



HILLINGDON
LONDON



Children, Young People and Learning Policy Overview Committee

Date: TUESDAY 16 JANUARY
2018

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 28 November 2017 1 - 4
- 6 Standards and Quality in Education in Hillingdon 2016/2017 5 - 46
- 7 Consideration of Cabinet Budget Proposals 47 - 58
- 8 Major Review - Presentation and Agreement of Draft Report 59 - 84
- 9 Cabinet Forward Plan - Review Forthcoming Decisions 85 - 88
- 10 Work Programme - Review the Work Programme for the coming year 89 - 92

Minutes

CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

28 November 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, Judith Cooper, Kanwal Dheer and Brian Stead and Tony Little.</p> <p>LBH Officers Present: Dan Kennedy (Deputy Director, Housing, Environment, Education, Health & Wellbeing), Laurie Baker (Manager Educational Strategy and Quality), Julie Mellor (Service Manager; Early Support Early Intervention Prevention and SEND), Claire Fry (Early Intervention and Prevention Service Manager), Tony Zaman (Corporate Director - Adults, Children and Young People), Ana Popovici (Deputy Director Children's Services) and Anisha Teji (Democratic Services Officer)</p>
44.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies received from Cllr Allan Kauffman with Cllr Brian Stead substituting.</p>
45.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THE MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
46.	<p>MATTERS NOTIFIED IN ADVANCE OR URGENT (<i>Agenda Item 3</i>)</p> <p>None.</p>
47.	<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>
48.	<p>TO AGREE THE MINUTES OF THE MEETING HELD ON 18 OCTOBER 2017 (<i>Agenda Item 5</i>)</p> <p>The minutes from 18 October 2017 were agreed, subject to specifying that SEND programmes were being referred to in Cllr Simmonds' witness session.</p> <p>RESOLVED -</p> <p>1) That the minutes from 27 September 2017 be confirmed as an accurate record subject to the amendment.</p>

49. **UPDATE ON THE IMPLEMENTATION OF THE SCHOOL IMPROVEMENT PLAN**
(Agenda Item 6)

Officers provided an overview of the report. The report gave an update on the current model of interim school delivery and its impacts so far. The report focussed on the way the team operated and how the Hillingdon School Improvement Plan 2014 - 2015 was used to shape the delivery of services.

In summary, the following key points were made in discussion:

- The report was good and positive.
- The Local Authority (LA) worked closely with schools that were coasting. Concerns were triggered and visits to schools were undertaken. Once a school at risk had been identified dialogues were put in place to manage the risk.
- The Council's BID team was engaged in a review of Education Services with a view to making recommendations to the Leader by the end of this term. The outcome of this review was expected to shape the model for school improvement oversight and delivery from January 2018. It was clear that there was still a role for LA and they were expected to be champions/leaders of standards and education in the local area.
- The statutory duties of the LA were still in place, some were protected in legislation and the Council had some flexibility on how these duties ought to be delivered.
- There were a range of discussions in place between head teachers and LA on how to move forward with the reduction of government funding.
- There was a duty on heads teachers to produce self evaluations and it was recognised that school leaders knowing their schools well was the best way to improve.
- It would have been beneficial for the Committee to have had sight of global data to see the direction of travel before and after improvements. The information that would be provided in the Standards and Equality report due to be put before the Committee in January 2018 may pertain to this information.
- There was discussion regarding schools at risk. Information was confidentially held by officers, but schools were clear about their status if they were on the schools at risk register. Head teachers were encouraged to share information about their schools with governors and partners.
- One school that was on the schools at register had changed its name but Ofsted usually inspected schools three years after the school opening date.
- The Regional Schools Commissioner had regular contact with staff at the schools at risk and also the LA.

RESOLVED -

- 1) That officers be thanked and congratulated for their work.**
- 2) That the report be noted.**

50. **CHILDREN'S SERVICE OVERVIEW: UPDATE** (Agenda Item 7)

Officers provided an overview of the report. The report gave an update on the current activity of the Children's service. It gave details on the impact of a wide range of improvement activity undertaken over the past three years.

In summary, the following key points were made in discussion:

- The Chairman commented that this was a good report that clearly demonstrated the progress made in this area. Members commented that there was a good description of how services being operated and how services had been stabilised.
- As part of the new Ofsted inspection framework, LAs had now completed an annual self evaluation of their childrens services that detailed the quality and impact of front line social work practice, how it was evidenced and how the LA planned to maintain or improve practice for the next twelve months.
- There was a clear focus on social work.
- Members questioned the number of people fostering in the Borough and it was confirmed that there were 95 homes in the Borough. There were more people that fostered using outside agencies.
- Although it remained a challenge, there was ongoing foster care recruitment in the Borough. There were a range of marketing methods in place and the LA was more proactive and creative in its methods of recruitment which included going out to childrens centres and appealing to part time workers. This area was being kept under close review.
- It was confirmed that recruitment had been a success with 19 positions being filled from candidates from South Africa and three from Canada. Some of the methods used to do this and retain staff included mentoring, offering practical guidance and support, promoting from within form more experienced colleagues, expanding teams, protecting caseloads and securing agency staff. All of these factors contributed to good morale and a good working environment.
- Staff had recently completed an independent survey that consulted on morale and excellent feedback had been received.
- It was reported that there had been a recent demand in services which could have been a result of more awareness of domestic abuse and neglect and changes in demographics.
- Ofsted had changed their approach to inspections. The aim of the inspection was to demonstrate insight into how the LA was running its services and how improvements could be made from within.
- It was confirmed that social workers had an average caseload of about 19 cases. This was an improvement to previous numbers reported with social workers having case loads in the late twenties.
- Members confirmed that an update report would be helpful to the Committee and that the item be placed on the work programme for spring.

RESOLVED -

- 1. That officers be congratulated for their hard work.**
- 2. That the report be noted.**

51. MAJOR REVIEW - DISCUSSION ON ADDITIONAL INFORMATION, FINDINGS AND AGREE RECOMMENDATIONS (Agenda Item 8)

The Chairman provided an update from the parent witness session that took place on 9 November 2017. Two members attended and met with parents of children with SEND. Further casework had been picked up as a result of some of the matters raised. It was clear that there was a gap in communications and this area needed to be improved and getting the right information around to health services.

Members bore in mind that the recommendations needed to take into account financial resources and needed to be practical. Members discussed suggested recommendations. It was discussed that recommendations around early identification,

	<p>intervention, communication, further support to families and monitoring outcomes of services were good areas to consider.</p> <p>RESOLVED -</p> <p>That the Chairman, Labour Lead and Democratic Services be delegated authority to agree recommendations and prepare a draft final report for presentation at the next meeting.</p>
52.	<p>CABINET FORWARD PLAN - REVIEW FORTHCOMING DECISIONS (<i>Agenda Item 9</i>)</p> <p>RESOLVED -</p> <p>The Cabinet Forward Plan was noted.</p>
53.	<p>WORK PROGRAMME - REVIEW THE WORK PROGRAMME FOR THE COMING YEAR (<i>Agenda Item 10</i>)</p> <p>RESOLVED-</p> <p>That the work programme be noted.</p>
	<p>The meeting, which commenced at 7.00 pm, closed at 8.31 pm.</p>

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.

STANDARDS AND QUALITY IN EDUCATION IN HILLINGDON 2016/2017

Committee name	Children, Young People & Learning Policy Overview Committee
Officer reporting	Dan Kennedy and Laurie Baker, Residents Services
Papers with report	None
Ward	All

HEADLINES

This report provides POC with an overview of the standard and quality of education across Hillingdon schools and settings for Hillingdon's children and young people. The report focuses on attainment, progress and achievement for the academic year 2016/17. To support further improvement of standards in Hillingdon the report identifies specific areas for action with schools, settings and partners.

RECOMMENDATIONS

That the Committee:

1. Note the key findings set out in the report.

SUPPORTING INFORMATION

The main findings from the review of education performance in Hillingdon for the academic year 2016/17 are that:

- Within the early years and primary phases, overall attainment using both the new and the maintained performance measures has risen from 2015/16 with all of the key indicators demonstrating outcomes and progress that are at least as good as and, in some cases, significantly better than national averages. It should be noted that results in some key areas are now in line with or better than London averages which demonstrates significant improvement when compared to previous years.
- Continued improvement is noted in the Early Years' sector which has improved from a historically lower starting point and is now performing well above the national average and in line with London averages.
- Within the primary phase, good outcomes at Key Stage 1 mean that children in Hillingdon are now achieving more strongly than their peers nationally and are increasingly at a similar level to other children in the London region.

- At Key Stage 2, outcomes continue to compare positively with national averages and progress scores in Writing and Maths demonstrating strong outcomes.
- Within the secondary phase, overall attainment using the new performance and progress measures have improved compared to 2015/16 and are now above the national comparators. Key Stage 5 for previous high attainers remains an area for development in the secondary phase.
- Hillingdon's Ofsted inspection data demonstrates an overall improvement in 2016/17 when compared with previous years with 87% of schools judged good or better by the end of the 2016/17 academic year, compared to less than 80% of schools judged Good or Better 2013/14

The remainder of the report provides further information about the outcomes achieved at the different education stages and contains additional appendices and data.

Putting Our Residents First - Raising Standards in Education

- Putting residents first is central to the work of the Council. This includes fulfilling its duty to ensure that its education functions are discharged with a view to promoting high standards; ensuring fair access to opportunity for education and learning, and promoting the fulfilment of learning potential for all learners.
- Within a landscape of significant national change in education the Council continues to recognise that access to the very best education opportunities in high-quality schools and settings will ensure that Hillingdon remains a popular and desirable place of choice for families.
- The Council continues to invest in education, including the expansion of schools where required to meet the rising demand for school places in the primary and secondary sectors. The significant investment by the Council in new and modern education buildings and facilities has and will continue to provide the high quality learning environment that children need in Hillingdon for the best start in life.
- The mixed economy of Council maintained and academy/free schools in the borough mean that the Council acknowledges its increasingly dynamic role in securing the best outcomes for children and young people educated in the borough. Working in partnership with autonomous school leaders, multi-academy trusts and other relevant responsible authorities ensures that the Council promotes high standards for all learners, no matter where they are educated.
- The Council accepts that it has an important role to play in promoting high standards for all learners and, in particular, those children, young people and adults vulnerable to underachievement, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds. In order to undertake this role effectively, the

Council uses its resources to monitor, support, challenge, and intervene in schools where concerns arise.

It does this by:

- Collating and analysing the performance of all publicly funded schools in Hillingdon to identify those at risk and those in need of additional support or intervention.
- Monitoring and challenging the performance of individual schools for all pupils, specific groups of pupils and individual pupils. This includes reviewing and challenging school improvement plans, providing services to support the positive progress of children and young people, developing and securing expertise in schools and settings, monitoring personal educational plans for children looked after and intervening where schools or settings require improvement.
- Working effectively with services both within the Council and beyond to access support swiftly where concerns are noted or where opportunities for learners are not good enough.
- Undertaking a strategic brokerage role to allow schools in need to access appropriate support from other schools and national organisations.
- Where necessary, exercising formal powers of intervention against maintained schools and / or notifying the Regional Schools Commissioner of concerns in Academy schools in order to drive up standards.
- Working in partnership to build capacity within the schools-led improvement community in Hillingdon.

It is noted that, in the case of academies and free schools, the Council has limited powers to intervene but has, where necessary, referred concerns to the Regional Schools Commissioner and/or the Secretary of State for Education.

Ofsted Inspections of Schools

- During the academic year 2016/17 Ofsted launched the new inspection framework and rolled out the use of the Section 8 'short' (single day) inspection for schools judged to be 'Good' alongside Section 5 full inspections (two days) for schools judged 'Requiring Improvement'.
- During this period 25 schools were inspected in Hillingdon. Of the 25 schools inspected, 6 of these schools demonstrated an improvement in final inspection judgement, moving from 'Requiring Improvement' to 'Good' or 'Good' to 'Outstanding,' whilst 15 retained their previous inspection judgements. 4 schools received a downgraded judgement; 3 are academy schools and the single maintained school is subject to intensive intervention by the Council's School Improvement Team.

- Inspection data for 2015/16 showed that 13% of schools in Hillingdon 'Required Improvement', with 2% in 'Special Measures', and 84% of Hillingdon schools judged 'Good' or better. Inspection data for 2016/17 shows another year of improvement with a reduction in the percentage of schools Requiring Improvement (11%), 2% in 'Special Measures' and agreed for conversion to academy status and 87% of schools judged 'Good' or better at the close of the 2016/17 academic year.
- The positive conversion of six maintained primary schools from Requiring Improvement to Good in 2016/17 was largely responsible for the improvement in standards and ensured that Hillingdon's Ofsted percentages ended the academic year with the overall percentages of schools in each category more closely in line with the England average inspection outcomes than in previous years and with the percentage of schools judged 'Good or Better' above the national percentage at the end of the 2016/17 academic year.
- The two schools judged to be in 'Special Measures' have since been converted to an academy / transferred to a new academy. Therefore they are no longer judged in 'Special Measures', but are subject to considerable scrutiny from Ofsted and the Regional Schools' Commissioner.

Summary of Schools in Hillingdon by Ofsted Judgement

Table 1 - Inspections LBH breakdown

Table 1A - Final inspection overview 2016/17									
Type of School	No. with current judgement *	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary	69 (of 72)	18.8	13	72.5	50	7.2	5	1.4	1
Secondary	21 (of 22)	28.6	6	42.8	9	23.8	5	4.8	1
Special	9 (of 10)	33.3	3	55.6	5	11.1	1	0	0
All Schools in Hillingdon	99 (of 104) *new schools without a judgement, includes 1 standalone nursery	22%	22	65%	64	11%	11	2%	2

Table 1B - Final inspection overview 2015/16									
Type of School	No. with current judgement *	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate

Primary	68 (of 72)	17.7	12	69	47	11.7	8	1.5	1
Secondary	19 (of 22)	26.3	5	52.6	10	15.8	3	5.3	1
Special	9 (of 10)	33.3	3	44.4	4	22.2	2	0	0
All Schools in Hillingdon	96 (of 104) *new schools without a judgement	21.00%	20	63.50%	61	13.50%	13	2.00%	2

Judgement	2016-17		2015-16		2014-15	
	Hillingdon	England	Hillingdon	England	Hillingdon	England
Outstanding	22%	21%	21%	21%	21%	20%
Good	65%	65%	63%	65%	59%	64%
Requires Improvement	11%	13%	13%	13%	19%	14%
Inadequate	2%*	1%	2%	1%	1%	2%
Schools Good or Better	87%	86%	84%	86%	81%	84%

Source: latest Ofsted report 2017 statistics

*In current 2017/18 statistics Hillingdon Inadequate schools is nil / 0% due to conversion

Monitoring and Challenging the Performance of Individual Schools

2016/17 was the second academic year of implementation of the Hillingdon School Improvement Plan (now in its third year and subject to review by the end of the academic year). This strategic plan, which was developed in partnership with the key education executive groups across the borough, underwent formal consultation with all schools and was endorsed by Cabinet in December 2015. The plan includes six central elements of monitoring, intervention and challenge within a broader framework of school-led improvement activity. This highly collaborative and school-driven approach ensures that school improvement activity in Hillingdon continues to mirror the national direction for school support and intervention, with a clear emphasis on the brokerage of support for underperforming schools from good and outstanding settings.

This strategic plan includes specific guidance for schools around the responsibilities of the Council with regard to monitoring and intervening where schools are, or may be, at risk of underperformance. This includes processes for the risk assessment of schools who are not securely good or where standards are declining and associated intervention by officers if required to accelerate the use of the Council's formal powers and liaison with the authorities now responsible for academies, free schools and maintained schools in an Ofsted category.

At the end of 2016/17, the Schools At Risk Register identified 15 schools at risk of underperformance in Hillingdon. Of this number, 8 of the schools were maintained by the Council and, accordingly, received intensive monitoring, challenge and support by officers

including the brokerage of support from within the local school improvement community to facilitate improvement. In addition and where the schools identified as being at risk were academies/free schools for whom the Local Authority is not the legally responsible body, the Council acted swiftly to highlight concerns to the Regional Schools Commissioner and other relevant authorities.

During 2016/17 it was necessary for the Council to maintain or commence formal intervention action in five maintained schools where education standards were not considered to be improving rapidly enough. This approach resulted in challenge meetings between senior officers and school leaders, intensive brokering of support where required and the use of pre-warning and formal Warning Notices where required. During 2016/17, the positive conversion of 6 schools to a 'Good' judgement has resulted in the overall improvement of the quality of education received by children and young people in Hillingdon.

Having redefined the roles and responsibilities of the Council within a school improvement context during 2015/16, the priority for 2016/17 was for officers to work closely with the school-led Schools' Strategic Partnership Board to implement the new Hillingdon School Improvement Plan. This work led to the joint-delivery of a number of school improvement conferences throughout the year and the launch of a range of school-led improvement initiatives which have been made available to all schools in the borough, including the development of partnership activities with Brunel University. This approach has ensured that the Council fulfils its duties with regard to acting as a champion of high standards of education for all young people in Hillingdon, whilst continuing to build capacity within the local school-led system and supporting the mixed community of maintained and academy/free schools that constitute the education landscape in Hillingdon.

Overview of School Performance in Hillingdon 2016/17

Please note that along with London and national comparisons, information about rankings refers to Hillingdon's performance against 10 DfE identified statistical neighbours and, wherever possible, indicates either an upward or downward trend compared with the previous academic year. These neighbours are Coventry, Milton Keynes, Merton, Slough, Hounslow, Redbridge, Ealing, Barnet, Sutton and Reading.

Foundation Stage

Private, Voluntary and Independent (PVI) Childcare Providers - Ofsted Outcomes

- The focus for 2016/18 in the Private, Voluntary and Independent (PVI) sector was to ensure that settings are demonstrating effective quality outcomes on a newly revised Early Years Advisory Team (EYAT) Quality Framework. All PVI settings received the quality framework and, if a setting scored a level 3 or below, a personalised setting action plan was developed.
- The Early Years Team in Hillingdon uses a RAG rating system to prioritise support for settings. The focus for 2016/17 was to support each 'Amber' and 'Red' rated setting in

improving three central themes: Assessment and Planning, the Learning Environment and Adult and Child Interactions and Teaching.

- In addition, the team has continued to provide the Continuous Quality Development Group for 'Green' rated settings, which meets at least termly. Settings in this group will be visited by their linked Early Years Advisory Teacher to verify their self-evaluation and completion of the Quality Framework.

The following table demonstrates the percentage of **Hillingdon's PVI Ofsted outcomes** over the past three years in relation to national Ofsted data (published in Oct 2017).

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2014/15	83%	88%	15%	12%	68%	76%	15%	12%	2%	0%
2015/16	86%	96%	17%	18%	69%	78%	12%	3%	1%	0%
2016/17	96%	100%	21%	16%	75%	84%	4%	0%	1%	0%

Source: latest Ofsted report 2017 statistics

- Hillingdon has 93 registered day care providers. 82 have a current Ofsted outcome and 11 are still awaiting their first inspection. The support provided to these settings has ensured that, within the Private, Voluntary and Independent (PVI) sector, Ofsted outcomes are significantly above those achieved nationally and are attaining quality improvement.
- It should be noted that there has been a change in inspection framework for this sector and downgraded small number of settings in Hillingdon had their inspection judgement changed from Outstanding to Good.
- During 2016/17 the Early Years Advisory and Childcare Development Team has supported three settings that were rated as Inadequate to move to Good within the six month re-inspection timeframe and one setting which Required Improvement to achieve a Good judgment.
- The support delivered to PVI settings in Hillingdon ensures that children are school ready when they move into statutory education and are best placed to achieve the Good Level of Development at the end of the Early Years Foundation Stage.

- The focus on assessment and planning and the specific tracking of cohort data has highlighted the need for PVIs to be supported to identify trends to ensure that disadvantage and gender gaps do not widen in this sector and establish an inequality pattern for entry to Reception Year in school.

Ofsted Childminder Outcomes

- In order to bring Hillingdon in line with national expectations for child minding, during 2016/17, the Early Years Advisory Team developed and implemented a targeted programme of quality improvement for childminding.

From the table below, it is clear that the quality of childminding in Hillingdon is now above the national outcomes.

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2014/15	78%	79%	10%	8%	68%	71%	20%	18%	2%	3%
2015/16	84%	83%	13%	12%	71%	71%	15%	10%	1%	2%
2016/17	93%	97%	15%	13%	78%	84%	6%	3%	1%	0%

Source: latest Ofsted report 2017 statistics

- Overall in Hillingdon there are 215 registered childminders with EYFS children. Of these, 183 are registered childminders with EYFS aged children with a current Ofsted grade and 32 are newly registered childminders awaiting their first inspection.

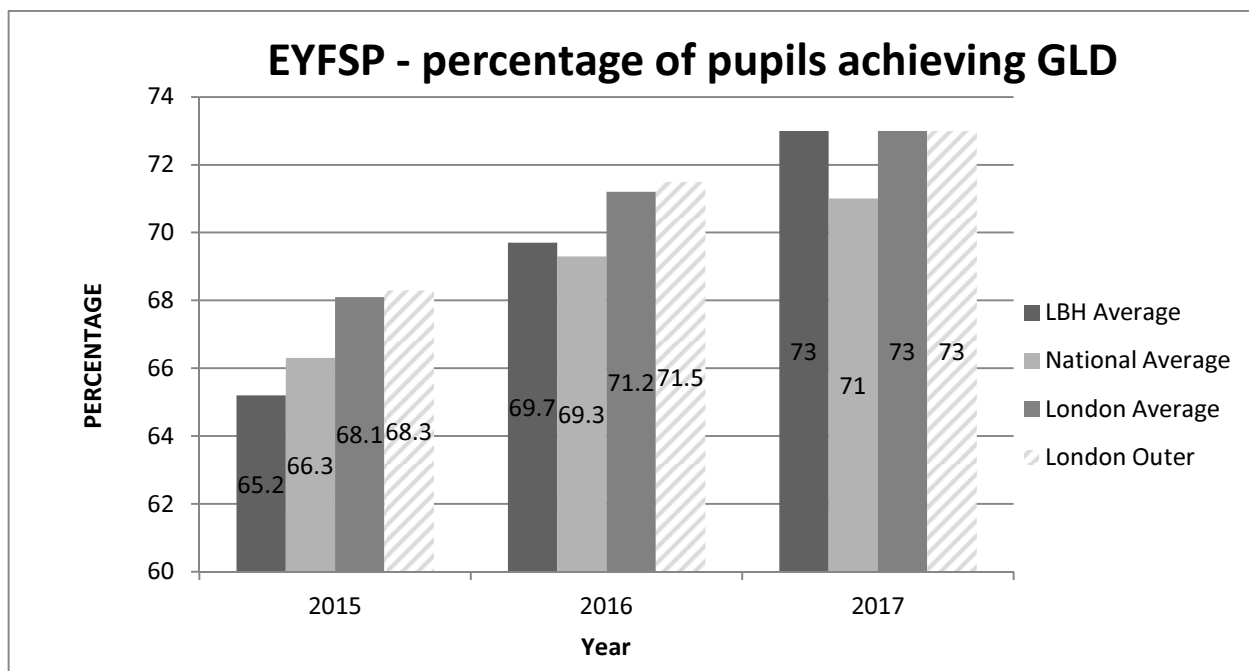
Early Years Foundation Stage Profile Outcomes

Early Years Good Level of Development (GLD) 2016/17

- 2016/17 data demonstrates that the percentage of Children achieving the Good Level of Development (GLD) in Hillingdon has improved at a good rate for national, all London and outer London averages. Hillingdon is now above the national percentage and is in line with all London and Outer London benchmarks.
- In 2016/17 Hillingdon's GLD percentage was ranked 5th of 11, indicating an improving trend.

Table 5: EYFSP	LBH	National	London all	London Outer
2015	65.2%	66.3%	68.1%	68.3%
2016	69.7%	69.3%	71.2%	71.5%
2017	73%	71%	73%	73%
Difference	+3.3	+1.7	+1.8	+1.5

Source - SFR60_2017_Additional_Tables



Source - SFR60_2017_Additional_Tables

Early Years Key Subjects Outcomes 2016/17

- Overall, Hillingdon's performance for the seven key Early Years subjects shows an improvement across all areas. The borough is now above national outcomes in all of the Early Years areas of learning and development and is broadly in line with the all London outcomes which is a significant improvement in a relatively short space of time. In 2016/17 children in Hillingdon are above those in London in all areas other than Literacy and Mathematics, where the difference is only slight at 0.2% and 0.5% respectively. The results are summarised below in the table in this section of the report.

- In response to 2015/16 data, targeted support from the Council's Early Years Team was directed at improving children's attainment within the Communication and Language and Mathematics areas. It is very positive to note the significant improvement in these key areas in 2016/17.
- Analysis of specific Early Learning Goals (ELGs) in 2016/17 show that Hillingdon has seen an increase in attainment in each ELG with the exception of Reading and Technology, with a slight drop of 0.4% and 0.9% respectively.
- Notably strong performance was seen in Listening, Speaking and Writing; where outcomes are now well above the national and London averages. Performance in the areas of Communication and Language were targeted areas for improvement this year. In 2017 the three ELGs saw an overall 2% increase in Hillingdon, bringing them above national and London outcomes for these ELGs.
- With regard to the ELG for Numbers (within Mathematics), Hillingdon is now above National outcomes but there is a gap of 1.1% and 1.0% compared with all London and Outer London and this will remain a focus area for 2017/18.
- With regard to gender, boys in Hillingdon are now significantly above boys nationally and also above boys in London in all of the Prime areas of learning. Most notably boys in Hillingdon are 2.4% higher than national outcomes in Personal, Social and Emotional development. Girls in Hillingdon are above girls nationally and within London in two of the three prime areas, but fall fractionally below London averages in Physical development by just 0.1%.
- Hillingdon boys are above national outcomes in Literacy by 4.1% and are 1.7% above national outcomes in Maths. The gap between Hillingdon boys and London boys in Maths has significantly closed from 3.3% to just 0.1% this year. This has positively impacted upon Hillingdon boys' attainment of the Good Level of Development assessment (GLD) with Hillingdon boys now at 3.2% above National and 0.4% above London boys. Similarly in the GLD, Hillingdon girls are above national and in line with London outcomes. In Literacy and Maths, girls in Hillingdon are above national outcomes by 0.9% and 1.2% but fall a little below London averages by 0.9% and 0.5% respectively.
- In 2017 for the GLD, boys in Hillingdon have significantly improved and are now performing above national averages, an increase of 3.2% attainment of the GLD. By comparison, Hillingdon's girls have only seen a 0.9% increase in attainment of the GLD and this has closed the gender gap in Hillingdon by 4.2% to 11.5%. Nationally the gender attainment gap is 13.7% and in London it is 12.7%.
- When considering children with English as an Additional Language (EAL) the attainment gap has remained stable at a 2% attainment difference between Non-EAL and EAL children. This attainment difference compares positively with the 8% national gap and 6% across all London.

- For children who are in receipt of the Early Years Pupil Premium the attainment gap between them and children ineligible for funding has narrowed by 2% nationally and by 4% in Hillingdon. In 2016/17 the gap in attainment in Hillingdon was 15% compared to 17% nationally. The gap in London is 11% and, therefore, narrowing the gap between disadvantaged children in the Early Years and their non-disadvantaged peers will continue to be a focus for support and development in 2017/18.

The following table summarises the performance across the seven key Early Years subjects. The figures in brackets denote the progress made from the year 2016 to 2017.

Table 6: EYFSP Subject	Hillingdon			National			London		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Communication & Language	79	82 (+3)	84 (+2)	80	81.5 (+1.5)	82.1 (+0.6)	81	82 (+1)	82.6 (+0.6)
Physical Development	87	87 (-)	88.4 (+1.4)	87	87.5 (+0.5)	87.5 (-)	88	88(-)	88.2 (+0.2)
Personal Social & Emotional Development	82	85 (+3)	86.7 (+1.7)	84	85 (+1)	85.2 (+0.2)	85	85 (-)	85.7 (+0.7)
Literacy	72	73.5 (+1.5)	75.2 (+1.7)	70	72 (+2)	72.8 (+0.8)	73	74.5 (+1.5)	75.3 (+0.8)
Mathematics	76	76.5 (+0.5)	79.2 (+2.7)	76	77.5 (+1.5)	77.9 (+2.4)	78	79 (+1)	79.7 (+0.7)
Understanding the World	81	82.5 (+1.5)	84.2 (+1.7)	82	83 (+1)	83.6 (+0.6)	83	83.5 (+0.5)	83.8 (+0.3)
Arts/Design & Making	87	87.5 (+0.5)	88.9 (+1.4)	85	86.5 (+1.5)	86.7 (+0.2)	87	87.5 (+0.5)	87.8 (+0.3)

Source - SFR60_2017_Tables Figures shown are percentages

Priorities for Development:

- To continue to support teachers in making secure and consistent judgments against national standards through rigorous moderation, targeted support, and centralised training.
- For 2017/18 onwards a focus on Mathematics will be a priority in order to match as a minimum London outcomes and to support the continued rise in attainment of the Good Level of Development.
- To continue to support all Early Years settings in providing effective and appropriate interventions based on learning needs for children eligible for the Early Years Pupil Premium and to continue to narrow the disadvantage gap.

- To support teachers in being responsive to the learning needs of boys and girls to ensure that all children are making progress and that the gender attainment gap continues to narrow.
- To support the childminding sector to raise standards and quality in care and education, particularly in light of the introduction of the 30 hours of free entitlement to working parents and their role in supporting parents' flexible access to this.
- To provide detailed advice, support and training on the teaching of Mathematics (especially numbers) and Reading.
- To raise attainment to at least London levels.
- To ensure that PVI settings are up-skilled in effective teaching of the Prime Areas of Learning and the core subjects of Maths and Literacy to ensure that children who access their 30 hours in day-care are making appropriate progress to begin Reception Year at the level needed to attain their GLD and to maintain the pace of GLD improvement across Hillingdon.
- To support those Private, Voluntary and Independent (PVI) settings and registered childminders that have reached a 'Good' Ofsted judgement to work towards Outstanding to raise the percentage of outstanding provision in Hillingdon to above national levels.
- To continue to provide Reception Year teachers with moderation events to ensure consistency and accuracy of final judgments of the EYFS areas of learning and development and to support year teachers in changes to School Readiness Baseline tests.
- To continue to support the Council in developing sufficient places to provide funded two year places in order to ensure all children in Hillingdon have the best start and are school ready.
- To support the LA in developing sufficient extended 15 hour places for eligible families within the 30 hour offer.

Key Stage 1

Phonics Outcomes in Hillingdon - Percentage of pupils achieving expected standard

- In Phonics in 2016/17, once again a greater proportion of Hillingdon's children achieved the expected standard than their peers nationally. It is noted that this figure remained static this year at Year 1 and, therefore, fell slightly below the London average for the first time. However, overall Phonics achievement by end of Year 2 outperformed national and London,

indicating that more children in Hillingdon have the key phonetic skills to support growing literacy than their peers across the country by the end of Key Stage 1.

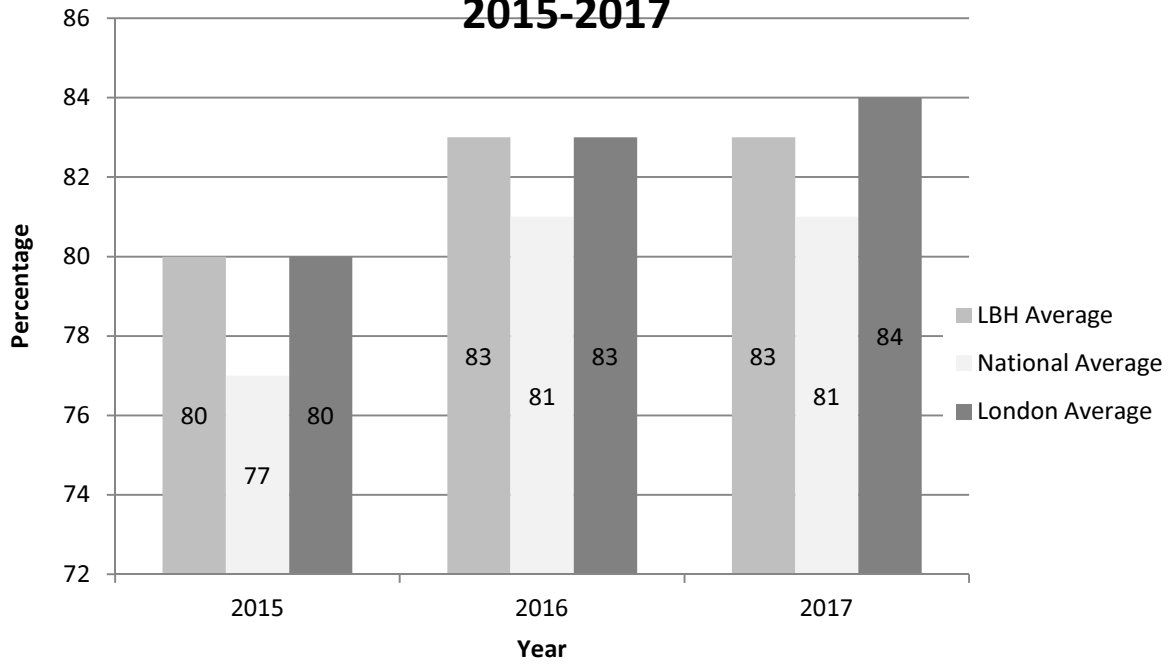
- In 2016/17, in relation to our statistical neighbours Hillingdon's Phonics percentage is now ranked 3rd of 11, indicating an improving trend.

Table 7: Phonics % Achieved Standard	Region	2015	2016	2017
Year 1	Hillingdon	80	83 (+3)	83 (-)
	National	77	81 (+4)	81 (-)
	London	80	83 (+3)	84 (+1)
Cumulative by the end of Year 2	Hillingdon	91	91 (-)	93 (+2)
	National	90	91 (+1)	92 (+1)
	London	91	92 (+1)	92 (-)

Source - Statistical First Release SFR49_2017_LA_tables

Note - the difference in annual performance is shown in brackets. Figures shown are percentages.

Phonics year 1 pupils achieving the standard 2015-2017



Source - Statistical First Release SFR49_2017_LA_tables

Note - Figures shown are percentages.

Key Stage 1 Outcomes in Hillingdon:

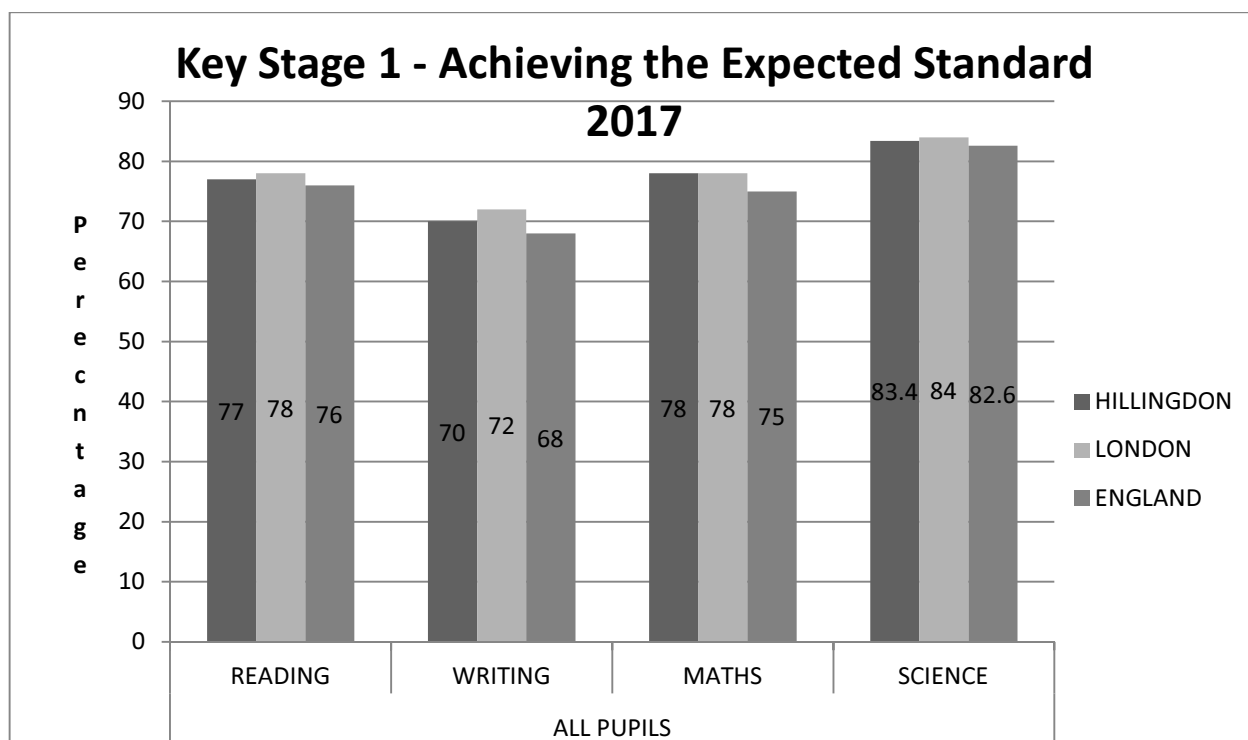
In 2016/17, by the end of Key Stage 1 pupils are expected to reach the national expected standard in Reading, Writing and Maths and to achieve the expected standard in Phonics.

- Overall outcomes at Key Stage 1 show that more children in Hillingdon achieved the expected standard for each key area and for the combined result than the national average.
- In Maths, Hillingdon children achieved in line with London averages but this is not yet the case in literacy. Outcomes at the higher standard for the combined result (Reading, Writing and Maths) are now securely above the national average for each individual area and for the combined result which is a significant improvement on previous years and demonstrates that Key Stage 1 provision in Hillingdon is now providing more appropriate stretch and challenge for more able pupils.
- Detailed analysis of Key Stage 1 outcomes shows that children with English as an Additional Language achieve particularly well in Hillingdon but that those children whose first language is English and those of Black Caribbean heritage perform less strongly as do those disadvantaged or vulnerable. This area should remain a key area of focus for schools in Hillingdon during 2017/18 and beyond.
- In addition, it is noted that whilst overall progress from the Early Years Foundation Stage (EYFS) to end of Key Stage 1 for children in Hillingdon compared to their peers with similar prior attainment nationally has improved and is significantly stronger than in previous years, the progress of disadvantaged pupils with SEND remains an area for further development and is particularly the case for those children from White British backgrounds.
- For 2016/17, Hillingdon's KS1 Reading at the Expected Standard is ranked 6th of 11 which is an improvement compared to the previous year.
- For 2016/17, Hillingdon's KS1 Writing at the Expected Standard is ranked 6th of 11 which remains in line with the previous year.
- For 2016/17, Hillingdon's KS1 Maths at the Expected Standard is ranked 5th of 11 which remains in line with the previous year.

Table 8: Key Stage 1 %		HILLINGDON		NATIONAL		LONDON	
SUBJECT	LEVEL	2016	2017	2016	2017	2016	2017
READING	EXPECTED	75	77 (+2)	74	76 (+2)	77	78 (+1)
	HIGHER	23	27 (+4)	24	25 (+1)	26	27 (+1)
WRITING	EXPECTED	66	70 (+4)	65	68 (+3)	70	72 (+2)
	HIGHER	13	18 (+5)	13	16 (+3)	17	18 (+1)
MATHS	EXPECTED	75	78 (+3)	73	75 (+2)	77	78 (+1)
	HIGHER	19	24 (+5)	18	21 (+3)	22	24 (+2)
RWM*	EXPECTED	61.8	65.1 (+3.3)	60.3	63.7 (+3.4)	Not available yet	Not available yet
	HIGHER	8.4	12.4 (+4)	8.9	11 (+2.1)	Not available yet	Not available yet

Source - SFR49_2017_LATables_KS1 (nb does not cover RWM combined)

*Reading, Writing and Maths. Pupils must pass all three subjects to attain this pass



Source - SFR49_2017_LATables_KS1 (nb does not cover RWM combined)

*Reading, Writing and Maths. Pupils must pass all three subjects to attain this pass

Key Stage 2

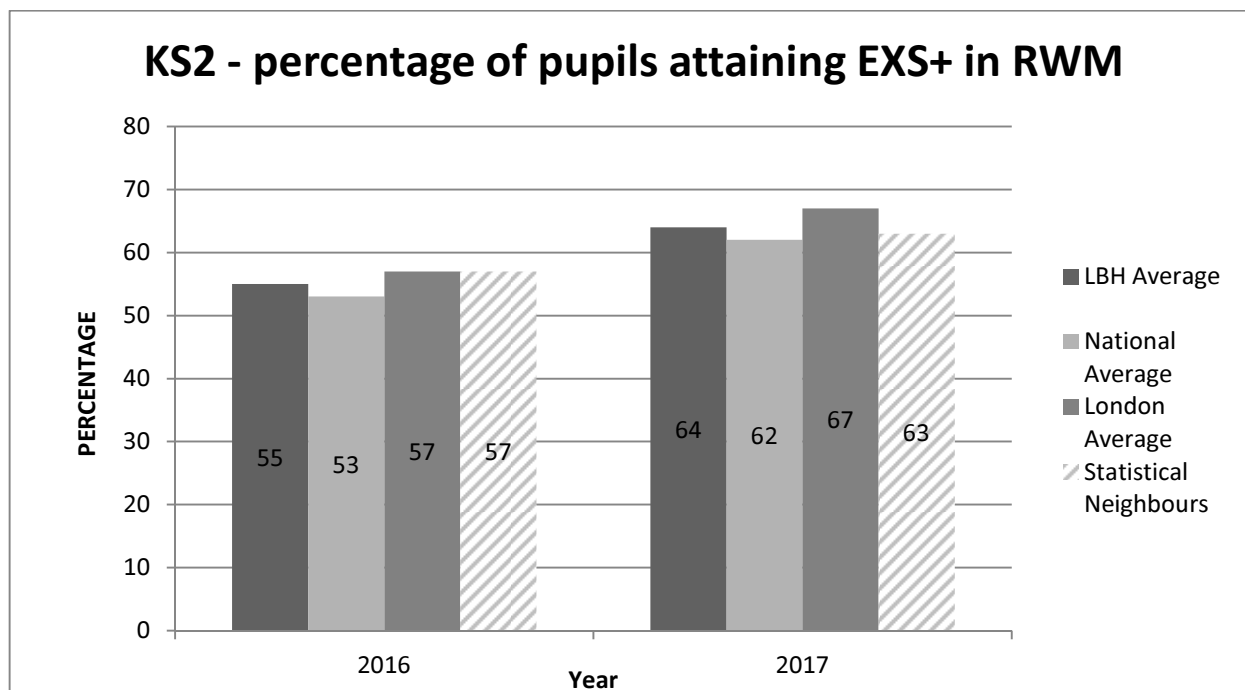
Key Stage 2 Outcomes and Progress in Hillingdon:

- Overall results for Hillingdon's children at Key Stage 2 in 2016/17 were broadly positive, with the borough performing strongly against national averages for the majority of key measures and for the combined Reading, Writing and Maths outcome. ,
- Particularly pleasing attainment is noted in Maths and Grammar, Punctuation and Spelling at the Expected Standard, where Hillingdon pupils were above both national and London-wide averages.
- Positive improvement is also noted in Writing which had been a previous area of concern at Key Stage 2 and which demonstrates increased teacher confidence in the new assessment system and the impact of the Council's assessment and moderation improvement focus in 2016/17.
- The achievement of children at the Higher Standard is less consistent than in previous years with some assessment areas exceeding or in line with national averages whilst others are not as strong as in previous years. The focus on consistently strong rates of progress and attainment for children capable of achieving the Higher Standard should remain a key focus in this phase.
- Whilst Hillingdon's combined assessment for Reading, Writing and Maths in 2016/17 remained above the national average, it is noted that underachievement in the Reading element in 2016/17 for some schools impacted upon overall borough outcomes in this area. The Council's School Improvement Team is working closely with these schools to improve the quality of Reading in those settings.
- In addition to attainment data, new progress measures were introduced for schools in 2015/16 and can now be compared to 2016/17 results. Data shows that Hillingdon's overall progress measures from Key Stage 1 to Key Stage 2 in 2016/17 were positive in both Writing and Maths but fell slightly below the national average in Reading. The overall progress measure for the combined assessment in Hillingdon continues to compare well against the national score, demonstrating that schools in Hillingdon are, overall, continuing to add positive value to learners during Key Stage 2 education.
- Detailed analysis of Key Stage 2 outcomes and progress show that children with English as an Additional Language achieve particularly well in Hillingdon but that those children whose first language is English and those of Black Caribbean heritage perform less strongly as do those disadvantaged or vulnerable including those with SEND. This area should remain a key area of focus for schools in Hillingdon during 2017/18 and beyond.
- In addition, it is noted that boys tended to make more progress than girls at Key Stage 2 and that this difference is particularly noted in the Reading element.

- For 2016/17, Hillingdon's combined Reading, Writing and Maths at the Expected Standard is ranked 7th of 11; previously 5th, which reflects the underperformance in Reading for some schools in the borough.

Table 9: Key Stage 2		HILLINGDON		NATIONAL		LONDON	
SUBJECT	LEVEL	2016	2017	2016	2017	2016	2017
READING	EXPECTED	70	72 (+2)	66	72 (+6)	69	75 (+6)
	HIGHER	19	24 (+5)	19	25 (+6)	21	27 (+6)
	AVERAGE SCALED SCORE	103	104 (+1)	103	104 (+1)	103	105 (+2)
WRITING TA	EXPECTED	72	78 (+6)	74	77 (+3)	76	81 (+5)
	HIGHER	16	18 (+2)	15	18 (+3)	17	21 (+4)
MATHS	EXPECTED	76	80 (+4)	70	75 (+5)	77	81 (+4)
	HIGHER	24	29 (+5)	17	23 (+6)	23	30 (+7)
	AVERAGE SCALED SCORE	105	106 (+1)	103	104 (+1)	104	106 (+2)
GPS	EXPECTED	80	83 (+3)	73	78 (+5)	79	83 (+4)
	HIGHER	31	40 (+9)	23	31 (+8)	29	40 (+11)
	AVERAGE SCALED SCORE	106	108 (+2)	104	106 (+2)	105	108 (+3)
RWM (Combined Result)	EXPECTED	55	64 (+9)	53	62 (+9)	57	67 (+10)
	HIGHER	7	10 (+3)	5	9 (+4)	7	11 (+4)

Source - SFR43_KS2_Tables_2017_Revised. Apart from Scaled Scores the figures shown are percentages.



Source - SFR43_KS2_Tables_2017_Revised. Apart from Scaled Scores the figures shown are percentages. NB – 2017 figure for statistical neighbours is provisional.

Key Stage 1 to 2 Progress Levels 2016 and 2017

Key Stage 1 to 2 Progress levels	READING		WRITING		MATHS	
	2016	2017	2016	2017	2016	2017
	+0.3	-0.3	+0.1	+0.2	+1.3	+1

Source - ASP

Priorities for Key Stages 1 & 2

- Focus on accelerating outcomes for more able children in Key Stage 1 and particularly for those at risk of underachievement, including those disadvantaged and / or with special educational needs and/or disabilities.
- Promote better achievement and progress for key groups of children including those of Black Caribbean heritage, White British learners from disadvantaged backgrounds and those with SEND.

- Focus on closing gender gaps in literacy achievement overall and, particularly, in Reading.
- Work with schools to ensure that the percentages of children attaining the higher standard is consistent across the key areas in Hillingdon and matches London averages.
- Use the primary progress measures alongside attainment data to target school improvement resources, challenging the performance of schools whose progress scores are not yet in line with national averages for each key area and ensuring that governing bodies understand the significance of progress data for whole cohorts and individual groups.
- Provide targeted literacy intervention and support for schools whose Reading outcomes were less positive in 2016/17.
- Work closely with local Teaching Schools and other national and local providers to develop a strong partnership support and development offer for schools to access in order to ensure that standards in Hillingdon continue to rise and that improved outcomes over the past three years are maintained in the landscape of local and national school improvement change.

Key Stage 4

Key Stage 4 Outcomes in Hillingdon: Percentage of overall results including 2015/16 comparators where available and new performance measures for progress and attainment

- Since 2013/14, significant national reforms to Key Stage 4 curricula, entry policy and assessment criteria have been underway. This means that year-on-year data comparison is a less accurate method of measuring relative improvement or decline. For 2016/17, secondary schools report against the national Progress 8 measure for all schools which is calculated using the Attainment 8 scores of individual pupils; the standard and strong pass system within the new 9 - 1 grades system for core subjects and the English Baccalaureate (Ebacc) measure.
- Whilst previous A* - C inc English and Maths (previously known as the Basics measure) is no longer an official measure of Key Stage 4 performance the new 9 - 4 including English and Maths is broadly comparable. This measure indicates that Hillingdon secondary schools are again comfortably above the national averages for standard passes, although performance is less positive at the strong pass level.
- Overall Ebacc outcomes in Hillingdon's secondary schools continue to compare positively with the national average for this measure although this measure remains significantly below the London average.

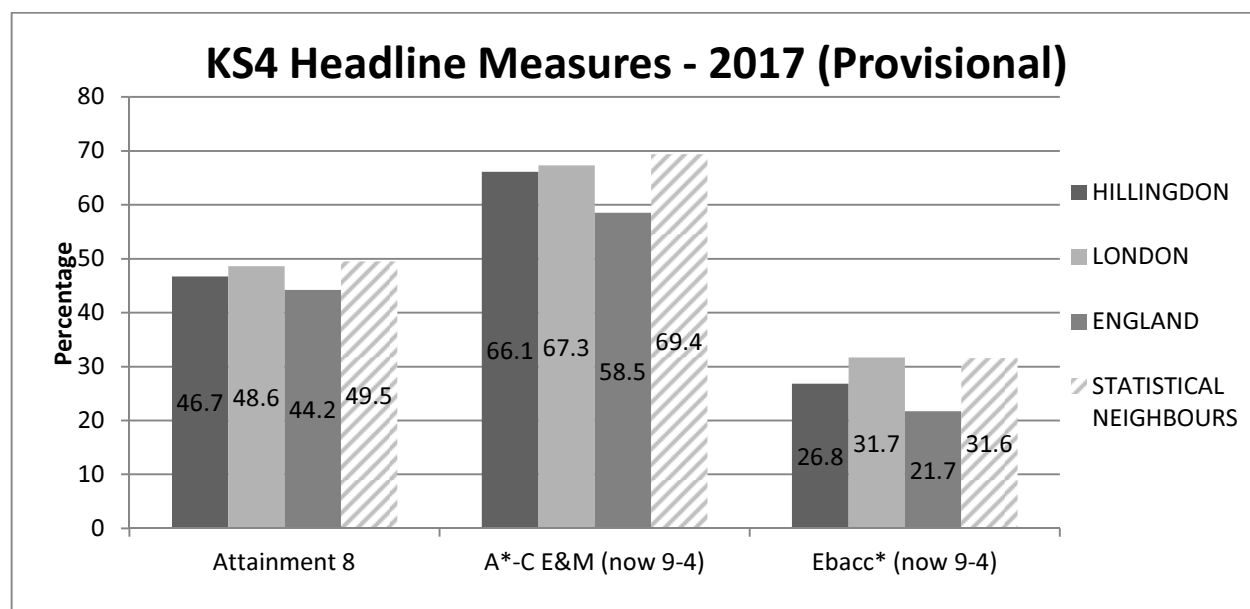
- The overall ‘Progress 8’ score for the secondary sector in Hillingdon is encouraging and compares well to both the national and London scores indicating that, on average, Hillingdon secondary schools are adding more value to their students than other secondary schools nationally.
- ‘Attainment 8’ scores per pupil show that young people in Hillingdon attained results in 2016/17 that were, on average, broadly in line with their peers nationally at Key Stage 4.
- Detailed analysis of Key Stage 4 outcomes shows that children with English as an Additional Language achieve particularly well in Hillingdon and that girls also achieve well but that those children whose first language is English and those of Black Caribbean heritage perform less strongly as do those disadvantaged or vulnerable. This area should remain a key area of focus for all schools in Hillingdon during 2017/18.
- In addition, it is noted that overall progress in some subjects are areas of development including languages, Information Technology and Design and Technology subjects.
- In relation to our statistical neighbours Hillingdon is ranked 8th of 11 for standard passes in English and Maths (9 to 4) and 9th of 11 for strong passes in English and Maths (9 to 5 - strong).
- In relation to our statistical neighbours Hillingdon is ranked 9th of 11 for passes in EBacc (for both 9 to 4 and 9 to 5).
- In relation to our statistical neighbours Hillingdon is ranked 8th of 11 for Average Progress 8 score.
- For young people vulnerable to underachievement including those with special educational needs and/or disabilities, detailed analysis of provisional data suggests that the gaps between these groups and their non-vulnerable peers across the performance measures widen into Key Stage 4 in Hillingdon and are, on average, larger than the gaps between these groups nationally.

Table 10: Key Stage 4 SUBJECT	Hillingdon			National			London		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
New for 2016/17: 9 to 4 (standard) pass in English and Maths	59.5	65.3	66.1 (+0.8)	59.5	63.3	63.5 (+0.2)	62.5	66.4	67.3 (+0.9)
NEW for 2016/17 : 9 to 5 (strong) pass in English and Maths	-	-	44.8	-	-	42.4	-	-	47.7
New for 2016/17 % EBacc 9- 4 Standard Pass	26.2	25.9	26.8 (+0.9)	24.4	24.6	23.7 (-0.9)	30.5	31.6	31.7 (+0.1)
NEW from 2017 % EBacc 9-5 Strong pass	-	-	23.7	-	-	21.2	-	-	28.5

Average Progress 8 score	N/A	0.07	0.14 (+0.07)	N/A	-0.03	-0.03 (-)	N/A	0.16	0.22 (+0.06)
Average attainment 8 score per pupil	N/A	51.1	46.7 (-4.4)	N/A	49.9	46.1 (-3.8)	N/A	51.7	48.6 (-3.1)

Prior to 2017 this was the equivalent of GCSE A-C in English and Maths.

Source - SFR57_2017_LA_Tables. Figures shown are percentages.



Prior to 2017 this was the equivalent of GCSE A-C in English and Maths.

Source - SFR57_2017_LA_Tables. Figures shown are percentages.

Priorities for Key Stage 4

- Supporting the two remaining LA Secondary Schools for which the LA retains responsibility with a particular focus on progress scores for vulnerable or disadvantaged groups.
- Working with the wider secondary school sector, via established partnership groups, to address variations in progress scores, for all young people and, particularly, for those most at risk of underachievement including young people with SEND and their disadvantaged peers through the Council's links with the Schools' Strategic Partnership Board and Hillingdon Association of Secondary Heads. This will include utilising appropriate challenge and support mechanisms and escalating concerns of unacceptable underperformance, where necessary, to the relevant responsible bodies. This includes the Regional Schools Commissioner and / or the Secretary of State for Education where improvements are not being expedited.

Key Stage 5

Key Stage 5 Outcomes in Hillingdon

- Hillingdon schools show slightly improved performance at APS per entry and for overall percentages at the higher grades at A Level when compared to 2015/16 but remains below the national and London average attainment levels.
- Of note is the lower proportion of Hillingdon students achieving the highest grades at 'A' level, when compared with the London and national figures. Hillingdon students attaining these grades are also less likely to be attaining them in 'facilitating' subjects at 'A' level i.e. those subjects recommended by Russell Group universities as most likely to lead to the widest range of options for degree level study.

Table 11: Key Stage 5	Level 3 Students			A Level Students								
	APS* Per Entry			APS* Per Entry			Percentage of Students achieving Grades AAB or better at A Level			Percentage of students achieving Grades AAB or better at A Level, of which at least 2 are in facilitating subjects.		
	2016	2017	Diff.	2016	2017	Diff.	2016	2017	Diff.	2016	2017	Diff.
England – state sector	32.1	32.7	0.6	30.84	32.12	1.38	19.9	20.1	0.2	15.6	15.6	=
London	32.53	33.4	0.87	31.42	32.14	0.72	20.2	21.4	1.2	16.4	17.1	0.7
Hillingdon	29.9	30.75	0.85	28.33	29.04	0.71	13.5	14.8	1.3	10.4	9.3	-1.1

Source - SSFR59_2017_LA_Tables (NB – Provisional - State Funded Schools Only)

*APS = Average Points Score

Priorities for Key Stage 5

- To build on the links made with post-16 providers, in order to analyse performance and challenge underperformance to improve outcomes at Key Stage 5.
- To monitor the impact of the work of the Hillingdon Association of Secondary Head Teachers in improving outcomes for previous high attainers in Hillingdon's school-based Key Stage 5 provision

Children Looked After (CLA)

Children Looked After Attainment and Progress Summary

Although outcomes for Hillingdon CLA who have been in continuous care for 12 months or more fluctuate year on year and are highly dependent on the makeup of the cohort, progress over time has been evident particularly at KS4 with a rise in CLA achieving the old headline measure of 5 A*-C including English and maths from 7% in 2014 to 20% in 2017.

This said it is important to reflect that in the case of the year 11 cohort those who contribute to the national statistics are only 60 percent of the total cohort within that year group. The

remaining young people, a large percentage of which are Unaccompanied Asylum Seeking Children (UASC), still need to be supported and in many cases are the most challenging with no education provision in place at the point they enter the care system.

The eligible Year 6 cohort that contributes to the national indicators for attainment at the end of Key Stage 2 (KS2) consisted of 7 CLA. The attainment of the cohort in relation to those who obtained age related expectation or above in reading, writing, spelling, punctuation and grammar and maths at the end of KS2 was 43%, 57%, 29% and 43% respectively exceeding or meeting our target of 29%, 14%, 14% and 43%. 43% of the cohort achieved expected attainment in reading, writing and maths with none achieving at a higher standard across the 3 subjects.

The national comparisons for CLA for 2016 are yet to be released, but to provide a benchmark, 25% of CLA reached the new expected standard or above in the headline measure reading, writing and mathematics in 2016.

In relation to progress the Virtual School recorded Reading progress of -1.14, Writing progress of +5.14 and Maths progress of +0.14, based on the mean average of its KS2 CLA progress scores in the respective subject. Given our lower confidence interval limit is higher than zero at 0.66 in writing, our Virtual School Progress 8 Writing score of +5.14 is above average and the result is statistically significant.

- Attainment at the end of Key Stage 4 showed Hillingdon's eligible CLA exceeding Hillingdon's target of 7% with 20% achieving 9 - 4 including English and Maths plus 3 other subjects at A* - C, 2 and 6 percentage points above Hillingdon's CLA and CLA nationally in 2016 respectively. These results are a considerable achievement and success when taking into account the needs of the children. The cohort size was 25, with 7 (28%) entering care (the country) during KS4. 6 of the 25 (24%) were not sitting GCSE's and hence although part of the cohort would not be able to contribute positively to the overall results for the year.
- By way of context, 11 (44%) are UASC and have English as an additional language. 10 (40%) have SEN including 7 (28%) who have a statement or EHCP and 3 (12%) have received Educational Psychology (EP)/MAPS input since entering care. 56% of the cohort are with foster carers or living with parents with the remainder in residential placements or semi independent living. 56% attend mainstream schools, with the remaining 44% in Pupil Referral Units (PRU's), alternative provisions, non independent and independent special schools. 12 (48%) had placement changes in KS4, with 6 resulting in a change of school. For the 19 sitting GCSE qualifications they recorded an average attainment 8 score of 28.53 (this is above the 2016 national CLA comparison of 22.8).
- The information below outlines KS4 achievement in 2017 against the new headline measure for this cohort of 25 CLA, these are benchmarked against available 2016 national CLA statistics in bold.
- % achieving level 4 -9 in English (language or literature) and maths: 7/25 (28%), **(17.5%)**
- % achieving level 5-9 in English (language or literature) and maths: 3/25 (12%)
- % achieving the EBacc level 4 -9: 0/25 (0%), **(2.8%)**
- % achieving the EBacc level 5 -9: 0/25 (0%)

- % pupils entered for EBacc: 2/25 (8%), (**8.2%**)
- % of students staying in education or employment after key stage 4: 22/25 (88%)

Children Looked After- Key Stage 4	Number of Pupils	Hillingdon
		2017
New from 2017: 9 to 4 pass in English and Maths*	7 from 25	28
NEW from 2017: 9 to 5 (strong) pass in English and Maths	3 from 25	12
New from 2017 = % EBacc 9-4 PASS	0 from 25	0
NEW from 2017 % EBacc 9-5 Strong pass	0 from 25	0
Percentage of pupils entered for EBacc	2 from 25	8
Percentage of students staying in education or employment after Key Stage 4	22 from 25	88

Source - CLA Key Stage 4 2017. Figures shown are percentages. Not comparable with 2016.

CLA Key Stage 2 Pupils 2017	READING	WRITING	GPS	MATHS	RWM*
2017 Actual	43	57	29	43	43
2017 CLA service target	29	14	43	43	-

CLA Key Stage 2 2017 – Figures shown are percentages.

*Reading, Writing & Maths Combined (pupils must achieve all 3 elements)

Placing CLA in appropriate education provision continues to provide challenge, particularly in KS4 and for unaccompanied asylum seeking children. However, our good working relationship with Hillingdon schools has meant that admission of CLA is improving, without the need to challenge. In the last year we have been required on two occasions to serve schools with intention to direct notification and this has been a sufficient measure to reverse their decision and offer a place.

Clearly, we would wish to avoid this process as it extends the length of time the young person is out of school and as a service we will continue to strengthen communication with our schools and ensure the admission of CLA is supported in a timely fashion.

Priorities for Children Looked After in Hillingdon

- To continue to maximise progress and close the attainment gap for Children Looked After and Care Leavers by informed use of data and targeted support, particularly at KS1, KS2, KS4 and KS5.
- To improve baseline assessments for UASC in order to better gauge progress from point of school entry.
- To improve the average attendance of Hillingdon statutory school age CLA, reduce unauthorised absence and persistent absenteeism through closer working with foster carers, social care colleagues and schools.
- To reduce the number of fixed term exclusions and school days lost as a result of exclusion.
- To further strengthen the systems and processes in place to analyse and assess the impact of pupil premium spend on outcomes for Hillingdon statutory school age CLA and to support schools to evidence impact of spend and for Virtual School Officers to continue to hold schools to account for funding released.
- To further strengthen the relationship and collaborative working with colleagues in SEND, inclusion and multi sensory teams and seek out further opportunities to support CLA with SEND and build up the resources to help them engage with learning.
- To build on and strengthen the collaborative working with social care to further reduce school changes, particularly as a result of care placement breakdown through direct training.
- To improve the understanding of school staff on the impact of attachment disorder on learning for CLA, through dissemination of training and observational work.
- To strengthen transitions from KS4 to KS5 and KS5 to leaving care and to develop a better understanding of educational needs post 18 in order support Higher Education access and provide appropriate information, advice and guidance.
- To reduce Not in Education, Employment or Training (NEET) figures even further for 16-18 year old Hillingdon CLA through Personal Education Plans (PEPs), NEET working group establishment, NEET panel attendance and focused support.

Special Education Needs and/or Disabilities (SEND)

- Since 2013/14, Hillingdon, along with all Local Authorities across the country, has been working with schools to manage the transition to the new SEN Code of Practice. A key element of this work has been focused on the replacement of the SEN Statement with the

Education, Health and Care Plan (EHCP) and the categorisation of all other children and young people with SEND as SEN Support. When interpreting data for children and young people with SEND it should be noted that progress from year to year will always depend on the specific needs of individual children and the marked variations in cohort profile.

- Local authorities are required to convert all SEN Statements to Education Health and Care Plans (EHCP) by 31/03/18, locally there is a plan in place to complete all of the conversions within the agreed timeframe.
- The Council's early intervention, prevention and special educational needs services (which includes the Early Support Team, the Inclusion Team, the Sensory Intervention Team, the SEND information and Support Service, the SEND Team, the Educational Psychology Team) are the council teams that are working most closely with schools and the council's School Improvement Team to address concerns regarding the progress and outcomes of children and young people with SEND in Hillingdon's schools.
- Closing the gaps in outcomes and progress for vulnerable children and young people is key to ensuring high standards of education in Hillingdon's schools and the Council recognises that outcomes for children and young people with SEND are not yet consistently strong in all schools or across all phases.
- 2016/17 data highlighted the widening of gaps between outcomes for learners with SEND as they progress to secondary education and indicated that the risk of underachievement was particularly high for young people with SEND who were considered middle ability attainers at primary school. In 2016 the inclusion network was established across the borough and has broadened its support resource for schools. This has included the re-establishment of the Hillingdon SENCO forums and the introduction of both targeted and optional support and training for schools through the Inclusion Commitment. Those schools who have engaged with the Inclusion Commitment (IC) delivered by the Inclusion Team within Early Intervention, Prevention and SEND Services are providing positive feedback on the impact of the changes they are making on pupils progress. (E.g. "our progress 8 gap for our SEN support is reducing", the IC "has enabled accelerated progress for pupils with speech and language needs", "Increased used of visual prompts in class has enabled specific pupils to make accelerated progress). Officers are analysing the pre and post involvement data for pupils with SEN support and EHCP in the schools engaged in this work to measure the impact of this initiative.
- Analysis of SEND needs in Hillingdon in 2016/17 shows that Communication and Interaction needs including autism and speech and language difficulties continue to be the most prevalent areas of need across the borough with a higher proportion of young people with SEND displaying needs within the Social, Emotional and Mental Health area of need as they move into secondary education. The significant number of able children and young people with autism in the borough may explain why outcomes for previously high attaining young people with SEND are generally positive in the borough.

- Children and young people who are Looked After and have SEND are recognised as a particularly vulnerable group nationally. In 2016/17 Hillingdon had Looked After Children with SEN but without EHC Plans/Statements and Looked After Children with EHC Plans/Statements, equating to 38.1% and 32.2% of the LAC population in Hillingdon respectively and being significantly higher than the national and all London averages for this group. For this reason, partnership working between SEND teams, Social Care, the Virtual School for Looked After Children and partners responsible for school improvement remains an important area of focus.
- At Key Stage 1 the gap between the attainment of children at SEN support in Hillingdon and their non SEND peers, continues to be smaller than the national gap for the same groups of children. For those children EHCP / Statemented the gap this year is wider in Hillingdon than the national gap for the same group of children. At Key Stage 2 the gap between the attainment of children at SEN support and children with EHCP / Statemented and their non SEND peers is smaller than the gap for the same groups nationally.
- At Key Stage 4 it is not yet possible to compare Hillingdon's gaps with national gaps for 2016-17 as this information is not yet available.

Percentages of attainment for children with SEND 2016/17

Table 13: SEN Key Stage 1 2017						
Individual Scores for Reading, Writing and Maths						
Hillingdon Pupils	Actual results for expected standard					
	READING		WRITING		MATHS	
	2016	2017	2016	2017	2016	2017
Not SEN (3413)	82	85	74	78	82	86
SEN Support (479)	35	42	25	25	41	43
LBH gap between Not SEN and SEN Support	47	43	49	53	41	43
National gap between Not SEN and SEN Support	50	50	52	54	47	48
EHCP & Statemented (90)	18	14	12	9	18	12
LBH gap between Not SEN and EHCP & Statemented	64	71	62	69	64	74
National gap between Not SEN and EHCP & Statemented	68	70	65	68	66	69

Table 14:		
SEN Key Stage 2 2017 Combined Scores for Reading, Writing and Maths		
Hillingdon Pupils	Actual results for Expected Standard	
	2016	2017
Not SEN (3006)	66	72
SEN SUPPORT (424)	19	24
LBH gap between Not SEN and SEN Support	47	48
National gap between Not SEN and SEN Support	46	50
EHCP & Statemented (125)	10	6
LBH gap between Not SEN and EHCP & Statemented	56	66
National gap between Not SEN and EHCP & Statemented	55	63

SFR69_KS2_2017_LATables_Revised

Table 15					
SEN Key Stage 4 2017					
Hillingdon Pupils	English and Maths PASS		Attainment 8	% Ebacc**	
	Standard 9* to 4	Strong 9* to 5		Standard 9* to 4	Strong 9* to 5
Not SEN (2631)	73	50	5	30	27
SEN SUPPORT (330)	32	16	3.3	9	7
LBH Gap between Not SEN and SEN Support	41	34	1.7	21	20
National gap between SEN Support and Not SEN	Not yet available		Not yet available	Not yet available	
EHCP/Statemented (113)	7	5	1.3	2	2
LBH Gap between Not SEN and EHCP/Statemented	66	45	3.7	28	25
National gap between Not SEN and EHCP/Statemented	Not yet available		Not yet available	Not yet available	

Source - FFT Aspire 2017

*9 being the highest grade on a scale of 9 to 1

**English Baccalaureate

Closing the Gap between Disadvantaged Pupils and their Peers

- In 2016/17, all schools continued to receive additional funding from the Department of Education (DfE) to raise the attainment and improve the progress of children and young people from disadvantaged backgrounds. This funding, known as the Pupil Premium grant, can be used by schools in any way that they choose but must show an impact on outcomes for children from the poorest backgrounds. Schools are held to account for the use of Pupil Premium grant funding by Ofsted through the new inspection framework and also through strong governance at individual school and Local Authority level.
- At Key Stage 1, whilst overall outcomes have improved the gap between children eligible for pupil premium funding and their non disadvantaged peers widened in 2016/17 when compared to 2015/16 and is notably wider in Maths.
- At Key Stage 2 the gap between children eligible for pupil premium funding and their non disadvantaged peers is slightly smaller in Hillingdon than the gap between the same groups of children nationally.
- At Key Stage 4 the gap between the young people eligible for pupil premium funding and their non disadvantaged peers narrowed in 2016/17.
- The Hillingdon Innovation and Improvement Networks, launched in March 2016 and supported by the Schools' Strategic Partnership Board, including the Primary Forum Executive and Hillingdon Association of Secondary Head Teachers, focus on the improvement of standards for disadvantaged children and young people. Schools where gaps between disadvantaged children and their non-disadvantaged peers have not shown sufficient improvement in 2016/17 are strongly encouraged to demonstrate engagement with local or national projects to tackle inequality gaps.

Key stage 1 Attainment for children eligible for Pupil Premium funding 2016/17

Table 16: Pupil Premium Key Stage 1 2016 & 2017 Individual Scores for Reading, Writing and Maths						
Hillingdon Pupils	Actual results for Expected Standard					
	READING		WRITING		MATHS	
	2016	2017	2016	2017	2016	2017
Not FSM in last 6 years (3522)	77	80	68	72	78	81
FSM in last 6 years (544)	63	63	54	51	62	60
LBH Gap between No FSM & FSM	14	17	14	19	16	21
National gap between No FSM & FSM	17	17	18	19	17	18

Source - SFR49_KS1_2017_LATables

Note - national data for RWM combined scores is not available. FSM = Free School Meals

Key Stage 2 Attainment for children eligible for Pupil Premium funding 2016/17

Table 17: Pupil Premium Key Stage 2 2017 % for Reading, Writing and Maths Combined	
Hillingdon Pupils	Actual results for Expected Standard*
Not FSM in last 6 years (2504)	70% (63)
FSM in last 6 years (1059)	48% (45)
LBH Gap between No FSM and FSM	22% (18)
National gap between No FSM and FSM	20% (22)

Source: SFR69_KS2_2017_Revised

Table 17 data requires updating - awaiting the release of correct FFT tables for 2 missing schools

*2016 results in brackets

Key Stage 4 Attainment for children eligible for Pupil Premium funding 2016/17

Table 18: Pupil Premium Key Stage 4 2016 & 2017						
Hillingdon Pupils	Level 9 to 4: % English and Maths		Progress 8 scores		% Ebacc**	
	2016	2017	2016	2017	2016	2017
Not FSM in last 6 years (1979) (2217)	73	73	0.21	0.27	31	31
FSM in last 6 years (1094)(856)	45	50	-0.28	-0.19	14	17
LBH Gap between No FSM and FSM	28	23	-0.49	-0.46	17	14
National gap between No FSM and FSM	28	NA	-0.48	N/A	18	N/A

Source: FFT Aspire 2016 - SFR does not yet have pupil characteristics

*Average Point Scores are the total points achieved by pupils in their best 8 GCSEs (or equivalents).

**English Baccalaureate

All are based on "New First Entry"

Young People Not in Education, Employment or Training (NEET)

- Data published by the DfE in October 2017 shows that 86.6% of 16-17 year olds in Hillingdon are in learning or employment (including apprenticeships) and 7.4% are NEET which represents an improvement of 3.9% in Hillingdon compared to a national improvement of 0.5%.
- Whilst the national statistical release shows an improving picture locally and a greater rate of improvement than compared to the national, it is 12 months retrospective.

The very latest data available is tabled below:

	HILLINGDON (Student numbers in brackets)	REGIONAL AVERAGE
NEET – 16 to 17 year olds	1.8% (127)	1.5%
NOT KNOWN – 16 to 17 year olds	4.3% (294)	7.3%

Source - SFR49 LA Tables

- National averages are not yet available.
- It is noted that the improved position in Hillingdon has been achieved by securing 100% returns from secondary schools in Hillingdon during the summer of 2017 for the first time.
- NEET young people are identified from improved intelligence of the Not Known cohort. Each NEET young person in Hillingdon has a named Lead Professional and all are invited to the quarterly events arranged by the Participation Key Work Team where 3rd sector providers are brought together to create a marketplace of options for NEET young Hillingdon residents.
- Most recently, a Data Sharing Protocol has been agreed with P3 charity to allow for the tracking of Not Known young people and the swift delivery of services to these young people when they are identified as NEET.

Table 19

NEET 16-17 year olds - DfE statistical release for 2016 published October 2017

	In learning (education and training)	NEET	Not known
England	91.2%	6%	2.8%
Hillingdon	86.6%	7.4%	6%

Source - SFR LA Tables

Hillingdon Adult Learning Service

- The Hillingdon Adult and Community Learning service provides opportunities for adults to learn new skills which align to Hillingdon's priorities and those of the London Local Enterprise Partnership. The programmes of learning are designed to lead to work, enhance life chances, improve wellbeing or encourage greater social cohesion. The service was last inspected by Ofsted in January 2016 and was graded as 'good'.
- The Adult Learning Service continues to deliver positive outcomes for Hillingdon residents with a high proportion of learners achieving their expected learning aims. In 2016-17 the service recruited 2,461 residents into learning, creating 4,553 enrolments by adults in Hillingdon. 71.5% of learners were aged from 25-54, 4% were under 25 and 13.4% were aged 65 and over. The following table summarises the key outcomes.

Hillingdon Adult Learning Outcomes - Percentage of overall results

Table 20 KPI	2014/15	2015/16	2016/17
Achievement rate %	86.4%	89.4%	91.3%
Retention rate %	95.9%	95.8%	96.4%

- Achievement rates: the proportion of enrolled learners who successfully achieve their aims.
- Retention rates: the proportion of enrolled learners who continue until the course ends.

Attendance Outcomes

	HILLINGDON	NATIONAL
State funded absence - Primary	4.1	4
State funded absence - Secondary	5.4	5.2
State funded absence - overall	4.6	4.5
Persistent absentees - Primary	9.3	8.7
Persistent absentees - Secondary	13.6	12.8
Persistent absentees - overall	11.1	10.4

Source - SFR LA Tables

NB figures shown are percentages

- Hillingdon, whilst slightly below national averages in terms of attendance, is sufficiently close to the average to be of moderate concern only. However, the difference between national and local Persistent Absenteeism rates is notable.
- It is noted that schools in Hillingdon are responsible for reporting all persistent absentees, children removed from roll, children on part time timetables and children absent for 20+ consecutive sessions on a monthly basis to the local authority. They are also responsible for referring pupils with concerning attendance to the Participation Key Work team for case work.
- This Participation Key Work service is provided at no cost to maintained schools. Academies are able to commission the service. Currently all but two academies in Hillingdon commission this work. It is evident is that when schools convert to academies, they commission fewer Participation hours than they had previously received as a maintained school at no cost.
- Specific areas of concern relating to attendance are authorised absence and authorised exceptional leave. The duty to authorise absence sits with an individual school and is outside the powers of the local authority.
- In order to support school improvement regarding attendance, two attendance events are provided for all school-based attendance leads per year and include local and national updates, the sharing of best practice and networking opportunities.
- Of the 20,129 penalty notices issued to parents for unauthorised absence across London in 2016/17, Hillingdon was responsible for 301. This profile has been reasonably consistent over the past five years which is not a pattern reflected across all London boroughs thereby indicating that Hillingdon's use of Penalty Notices is well embedded. A consistent approach in Hillingdon offers clarity and consistency to parents and schools, despite external vagaries such as media coverage of high profile individual cases that have an impact in other London boroughs.

Exclusions Data for Schools in Hillingdon

- It is noted that the latest nationally comparable data available for school exclusions is for the period 2015/16.
- The Participation Key Work team has delivered services and consultancy to schools when a pupil at risk of permanent exclusion is highlighted by a school and sufficient time to intervene is provided. Academic year 2016/17 saw 78 potential permanent exclusions successfully avoided following intervention.

- Not relating to 2016/17, whilst rates of fixed term exclusion remain broadly positive in Hillingdon compared to national averages, 2015/16 exclusion data highlights a sharp rise in Special School exclusion.

Permanent exclusions - Percentage of overall results

Table 21: Permanent exclusions 2015-16						
Phase	State funded primary		State funded secondary		Specials	
Region	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Hillingdon	0	0	0.16	0.20	0	0
England	0.02	0.02	0.15	0.17	0.09	0.08
London	0.01	0.01	0.17	0.176	0.11	0.10

Source - SFR35_2017_LATables_Exclusions

NB – exclusions figures are always reported one year behind

Fixed term exclusions - Percentage of overall results

Table 22: Fixed term exclusions 2015-16						
Phase	State funded primary		State funded secondary		Specials	
Region	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Hillingdon	0.42	0.44	7.0	7.44	3.3	13.1
England	1.1	1.21	7.5	8.46	13.54	12.53
London	0.81	0.84	6.71	6.87	13.49	13.34

Source - SFR35_2017_LATables_Exclusions

Schools Placements and Admissions

Secondary School Places

- For the school year starting September 2017, there has been a 2 per cent increase in secondary applications across London, however Hillingdon experienced a 3 per cent increase. Despite the increase and a record high of 3,416 applications in total for secondary school places Hillingdon remains one of the top boroughs in West London for allocating school places at a school of choice.
- On National Offer Day, 7 per cent of children in London didn't receive an offer - Hillingdon offered 100 per cent of our applicants a school place.

- 94.9 per cent of Hillingdon pupils received one of their preferred choices.
- 67.4 per cent of pupils were allocated their first choice of secondary school. Some parents choose to put a single school on their application form. Other parents, who are aware that all their preferences will be considered equally, may decide to use their first preference to rank a school which their child is less likely to be offered and put their more realistic options lower down the list. Therefore it is important to consider how well all preferences have been met, as these are likely to have been more than satisfactory to many parents.
- The Council's school expansion programme continues to deliver school places across the borough where required. For example, Oak Wood School (formerly known as Abbotsfield School) has undergone a £30.4 million investment offering an additional 75 places and became a co-educational school from September 2017. The Council has also invested £35 million into new school buildings with state-of-the-art facilities at Northwood School to provide 1,080 school places, which included an expansion to provide an additional 30 places in each year group as the school grows.

Primary School Places

- There has been a 4 per cent decrease in primary applications across London - Hillingdon experienced a 2.5 per cent decrease, overall, although it should be noted that geographical variations and parental preference mean that there remains pockets of acute pressure in some parts of the Borough.
- 98.5 per cent of Hillingdon pupils received one of their preferred choices. This was the highest across West London and is above the London offer average.
- 88.7 per cent of pupils were allocated their first choice of primary school. Some parents choose to put a single school on their application form. Other parents, who are aware that all their preferences will be considered equally, may decide to use their first preference to rank a school which their child is less likely to be offered and put their more realistic options lower down the list. Therefore it is important to consider how well all preferences have been met, as these are likely to have been more than satisfactory to many parents.
- During the last year the Council supported Hillingdon residents who were likely to be impacted upon by Pinner Wood School in Harrow which had to leave their site due to health and safety concerns. Officers spoke to 20 Hillingdon parents who would have been allocated a place for their child at Pinner Wood School in September. Parents were offered a duplicate offer to ensure their child would have a secure school place during the uncertainty surrounding the future of the school site. This support was greatly appreciated by residents and 19 of the 20 residents agreed to an additional Hillingdon school offer for National Offer Day. Since then 13 of the 19 parents have continued to accept the additional offer.

Fair Access

- The purpose of Fair Access Protocols is to ensure that outside the normal admissions round unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. Every local authority is required to have in place a Fair Access Protocol, developed in partnership with local schools. Hillingdon has an 'In Year Fair Access Panel' (IYFAP) to consider these types of school admissions.
- Due to new ways of working and improved communication between the Local Authority and admissions officers based in schools there has been a considerable decrease in the number of primary referrals to the IYFAP. Below is a summary of the referrals made via the IYFAP.
- 35 Year 11 aged children were successfully placed in mainstream schools in 2016/17 via Fair Access Protocols. This represents an increase as the year before 2015/16 was 17. Due to the success of these placements, the IYFAP will now place all mainstream and appropriate Year 11s aged children at Panel for placement.
- **2016/17 saw a 56% decrease** in the total number of Primary placements by the IYFAP in comparison to academic year 2015-2016
- 2016/17 saw an overall 22% decrease in the total number of placements by the Panel in comparison to the academic year 2015-2016.

Table 23

Month/Year Group	Primary referrals							Secondary referrals					Total
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	
September	0	1	0	0	5	0	0	0	0	0	0	22	28
October	0	0	0	0	0	0	0	0	0	0	0	4	4
November	0	1	0	0	2	0	0	0	0	0	0	5	8
December	0	0	0	0	0	1	0	0	0	1	1	3	6
January	0	0	0	0	0	0	0	0	0	0	0	3	3
February	0	0	0	0	0	0	0	0	0	0	0	2	2
March	0	0	0	0	0	0	0	0	0	0	0	2	2
April	0	0	0	0	0	0	0	0	0	0	0	2	2
June	0	0	0	0	0	0	0	0	1	1	0	0	2
July	0	0	0	1	0	0	0	0	1	2	1	0	5
Total per year	0	2	0	1	7	1	0	0	2	4	2	43	62
Total Pri/Sec	11							51					
Total	62												

A small but increasing number of admission cases have been brought to the attention of the Local Authority regarding the reservations that some schools have expressed about their capability to meet a child's specific needs. Although such cases are usually resolved by good communication and teamwork between the Council and the schools who raise concern, it is often the case that schools require clarification of the sources of additional support available from the Council. Once schools access the support available they are very positive about the adjustments that can be made and training that is available for school staff in order to promote inclusion and enhance opportunities and provision for children with additional needs.

On occasion, schools may indicate a lack of appropriate facilities, resources, or teaching expertise as a barrier to the timely inclusion of a child or young person. It is positive to note that, in Hillingdon such difficulties are usually overcome through local negotiation. However, this process can still result in a delay in accessing the specific provision that the child requires.

The Local Authority is committed to supporting all schools to respond swiftly and confidently to the needs of our young people and has a number of sources of support to help schools integrate children with additional needs quickly into education. This may include working with schools and families to agree staged or staggered admission if necessary, particularly when school's have concerns about meeting needs.

Implications on related Council policies

There are no direct implications on related council policies arising from this report.

How this report benefits Hillingdon residents

This report ensures that every child in Hillingdon has access to a high quality school place. It is central to putting residents first and is supported by the principles of the Hillingdon School Improvement Plan.

Financial Implications

There are no direct financial implications arising from this report.

Legal Implications

There are no direct legal implications arising from this report.

BACKGROUND PAPERS

Nil

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ITEM 7

2018/19 BUDGET PROPOSALS FOR SERVICES WITHIN THE REMIT OF CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

**Contact Officer: Peter Malewicz
Telephone: 01895 250325**

REASON FOR ITEM

1. To comply with the Budget and Policy Framework procedure rules as part of the agreed consultation process for the General Fund and Housing Revenue Account budgets, alongside the Council's Capital Programme, this report sets out the draft revenue budget and Capital Programme for the services within the remit of the Children, Young People and Learning Policy Overview Committee, along with indicative projections for the following four years. Following consideration by Cabinet on 14 December 2017, these proposals are now under consultation, and the proposals for each Group are being discussed at the January 2018 cycle of Policy Overview Committees.
2. Cabinet will next consider the budget proposals on 15 February 2018, and the report will include comments received from Policy Overview Committees. At the meeting on 15 February 2018, Cabinet will make recommendations to full Council regarding the budget and Council Tax levels for 2018/19, who will meet to agree the budgets and Council Tax for 2018/19 on 22 February 2018.
3. The Committee needs to consider the budget proposals as they relate to the Children, Young People and Learning Groups and to the relevant service areas within the Children, Young People and Learning Groups, but within the corporate context and the constraints applying as a result of the aggregate financial position of the authority.

OPTIONS AVAILABLE TO THE COMMITTEE

4. It is recommended that the Committee notes the budget projections contained in the report and comments as appropriate on the combined budget proposals put forward by the Children, Young People and Learning Groups and to the relevant service areas within the Children, Young People and Learning Groups, within the context of the corporate budgetary position.

INFORMATION

Background

5. The Council continues to operate within the constraints of Government's deficit reduction programme, which has seen a sweeping reduction in central government funding since 2010/11 and is set to continue until at least the end of the decade. Alongside this reduction in funding, continuing demographic and demand pressures and a return to an inflationary environment over the medium term will necessitate delivery of further substantial savings. This first report to Cabinet on the budget for 2018/19 quantifies the financial challenge faced by the

Council, and outlines an approach to meeting this challenge whilst continuing to 'Put Residents First'.

6. This is the first report to Cabinet on the budget for 2018/19, building upon the position outlined in the 2017/18 budget report to Council in February 2017. In February the savings requirement for 2018/19 was estimated to be £16,117k, which has been revised downwards following the announcement in March 2017 of £2,947k Improved Better Care Fund monies to support Adult Social Care and £2,602k Collection Fund surpluses amongst a number of minor revisions to projections. The resulting budget gap for 2018/19 therefore stands at £10,197k, marginally lower than the £11,600k estimate from July 2017, rising to £56,107k over the five year MTF period.
7. Groups have been developing savings proposals sufficient to meet this externally driven budget gap and respond to increases in cost pressures. In addition to this work across directorates, a comprehensive review of the corporate elements of the budget has been undertaken since February, capturing funding, inflation and capital financing. During the early summer and again in the autumn, a series of challenge sessions were held to affirm the budget position. Each session followed a similar format reviewing:
 - The 2016/17 outturn, particularly any on-going issues arising.
 - The current position in 2017/18 - both monitoring and savings delivery.
 - Existing and emerging pressures which need to be addressed in the 2018/19 budget and forecasts for future years.
 - Progress on the development of savings proposals for 2018/19 and beyond.
 - Identification of any potential growth or invest-to-save bids.
 - Capital programme requirements.
8. The consultation budget represents the combined outputs from these sessions, with sufficient savings proposals having been developed to bridge the budget gap in 2018/19 without recourse to reductions in service levels or levying the Social Care precept while freezing Council Tax for all residents for a tenth successive year and funding the freeze for older persons into a twelfth year in 2018/19.

The Budget and Policy Framework Rules

9. The consultation on the budget proposals commenced on 15 December 2017 following decisions taken by Cabinet on 14 December 2017.
10. There will be a further consideration by Cabinet of the budget proposals on 15 February 2018, including comments from Policy Overview Committees. These will be collated and reported back to Cabinet by the Corporate Services and Partnerships Policy Overview Committee. Council will be requested to approve the Cabinet's proposals on 22 February 2018, and if approved without further amendment they will be effective immediately.

Corporate Summary

11. While the focus of the discussion for the Policy Overview Committee should be the specific services within its remit, it is important that this discussion is conducted in the context of the overall corporate financial position. The Council's financial performance during 2017/18 remains strong, with an underspend of £980k projected across revenue budgets as at September 2017 (Month 7) and £14,460k of the £15,508k savings programme either already banked or on track for delivery within the financial year. The remaining £1,048k remain on track to be delivered in full in future years.
12. The budget proposals included in this report represents the Cabinet's budget strategy for 2018/19. Revenue budget proposals have been developed to deliver a zero increase in Council Tax for 2018/19, avoid implementation of the Social Care Precept, maintain balances and reserves at well above the minimum recommended level and continue to protect frontline services. The final funding settlement for 2018/19 and confirmation of a number of levies payable to other public authorities will not be available until the new year and so the budget has therefore been drafted on the latest estimated position.
13. Locally raised income from Council Tax and Business Rates is expected to grow by £4,905k as a result of strong growth in taxbases, although this is off-set by a £7,172k anticipated reduction in government funding, necessitating the identification of savings to deliver a balanced budget. The two year 100% Business Rates Retention Pilot Pool for London is projected to deliver an additional £5,400k income to support local services in 2018/19, which enables the planned Use of General Balances to be reduced from £5,000k in 2017/18 to £950k in 2018/19.
14. The principal challenge in delivering a balanced budget for 2018/19 is in developing a programme of savings to meet the combined challenge of falling levels of government funding alongside inflationary pressures and the costs of increasing demand for services. Development of £7,145k savings proposals and £3,052k initiatives to contain growth in demand-led Contingency budgets - primarily through contract renewals and securing additional contributions from health partners - are sufficient to manage a potential budget gap of £10,197k as detailed in Table 1 below.

Table 1: Budget Requirement

	Movement from 2017/18	2018/19 Budget Requirement
	£'000	£'000
Council Tax Revenues	(4,230)	(112,929)
Business Rates Revenues	(675)	(52,989)
100% Retention Pilot Pool	(5,400)	(5,400)
Revenue Support Grant	6,389	(13,124)
Other Central Government Funding	783	(34,386)
Planned Use of General Balances	4,050	(950)
Total Resources 2018/19	917	(219,778)
<u>Budget Requirement</u>		
Roll Forward Budget		220,695
Inflation	4,577	
Corporate Items	(613)	
Contingency (Growth)	3,421	
Contingency(Management Action)	(3,052)	
New Priority Growth	1,895	
Savings Programme	(7,145)	
Budget Requirement 2018/19	(917)	219,778
Budget Surplus	0	0

15. This draft budget includes £2,699k revenue provision for Priority Growth, funded from a combination of £554k brought forward funding, £250k Earmarked Reserves and £1,895k additional resources included in the 2018/19 budget. £250k of this sum remains uncommitted at this stage, with the remainder consisting of:

- a. £1,000k resources committed to meeting capital financing costs associated with the Council's flagship School Expansions Programme;
- b. £576k provision to support operation of a new Waste and Recycling Centre in the south of the borough, complementing the existing offer at New Years Green Lane;
- c. £84k investment in a Bulky Waste Collection service for residents;
- d. £250k per annum funding for the Metropolitan Police to 2022/23 in order to support the continued operation of Uxbridge Police Station, alongside further investment outlined in the capital section of this report;
- e. £200k support for an expanded youth offer from the Council, including provision for a grant programme to support independent youth groups;
- f. £200k additional funding for Counter Fraud Activity to ensure the Council protects its finances; and,
- g. £139k further growth for the expanded Museums and Archives Service in addition to the £140k allocated in 2017/18.

16. The Council's capital programme has also been refreshed, with £386,370k of planned investment in local infrastructure over the period to 2022/23 including: continued delivery of school places to meet the needs of a growing population,

provision for a new swimming pool in the Yiewsley / West Drayton area, further investment in the borough's highways, continued investment in bowls clubs, reprovision of the Hillingdon Outdoor Activity Centre in response to High Speed 2 and commencement of a rolling borough-wide programme of library and leisure centre refurbishment.

17. Alongside General Fund budgets, the Council's Housing Revenue Account budgets have been prepared to deliver a 1% reduction in rents for existing tenants in 2018/19, alongside a programme of investment in existing and new housing stock - including for 545 new affordable homes for residents by 2022/23, partly financed through the reinvestment of Right to Buy sale proceeds.

2018/19 GROUP BUDGET PROPOSALS

18. Budget proposals relating to services within the remit of Children, Young People and Learning Policy Overview Committee are presented below, with headline operating budgets for the relevant services outlined in Table 2. In addition to these base budgets to support services, more volatile or demand-led areas of activity are managed through Development and Risk Contingency - with latest projections for 2018/19 expanded upon in the following sections of this report.

Table 2: Group Budgets within Children, Young People and Learning Policy Overview Committee Remit

	Residents Services	Social Care	Cross-Cutting	Total
	£'000	£'000	£'000	£'000
Operating Budget 2017/18	727	30,153	0	30,881
Inflation	6	692	0	697
Corporate Items	(145)	0	0	(145)
Contingency	0	5,038	0	5,038
Priority Growth	0	0	200	200
Savings	0	399	(100)	299
Operating Budget 2018/19	588	36,282	100	36,970

Development & Risk Contingency

19. The following Contingency Items relate to services within the remit of Children, Young People and Learning Policy overview Committee, providing £3,326k additional funding to meet the costs of service delivery in 2018/19.

- a. **Asylum Service (£1,885k provision)** - Provision of £1,885k is included within this draft budget to reflect the costs, both direct and indirect, of supporting Unaccompanied Asylum Seeking Children. This represents a £237k increase in the 2017/18 level of contingency as the changing age profile of the client base is expected to result in reduced grant funding which can only be partially mitigated through the reduced level of support necessary for those clients over 18. Additionally, the new Children and Social Work Act 2017 is expected to place further responsibilities on local authorities to support UASC care leavers up to the age of 25, however as the Home Office have indicated that new burdens funding will be

forthcoming for this responsibility it has not been factored into the 2018/19 contingency requirement.

- b. **Looked after Children's Placements (£797k provision)** - During 2017/18 numbers of Looked after Children have remained reasonably stable at between 220 and 230 placements, however the specific needs of these children are generally quite complex and therefore require use of higher cost residential placements. In line with previous years it is expected that LAC numbers will grow to reflect broader population trends, requiring a 2% or £210k uplift on current costs. The remaining £587k reflects the expected cost of the current cohort of placements.
- c. **Support for Children with Disabilities (£367k provision)** - The introduction of the Children's and Families Act 2014 has impacted upon the number of Children with Disabilities remaining within the care of Children's services, with greater numbers and more complex cases coming into the system than transitioning to Adult services. In order to better reflect this area of activity within the MTF, CWD is now presented as a standalone contingency item outside of the broader LAC position.
- d. **Social Worker Agency Contingency (£277k provision)** - As the market for recruiting Social Workers remains competitive, specific contingency provision to manage the premium involved in use of agency staff has been retained for 2018/19.

20. During 2017/18, £5,038k of Contingency funding was released into base budgets in relation to previously budgeted growth relating to Looked After Children Placements.

Priority Growth

21. As noted above this draft budget includes £2,699k of growth proposals, including the following items relating to services within the remit of Children, Young People and Learning Policy Overview Committee.

- a. £200k support for an expanded youth offer from the Council, including provision for a grant programme to support independent youth groups.

Savings

22. Savings proposals are focused on increased efficiency and effectiveness, rather than reduction in service provision, and fall into four broad themes; Service Transformation, Effective Procurement, Income Generation & Commercialisation and Zero Based Reviews.

- a. Service Transformation represents the majority of proposed savings, with items presented in this category ranging from the full year effect of previously implemented proposals, the implementation of agreed BID Reviews and the expected benefits arising from potential new BID Reviews.

- b. Effective Procurement savings are similarly made up of full year effect items and proposed reviews of delivery models in a number of areas.
 - c. Income Generation & Commercialisation proposals include brought forward items for which plans are already in place, and proposed amendments to Fees and Charges discussed in the dedicated section below.
 - d. Savings proposals from Zero Based Reviews represent budgets which have been identified as being surplus to requirements through the line-by-line review of outturn 2016/17 and similar exercises being undertaken by Finance.
23. The accompanying appendix A to this report provides a full schedule of savings proposals within the Children, Young People and Learning Policy Overview Committee remit, with proposals totalling £195k across the relevant service areas and a reduction in grant funding of £494k. An overview of this programme within each Group is outlined in the following paragraphs.

Children's Social Care (£399k reduction in grant)

24. Across Children's Social Care, there is a net reduction of £399k in income included in this draft budget with a £494k adverse movement due to the falling out of time-limited Troubled Families Grant income, off-set by £95k of Service Transformation savings proposals.
25. Service Transformation proposals include a further £95k of savings relating to the full year effect of the Review of the Children Centre delivery model which was implemented during 2017.

Cross-Cutting (£100k savings)

26. Cross-Cutting initiatives included within this draft budget total £100k all delivered through Service Transformation, which relates to the BID Review of residual Education functions.

Fees & Charges

27. The Council is empowered to seek income from fees and charges to service users across a wide range of activities. Some of these fees and charges are set by the Government or other stakeholders, but many others are set at the discretion of the Council, based on Cabinet's recommendations. The following proposals to amend Fees & Charges within the remit of the Children, Young People and Learning Policy Overview Committee are included in the Cabinet's budget proposals, with more detail provided in Appendix B:
- a. Music Service - this reflects the second year of a planned three year phased approach to aligning the Music Service fees and charges at 90% of the neighbouring boroughs rates.
 - b. Adult Community Learning Service - this reflects the second year of a planned three year phased approach to aligning the Adult Community Learning Service fees and charges at 90% of the neighbouring boroughs rates.

Capital Programme

28. The Council's current capital programme, as approved by Cabinet and Council in February 2017, continues to be focused on the provision of sufficient school places to meet rising demand across the borough. This programme has been reviewed and expanded to reflect a number of new initiatives as outlined above. The following key items within the Capital Programme fall within the remit of Children, Young People and Learning Policy Overview Committee, with more detail provided in Appendix C.

Schools Expansion Programme

29. The Council's flagship Schools Expansion Programme remains at the centre of the capital programme, with total projected investment of £260,596k to secure 43 additional Forms of Entry (FE) over the period from 2010 to 2023. This represents a reduction of £12,564k and 1 FE from the position reported to Cabinet and Council in February 2017, reflecting reduced forecast growth in pupil numbers and favourable movements in underspends including those declared at 2016/17 outturn.

30. The Primary Schools Expansion Programme phases 1, 2 and 3 are now complete and construction works have commenced on Phase 4 of the programme at two sites. The approved Phase 4 budget of £27,400k provides for three single FE expansions across three sites, however growth forecasts indicate that demand for primary school places is plateauing in the north of the borough. As a result demand can be contained from the two expansions that are proceeding and it is therefore proposed to reduce the Phase 4 budget by £12,074k. This reduction also includes savings on the tendered prices for the two live expansions. The construction of the permanent expansions at these two sites are planned to be complete by September 2018.

31. The latest population growth forecast in the Secondary sector confirms the previously reported demand requirement of this programme as 13 FE inclusive of a 1 FE requirement in 2017/18. Therefore there are no proposed changes to the existing Secondary Schools Expansion Programme budget of £55,900k. Two school expansions are currently undergoing the planning approval process with construction works expected to commence next year. These expansions will provide three forms of entry in total by September 2019.

32. The existing secondary schools expansions budget has been set with the assumption that 6 FE demand will be met through the provision of a new free school in the north of the borough. However it is unlikely that free school provision will be delivered by the ESFA by September 2019 as a site has not yet been identified. It is expected that a 2 FE shortfall in September 2019 will be met through provision of bulge classes. To ensure there is sufficient budget provision for this it is proposed to increase the existing temporary classrooms budget to £4,000k. This represents an increase of £353k from the existing budget provision, as uncommitted funding for temporary classrooms from the former Primary Schools Programme is reallocated to this budget heading, giving flexibility to meet temporary demand pressures across both primary and secondary programmes.

33. A provision of £250k has been added to the schools programme to support Meadow School to allow for a larger dining hall as part of phase 2 of the Department for Education Priority Schools Building Programme.
34. The demand pressure of pupils with additional needs is expected to be met through a combination of the existing budget for three Special Resource Provision (SRP) units being delivered and two free special school proposals that are supported by the Council. The Government has awarded SEN grant to Hillingdon amounting to £2,916k over the period 2018/19 to 2020/21. In order to access the funding the authority will be required to develop formal plans in consultation with parents, carers and providers on the most efficient use of the funding. The deadline for submission of the plan to secure the grant is March 2018.
35. In the capital financing budget it is proposed to partially allocate the SEN grant towards the existing 2 SRP planned provision within the Secondary Schools Expansion Programme. It is also proposed to finance the existing budget provision of £1,200k for future SRPs in 2019-21 from the grant, reducing forecast Prudential Borrowing. A further £440k remains unallocated from the grant and it is assumed this will be utilised for further SRP needs that are identified.
36. Confirmed Basic Needs funding within the existing Schools Expansion Programme up to 2019/20 amounts to £23,025k with a further £8,850k in the approved budget currently assumed for the period 2019-21. A further £4,500k funding is assumed for 2022/23.

School Conditions Building Programme (SCBP)

37. With fewer schools converting to Academy status than previously expected, the need for condition works to support building infrastructure at maintained schools continues to remain high. It is therefore recommended that for future years from 2019/20 the Capital Maintenance Grant is applied to the SCBP in full, where previously it has been partly allocated towards conditions improvements provided within the Schools Expansions programme. The financial impact of this will be to increase Prudential Borrowing by £2,581k on the Schools Expansion Programme as this is the amount of assumed future grant that will be reallocated to the SCBP.
38. Prior to commencement of works, contributions from the individual schools requiring condition works will continue to be sought and agreed in line with the approved schools contributions policy.

BACKGROUND PAPERS

THE COUNCIL'S BUDGET: MEDIUM TERM FINANCIAL FORECAST 2018/19 - 2022/23, presented to 14 December 2017 Cabinet Meeting.

Appendix A

Savings Proposals within remit of Children, Young People and Learning POC		Net Variation from 2017/18 Budget				
		2018/19	2019/20	2020/21	2021/22	2022/23
Description	Theme	£(000s)	£(000s)	£(000s)	£(000s)	£(000s)
Full Year Effect of Prior Year Savings		0	299	811	1,085	1,085
Social Care						
<i>Review of Children Centre Delivery Model</i> <i>Full Year Effect of proposals implemented during 2017/18, reflecting current staffing establishment.</i>	Service Transformation	(95)	0	0	0	0
<i>Effective Use of Troubled Families Grant</i> <i>Application of Troubled Families Phase 2 Grant funding, to support the turnaround of 1,990 families over the next five years, starting in 2015/16, where the grant payment has been front loaded for the attachment fee.</i>	Income Generation & Commercialisation	494	512	274	0	0
Total Social Care Savings Proposals		399	512	274	0	0
<u>Cross-Cutting</u> <i>Education Review</i> <i>On-going BID review of residual Education functions to deliver efficiency savings following the abolition of the Education Services Grant during 2018/19.</i>	Service Transformation	(100)	0	0	0	0
Total Cross-Cutting Savings Proposals		(100)	0	0	0	0
Total Children, Young People and Learning Savings Proposals		299	811	1,085	1,085	1,085

Appendix B

Type of Fee / Charge	Type	Current Charge Residents	Current Charge Non-Residents	Vat Status	Proposed Charge Residents	Increase	Proposed Charge Non Residents	Increase	Date of last change to charge	Effective Date
22. Music Service										
Standard tuition	R	63.72	N/A	EXP	68.90	8.13%	N/A	N/A	01-Apr-17	01-Apr-18
Advanced tuition plus Music School	R	195.26	250.00	EXP	215.00	10.11%	312.30	24.92%	01-Apr-17	01-Apr-18
Music School only	R	66.40	84.00	EXP	67.20	1.20%	114.30	36.07%	01-Apr-17	01-Apr-18
Weekday music school or Choir Only	R	33.10	48.00	EXP	33.00	-0.30%	81.50	69.79%	01-Apr-17	01-Apr-18
Use of Instrument	R	14.87	20.00	EXP	18.00	21.05%	21.00	5.00%	01-Apr-17	01-Apr-18
Standard tuition layer 2 (NEW)	R	43.00	N/A	EXP	44.00	2.33%	N/A	N/A	01-Apr-17	01-Apr-18
Standard tuition layer 1	R	15.00	N/A	EXP	15.50	3.33%	N/A	N/A	01-Apr-17	01-Apr-18
Advanced tuition plus Music School layer 2 (NEW)	R	120.00	N/A	EXP	130.50	8.75%	N/A	N/A	01-Apr-17	01-Apr-18
Advanced tuition plus Music School layer 1	R	40.00	N/A	EXP	43.50	8.75%	N/A	N/A	01-Apr-17	01-Apr-18
Music School only layer 2 (NEW)	R	46.00	N/A	EXP	42.00	-8.70%	N/A	N/A	01-Apr-17	01-Apr-18
Music School only layer 1	R	16.00	N/A	EXP	15.00	-6.25%	N/A	N/A	01-Apr-17	01-Apr-18
Weekday music school or Choir Only layer 2 (NEW)	R	21.00	N/A	EXP	21.00	0.00%	N/A	N/A	01-Apr-17	N/A
Weekday music school or Choir Only layer 1	R	9.25	N/A	EXP	9.30	0.54%	N/A	N/A	01-Apr-17	01-Apr-18
Use of Instrument layer 2 (NEW)	R	10.00	N/A	EXP	12.00	20.00%	N/A	N/A	01-Apr-17	01-Apr-18
Use of Instrument layer 1	R	5.00	N/A	EXP	6.00	20.00%	N/A	N/A	01-Apr-17	01-Apr-18
Hourly Charge for School Projects	S	N/A	37.00	NB	N/A	N/A	40.00	8.11%	01-Sep-10	01-Apr-18
Hourly Charge for School Projects (to Academies)	S	N/A	44.40	STD	N/a	N/A	50.00	12.61%	01-Sep-10	01-Apr-18
Whole Class Ensemble Tuition (Morning Discount)	S	200.00	N/A	EXP	200.00	N/A	N/A	N/A	01-Apr-17	N/A
Whole Class Ensemble Tuition (Afternoon Standard Price)	S	N/A	N/A	EXP	350.00	N/A	N/A	N/A	N/A	01-Apr-18
37. Adult Education Service										
Tuition Fee per Guided Learning Hour –LSC funded provision	R	2.87	4.55	EXP	3.26	13.59%	5.17	13.63%	1-Apr-17	01-Apr-18
Tuition Fee per Guided Learning Hour –LBH funded provision	R	2.87	4.55	EXP	3.26	13.59%	5.17	13.63%	1-Apr-17	01-Apr-18

APPENDIX C

Total Project Cost (incl. Prior Years) £'000	Current MTFP Proposal	Project by Cabinet Member Portfolio	2018/19 Draft Budget	2019/20 Draft Budget	2020/21 Draft Budget	2021/22 Draft Budget	2022/23 Draft Budget	Financed by:		
			£'000	£'000	£'000	£'000	£'000	Council Resources £'000	Government Grants £'000	Other Contributions £'000
		SCHOOLS PROGRAMME								
		Education and Children's Services								
137,284		Primary School Expansions	119	0	0	0	0	119	0	0
15,326	UPDATE	New Primary School Expansions	5,985	1,043	1,051	0	0	6,879	1,200	0
56,000		Secondary Schools Expansions	19,828	4,163	17,186	8,627	4,500	19,251	35,053	0
46,095		Secondary Schools New Build	377	0	0	0	0	377	0	0
4,000	UPDATE	Additional Temporary Classrooms	2,400	1,600	0	0	0	4,000	0	0
1,640	UPDATE	Schools SRP	0	800	840	0	0	0	1,640	0
250	NEW	Meadow School	250	0	0	0	0	0	250	0
260,596		Total Schools Programme	28,959	7,606	19,077	8,627	4,500	30,626	38,143	0
		PROGRAMME OF WORKS								
		Education and Children's Services								
N/A		Devolved Formula Capital	363	317	271	222	222	0	1,395	0
N/A	UPDATE	School Conditions Building Programme	950	1,950	1,750	1,550	1,550	0	7,000	750
0		Total Programmes of Works	1,313	2,267	2,021	1,772	1,772	0	8,395	750
260,596		Total General Fund Capital Programme	30,272	9,873	21,098	10,399	6,272	30,626	46,538	750

Agenda Item 8

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

Contact Officer: Anisha Teji
Telephone: 01895 277655

REASON FOR ITEM

To enable the Committee to consider both the draft final report and the recommendations produced as a result of the review entitled 'Supporting Children with Special Education Needs and Disabilities (SEND) In Their Early Years.'

OPTIONS OPEN TO THE COMMITTEE

1. To consider the draft final report and ensure that it is reflective of the evidence gathered during the review.
2. To comment on the report and recommendations and make any suggestions for revision.

INFORMATION

1. The report has been drafted based upon the information provided at two formal witness sessions held at meetings of the Committee and the parent witness session that was held outside of Committee.
2. It should be noted that the final report is scheduled to be presented to Cabinet in February 2018. Given the short timescales, it is suggested that the Committee grants officers the authority, in conjunction with the Chairman, to make appropriate revisions to the report prior to submission to Cabinet.
3. Given this quick turnaround, the Chairman of the Committee and officers would be grateful for Members' comments and observations on the recommendations and the draft report. Comments can either be provided at the meeting itself or in writing.

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Supporting Children with Special Education Needs and Disabilities (SEND) In Their Early Years



A review by the Children, Young People and Learning Policy Overview Committee

Councillors on the Committee: Jane Palmer (Chairman), Nicky Denys (Vice Chairman), Dominic Gilham, Becky Haggar, Allan Kauffman, John Oswell, Jan Sweeting, Judith Cooper and Kanwal Dheer. Anthony Little (Roman Catholic Diocesan).

2017/18



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Chairman's Foreword

‘Supporting Children with Special Education Needs and Disabilities (SEND) In Their Early Years’



On behalf of the Children, Young People and Learning Policy Overview Committee, I am pleased to present this report detailing the identification, intervention and transition processes in place for children with SEND in their early years.

Statistics from the Department for Education (DfE) in 2015 showed that there were more than 1.3 million children in England identified as having special educational needs. Every child is unique and has their own characteristics, personality, strengths and weaknesses. In fact, children from all backgrounds, family settings, cultures and ethnicities may have special needs. There is, however, a clear goal of ensuring that all children are given access to the same opportunities to integrate and transition to society comfortably.

It is not important how SEND develops for this review, but how it is identified, the methods of interventions available and how statutory bodies and the Council support the transitions in different settings. The purpose of this review was to consider how children with SEND had their needs identified and to understand and explore the current interventions in place to address these needs. This was notwithstanding the significant work already undertaken by the London Borough of Hillingdon and other partners to engage with parents and children with SEND.

The findings by the Committee acknowledge and recognise the work undertaken by the Council

to support its residents. The review identifies an area which can be improved to strengthen the position for parents of children with SEND, including improving the area of communication.

Finally, I would like to offer sincere thanks to all the witnesses who helped the Committee to gather evidence, either by attending a Committee meeting or by attending the witness sessions that took place at children's centres.

Their contributions to the Committee have been valuable and have enabled the Committee to undertake a full and thorough review of this topic.

Councillor Jane Palmer

Chairman of the Children, Young People & Learning Policy Overview Committee

Summary of findings & recommendations to Cabinet

Through the witnesses and evidence received during the detailed review by the Committee, Members have agreed the following recommendations to Cabinet:

<p>1</p>	<p>That Cabinet welcome the good collaboration between the Council and partners to work together to support children with SEND.</p>
<p>2</p>	<p>Identification, Intervention and Transitions:</p> <ul style="list-style-type: none"> a. That Cabinet notes the findings of the Children, Young People and Learning Policy Overview Committee that shows the importance of transition from the early years provision to the next stage. b. That officers review the effectiveness of the tools used to support early identification. c. That officers review the effectiveness and timeliness of interventions; enabling families to have timely access to high quality interventions whilst ensuring best value for money.
<p>3</p>	<p>That officers further develop and promote communication channels such as the local offer; with a view to ensure that parents are well informed and aware of the opportunities available to them.</p>
<p>4</p>	<p>That the outcomes and work of children's services in relation to SEND are monitored by officers, the Cabinet Member and Policy Overview Committee.</p>

Background to the review

The Committee was provided with a background to the review, which included information on the definition of SEND, current support offered and legislation in this area.

Definition of SEND

The Committee was informed that SEND was short for “special education needs or disabilities”. It covered a wide range of conditions which generally meant that a child required extra support in their learning. The conditions varied in degree and nature, and included: conditions impacting thinking and understanding, physical or sensory difficulties and difficulties with speech and language along with other areas that can affect a child's behaviour or ability to socialise, reading and writing and concentration levels.

Current support to children with SEND

It was noted that the London Borough of Hillingdon had high ambitions for children and young people including those with special educational needs and disabilities (SEND). There was a long history of developing inclusive early years provision for children with SEND within the Borough.

The range of early years provision in Hillingdon comprised three early years settings, 81 private, voluntary, independent settings (private, voluntary and independent settings include full day-care nurseries, playgroups or sessional care & nurseries within independent schools). This provision included;

- full day care
- sessional care
- early years centres and childminders.

The Committee was informed that there were currently 305 registered childminders in Hillingdon.

An inclusive early years setting would adapt to enable a child with SEND to fully participate and access play and learning opportunities with their peers. Training and support was provided to enable settings to meet their legislative requirements and develop quality inclusive services.

The Committee welcomed the Children and Families Act 2014 and the associated guidance that required 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.*'

Private, voluntary and independent settings within the London Borough of Hillingdon were

supported by the Council's Inclusion Team in developing quality inclusive provision; this team fulfilled the role of the area Special Education Needs Coordinator (SENCo) and provided 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 delivered the Early Years Foundation Stage (EYFS), the statutory framework for children aged 0 - 5 years.

Health visitors were highly trained specialist community public health nurses who played an important role in the identification of children who may have SEND and the provision of support for these families. They implemented 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 saw patients aged 0 - school leaving age, who were resident in Hillingdon (with the exception of Hillingdon residents registered with an Ealing GP), and who had 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 coordination disorder and babies who were identified as medically high risk at birth.

The Council's Sensory Intervention Team provided support to families of children, whose needs were identified soon after birth, for example following the hearing screening test. The Committee was informed that children and young people with sensory needs could require very specialist support at different points in their lives. Evidence showed that early intervention could make a significant difference to their progression.

All of these services worked in collaboration to support the process of identification and subsequent interventions to support early learning for children with SEND.

Legislative Context

The Committee was provided with information on the legislative context of SEND.

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 aimed 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.

Under the Children and Families Act 2014, SEND children with complex needs were being transitioned to education, health and care plans (EHCPs), which operated until they were 25

years old. The aim of EHCPs was to put more emphasis on personal goals and to describe the support a young person would receive while they were in education or training.

The Children and Families Act 2014 sought to improve life chances for those with SEND encouraging those working with children and young people 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.

Reforms were made in an attempt to simplify the system and it was thought that the reforms would put children and parents at the heart of the system. Following the passing of the Act, the reforms were implemented gradually and came fully into force on 1 September 2014. In Hillingdon, the Council has embraced the reform agenda by working with partners to develop its 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 required services in the 'local area' to work together to identify, intervene and improve outcomes for children and young people with SEND.

Reasons for the review

Members of the Committee recognised that children grow and develop more in their first five years than at any other point in their development. It was also widely understood that effective early intervention could lead to improved outcomes for all children including those with SEND.

The Committee wholly endorsed the Department for Education's notion that:

'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.)

The Committee wished to make sure every child with SEND in Hillingdon had access to the best start in life. To that end, it was proposed that the review considered the effectiveness of the early identification, interventions and subsequent transitions into the maintained sector (schools) for children 0 - 5 years old with SEND. In particular, Members wished to examine the Council's implementation of the SEND Code of Practice and the EYFS statutory framework.

By looking at the measures undertaken by the Council and calling on an array of witnesses including parents, Members considered they would also be in a good position to review how young children with SEND are supported to integrate well within society, interact with other children and develop the skills required for their age.

Evidence and witness testimony

Evidence gathering

In order to explore the Council's current position in relation to supporting children with SEND in the early years provision, the Committee undertook a series of three witness sessions and reports were produced for these sessions. These sessions received evidence presented by a number of Council officers and witnesses (parents, children and other education and health care practitioners). These witnesses provided a first hand perspective from their experiences on the front line. They set out the current situation, arrangements in place, views on the support provided and areas that might be improved.

A full breakdown of witnesses who provided evidence to the Committee can be found at the end of the report, alongside the review's Terms of Reference. The Committee was extremely grateful to those who gave their time to present at the witness sessions and, without exception, the Committee was both encouraged by and in admiration of the outstanding work that was being done across the Borough to meet the needs of this group of residents.

The Committee heard evidence on the following three areas:

KEY STAGES

identification

how children are identified by healthcare practitioners...

interventions

what interventions processes are in place...

transition

how are transitions supported to the next stage...

Identification

As mentioned earlier, every child is unique and they develop and progress at their own pace. Early identification is key in supporting the child and ensuring that they have access to the relevant services. The Committee heard evidence that the Early Years Foundation Stage (EYFS) required all those who work with young children to be alert to emerging difficulties and to respond early. This included concerns raised by parents and children. All early years providers are required to have arrangements in place to identify children with SEN or disabilities (which includes childminders).

The Committee was told that if a health body was of the opinion that a young child had, or probably had, SEND they must inform the child's parents and bring the child to the attention of the local authority. Locally the early notifications from health were received by the Early Support Team, who contact the family and, where appropriate, offered Early Support key working or portage home visiting support.

<p>0 -2 age range</p>	<p>The Committee was informed that 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. Health bodies working with the family should support them in accessing relevant support and assistance.</p>
<p>2 year olds</p>	<p>National Government had 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.</p> <p>For children attending a setting (PVI setting or childminder), early years 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.</p> <p>Health visitors carried out a further screening as part of the Healthy</p>

	<p>Child Programme; in Hillingdon they used a tool called the Ages and Stages Questionnaire (ASQ and where appropriate the social emotional ASQ) to structure these checks.</p> <p>The 'Progress check at age two' and the 'Healthy Child Programme two-year review' together formed the integrated review.</p>
<p>3 - 5 age range</p>	<p>It was explained to the Committee that 89% of three and four year olds in Hillingdon attended some form of early years' provision. The EYFS framework set standards that all Ofsted registered providers must meet. This included 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.</p> <p>During this period, health visitors provided 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.</p>

The Committee heard evidence from the Head of Children's Services and Operations in Hillingdon at Central and North West London NHS Foundation Trust. The Committee was informed that the health visiting service comprised of a number of teams including health visitors, community staff nurses, nursery nurses and administrative. This service was provided to children aged 0-5 and staff worked closely with children's centres, social and other healthcare professionals to make early identification.

The Committee was told that health visitors provided the mandated reviews as prescribed in 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. Some of the services offered also 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 child health drop ins. 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 breastfeeding. The one year review assesses physical, emotional and developmental 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 provided 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 signpost them to other groups such as Language for Life or Attention Hillingdon.

It was reported by the Council's Inclusion Team Manager, Disability Services that the Council supports families and children. The services provided by the Council fell into two broad categories that focused 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.

The Committee heard from an Advanced Practitioner (provides training and support to other nurseries) / early years practitioner - South Ruislip Early Years Centre. It was explained that there were a number of tools to support the early identification of children's needs, which included a tool called WELLCOMM (speech and language tool resource kit) which contained specific activities linked to each stage of development. There was a speech language and communication folder which provided tip sheets for parents and advice for staff- this information was shared with schools, children's centres, GPs and health visitors. Another identification method used was the two year progress checks (requirement of the EYFS) in which health visitors carry out the healthy children programme screening between the ages of 24 and 30 months.

Some of the areas that worked well included training staff at the early years stages. The types of training received included ELKLAN speech and language support, promoting positive behaviours training, training in making learning visible and five to thrive. It was emphasised that building relationships with parents led to better relations long term.

The Committee also had regard to the evidence from a doctor in a child development centre that worked closely with children with SEND. The doctor worked as part of a local paediatric community service offering support to children with additional needs by providing multidisciplinary assessments and interventions. Children were assessed by relevant professionals before being allocated to a care pathway to maximise their developmental, social, emotional and educational potential. The doctor explained that the Child Development Centre

offered child and family centred holistic care. He gave details about identification, intervention and transition methods. In relation to identification the doctor advised that the types of intervention methods offered by the child development centre included:

- Antenatal - providing advice for families to have antenatal assessments if they had another child with a condition that could be diagnosed antenatal, for example, Down Syndrome.
- At birth - maternity staff identifying concerns at an early stage.
- Clinic attendance - children attending child development centre clinics for medical assessments as part of statutory assessments and other developmental conditions were identified.

Intervention

'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)

The Committee bore in mind that research has shown that early intervention improves outcomes for children. In the Committee's view, it was therefore particularly important to provide timely special educational provision. Early action to address identified needs was crucial to ensuring progress and improving outcomes, thus linking each stage.

Locally, there was a history of health practitioners 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 coordinated services for young children and their families in the London Borough of Hillingdon. These included:

- Pathways for children with social communication difficulties. Shared pathways had been developed and interventions were being delivered by speech and language therapy.
- A Speech and Language pack was co-produced by health and the local authority and provided to PVI settings, schools, GPs and children's centres. This supported communication, shared good practice and provided resources and a structure for sharing key messages about ways to promote children's communication with families, settings and schools.
- 'Language for life' sessions were held in children's centres for families of children who were showing signs of, or at risk of, language delay. The sessions focused on skilling up parents and 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 and schools

The Committee heard from a Specialist Resource Provision/Assistant Head Teacher at Hayes Park School and an Early Years Foundation Manager. The ability to refer to speech and language therapy services, seek advice and support from the Local Authority Inclusion team and the Early Years Team, links with Charville children's centres and improved guidance for emergency funding and exceptional funding, including early access funding were areas that worked well in Hayes Park School. These were all forms of external support offered to the school.

The Committee was informed that the following processes worked particularly well in that school:

- internal "raising the concern" processes
- in-class strategy support plans
- early identification through language link
- screening in reception for all children
- speech screening
- information sharing on the Behaviour Watch system

There were clear processes in place, such as the ability to be able to identify children with SEND and evidence gathering at an early stage. Witnesses explained that the SENCo at the school had devised a plan explicitly stating what was needed and how the action should be undertaken by teachers. There were also SEND drop in sessions which were useful for staff and parents.

Another area that worked well was Nurture Groups, which were classes of between six and 12 children or young people in early years. There were six principles of Nurture and as the children learnt academically and socially they developed confidence, became responsive to others, learnt self respect and took pride in behaving well and in achieving. Parental engagement was also key to success with morning coffee sessions being offered, support groups, parent reading classes and planners being used to communicate and create a home school link.

Areas of potential recommendations included: the ability to be able to make direct referrals to Occupational Health (as it can only be done by the GP), increased links between EYFS settings and health visitors for hard to reach parents, specific support for independent nursery settings to

begin the education health care applications process before the child started school, increased guidance and support for parents in regards to self care and mechanisms for engaging parents better through online forums.

The witnesses also confirmed that the main barriers for families taking summer school offers were language barriers. There was also a need to develop a good relationship of trust and sharing information as parental engagement was significant. The significance of communication was key in this process and this was strongly emphasised to the Committee. The clear pathway for funding had made it easier and costs were managed through prioritisation. An inclusion network was being developed to share good practice amongst schools.

The Committee also heard from a Nursery Manager from a private voluntary school. The systems in place at 4street Nursery for interventions for young children with SEND were described to the Committee and these areas included: Attention Hillingdon, Playing and Learning to Socialise (PALS) Social Skills Programme, WELLCOMM, High quality nursery provision and Five to Thrive. It was confirmed to the Committee that the nursery received a huge amount of support from the Council's Inclusion Team.

Areas that worked well were children being identified early with appropriate interventions put in place, relationships being built with parents from an early stage, providing timely and relevant information to the parents, tracking the progress against the EYFS with individual development plans and close working with other professionals.

Early planning for transitions was important to ensure that the best strategies were put in place for later stages, face to face meetings built and maintained relations between parents and professionals.

There was an emphasis placed on children that fell below the radar because of lack of parental engagement. There was always a worry of financial pressures, particularly with some of the new initiatives being introduced.

Interventions provided by health practitioners

In relation to intervention methods at child development centres, the expert doctor witness explained that interventions were provided by child development centre therapy services.

Transitions

The Committee was informed that effective transitions for children support their well being and enable continuity of learning. A transition in the early years can happen for many reasons, this can cause many changes for the child. Transition may be when the child first begins a setting, moves rooms throughout a setting as they become older, leaving a preschool to begin school and finally leaving the EYFS to begin year one. These transitions need to be managed sensitively for all children including children with SEND. Depending on when a child begins an early years setting and the size of the setting, these transitions may happen more or less frequently.

Child development centre therapists visited nurseries and schools to observe children and provide appropriate support to education staff. Some Members of the Committee met with parents that had children with SEND. A key theme raised from the meetings was better communication about the services which were offered to them and between key health workers. Communications between services and parents was also indicated as a significant area by the Cabinet Member for Education and Children's Services, who attended as a witness.

It was confirmed to the Committee that settings should have policies and procedures in place to support all practitioners in preparing children and parents for a transition in the early years. This may involve various pieces of paperwork such as sending over learning journals, development tracking sheets, and current 'all about me' forms. Many early years settings offer trial sessions where a child can stay and play in the new environment and begin building relationships with their new key person. A SEND transition may be more complex due to the number of people involved in the child's care and the additional needs they have. It is good practice to arrange a meeting involving the parents, previous key person and new key person to discuss any additional needs. The meeting should share the changes that will happen such as to the routine, the support that is already in place, what support needs to continue and the expectations or concerns that anyone has. This is a great way of information sharing and ensures that the child's transition is as smooth as possible.

Findings & Conclusions

After considering the evidence heard, the Committee discussed recommendations on whether there were areas that could be improved to better support children with SEND. Appreciating the significant work already undertaken, the Committee was satisfied that there was already a good amount of work being undertaken by the Council, and therefore wanted to highlight this positive work. It also made recommendations on areas that could be strengthened.

Collaboration

Throughout the course of the review, the Committee heard evidence that many different practitioners, teams and health services were involved in the three stages of identification, intervention and transition. The Committee heard evidence regarding the positive work already being undertaken. This included work in relation to the identification processes at an early stage such as child development centres working with midwives to risk assess. Nurseries working with parents and SENco to devise proper learning plans for children. This was highlighted specifically with regard to the process for intervention in nurseries and schools and the close working with the Council's Inclusion team and early years team, and also the close working with children's centres. This assisted children and parents to seek support from relevant sources. The Committee commended this positive work and therefore suggested:

1

That Cabinet welcome the good collaboration between the Council and partners to work together to support children with SEND.

Identification, Intervention and Transition

Throughout the course of the evidence, it was no doubt to the Committee that the steps taken in a child's early life impacted on later stages. It wholly endorsed the DoE's notion that:

'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).

In the Committee's view, the early years stages in a child's life were a period of rapid change. For a child with SEND, the impacts of the change were increased and had more of an influential effect at a later stage. The Committee considered that it was therefore particularly important that any needs were identified early and the appropriate interventions put in place to enhance children's development.

It was recognised that high quality early education improves health and promotes development and learning. The Committee heard evidence that, in Hillingdon, the Inclusion Team worked with early years settings to develop high quality inclusive provision; providing specific guidance and support in meeting identified children's needs. This support included workforce development. The range of interventions available to support settings in meeting children's needs included:

- 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

All of these initiatives worked together to ensure that children with SEND had their needs identified from an early stage, the appropriate interventions were in place to support the child's transition to the next settings.

The Committee bore in mind that were already processes in place in schools, nurseries and health centres to ensure that children had access to the most relevant support and help. These processes ranged in variety from having in depth guidance for parents, shared information amongst health institutions and carrying out progress checks. Statistics put before the Committee also showed that key performance indicators were being met in relation to mothers receiving first face to face antenatal contact with health visitors, children receiving a 12 month review by the time they were 12 months and children receiving their 2-2.5 year review. Areas where key performance indicators were not being met included the total number of maternal mood reviews undertaken and learning visits undertaken.

The Committee concluded that the support to children with SEND provided by the Council was of good value, to a high standard and to be commended to Cabinet. However, there were still areas that could be improved to ensure that the current tools in place were effective in the changing climate and were providing the best value for money.

On that basis, it is recommended that:

2

Identification, Intervention and Transitions:

- a. That Cabinet notes the findings of the Children, Young People and Learning Policy Overview Committee that shows the importance of transition from the early years provision to the next stage.
- b. That officers review the effectiveness of the tools used to support early identification.
- c. That officers review the effectiveness and timeliness of interventions; enabling families to have timely access to high quality interventions whilst ensuring best value for money.

Communication Channels

Although it is clear that Hillingdon has already made some good progress in identification, intervention and transition with children with SEND, from the evidence considered by the Committee, it was also clear that there was scope for improvement in relation to communication between parents and healthcare institutions.

The Committee recalled evidence it heard from witnesses that language barriers sometimes made it difficult to communicate about matters relating to SEND. Another potential difficulty was consistent communication amongst different healthcare professionals who were involved in a child's care. Witnesses explained to the Committee that parents were not always aware of the options that were available to them. For example, parents needed more information about areas such as the Local Offer.

In the Committee's view, communication with parents of SEND was crucial. It was important to create strong partnerships and relationships based on trust and confidence. Communication needed to be in depth detailing all aspects of a child's development, progress and concern. It is important for all parents and institutions to be working off the same page and this is where shared information comes into significant play. This is particularly important during the transition stage. The Committee bore in mind the evidence it heard from the parent witness session that they were also not always aware of the opportunities available and also not up to date about their child's health and needs. Based on the evidence of witnesses, some of the suggestions to improve communication may include a central resource accessible by all healthcare professionals that detail information in a central location. Alternatively, leaflets could be provided

to make parents aware of all the options available to them in terms of the Local Offer.

The Committee emphasised that effective and open communication was the key in achieving outcomes and happy children and families, particularly when managing transitions into different settings. This would also allow parents to develop confidence in services offered, sometimes when the topic of discussion were of a sensitive nature.

The Committee therefore recommended:

3

That officers explore other forms of communication channels with a view to ensure that parents are well informed and aware of the opportunities to them.

SEND outcomes

In common with other local authorities, the Council has implemented the changes introduced with the reforms in statutory legislation. It has worked closely with partners to ensure that children with SEND have appropriate identification, intervention and transition support, The Committee acknowledged that there is positive amount being undertaken and has identified an area for development, whilst remaining in its remit. For these reasons, it is suggested that the Committee, along with the Cabinet Member, monitors the outcomes and work of children's services in relation to SEND. This could involve a progress report later in 2018 and, if appropriate, further consideration as part of the Policy Overview Committee's future work programme.

4

That the outcomes and work of children's services in relation to SEND are monitored regularly by officers, the Cabinet Member and Policy Overview Committee.

Terms of Reference of the review

The following Terms of Reference were agreed by the Committee from the outset of the review:

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.

Witnesses and Committee activity

The Committee received evidence from the following sources and witnesses:

<p>Witness Session 1 - 27 September 2017</p>	<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
<p>Witness Session 2 - 18 October 2017</p>	<ul style="list-style-type: none"> ● Councillor David Simmonds CBE - 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
<p>Witness Session 3 - 9 November 2017</p>	<ul style="list-style-type: none"> ● Some Members met with around five - six parents with children with SEND and obtained the child and family perspective.

References

Supporting SEND transitions through the Early Years (2015). Available at <http://www.earlyyearsprofessionals.com/eyc/latest-news/supporting-send-transitions-through-the-early-years/>

What is the provision for children with special needs? Available at <http://www.bbc.co.uk/news/education-36425292>

Children with special educational needs and disabilities (SEND). Available at: <https://www.gov.uk/children-with-special-educational-needs>

Communication with parents of SEND children is crucial. Available at: <http://www.earlyyearsprofessionals.com/eyc/send-support/communication-with-parents-send-children-crucial/>

Access and waiting times in children and young people's mental health services. Available at: https://epi.org.uk/wp-content/uploads/2017/09/EPI_Access-and-waiting-times_.pdf

People give up: the crisis in school support for children with special needs. Available at: <https://www.theguardian.com/education/2017/sep/05/crisis-in-support-for-sen-children-ehc-plans>

New special educational needs statistics show children in England still waiting for support. Available at: <http://www.autism.org.uk/get-involved/media-centre/news/2017-05-25-new-special-education-statistics.aspx>

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FORWARD PLAN 2017/2018

Contact officer: Anisha Teji
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REASON FOR ITEM

The Committee is required by its Terms of Reference to consider the Forward Plan and comment as appropriate to the decision-maker on key decisions which relate to services within its remit (before they are taken by the Cabinet or by the Cabinet Member).

OPTIONS OPEN TO THE COMMITTEE

- To comment on items going to the Cabinet or to the Cabinet Member for decision.
- Or to note the items and decide not to comment.

INFORMATION

The latest published Forward Plan is attached. The Committee may wish to consider the non standard items that fall within its remit.

SUGGESTED COMMITTEE ACTIVITY

To consider whether there are comments or suggestions that the Committee wishes to make.

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Upcoming Decisions		Further details		Ward(s)	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	Decisions	SI = Standard Item each month	Ref							
Cabinet - 15 February 2018										
218	The Council's Budget - Medium Term Financial Forecast 2018/19 - 2022/23 BUDGET & POLICY FRAMEWORK	Following consultation, this report will set out the Cabinet's proposals for the Medium Term Financial Forecast (MTFF), which includes the draft General Fund reserve budget and capital programme for 2018/19 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration. Subject to Cabinet's decision, the	All	22-Feb-18	Cllr Ray Puddifoot MBE & Cllr Jonathan Bianco	FD - Paul Whaymand	Public consultation through the Policy Overview Committee process and statutory			Public
212	The Schools Budget 2018/19	Cabinet will asked to agree the Schools Budget for the next financial year, following a recommendation from the Schools Forum.	All		Cllr David Simmonds CBE, Cllr Jonathan Bianco & Cllr	FD - Peter Malewicz	Schools Forum			Public
220	Provision of foster care services for children in care	Cabinet will consider signing up to a joint framework agreement with 8 other West London boroughs, which provides different independent foster care services, residential care etc.. for children and young people.	N/A		Cllr David Simmonds CBE	SC/FD - Wendy Ukwu				Public
222	Standards and quality of education in Hillingdon during 2016/17	The Annual Report to Cabinet containing information on educational performance across the Borough.	All		Cllr David Simmonds CBE	RS - Daniel Kennedy	Children, Young People and Learning Policy Overview Committee			Public
SI	Reports from Policy Overview & Scrutiny Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed.	TBC		TBC	AD - Democratic Services				Public
Cabinet - 19 April 2018										

SI	School Capital Programme Update	The biannual update to Cabinet on the Council's major school infrastructure programme and upgrading of educational facilities to deliver a good quality education for all children in the Borough.	Various		Clr David Simmonds CBE & Clr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch		NEW	Public
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Agenda Item 10

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 CR4 7pm	School Admissions Update	Reports deadline: 31 May 2017
	Major Review Topic Agreed	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
31 July 2017 CR 3 7pm	Local Safeguarding Children's Board Annual Report	Reports deadline: 19 July 2017
	Major Review - Consideration of Scoping Report	
	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 – Discussion on additional information, Findings and Agree Recommendations	Reports deadline: 17 Nov 2017
	Update on the Implementation of the School Improvement Plan	
	Childrens Service: Self Evaluation Update previously known as Service Improvement Plan	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
16 Jan 2018	Major Review – Presentation and Agreement of Draft Report	Reports deadline: 5 Jan 2018
	Consideration of Cabinet Budget Proposals	
	Standards and Quality in Education in Hillingdon 2016/2017	
	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	Update on Major Review of the Council's Current and Future Relationship with Academies and Free Schools	
7pm	School Planning Update	
	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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