



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, 9
SEPTEMBER 2009

Time: 7.00 PM

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

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

This agenda and associated reports can be made available in other languages, in Braille, large print or on audio tape on request. Please contact us for further information.

Published: Wednesday, 2 September 2009
Contact: Natasha Dogra
Tel: 01895 277488
Fax: 01895 277373
Email: NDogra@hillington.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



INVESTOR IN PEOPLE

Useful information

Bus routes 427, U1, U3, U4 and U7 all stop at the Civic Centre. Uxbridge underground station, with the Piccadilly and Metropolitan lines, is a short walk away. Limited parking is available at the Civic Centre. For details on availability and how to book a parking space, please contact Democratic Services

Please enter from the Council's main reception where you will be directed to the Committee Room. An Induction Loop System is available for use in the various meeting rooms. Please contact us for further information.

Please switch off any mobile telephones and BlackBerries™ before the meeting. Any recording of the meeting is not allowed, either using electronic, mobile or visual devices.

If there is a FIRE in the building the alarm will sound continuously. If there is a BOMB ALERT the alarm sounds intermittently. Please make your way to the nearest FIRE EXIT.



Agenda

- 1 Apologies for absence
- 2 Declarations of Interest in matters coming before this meeting
- 3 To confirm that all items marked Part 1 will be considered in public, and all items marked Part 2 will be considered in private.
- 4 To receive and agree the minutes of 8th July 2009
- 5 Review 1: Development of Inclusion in Hillingdon schools: witness session 2
- 6 Review 2: To consider the Committee's second review topic 2009/10
- 7 To consider the Work Programme 2009/10
- 8 To consider the Forward Plan 2009/10

This page is intentionally left blank

Minutes

Education & Children's Services Policy Overview
Committee

Wednesday, 8 July 2009

Meeting held at High Street, Uxbridge, UB8 1UW



HILLINGDON
LONDON

Published on:

Come into effect on: Immediately (or call-in date)

Members Present:

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

Officers Present:

Steve Foot, Head Teacher, Minet Junior School
Gerry Foot, Language Manager, Minet School
Joanne Harper, Associate Principle, Rosedale College
Clive Neathy, Executive Principal of Rosedale College
Sue O'Brien, Schools Improvements Officer for Inclusion
Heenal Oza, Children's Services Practitioner, Rosedale College
Charlie Taylor, Head Teacher, The Willows school

LBH Officers Present:

Natasha Dogra, Jean Knapp, Sarah Harty, Pauline Nixon and Chris Spencer

Public Present: 0

1. APOLOGIES FOR ABSENCE

Apologies were received from Tony Little.

2. DECLARATIONS OF INTEREST IN MATTER COMING BEFORE THIS MEETING

Councillors Catherine Dann, Brian Crowe, Judith Cooper, Peter Curling, John Hensley, and Anita Macdonald declared a personal interest in all items on the agenda due to their roles as a School Governors.

3. TO CONFIRM THAT ALL ITEMS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND ALL THOSE MARKED IN PART 2 WILL BE CONSIDERED IN PRIVATE

All items were Part 1 and were considered in public.

4. TO RECEIVE AND AGREE THE MINUTES OF 10TH JUNE 2009

The minutes were agreed by the Committee and signed by the Chairman.

5. DEVELOPMENT OF INCLUSION IN HILLINGDON SCHOOLS

The Chairman welcomed all of those present to the meeting, and asked Sue O'Brien (Schools Improvements Officer for Inclusion) to begin her presentation.

Action By:

Ms O'Brien said:

- The last local strategy was completed in 2003. A representative group of stakeholders were to meet under the joint chairmanship of Pauline Nixon, Head of Access & Inclusion, and Sue O'Brien to write a new strategy. Step one of the strategy had been sent out for initial consultation and step two would be in place for consultation at the beginning of the next academic year. The aim was to review current inclusion provision and to formulate strategic direction across schools and the local authority.
- Creating the post of Principal School Improvement Officer for Inclusion had raised the awareness of what should be seen in schools as "universal" and "targeted" when considering pupils with additional needs. It was only when this level of support was considered insufficient to narrow the progress gap between a pupil and its peers should wave 2 or 3 be deemed necessary:
 - **Wave 1** - Inclusive quality first teaching for all;
 - **Wave 2** - Additional interventions to enable children to work at age related expectation or above;
 - **Wave 3** - Additional, highly personalised interventions.
- The Inclusion Development Programme (IDP) was 3 year programme:
 - **Year 1** focused on Speech Language and Communication Dyslexia;
 - **Year 2** focused on Autism;
 - **Year 3** focusing on Behaviour.
- IDP was based on Quality First Teaching which were organised into three areas:
 - Understanding the area of difficulty
 - Being able to identify the barriers to learning for children having difficulties
 - Knowing how to overcome these barriers
- All schools were offered IDP training centrally and at these sessions the school-based training materials were distributed. Schools had been given support in delivery through whole staff sessions. An audit of "take-up" had been completed and the results would be available in the autumn.
- In 2007, 1.5m children were identified as having SEN (Special Education Needs) in England– 19.2% of all pupils. In 2007, £2.5 billion was spent on delegated and retained SEN budgets. Schools determined the use of delegated SEN budgets, providing opportunities to use funding flexibly to be more effective. Many schools developed holistic and strategic approaches to planning provision and monitoring impact.

The Chairman opened the floor to questions. Members asked Ms O'Brien whether the needs of the children in these schools were being met. Ms O'Brien said the whole strategy was based on meeting the needs of the children and accommodating their varying needs.

Members asked Ms O'Brien what steps were being taken to ensure school attendance was being kept on a high level. Ms O'Brien said that there was an attendance monitor at every school. The attitude of the child was monitored to uncover any underlying issues beneath their truancy. The attendance monitors worked in coalition with the education welfare officers, and were able to enforce

Chris

the law in order to tackle parents who supported the act of truancy. Officers said that there was a very effective Education Welfare Service in Hillingdon, and the secondary and primary attendance had surpassed its target during the past few years. Members requested more data on this and Officers agreed to provide this information to Democratic Services for circulation.

Spencer,
Education
&
Children's
Services.

Members asked Ms O'Brien whether the idea of 'virtual schooling' had been developed any further. Ms O'Brien said that this idea was in its infancy, with a pilot scheme being built at the moment. Officers said that Hillingdon was part of a consortium with Hounslow and Buckinghamshire, which was working on developing this idea.

The Chairman thanked Sue O'Brien, and invited Mr Steve Foot (Head of Minet Junior School) and Mrs Gerry Foot (Minet School Language Manager) to begin their presentation. Mr Foot said:

- The school had an attendance rate of 94.7%.
- The school developed good parental links with children at risk and positive dialogue and with external agencies e.g. SEN.
- The school had strong links with The Meadows and The Willows special schools.
- Intervention Groups were pupil driven for those with special needs e.g. sensory difficulties.
- Exclusion and attendance - the school was committed to the principle of No Fixed Term Exclusions, and exclusion rates were rapidly improving.
- New arrivals at the school were assessed, with their parents, at an initial interview and given an (EAL) Evaluation Assurance Level. Information such as home language, country of origin, last place of residence, previous schooling and history, parental preferred language of communication (to include reading and writing), ethnic group, religion, date of arrival, position in family, SEN concerns, assessments in listening/speaking, reading/writing in first language, English and other languages was gathered. New pupils were "buddied up" with other students and their behaviour was closely observed.

The Chairman thanked Steve and Gerry Foot and opened the floor to questions. Members asked what interventions were in place for those children who liked to start school at 7.30 am. Mr Foot said that when children wanted to come to school earlier, there was usually an underlying issue and therefore their behaviour was monitored to uncover this issue. There were nurture groups which tended to those pupils who would rather be at school than at home.

Members asked about the layout of classrooms. Mr Foot said that inclusion was about dealing with disruptive children at all ages and in all schools. The layout of the room should not matter, but the teacher should be able to engage and control the class.

The Chairman thanked Steve and Gerry Foot for their presentation. Clive Neathy (Executive Principal of Rosedale College), Joanne Harper (Associate Principle) and Heenal Oza (Children's Services Practitioner) were invited to begin their presentation. Mr Neathy said:

- Rosedale College focused on raising the issues of quality learning,

vocational qualifications availability and workforce remodelling. Specialists were bought in for children who had fallen through the net and needed extra help. 71.5% of the children at the school were from ethnic minorities, and 25% of the children had special education needs.

- Nurturing a child with special education needs was of utmost importance. In usual circumstances, this child would be accustomed to being nurtured at primary school level and this continued into their secondary education. A balance and consistency needed to be struck to enable the child to be comfortable in their surroundings.
- Inclusion was based on understanding the child, their parents and their situation very well. It also concerned the community where the children were from and their school community.
- The Senior Management Team met every morning to discuss individual children, day to day tasks and arising situations. Some staff attended forums with other schools to share best practice and ideas.
- The school was open 50 weeks of the year, which meant children were not forced to take holiday periods, as many of them preferred being at school.

Members queried the school's opening hours. Miss Oza said the school was open on weekends, weekday evenings and during holiday periods. Activity clubs were held after hours, as well as a six hour teaching day. Learning sessions were broken down into 2 hour periods. Sixth form students were invited to take part in Community Leadership Programmes, where they were paid to take care of younger children, having completed the required training.

Members asked what information regarding the child's situation could be shared with other organisations. Miss Harper said all information could be transferred, with sensitive cases being the anomaly. In cases where child protection was a cause for concern, the child was assessed using the Common Assessment Framework, and was then passed on to Social Services if it was deemed necessary.

Members asked about staff and funding. Miss Oza said most of the funding the school received was used for teaching and learning. Teachers were contracted to work 1265 hours in 165 days a year. The teacher's associates were mainly graduate students who wished to gain experience in this area, and usually moved on to become teachers. Most teachers stayed at the school for 3 to 4 years and then moved on. Members requested further information and statistics regarding staff: pupil ratio. Miss Oza said all staff had a contribution to make to the school; staff understood that the number one priority of the school was their children. Staff were taught that their job was to deliver a bespoke service using creative solutions. Miss Oza said Rosedale College incorporated a distributed leadership model.

Members enquired about the acceleration of children who were learning faster than others. Mr Neathy said that children were moved into the next class up if they had shown signs of fast learning and capability to deal with more work. Children were never demoted.

The Chairman invited Charlie Taylor (Head Teacher of The Willows school) to begin his presentation. The Mr Taylor said:

Chris
Spencer,
Education
&
Children's
Services.

- The school exercised a 'First Steps' class for children aged 3yrs to 5yrs who had shown clear signs of needing special education or nurturing.
- The school performed a lot of outreach work with mainstream schools in the borough. This was to ensure that children who had left The Willows were able to settle back into mainstream education and the chance of them returning was decreased.
- The Willows was able to keep up an interface with mainstream schools while a child was making the transition between the two, which allowed the school to monitor the child's behaviour and maintain consistent nurturing of the child.

Members asked whether there was a waiting list to join the school. Mr Taylor said The Willows was made aware of children who were on their way to them by the mainstream school. Currently there was no waiting list and the school was matching demand levels. Mr Taylor said many cases could be solved within mainstream schools if they had the skills and capacity to deal with them. However, because they did not have these skills the children had to join The Willows.

The Chairman thanked Mr Taylor for his presentation.

6. MATHS UPDATE REPORT

The Chairman invited Jean Knapp (Education and Youth Learning officer) to begin the update on Mathematics performance in Hillingdon. Officers stated that the statistic on student performance in the field of mathematics seemed to have remained constant in recent years. However, there was a need to look at the strengths and weaknesses of the system and what had been done to improve the performance in recent years. There was a need to improve the maths performance. Hillingdon supported the plans for addressing these issues of improvements in Hillingdon schools, which was due to begin next year.

Members asked officers how useful the Policy Overview Committee's recommendations had been during their review of maths performance in 2003. Officers said the recommendations had been helpful at the time and were taken into consideration when addressing issues of improvement. However, as performance was ever-changing, it was very important for the recommendations to be up to date.

Members asked about staff knowledge of the subject. Officers said a large number of maths teachers in the borough lacked subject knowledge. Teacher training programmes had been introduced in areas where teachers lacked knowledge and expertise, and a minimum academic requirement in mathematics had been enforced on all those who wished to teach the subject. Teachers also took part in online self evaluation tests, and were encouraged to broaden their use of Information and Communications Technology during their teaching sessions.

The Chairman thanked the officers for attending.

Agreed:

That officers from the Education and Children's Services directorate

Action By:

Chris
Spencer,

<p>elaborate on acronyms used in their reports. The Committee agreed that the first time an acronym was used in a report its full name should also be included. Officers agreed to practice this in future reports.</p>	<p>Education & Children's Services.</p>
<p>7. PERFORMANCE AND FINANCE REPORTS 2008/09</p> <p>The Chairman welcomed Chris Spencer, Director of Education and Children's Services to present the Performance & Finance and 2009/10 Budget reports. The officer said:</p> <ul style="list-style-type: none"> • The Council was well placed to deal with the economic challenges ahead and had exceeded the £12 million target for balances by the end of 2009/10. • A clear HIP programme had been established that had helped steer the Council from a position of having low balances to one of having healthy balances at the same time as dealing with significant external challenges around asylum funding and reduced general funding from central Government • The timetable for the budget had been brought forward from previous years so that a balanced budget could be presented to the Cabinet/SMT (Senior Management Team) away day in November. • There were a number of cost pressures for the group, particularly around recruitment issues within Children's Services, where the cost of agency cover was a continuing issue. Officers were working with Corporate Human Resources to endeavour to address this issue. • The group was also working towards delivering the savings identified as part of the Service Review, with the focus on furthering the work on preventative services. However, it would be particularly challenging to find additional savings over and above these targets. • The funding of Asylum remained a significant issue. Officers were continuing to work with Home Office officials and ministers to seek additional funding to ensure that the full costs the Council incurred were reimbursed through the grant regime. Officers had amended a UK Border Agency template to enable all Asylum costs to be clearly identified. This had been circulated to authorities by UK Border Agency. The findings should help further discussions on full funding and around specialist status. <p>The Chairman thanked the officer for attending the meeting.</p>	<p>Action By:</p>
<p>8. WORK PROGRAMME 2009/10</p> <p>The Committee agreed the Work Programme for 2009/10.</p>	<p>Action By:</p>
<p>9. FORWARD PLAN 2009/10</p> <p>The Committee agreed the Forward Plan.</p>	<p>Action By:</p>
<p>The meeting closed at 22:30</p>	

This page is intentionally left blank

REVIEWS IN 2009/10: DEVELOPMENT OF INCLUSION WITNESS SESSION 2

Contact Officer: Natasha Dogra
Telephone: 01895 277488

REASON FOR ITEM

To hear from witnesses, as part of the Committee's 2009/10 review the development of inclusion in the London Borough of Hillingdon.

OPTIONS AVAILABLE TO THE COMMITTEE

1. To question the following witnesses about the development of inclusion in the London Borough of Hillingdon.
 - Child witness
 - Parent witness.

INFORMATION

1. The Committee is responsible for undertaking the 'policy overview' role in relation to Education and Children's Services. This role is outlined at the start of the agenda.
2. Previous experience from both Hillingdon and other Councils indicates that the Committee can have the greatest impact by focusing on a particular topic at one or several meetings.
3. Following discussion at the Committee's meeting on 28th April 2009, Members decided to review the development of inclusion. The scoping report for the review was agreed by Committee on 10th June 2009.

ATTACHED REPORTS

Updated scoping report for the Development of Inclusion

SUGGESTED SCRUTINY ACTIVITY

- Question the witnesses.
- Start to identify possible conclusions and recommendations from the evidence given.
- Identify issues that the Committee should investigate further as part of the review.

This page is intentionally left blank

**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

Where are we now

Standards in the primary sector are good overall, with achievement at KS2 above the national average over the past four years. However, performance has now plateaued in relation to a rising national average. The challenge is therefore to reverse this trend through intensive support programmes to identified primary schools and to ensure that no primary schools are below floor targets in the future.

Over the last three years there has been a 10% improvement in GCSE results, and no secondary schools are below DCSF floor targets. No schools are in special measures and 96% of schools have been judged by Ofsted to be satisfactory or better (70% were assessed as good or better) in inspections since September 2005. In spite of this rapid rate of improvement, at 58% the percentage of pupils achieving 5 or more grade A*-C passes at GCSE is still just below the national average and masks significant variation between schools. Attendance in secondary schools, which is correlated with low attainment and poor pupil progress, improved slightly in 2008 although

remaining below national averages. Our aim is therefore to further narrow the gap in achievement between disadvantaged pupils and their peers and between different schools.

Attainment improved among pupils with SEN in Hillingdon in 2008. Hillingdon ranked in the top quartile of all local authorities nationally for the proportion of pupils with statements or needs met by school action plus who achieved level 2. The gap in attainment between pupils with SEN and their peers is narrower in Hillingdon than is the case nationally both at key stage 2 and key stage 4. See appendix A

The LA leadership role in narrowing the gap

The LA addresses the national agenda through its leadership role in schools by supporting the National Strategies plan and securing national, regional and local delivery of key aspects of DfES policy :

The plan aims to narrow the gap between those who have special educational needs and the overall school population. It focuses on attainment and progression of children with SEN and other children whose levels of development and attainment are significantly below national expectations for the age group and supports progress across all five outcomes of the Every Child Matters/Change for Children agenda.

Pupils with SEN make up nearly 20% of the school population and are the largest proportion of those who do not meet national expectations. There is also considerable overlap with other vulnerable groups and a 40% predictive link with deprivation. Many of the actions in this plan will therefore also impact on a broader range of vulnerable learners.

This plan in Hillingdon is being achieved by supporting schools to:

- Deliver Quality first teaching
- Assess pupils progress
- Progress in planning
- Interventions e.g ecar, one to one
- Work with parents and families

The key questions are:

1. Are there any particular issues in Hillingdon affecting good inclusion?
2. How can the specialist expertise available in schools be used in supporting inclusive practice in mainstream schools?
3. 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

Pupils with SEN attending schools in Hillingdon

Figure 4 Number of pupils (0 to 19) with statements 2002 to 2008

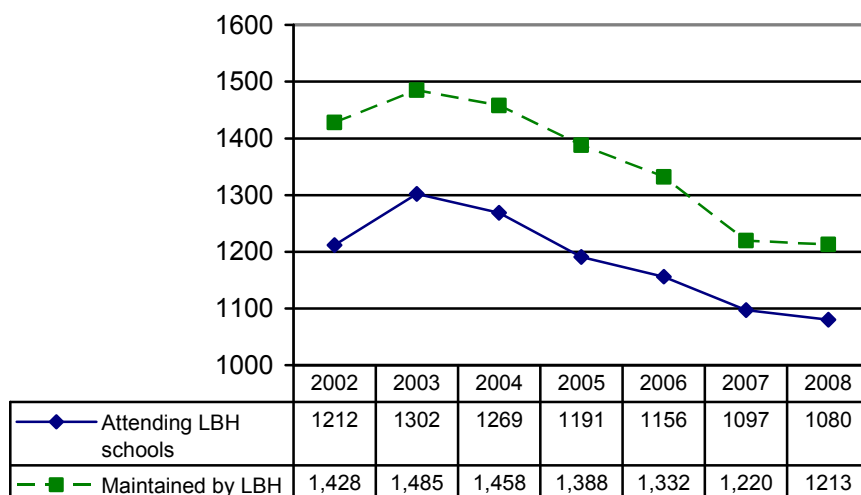


Figure 4 shows the number of pupils with statements who attend maintained schools in Hillingdon (the blue line) or who have their statement maintained by the authority, regardless of where they attend school (the green broken line).

Concerted efforts have been made in recent years to cease statementing for high incidence SEN, and this is reflected in the declining number of pupils with statements. This does tend to mean that, compared to other authorities, statements maintained by Hillingdon are more complex in terms of need.

In 2003, 254 new statements were issued compared to just 103 in 2006. However, there was a significant reversal of this trend in 2007, with 168 new statements issued in the calendar year.

Table 10 – placement of young people with statements maintained by Hillingdon 2003-2008

	2003	2004	2005	2006	2007	2008
Maintained Mainstream/ Academies	55.2%	56.6%	56.3%	53.1%	49.9%	50.4%
Maintained Special/ Pupil referral unit	32.6%	31.7%	31.9%	33.9%	37.5%	37.2%
Independent or non-maintained special	10.5%	10.0%	9.3%	9.2%	9.3%	9.6%
Educated other than in school/ awaiting provision	1.7%	1.7%	2.4%	3.9%	3.3%	2.8%
Total	1485	1458	1388	1332	1220	1213

Source: Form SEN2

Table 10 shows placements for pupils with a statement maintained by Hillingdon. Since 2004, there has been a decline in the proportion of pupils with statements attending mainstream schools- in any local authority- and an increase in the proportion attending special schools. Over this period, the number of statements maintained by Hillingdon has reduced by 245, and the number of pupils with statements placed in mainstream schools has fallen from 782 to 612.

This may indicate that the current cohort of pupils with statements have much more complex needs than previous cohorts.

226 young people with statements (18%) attend schools outside the control of the local authority, either in other local authority areas and/ or in independent or non-maintained schools.

As at January 2008, 9484 (21.8%) of pupils attending a maintained school or City Academy in Hillingdon, regardless of the authority in which they are resident, were identified as having a special educational need.

- 6291 pupils had their needs met by school action
- 2113 pupils had their needs met by school action plus external intervention
- 1080 pupils had their needs met by a statement of SEN

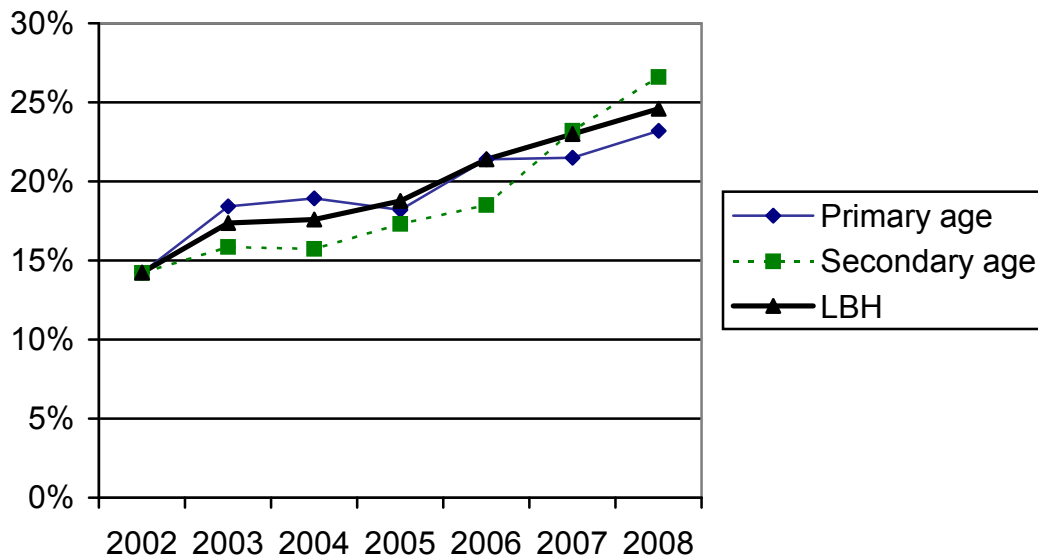
Compared to 2007, this represents a reduction of 17 in the number of pupils with a statement, but an increase of 307 in the number with needs met by school action and an increase of 365 in the number with needs met by school action plus.

Table 11 - Percentage of pupils with special needs attending mainstream schools (includes nursery and V1th form)

		%Statement	% School Action Plus	% School Action	% with SEN
Primary Schools	England	1.4	6.2	11.9	19.5
	Outer London	1.6	6.3	12.4	20.3
	Hillingdon	1.2	4.3	14.6	20.1
Secondary Schools	England	2.0	5.7	12.1	19.8
	Outer London	2.2	6.2	12.8	21.2
	Hillingdon	1.7	5.6	14.8	22.1

The incidence of recorded special educational needs in Hillingdon is broadly average in mainstream primary schools but above average in mainstream secondary schools. However, proportionately fewer pupils in Hillingdon's mainstream schools have needs met by a statement.

Figure 5 Percentage of compulsory age school population on SEN register by sector, London Borough of Hillingdon, 2002-2008



In 2008, there was again an increase in the proportion of compulsory age pupils identified by schools as having special educational needs, rising from 17.6% in 2002 to 26.6% in 2008. This largely occurred in the secondary sector, with 26.6% of compulsory-aged pupils (11 to 16) now recorded as having SEN.

Figure 6: Number of pupils with statements of compulsory secondary school age attending schools in Hillingdon 2002 to 2008

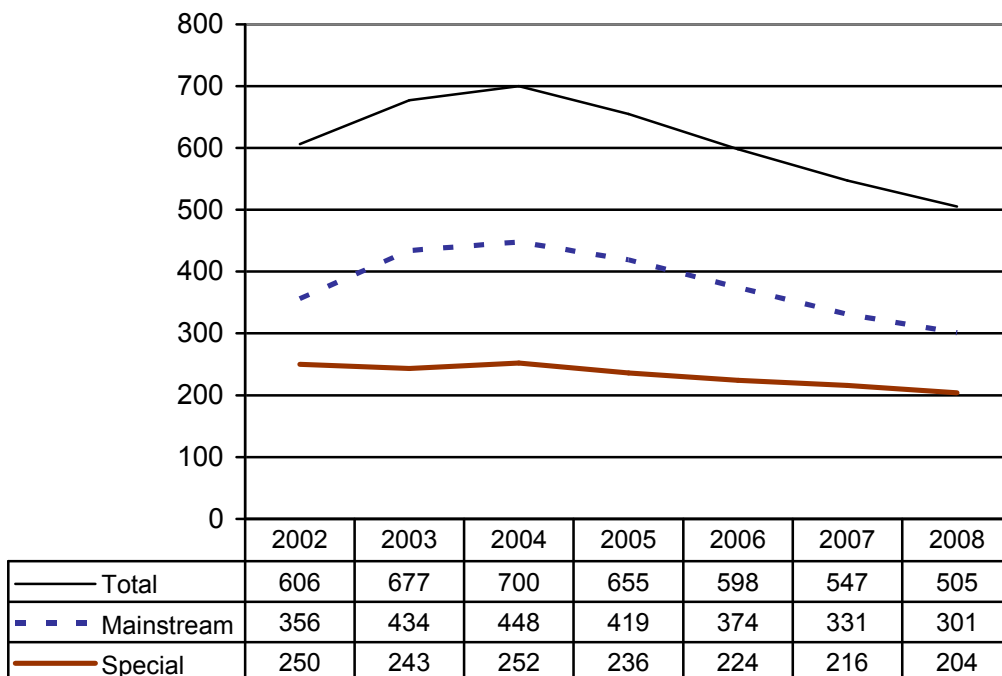


Figure 7: Number of pupils with statements of compulsory primary school age attending schools in Hillingdon 2002 to 2008

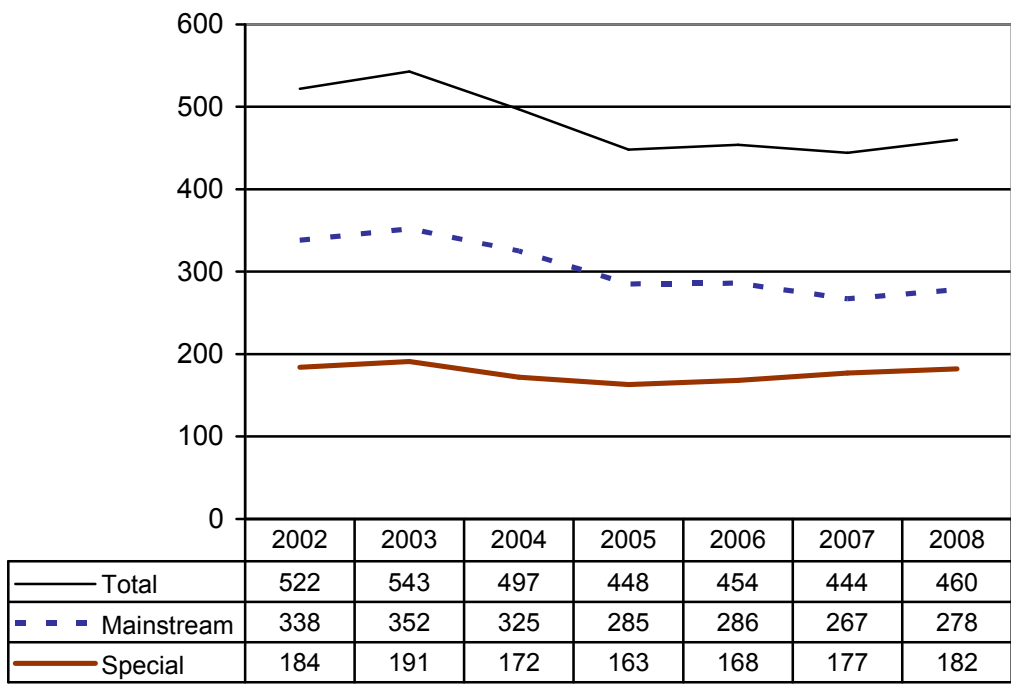
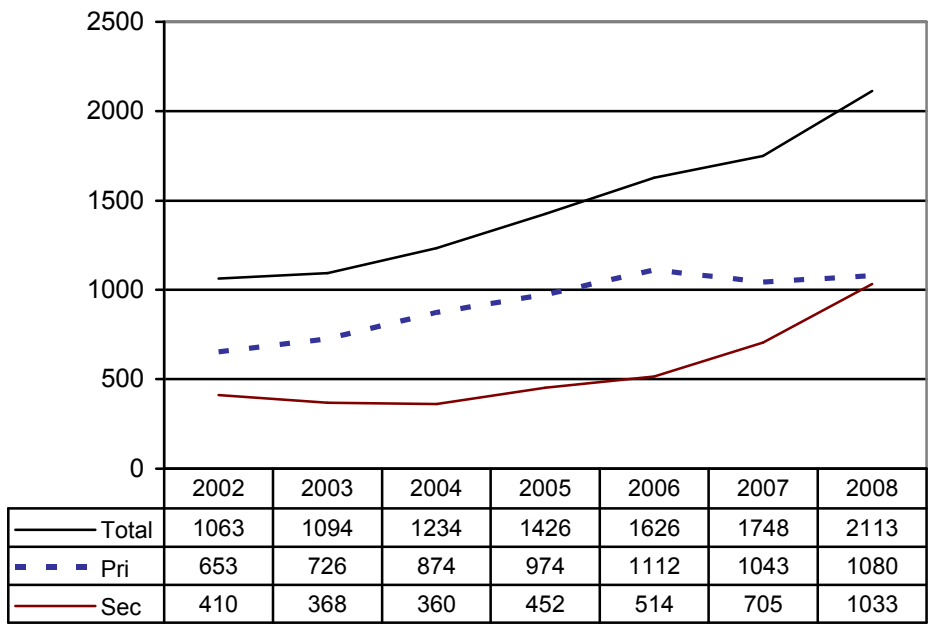


Figure 8: Number of pupils with SEN met by School Action Plus attending schools in Hillingdon 2002 to 2008



The number of pupils attending secondary schools with SEN met by school action plus has more than doubled since 2002. This includes both Hillingdon resident and non-Hillingdon resident pupils who attend our schools.

Table 12 - Primary need: Primary age Pupils with SEN met by School Action Plus 2006 to 2008

	2006	2007	2008
--	------	------	------

Autistic Spectrum Disorder	79	73	73
Behaviour, Emotional & Social Difficulties	275	251	243
Hearing Impairment	39	33	33
Moderate Learning Difficulty	186	189	197
Multi-Sensory Impairment	4	1	2
Physical Disability	34	39	54
Profound & Multiple Learning Difficulty	1	0	0
Severe Learning Difficulty	8	5	8
Specific Learning Difficulty (Dyslexia)	172	161	175
Speech, Language and Communication Needs	244	229	234
Visual Impairment	15	14	10
Other Difficulty/Disability	55	48	51
Total	1112	1043	1080

The number of pupils attending primary schools with SEN met by school action plus has been relatively stable over the last three years at around 1100. Numbers with BESD have decreased slightly, and numbers with physical disabilities and moderate learning difficulties have increased slightly.

Table 13 - Primary need: Secondary age Pupils with SEN met by School Action Plus 2006 to 2008

	2006	2007	2008
Autistic Spectrum Disorder	9	17	26
Behaviour, Emotional & Social Difficulties	167	248	357
Hearing Impairment	27	31	42
Moderate Learning Difficulty	87	141	206
Multi-Sensory Impairment	0	0	1
Physical Disability	15	24	25
Profound & Multiple Learning Difficulty	0	0	1
Severe Learning Difficulty	20	9	8
Specific Learning Difficulty (Dyslexia)	109	123	139
Speech, Language and Communication Needs	43	60	68
Visual Impairment	3	2	5
Other Difficulty/Disability	34	50	155
Total	514	705	1033

There has been a sharp increase in the number of pupils with BESD and MLD met by school action plus attending secondary schools in Hillingdon, which can be linked to the policy decision to cease statementing for high incidence needs. There have been small increases in numbers with ASD, SLCN and dyslexia. However, there has been a large increase in the use of the "other difficulty/ disability" code, and most of these pupils are likely to have been misclassified.

For a number of pupils with needs met by school action plus, a secondary difficulty is also identified. In Table 14, pupils in the 5 to 9 and 10 to 14 age bands are shown according to primary and secondary difficulties. The 0 to 4 age group is not shown because the majority of pupils in that age band do not attend school, and very few of those who do attend schools will have had their needs identified. In addition, the majority of 15 to 19 year olds with needs met by school action plus do not attend schools.

Table 14 - Primary and Secondary Difficulties of Pupils with SEN met by School Action Plus, 5 to 9 and 10 to 14 year olds attending schools in Hillingdon, January 2008

	5 to 9			10 to 14		
	Primary difficulty	Secondary difficulty	Total	Primary difficulty	Secondary difficulty	Total
Autistic Spectrum Disorder	45	4	49	38	8	46
Behaviour, Emotional & Social Difficulties	149	37	186	241	59	300
Hearing Impairment	25	4	29	29	2	31
Moderate Learning Difficulty	113	37	150	209	45	254
Multi-Sensory Impairment	2	2	4	1	0	1
Physical Disability	32	4	36	32	3	35
Severe Learning Difficulty	5	0	5	9	0	9
Specific Learning Difficulty (Dyslexia)	73	11	84	197	33	230
Speech, Language and Communication Needs	173	34	207	85	20	105
Visual Impairment	7	0	7	8	2	10
Other Difficulty/Disability	26	9	35	114	14	128

Taking all pupils with a statement or with SEN met by school action plus as a single group, figures 9 and 10 compare the prevalence of primary difficulties in Hillingdon with national and Outer London averages. There is a lower prevalence of MLD among pupils attending primary schools (figure 9) in Hillingdon compared to the national average, but a higher prevalence of dyslexia, physical disability and autistic spectrum disorder. Data for secondary schools (figure 10) is slightly skewed by the proclivity to use the “other disability” classification. That aside, there is a higher prevalence of speech, language and communication needs.

Figure 9: Maintained primary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need

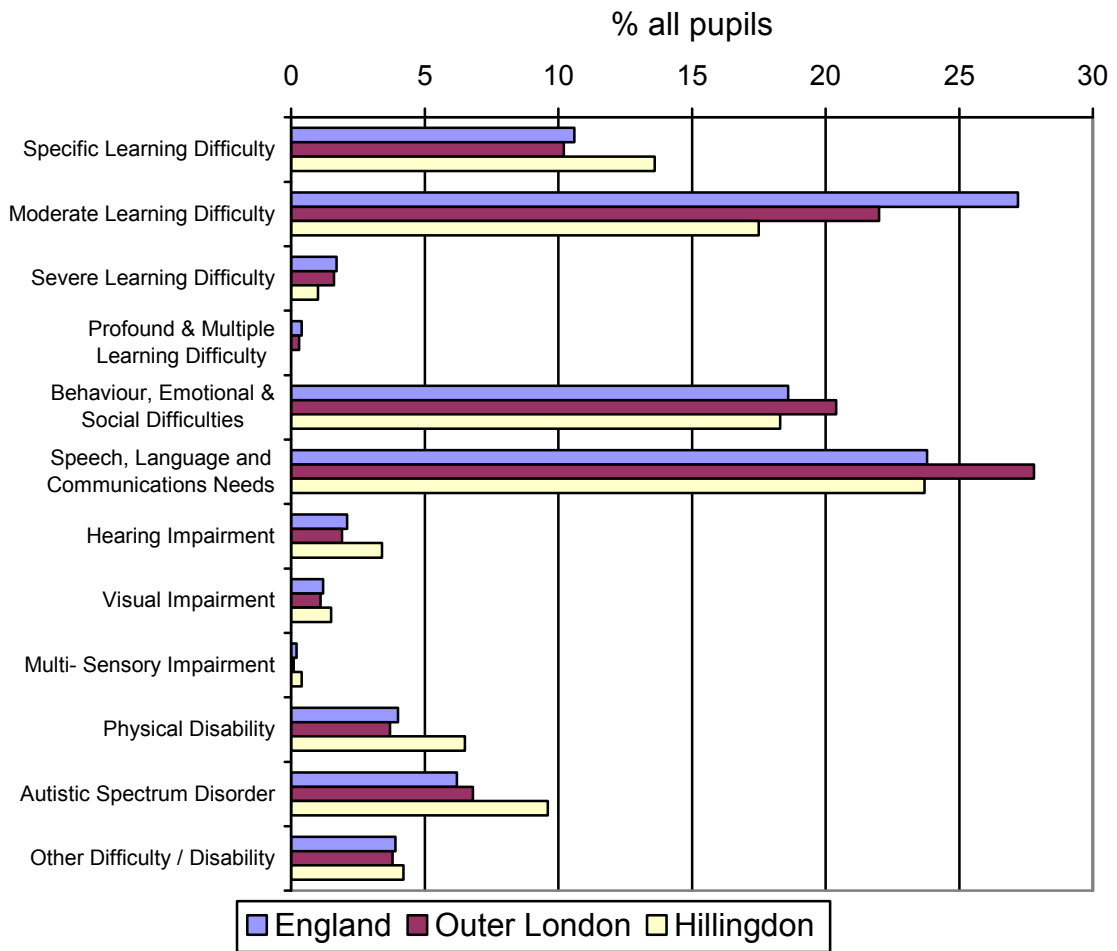
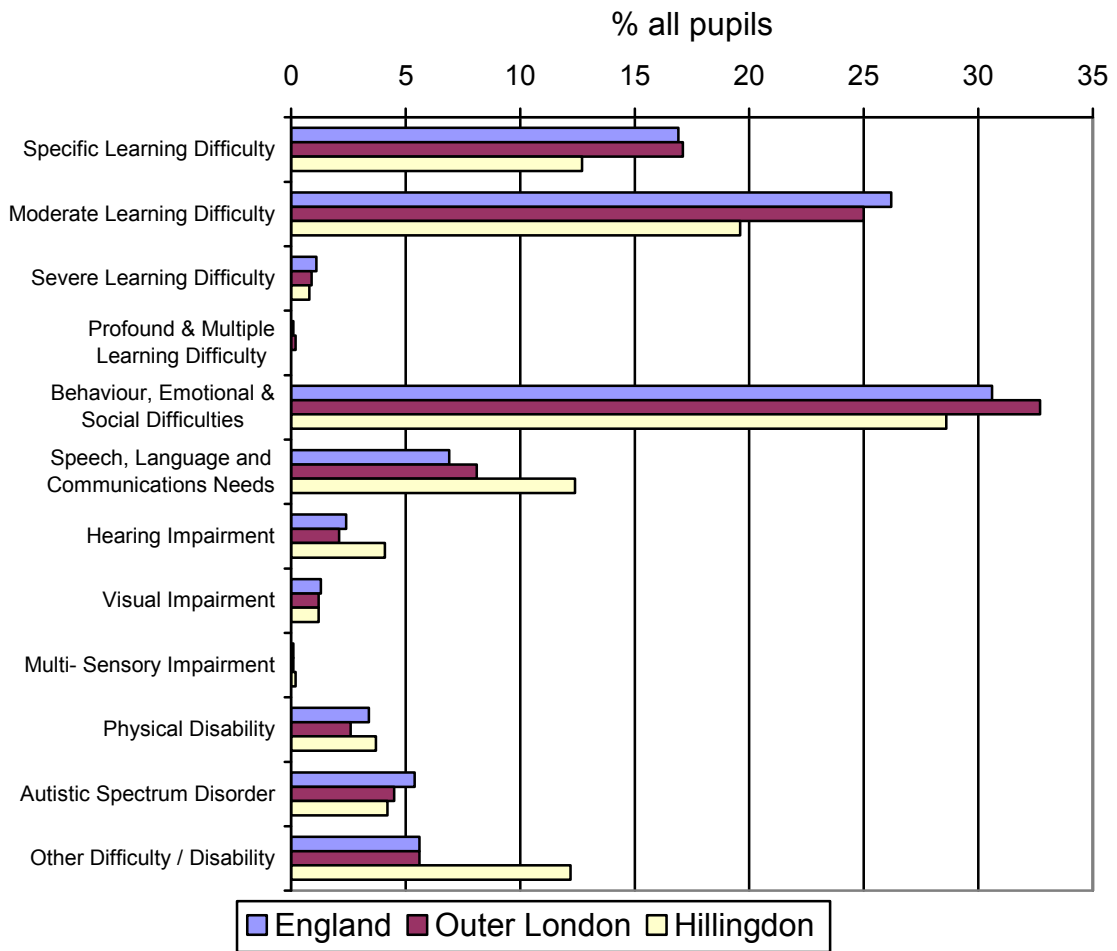


Figure 10: Maintained secondary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need



This page is intentionally left blank

2009/10 DRAFT SCOPING REPORTS AND DISCUSSIONS

Contact Officer: Natasha Dogra
Telephone: 01895 277488

REASON FOR ITEM

To enable the Committee to consider 4 draft scoping reports and select one of them as a potential review topic for 2009/10.

INFORMATION

At the Committee meeting on 10th June 2009, Members discussed potential review topics for 2009/10 and requested officers to prepare draft scoping reports on the following potential areas for review:

- 1. Junior to Senior school transition:** changes to the current transition.
- 2. Effective Support and Intervention:** interventions in schools in raising standards, what have been successful types of interventions and ways in which the Council should deploy funding into intervention in the future.
- 3. Safeguarding Children in schools:** an insight into current practice and performance, safer recruitment issues and the control the Local Authority has over safeguarding children in schools.
- 4. Child trafficking:** what is being done to tackle this problem.

The draft scoping reports are attached for Members' consideration. It is usual for a Policy Overview Committee to take forward two review topics during the municipal year, though it is up to Members of the Committee to determine this.

SUGGESTED COMMITTEE ACTIVITY

1. To consider the draft scoping reports and ask any further question from officers;
2. To agree which one scoping report to undertake as a major review in 2009/10;
3. Subsequently, to agree the programme and the scheduling of witness sessions and amend or update the work programme accordingly.

This page is intentionally left blank

London Borough of Hillingdon

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2009/10

REVIEW SCOPING REPORT

Proposed review title:

Effective Support and Intervention: interventions in schools in raising standards, what have been successful types of interventions and ways in which the Council should deploy funding into intervention in the future.

Aim of Review

- To describe and review current practices in relation to support and intervention implemented by the Hillingdon School Improvement Service (SIS) to ensure continued raising standards;
- To indicate that level of successful impact which resulted from these practices;
- To suggest ways that council funding may be deployed in the future to sustain and enhance these successes.

Terms of Reference/Key Tasks

- To outline the *journey of travel* in relation to school improvement in Hillingdon to define starting points and subsequent areas of impact;
- To describe the process and monitoring of school improvement in Hillingdon to clarify its manner of delivery and its effectiveness;
- To investigate specific ways in which further funding can be deployed especially in relation to further posts to sustain impact and improvement.

Methodology

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

Documentation

A range of documentation can be presented both to demonstrate processes and successful impact. These include:

- A survey of public examination results overtime to define progress;
- A range of Ofsted reports which attest to the effectiveness of the School Improvement Service;
- The SIS line management structure;
- The SIS Handbook which defines ways of working.

Proposed Timeframe and Milestone (to be finalised once witnesses agree and dates set)

Meeting Date	Action	Milestone
TBA (Sep 09)	Approve plan for the review	Plan agreed
TBA	A detailed presentation from the Head of Service which defines in detail both effective processes and impact. Recommendations made to further deploy resources to sustain and enhance success.	To inform review
TBA	Consider recommendations.	
TBA	Consider and comment on draft report.	

London Borough of Hillingdon

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2009/10

REVIEW SCOPING REPORT

Proposed review title:

An assessment of current practices regarding safer recruitment within schools and the control the local authority has over safeguarding children in schools in order to identify areas where more robust arrangements might be required.

Aim of Review

To review current arrangements and future plans to support schools in safer recruitment practice and safeguarding children in schools. To identify current measures of monitoring and control by the local authority to ensure the above

Terms of Reference

To review and recommend best practice policies and guidance regarding safeguarding children in schools to the Local Safeguarding Children's Board and the Schools Strategic Partnership Board.

To take account of national and local reviews of cases, and best practice in other local authorities in developing safeguarding policies and procedures.

To develop a work plan based on local priorities.

To ensure that arrangements in place achieve the highest Ofsted rating for both individual schools and the local authority.

Key Tasks

To review the extensive policy and guidance, which is located on Hillingdon Grid and to consider whether the current checklists are helpful and fit for purpose for Head Teachers and Lead Governors.

To review the arrangements for ensuring that staff, who work in extended school arrangements and children's centres comply with best practice.

To consider the approximately 30% of the school's workforce who do not have current up-to-date CRB checks and to ensure that schools in Hillingdon comply with best practice.

To review the safer recruitment training, both for senior leaders in schools and school governors.

To review the arrangements for personnel record keeping in schools and to ensure it complies with best practice.

To consider arrangements for external auditing of personnel files to ensure compliance with safeguarding principles.

To formalise the arrangements, and roles and responsibilities, in relation to how schools obtain advice from the local authority in relation to their safeguarding responsibilities.

To set out in guidance the monitoring arrangements and interventions available to the Director in relation to schools - to ensure compliance with the safeguarding policies and procedures as approved by the Hillingdon Safeguarding Children Board.

To review the guidance to schools in relation to notifying the Safeguarding Board and external regulators of 'safer – workforce' issues in schools, including to Ofsted, the Independent Safeguarding Authority, General Teaching Council and other relevant professional bodies.

Methodology

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

Documentation

Various policies, guidance, documentation and information exist to support safer recruitment and safeguarding within schools. This information is accessible via the Schools Personnel web pages on the Hillingdongrid and on Hillingdon's corporate web pages:

The Safeguarding Children and Safer Recruitment in Education Guidance *

Safer Recruitment & Selection Policy for Schools

Guidance for Safer Working Practice for Adults working with Children & Young People

What to do if you're worried a child is being abused

Hillingdon Local Safeguarding Children Board Business Plan 2008-11

*Hillingdon's Children & Families Trust Arrangements – Governance
Structure*

LSCB Training Brochure

Hillingdon Safeguarding Children's Board webspace:

<http://www.hillingdon.gov.uk/index.jsp?articleid=15535>

The Safeguarding Children and Safer Recruitment in Education guidance sets out the responsibilities of all local authorities, schools and Further Education (FE) colleges in England to safeguard and promote the welfare of children and young people. It sets out recruitment best practice, some underpinned by legislation, for the school, local authority and FE education sectors. This guidance replaces:

Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service;

Criminal Records Bureau: Managing the Demand for Disclosure;

Safeguarding Children in Education;

Safeguarding Children: Safer Recruitment and Selection in Education Settings;

Dealing with Allegations of Abuse against Teachers and Other Staff (Nov 2005)

Proposed Timeframe and Milestone (to be finalised once witnesses agree and dates set)

Meeting Date	Action	Milestone
TBA (Sep 09)	Approve work plan for the review	Work plan agreed
TBA	Witness Session 1 Representative headteachers and governors from Secondary, Primary and Special Schools. Review of national survey relating to ECM outcome 'being safe'	To inform review
TBA	Witness Session 2 Representative for the Director of ECS, Manager of Extended Services, training provider for safer recruitment workshops	To inform review
	Consider potential recommendations.	
	Consider and comment on draft report.	

Please note: the participation of the proposed witnesses is dependent upon their availability

This page is intentionally left blank

London Borough of Hillingdon

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2009/10

REVIEW SCOPING REPORT

Proposed review title:

Junior to Senior school transition: changes to the current transition

Aim of Review

- To review current practices in relation to transition from Primary to Secondary school
- To indicate that level of successful impact which resulted from these practices;

Background and progress notes

The Education Overview & Scrutiny Committee decided to adopt progression from Primary (Key Stage 2) to Secondary School (Key Stage 3) as one of its major review topics for 2005/06, at the recommendation of the Cabinet Member for Education Youth and Leisure. The Committee recognises that the Progression from KS2 to KS3 is a national issue.

Committee meetings were held on 8 November 2005, 8 December 2005 and 7 March 2006 when reports were presented that examined the current progression issues faced in Hillingdon and the measures being taken by the LA to improve transition from Primary to Secondary school.

A number of recommendations were made in relation to transfer from primary to Secondary School and a further review document was presented in Dec 2006 and all recommendations were addressed in this document. Work has continued as outlined in the 2006 review but we are now using Fronter to develop transition rooms (recommendation 8) within schools and the West London Group has fully developed the electronic transfer form and the DCSF funded us to do a London roll out which we are continuing with this year (recommendations 2, 3 and 7). In addition we have incorporated SEAL (Social and Emotional Aspects of Learning) in the revised transition units as well as APP (Assessing Pupil Progress). New work on 1:1 tuition will also have an impact on Transition.

Terms of Reference/Key Tasks

- To continue to build on the good practice in Transition in Hillingdon

Methodology

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

Documentation

A range of documentation can be presented both to demonstrate processes and successful impact. These include:

- The Hillingdon directory of good practice in transition which has been in place for 3 years and is updated annually
- Guidance and protocols for Transition (a cross-borough document)
- Calendar for transition activities
- Electronic transfer form (cross borough)
- Notes of visit from National Strategies which attest to the effectiveness of the Transition process in Hillingdon and across other boroughs in West London.
- The SIS Handbook which defines ways of working.

Proposed Timeframe and Milestone (to be finalised once witnesses agree and dates set)

Meeting Date	Action	Milestone
TBA (Sep 09)	Report on progress since last review Decide plan and areas of future investigation	
TBA	Presentation of relevant evidence to determine progress and positive impact	
TBA	Consider recommendations.	
TBA	Consider and comment on draft report.	

London Borough of Hillingdon

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2009/10

REVIEW SCOPING REPORT

Proposed review title:

Child Trafficking – *Children's Services works with partner agencies to provide safeguarding and Heathrow Airport Port of Entry.*

Aim of Review

- To describe statutory safeguarding duties of the Council and other agencies with regard to young people who arrive unaccompanied and review current practices
- To indicated the level of activity and the impact of current practice

Terms of Reference/Key Tasks

- To describe the development of safeguarding newly arrived vulnerable children and young people including assessment and intervention.
- To describe the role of key agencies and the effectiveness of partnership working
- To investigate if there further developments which can enhance current services and impact which will promote safeguarding and reduce the risk of trafficking.

Methodology

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

Documentation

- Information on the structure of services and the roles and responsibilities of partner agencies.
- Data on Unaccompanied Asylum seeking children and data on missing children

- Evidence of national and local policy and practice

Proposed Timeframe and Milestone (to be finalised once witnesses agree and dates set)

Meeting Date	Action	Milestone
TBA (Sep 09)	Approve plan for the review	Plan agreed
TBA	A detailed presentation from the Head of Service and key managers, which describes the issues, and practice from a local and national perspective.	To inform review
TBA	Consider recommendations.	
TBA	Consider and comment on draft report.	

Agenda Item 7

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
	Review 2 – receive various scoping reports and agree second review topic for 2009/10.
	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

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

This page is intentionally left blank

FORWARD PLAN: ITEMS GOING TO CABINET OR CABINET MEMBERS FOR DECISION THAT FALL WITHIN THE COMMITTEE'S REMIT

Contact officer: Natasha Dogra
Telephone: 01895 277488

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 Cabinet or Cabinet Member).

OPTIONS OPEN TO THE COMMITTEE

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

INFORMATION

1. The latest published Forward Plan for 2009/10 is attached. The Committee may wish to consider the non standard items that fall within its remit.

SUGGESTED COMMITTEE ACTIVITY

- Consider whether there are comments or suggestions that the Committee wishes to make that will aid Cabinet decision-making.

This page is intentionally left blank

The Cabinet Forward Plan

Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
CABINET - 24 SEPTEMBER 2009									
313	Building Schools for the 21st Century (BS21) - Approval of Strategy for Change Part 2	Part 2 of Strategy for Change (SFC1) is the detail and delivery section: adds contextual, qualitative and quantitative information: the 'how it will be done' part and follows the approval of Part 1 in April 2009. The document will have been considered by the BS21 Programme Board and the Hillingdon Improvement Programme Steering Group and follows the statutory consultation process and further stakeholder consultation prior to consideration by the Cabinet. The document forms part of a series of documents which will require approval by Government Departments to release funding of approximately £150m	All		Cllr David Simonds	E&CS Russell Eacott x4029	Stakeholder consultation would have taken place with parents/carers (as part of the ongoing statutory consultation for school reorganisation), schools, DCSF, PFS, OSC, Learning and Skills Council and the Diocese and internal departments of the Council	Partnership for Schools and DCSF Guidance, previous Cabinet Reports	
332	Longmead Primary School	Approval to appoint the main contractor for an extension to the existing primary school.	West Drayton		Cllr Jonathan Bianco & David Simmonds	DCEO Paula Clements			
314	Amalgamation of Harefield Infant & Junior Schools	For Cabinet to consider the results of the consultation on proposals to amalgamate Harefield Infant and Junior schools into one single primary school. The proposals are for an organisational change where both school buildings would remain and the number of available school places will be unaffected.	Harefield		Cllr David Simmonds	E&CS Terry Brennan	Education & Children's Services POC, Corporate Finance; Corporate Legal	The Statutory consultation documents, including any responses to the consultation	

CABINET MEMBER DECISIONS - SEPTEMBER 2009

Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
CABINET - 15 OCTOBER 2009									
334	Acceptance of Tender and agreed sites for the DCSF funded Playbuilder Scheme	This report to Cabinet is to approve a tender for the playbuilder scheme, funded by the DCSF, to create or refurbish a total of 22 play areas across the Borough by March 2011. 11 of these play areas must be completed by March 2010.	Various		Cllr David Simmonds & Scott Seaman-Digby	E&CS Stephanie Jenkins	The Children and Families Trust Board, Playbuilder Project Board, Play England, Schools		
SI	Reports from Policy Overview Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed	TBC		as appropriate	DCEO Democratic Services			
CABINET MEMBER DECISIONS - OCTOBER 2009									
SI Page 4	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various		All	DCEO Democratic Services	Various	Various	
CABINET - 19 NOVEMBER 2009									
SI	Reports from Policy Overview Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed	TBC		as appropriate	DCEO Democratic Services			
CABINET MEMBER DECISIONS - NOVEMBER 2009									
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various		All	DCEO Democratic Services	Various	Various	
CABINET - 17 DECEMBER 2009									
SI	Reports from Policy Overview Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed	TBC		as appropriate	DCEO Democratic Services			