



HILLINGDON
LONDON



Education & Childrens' Services Policy Overview Committee

Councillors on the Committee

Catherine Dann (Chairman)
Brian Crowe (Vice-Chairman)
Judith Cooper
Peter Curling
John Hensley
Anita MacDonald

Date: WEDNESDAY, 10 JUNE
2009

Time: 7.00 PM

Venue: COUNCIL CHAMBER, CIVIC
CENTRE, HIGH STREET,
UXBRIDGE

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

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Published: Tuesday, 2 June 2009

Contact: Natasha Dogra
Tel: 01895 277 488
Fax: 01895 277 373
Email: ndogra@hillingdon.gov.uk

This Agenda is available online at:
<http://lbh-modgov:9071/ieListMeetings.aspx?CId=242&Year=2009>

Lloyd White
Head of Democratic Services
London Borough of Hillingdon,
3E/05, Civic Centre, High Street, Uxbridge, UB8 1UW
www.hillingdon.gov.uk



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Agenda

- 1 Apologies for Absence
- 2 Declarations of Interest in matters coming before this meeting
- 3 To confirm that the items of business marked Part 1 will be considered in Public and that the items marked Part 2 will be considered in Private

Reports - Part 1 - ALL Members, Public and Press

	Title of Report	Page
4	Building Schools for the 21st Century Programme briefing for ALL MEMBERS presented by Head of Education and Children's Services, Chris Spencer. <i>A short break will follow this item to allow attendees to leave if they so wish</i>	
5	Work Programme	1 - 4
6	Inclusion Review scoping report Please find attached the draft Scoping Report for the review of Inclusion in Hillingdon Schools.	5 - 18

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Agenda Item 5

2009/10 WORK PROGRAMME

Contact Officer: Natasha Dogra
Telephone: 01895 277488

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.

OPTIONS OPEN TO THE COMMITTEE

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

INFORMATION

Meeting Dates and Rooms - *Meetings start at 7pm unless indicated below*

Meetings	Room
10 th June 2009	CR 4
8 th July 2009	CR 4
9 th September 2009	CR 4
22 nd October 2009	CR 4
26 th November 2009	CR 4
27 th January 2010	CR 4
11 th February 2010	CR 4
23 rd March 2010	CR 4
27 th April 2010	CR 4

**EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW
COMMITTEE**

2009/10

WORK PROGRAMME

Meeting Date	Item
10th June 2009 <u>All Members</u>	Building Schools for the 21 st Century – all Members briefing, presented by Head of Education and Children's Services, Chris Spencer.
Education and Children's Services POC Committee Members <u>ONLY</u>	Work Programme 2009/10. Inclusion Review – agree scoping report.
8th July 2009	Inclusion Review – Witness Session 1
	Maths Inclusion update
	Performance and Financial Management reports
	Cabinet Forward Plan
	Work Programme
9th September 2009	Inclusion Review – Witness Session 2
	Work Programme
	Cabinet Forward Plan
22nd October 2009	Inclusion Review – conclusions and recommendations
	Cabinet Forward Plan
	Review 2 – scoping report
	Work Programme
26th November 2009	Inclusion Review – agreed Final report
	Cabinet Forward Plan
	Case Records Audit update

	Work Programme
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27th January 2010	Review 2 – Witness Session 1
	Cabinet Forward Plan
	Budget Reports and Group Plans 2010
	Work Programme

11th February 2010	Review 2 – Witness Session 2
	Cabinet Forward Plan

23rd March 2010	Review 2 – Agree Conclusion and recommendations
	Cabinet Forward Plan
	Work Programme

27th April 2010	Review 2 – agree final report
	Cabinet Forward Plan

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Inclusion in Hillingdon Schools Scoping Report

Contact Officer: Natasha Dogra
Telephone: 01895 277488

REASON FOR ITEM

For the Committee to agree the scoping report for this review (*attached separately*).

OPTIONS OPEN TO THE COMMITTEE

1. To accept the report as drafted.
2. To amend, add or delete parts of the report.

INFORMATION

Background

1. At its meeting of 28 April 2009 the Committee considered a draft scoping report for the review of the development of Inclusion in Hillingdon schools to better reflect local needs and aspirations.
2. Attached is a draft final report for the Committee's consideration.

SUGGESTED OVERVIEW ACTIVITY

- Consider whether the draft scoping effectively and clearly sets out the work programme of the Committee during this review.
- Consider whether any changes would improve the clarity of the report.

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**EDUCATION AND CHILDREN'S SERVICES
POLICY OVERVIEW COMMITTEE
2009/10**

How should inclusion in schools develop in Hillingdon to best reflect local needs and aspirations?

Aim of Review

To review whether current arrangements and future plans to support inclusive practice in Hillingdon schools are effective. To identify any key barriers to inclusion and potential areas for future development.

Terms of Reference

1. To agree the concept of inclusion referred to in this review e.g. Gifted and Talented, SEN etc
2. To identify the strategies and plans in place and under development both locally and nationally which influence and lead direction
3. To seek views from parents, carers, children, young people and schools on how best practice can be supported within local provision.
4. To identify any service and practice issues that should be considered in future planning.

Key Issues

The key questions are:

- 1 How are schools helped to identify barriers to inclusion and learning?
2. How well do schools 'narrow the gap' between children who have additional needs and those who don't.
3. Are there any particular issues in Hillingdon affecting good inclusion?
4. How does the LA address the national agenda through its leadership role in schools?
5. How can the specialist expertise available in schools be used in supporting inclusive practice in mainstream schools?
6. How well are school staff equipped to meet the needs of a diverse group of children and young people?

Methodology

The Policy Overview Committee is to receive reports, presentations and hear from witnesses.

Consultation

Advertise the review through the Corporate Communications team, via the Council website, resident magazines, resident surveys and external websites.

Documentation

There are a number of reports and plans on Hillingdon's strategic direction for inclusion in schools, including:

Inclusion strategy 2009 -11 (draft)

Outreach from special schools plan (draft)

Building schools for 21st century –Strategy for Change part 1

Inclusive secondary schools information gathering (April 2009)

Inclusion Development plans

One to One

Primary Schools Strategy

Access Strategy (2008-11)

Primary Capital Programme

Inclusion review report (due for completion April 09)

Disabled Children's Strategy (2009-11)

Links to National documentation (Appendix B)

Proposed Timeframe and Milestones

Meeting Date	Action	Milestone
10 th June 2009	Approve work plan for the review	Work plan agreed
8 th July 2009	Witness Session 1: Witnesses from potential providers e.g. mainstream and special schools, LA officers.	Assess current and future developments
9 th September 2009	Witness Session 2: Witnesses from pupils and parent carers.	Identify issues from parent carers and service users
22 nd October 2009	Consider potential recommendations.	Recommendations identified.
26 th November 2009	Consider and comment on draft report.	Final Report agreed.

There are inherent risks in relation to the topic as it is potentially a very wide field. The participation of the proposed witnesses is dependent on their availability.

Appendix A

The National Inclusion Statement

The statutory inclusion statement in the *National Curriculum for England* describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils. The statement provides examples of how this responsibility can be met. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The aims of the national curriculum

When planning their provision, schools and teachers should also consider the two broad aims of the national curriculum.

- Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The actual statement is as follows:

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

Setting suitable learning challenges

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The national curriculum programmes of study set out what most pupils

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should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).

2. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
3. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Responding to pupils' diverse learning needs

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to

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teaching and learning so that pupils can take part in lessons fully and effectively.

2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
3. Teachers should take specific action to respond to pupils' diverse needs by:
 - a. creating effective learning environments
 - b. securing their motivation and concentration
 - c. providing equality of opportunity through teaching approaches
 - d. using appropriate assessment approaches
 - e. setting targets for learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described above and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with special educational needs

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have

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disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:
 - a. providing for pupils who need help with communication, language and literacy
 - b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c. planning for pupils' full participation in learning and in physical and practical activities
 - d. helping pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage 4, to prepare for work
 - e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with disabilities

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and

addressed at the outset of work, without recourse to formal provisions for disapplication.

5. Teachers should take specific action to enable effective participation of pupils with disabilities by:
 - a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
 - b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Pupils who are learning English as an additional language

6. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
7. The ability of pupils for whom English is an additional language to take part in the national curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
8. Teachers should take specific action to help pupils who are learning English as an additional language by:
 - a. developing their spoken and written English
 - b. ensuring access to the curriculum and to assessment.

http://www.qca.org.uk/qca_6757.aspx

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Appendix B

National Drivers for improving inclusion in schools

(links will signpost you to websites for further information)

[Removing Barriers to Achievement](#) (DfES 2004)—is the government’s SEN strategy. It builds on the proposals for integrating children's services in the Green Paper [Every Child Matters](#) and includes a strategy for improving childcare for families of children with special educational needs and disabilities

[National Strategies](#) are professional development programmes for Early Years, Primary and Secondary school teachers, practitioners and managers. The website supports those involved with education to improve the quality of learning and teaching to raise standards of attainment for children and young people in all phases and settings:

- Primary National Strategy (DfES 2003) supports teachers and schools to raise standards across the whole curriculum. This strategy is set out in [Excellence and Enjoyment: A Strategy for Primary Schools](#)
- [Secondary National Strategy](#) (DCSF 2008) is part of the Government’s major reform programme for transforming secondary education to enable children and young people to attend and enjoy school, achieve personal and social development and raise educational standards in line with the Every Child Matters agenda.
- [The National Strategies’ Annual Plan](#) (DCSF 2008-9) provides an overview of the strategic priorities of the National Strategies over the next few years and specific detail about its priorities and programmes 2008-09

[Every Child Matters](#) (DCSF 2003) This government green paper places focus on outcomes for children for all working with children--The aim is for every child to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

[Every Disabled Child Matters](#) (EDCM) is the campaign to get rights and justice for every disabled child and is led by four leading organisations working with disabled children and their families – [Contact a Family](#), [Council for Disabled Children](#) (CDC), [Mencap](#) and the [Special Educational Consortium](#) (SEC).

[Aiming High for Young People: A Ten Year Strategy for Positive Activities](#) (DCSF 2007) -- sets out the Government’s long-term vision and plans for improved services and opportunities for all young people, particularly those from disadvantaged backgrounds, as underlined by new proposals for investment and further reform of young people’s services in the [Children’s Plan](#), published in December 2007.

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[Aiming High Implementation Plan](#) (DCSF 2008) sets out arrangements for implementing *Aiming High* and highlights progress to date, as well as the key actions which will be taken over the next 12 months.

[Aiming High for Disabled Children \(AHDC\)](#), launched in May 2007, is the transformation programme for disabled children's services. A range of resources are also available under each of the following five workstreams, which are currently AHDC priorities:

- [Transition support](#); [Short breaks](#); [Childcare](#); [Palliative care](#); [Core Offer and national indicator](#)

--The Government sets out its aims for disabled children in the [NHS Operating Framework](#) and in the [Children's Plan](#)

[Inclusion Development Programme](#) (National Strategies 2008) is designed to increase the confidence and expertise of mainstream practitioners in meeting needs of children/young people with high incidence of SEN (Dyslexia/Specific Learning Difficulty and Speech, Language and Communication Needs) in mainstream settings and schools. There is an [Introduction Video](#).

Index for Inclusion (CSIE 2002) is a guide to help schools through a process of inclusive school development.

<http://www.csie.org.uk/publications/recent.shtml#schools-index>

[Lamb Inquiry](#) (2008) will investigate a range of ways in which parental confidence in the SEN assessment process might be improved.

[Children's Plan](#) (DCSF 2007) sets out government's plans to improve outcomes for children.

[Bercow Review](#) (DoH & DCSF 2008) sets out challenges and recommendations in meeting the needs of children and young people with Speech, Language and Communication Needs.

[Quality Standards for SEN Support and Outreach Services](#) (DCSF 2008) is generic, non-mandatory guidance for Quality Standards for SEN Support and Outreach Services.

[Value for Money Toolkit](#) (DCSF 2008) The Value for Money toolkit and website aims to provide schools and local authorities with a valuable source of tools, guidance and resource materials to assist you in deploying effective strategic management.

The [Children Act](#) (2004) provides the legal underpinning for the transformation of children's services as set out in the [Every Child Matters: Change for Children](#) programme. Section 10 of the Act provides the statutory basis for Children's Trusts (the duty to cooperate). Working Together to Safeguard Children was rewritten in 2006 to reflect the new legislation.

[Convention on the Rights of the Child](#) (Unicef 1989) sets out the range of international [human rights for the child](#).

[Does it matter where pupils are taught?](#) (OfSTED 2007) This report examines the factors that promote good outcomes across a range of different provision for pupils with learning difficulties and disabilities.

[Education and Inspections Act 2006](#) - gives legal force to many of the proposals in 'Higher Standards, Better Schools for All', and to some additional measures that were not included in the original White Paper.

[Higher Standards, Better Schools for All - More Choice for Parents and Pupils](#) (DfES 2005) This White Paper sets out the government's plans to radically improve the system: by "putting parents and the needs of their children at the heart of schools, freeing up schools to innovate and succeed, and bringing in new dynamism and new providers".

[Planning and Developing Special Educational Provision](#) (DCSF 2007)—gives guidance to local authorities on the factors they should take into account when proposing changes to local provision to meet children's special educational needs.

[Safeguarding Children](#) –The Children Act 2004 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children. Revised [Statutory guidance](#) on the duty was issued in April 2007. Schools and further education providers have an equivalent duty through the Education Act 2002, and must have regard to the statutory guidance, Safeguarding Children in Education, issued in September 2004 [Child death review procedures](#). The child death review procedures will become mandatory in April 2008. In this section you can find further details and information on the work underway to support implementation including resources.

[Staying Safe](#) (DCSF 2007) was a major consultation which provided the opportunity for the government to consult with parents, children, young people, partners and the children's workforce on children's safety. The Action Plan has now been published in response, and outlines the key commitments the government will be taking forward over the next three years to improve children and young people's safety.

[SEN Code of Practice](#) (DfES 2001) gives practical guidance on the discharge of functions under Part IV of the Education Act 1996 for children/young people with SEN.

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