the council to identify children that live in Hillingdon, but who do not appear on census or school records.

Identifying children with Social Care referrals

Further work is planned to find out if it is possible to check the social care records of all pupils receiving EHE on a 'live' or daily basis. If possible, it would mean that the social worker can be informed of the change in education for any child identified as being newly referred as a child in need or on a child protection plan.

Training / sharing information with other professionals

Bitesize training should be accessed by all professionals who work with children receiving EHE.

IMPLEMENTATION OF SCHOOLS NATIONAL FUNDING FORMULA 2018/19

Contact Officer - Peter Malewicz
Telephone - 01895 250325

REASON FOR ITEM

To receive an update on the impact of the implementation of the Schools National Funding Formula in 2018/19.

OPTIONS AVAILABLE TO THE COMMITTEE

1. To note the report

INFORMATION

1. In August 2017, the DfE confirmed that the National Funding Formula (NFF) will be implemented in 2018/19 and on 14 September 2017 issued the baseline Dedicated Schools Grant (DSG) Budgets for 2018/19 along with the individual schools national funding formulae for 2018/19 and 2019/20.
2. 2018/19 local authority level allocations for the schools, central school services and high needs blocks were published on 14 September 2017 and these formulae will be used to calculate the final allocations of the funding blocks within the DSG, on the basis of pupil numbers recorded in the October 2017 census.
3. The DfE published the National Funding Formula (NFF) individual school budget data on 14 September 2017, which takes into account the additional funding that has been included in the published DSG Baseline allocation. This uses the October 2016 census data and will be updated in December when the October 2017 census data has been validated.
4. The DSG started the year with a deficit carry forward of £1.1 million, the latest budget monitoring position indicates that the DSG will overspend by £1.1 million in 2017/18, increasing the DSG deficit to £2.2 million by the end of the 2017/18 financial year. It is anticipated that this trend will continue in 2018/19, resulting in a projected 2018/19 in year DSG deficit of £3 million.
5. This report gives an update on the local authority DSG allocations, the impact on Hillingdon's schools and an update on the approach that Schools Forum are taking to set an in year balanced budget for 2018/19.

DSG Baseline 2018/19

Published Baseline Allocation

6. The following table sets out the published baseline DSG budget for 2018/19 (which does not include any changes as a consequence of the October 2017 census), compared to the original 2017/18 baseline:

Funding Block	Baseline Budget 2017/18 £million	Proposed Budget 2018/19 £million	Change in Budget £million	Increase %
Schools	208.73	213.33	4.60	2.2%
High Needs	34.55	36.10	1.55	4.8%
Central Services	2.73	2.77	0.04	1.5%
Total DSG Budget	246.01	252.20	6.19	2.5%

7. Based on the published data, the DSG Budget for Hillingdon will see a significant increase of £6.19 million for 2018/19 (equivalent to an increase of 2.5%), the majority of which falls in the Schools Funding Block. More detail is provided for each funding block in the following paragraphs.

Schools Block

8. Based on the published data, the Schools Funding Block allocation will increase significantly as a result of the NFF, where the total Schools Funding Block allocation (based on October 2016 pupil numbers) will be £213.3m, which is an increase of £4.6m (1.1%) compared to the 2017/18 revised baseline allocation. It is expected that this allocation will increase further when the formula is applied to the pupil numbers from the October 2017 census as we are expecting to see further pupil growth.
9. The NFF has introduced a number of changes in the way in which the DSG is determined, the main one relates to the separation of the School Block Unit Funding (SBUF), which introduces a separate SBUF for primary and secondary pupils with the primary rate decreasing whilst the secondary rate has increased, as per the table below:

Year	Primary SBUF (£)	Secondary SBUF (£)
2017/18	4,825	4,825
2018/19	4,256	5,567
Diff	-569	+742

10. Hillingdon will benefit further from this if, as expected, the growth in pupil numbers continues to accelerate into the secondary sector. The remaining schools block funding is made up of an allocation for Growth, Premises and Mobility which is based on historic spend and for Hillingdon amounts to £6.2m.

High Needs Block

11. The local authority high needs block baselines are based on information about planned spend provided by local authorities through the 2017/18 baselines exercise, with an adjustment made to reflect the change in the funding of specialist resource provisions (SRPs) in mainstream schools. The high needs 2018/19 baseline indicates an increase of £1.55m (4.8%) in the high needs block funding when compared to the 2017/18 allocation. Whilst this is a significant increase, it is still not sufficient to fully address the estimated £2m pressure in high needs for 2018/19.

Central School Services Block

12. The central school services block is being introduced in 2018/19 bringing together the funding previously allocated through the retained duties element of the Education Services Grant (ESG), funding for ongoing central functions, such as admissions and residual funding for historic commitments, previously top-sliced from the schools block. The allocation for Hillingdon is £2.8m and this reflects the ongoing central costs as indicated through the 2017/18 baselines exercise.

Impact on Individual Schools

13. Alongside the local authority DSG allocations, the DfE have also published notional allocations for each school for 2018/19 and 2019/20. This indicates that no school would see a reduction if the NFF was implemented in full to distribute funding to schools in 2018/19. However, this takes no account of any of the proposals that are set out in the consultation paper sent out to all stakeholders on 2 October 2017. It is also worth noting that these allocations are before any adjustments to the schools block. Schools Forum are consulting on a proposal to transfer 0.5% of the Schools Block funding to support the pressures across Early Years and High Needs.

Hillingdon Schools Forum Approach

14. Hillingdon's Schools Forum have been reviewing the DSG budget since the 1 April 2017, recognising that savings will need to be found in order to set a balanced DSG budget for 2018/19.
15. At its Meeting on 27 September 2017, Schools Forum agreed a range of proposals to be consulted on with all Stakeholders, that would deliver an in year balanced budget and contribute towards reducing the cumulative DSG deficit carry forward. The consultation paper was sent out on 2 October 2017 with a closing date of 20

October 2017. The outcome of this consultation will be discussed at the Schools Forum meeting on 1 November 2017 and fed into the Council's budget planning process, which will include an update to the POC in January 2018.

Upcoming Decisions		Further details		Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & reasons
Ref	SI = Standard Item each month	Ward(s)	Further details	Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & reasons
212		Brunel / West Ruislip	Cabinet will consider setting a Licensed Deficit for Oak Wood School (formerly known as Abbotsfield) and for Bishop Winnington-Ingram CE Primary School during 2017/18.		Clr Jonathan Bianco & Clr David Simmonds CBE	FD - Peter Malewicz		NEW	Public
201		All	Cabinet will receive the Annual Report of the Local Safeguarding Children Board (LSCB). It provides Elected Members with a view on effectiveness of children's safeguarding in Hillingdon and identifies priorities for future action and attention.		Clr David Simmonds CBE	SC - Steve Ashley (Independent Chairman) / Tony Zaman	Policy Overview Committee		Public

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Agenda Item 11

WORK PROGRAMME 2017/2018

Contact Officer: Anisha Teji
Telephone: 01895 277655

REASON FOR REPORT

This report is to enable the Committee to review meeting dates and forward plans. This is a standard item at the end of each agenda. This report is open for discussion.

OPTIONS OPEN TO THE COMMITTEE

1. To confirm dates for meetings; and
2. To make suggestions for future working practices and reviews.

WORK PROGRAMME 2017/2018

DATE/ VENUE/ TIME	TOPIC	TIMINGS
12 June 2017	School Admissions Update	Reports deadline: 31 May 2017
	Major Review Topic Agreed	
	Cabinet Forward Plan - Review Forthcoming Decisions	
CR4 7pm	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
31 July 2017	Local Safeguarding Children's Board Annual Report	Reports deadline: 19 July 2017
	Major Review - Consideration of Scoping Report	
CR 3 7pm	Budget Planning Report for Education & Children's Services 2017/2018	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
27 Sept 2017	Child and Adolescent Mental Health Services (CAHMS) update	Reports deadline: 15 September 2017
	Major Review - Witness Session 1	
	Annual Complaints Report 2017/2018 for Children and Young People's Services	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
18 Oct 2017 CR 4 7pm	Major Review - Witness Session 3	Reports deadline: 6 Oct 2017
	Elective Home Education Update	
	School Planning Update	
	Schools National Funding Formula	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
28 Nov 2017 CR 4 7pm	Major Review – Findings and Agree Recommendations	Reports deadline: 25 Oct 2017
	School Improvement Plan Update	
	Standards and Quality in Education in Hillingdon 2017/2018	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
9 Jan 16 Jan 2018	Major Review – Presentation and Agreement of Draft Report	Reports deadline: 5 Jan 2017
	Consideration of Cabinet Budget Proposals	
	Update on Major Review of the Council's Current and Future Relationship with Academies and Free Schools	
	Cabinet Forward Plan - Review Forthcoming Decisions	

CR4 7pm	Work Programme – Review the Work Programme for the coming year	
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DATE/ VENUE/ TIME	TOPIC	TIMINGS
8 Feb 2018	Update on previous Review of the Committee-'Early Intervention Service'	Reports deadline: 29 Jan 2018
CR4	School Planning Update	
7pm	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
19 March 2018	Child Sexual Exploitation - Update Report	Reports deadline: 7 March 2018
CR 3	Update on latest National Education Policy and Reforms	
7pm	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme - Review the Work Programme for the coming year	

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