



HILLINGDON
LONDON



Education & Childrens' Services Policy Overview Committee

Date: THURSDAY, 22 OCTOBER
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

Councillors on the Committee

Catherine Dann, (Chairman)
Brian Crowe, Services Policy Overview
Committee (Vice-Chairman)
Judith Cooper,
Peter Curling
John Hensley,
Anita MacDonald.

Other Voting Representatives

Anthony Little, Roman Catholic Diocesan
representative.

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further information.**

Published: Wednesday 14 October 09

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

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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 Any other business
- 5 To receive and agree the minutes of 9 September 2009
- 6 Review 1: Development of Inclusion in Hillingdon schools - draft final report
- 7 Review 2: Child Trafficking - scoping report
- 8 To consider the Forward Plan 2009/10
- 9 To consider the Work Programme 2009/10

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Minutes

Education & Children's Services Policy Overview
Committee

Wednesday, 9 September 2009

Meeting held at High Street, Uxbridge, UB8 1UW



Published on: 11 September 2009

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

Representatives: Anthony Little, Roman Catholic Diocesan representative.

Others present:

Parent Witness (Mrs X), Carer Witness (Mrs Y), Child Witness (Child Z) and Lesley Markham.

LBH Officers Present:

Natasha Dogra, Jane Guest, Debbie Haith, Pauline Nixon and Chris Spencer

Public Present: 0

1. APOLOGIES FOR ABSENCE

None.

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 8 JULY 2009

The Committee queried the "*Attendance and Staff: Pupil ratio statistics*" which were circulated following the previous meeting. Members said the information could be misleading if Rosedale College was used as a best practice, as the number of staff was very high compared to the number of pupils and the level of funding was high. This could be due to the school receiving funding for each child with Special Education Needs (SEN). Officers said the ratio was between staff: pupil and not teachers: pupil. Therefore all staff had been included (teacher, teaching assistants and support assistant.) Therefore the funding formula was the same for all schools.

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

5. DEVELOPMENT OF INCLUSION IN HILLINGDON SCHOOLS: WITNESS SESSION 2

Action By:

The Chairman welcomed all of those present to the meeting, and asked Mrs X (Parent witness) to begin her presentation. Mrs X said her son suffered from autism and attention deficit hyperactivity disorder (ADHD). He attended Highfield Primary School until the age of three, after which he was excluded for attacking a teacher. He moved to Belmore Primary School, Hayes, and then transferred to a Special Resource Provision (The Acorns) at Hayes Park school in Hayes. Mrs X said her son spent most of his day with the 12 children in the unit cared for by fully trained teachers. There were 2 children in his year group, which enabled the teacher to focus on each child and dedicate their time and attention to them.

Mrs X said her son was happy at the Special Resource Provision where a lot of time was spent attending assemblies, playing time and undertaking interactive learning. He was not included in his mainstream school to a great extent, and spent most of his time there in the Relaxation Room where he was able to unwind and calm down.

Although her son is 10 years old, Mrs X said he is working at the pace of a 7 year old. He will be transferring to secondary school next September, and Mrs X said she had submitted her application for her choice of school, which would be Meadow. Mrs X said her son benefited from interactive learning that was provided in SEN schools as he could not keep up with other children in mainstream schools.

The Chairman opened the floor to questions. Members asked Mrs X whether her son preferred 'hands-on' learning rather than sitting in a classroom. Mrs X said her son enjoyed cooking and painting. He was able to express himself well in the unit in his school, where the walls had paintings with emotions stuck on them. Her son was able to pick up which emotion he was feeling in order to express himself.

Members asked Mrs X what activities were available to her son at The Acorns. Mrs X said the children were taught social stories, encouraged to use the computers, use a camera to take photographs, take care of pets and take part in speech programmes to develop their vocabulary.

Members asked how often Mrs X communicated with her son's teachers. A contact book was filled in every day by Mrs X and her son's teacher to track his progress. An annual review took place of her son's academic progress, which Mrs X thought was not often enough. In the last year her son's progress had become stagnant, and Mrs X was unaware of this until the review. Mrs X said had she been aware of his lack of progress throughout the school term, she could have offered her help and support to her son. However, due to the review only taking place on an annual basis she was unaware of the problem until it was too late.

Mrs X said that she had received a lot of help from the Parent Partnership Service when applying to her son's secondary school. She had been supported by an Linda Dines officer from this service from the date her son was first excluded and was very grateful for this help.

The Chairman thanked Mrs X and asked the next witness to begin their presentation.

Fourteen year old Child Z said he enjoyed attending his mainstream school (Ruislip High) for three days a week, compared to the SEN school that he attended (Chantry School) for two days a week. Child Z said he was confused with attending two different schools at one time and sometimes lost track of which day and time he was attending which school. Child Z said the work he did at the two schools was very different and he was learning at different levels at each school. He had recently begun his double science GSCE at Ruislip High School and enjoyed working towards this qualification.

With regards to his SEN school, Child Z said there were not enough services available to him. However, at Ruislip High there was a room dedicated to SEN where the children could relax. Child Z said Chantry School did not have the equipment or services to meet his needs.

Child Z said he had had a number of bad experiences at Chantry School which had discouraged him from attending. However, this had made him more determined to integrate back into mainstream school.

Deputy Head Teacher of Chantry School, Lesley Markham said each SEN school had to anticipate the needs of each child and cater for them. Ms Markham said each child had differing needs and the school was responsible for nurturing their behaviour.

The Chairman thanked Ms Markham and Child Z for his presentation and opened the floor to questions. Members asked Child Z about his teachers at Ruislip High School. Child Z said from the moment he reached the school, via bus or after his mum dropped him off, he was accompanied by his dedicated support assistant. There were support staff available to him at Ruislip High, but Child Z said staff change frequently so that children do not become too reliant on them.

Members asked Child Z what the curriculum at Chantry School included. Child Z said science, ICT and maths were available to the children. Recreational activities are also available such as physical education.

The Chairman asked the Committee for any further issues that they wished to be included in the final report for this review.

Members agreed that the remit for the Development of Inclusion was very wide. Officers said the process of transition is defined within the SEN code of practice. This process started in year 5 when the type of provision and future

<p>needs of the child are determined. Members agreed that there should be constant communication between the school and parents.</p> <p>Officers informed the Committee that all special schools in the borough were at maximum capacity, with an increasing birth rate and therefore the probability of a high percentage having SEN. The draft Inclusion Strategy focused on encouraging mainstream schools to meet the needs of those pupils with the less complex children, making spaces available at the special schools for the more complex children.</p> <p>Agreed: The Committee agreed that the final report should include information regarding the communication between parents and schools, and the frequency of reviews of the child.</p>	
<p>6. REVIEW 2 – SCOPING REPORTS</p> <p>The Chairman invited Jane Guest, Debbie Haith and Chris Spencer to present this item. Officers presented the four scoping report:</p> <p>Junior to Senior School Transition: Officers said this review last took place in 2007. Since then, an electronic form had been created to keep record of each child. Head Teachers had formed a Steering Group and met on a regular basis, which enabled them to keep up to date on current practice. An annual conference was led by Hillingdon and attended by the DCSF.</p> <p>Safeguarding Children in Schools: This review would focus on how to ensure the recruitment service in schools is safe by working with external agencies and challenging how the Local Authority works with these agencies. Members requested for officers to provide the Committee with a detailed scoping report at their earliest convenience regarding this issue.</p> <p>Effective Support and Intervention: Officers informed Members this review would entail scrutinising the current practise and ensuring value for money.</p> <p>Child Trafficking: This review would be focused on how the Local Authority worked with external agencies to safeguard children who arrive at Heathrow Airport. The review would be hinged on inter-agency working and where the Local Authority could add value and support to the service. The Committee could use this opportunity to explain the Council’s role in this process and review & develop how we work with external agencies.</p> <p>The Committee agreed that a review into Child Trafficking would be significant, with Heathrow Airport within the borough. The Committee agreed Child Trafficking was to be chosen as the second review topic for 2009/10.</p>	<p>Action By:</p>

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REVIEW OF THE DEVELOPMENT OF INCLUSION: DRAFT FINAL REPORT

Draft Final Report

Contact Officer: Natasha Dogra
Telephone: 01895 277488

REASON FOR ITEM

For the Committee to consider a draft final report for this review, prior to submission to the Cabinet.

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 in July 2009 the Committee considered a scoping report for the review of the development of the inclusion service. Members agreed that the aim of the review would be:

To provide recommendations to Cabinet in support of the Council's efforts to further support the development of children under the Inclusion Provision, bringing together all the key aspects necessary information to advance the service.

2. Attached is a draft final report for the Committee's consideration.

SUGGESTED OVERVIEW ACTIVITY

- To propose recommendations for the report to further aid the development of the Inclusion provision.
- Consider whether the draft report takes account of the evidence, advice and views received by the Committee.
- Consider whether any changes would improve the clarity of the report.

Education and Children's Services Policy Overview Committee report
22 October 2009

PART 1 – MEMBERS, PUBLIC & PRESS

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HILLINGDON
LONDON

Education & Children's Services Policy Overview Committee 2009/10

How Should Inclusion in Schools Develop in Hillingdon to Best Reflect Local Needs and Aspirations?

Members of the Committee:

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



Other Voting Representatives for Education Issues:

Anthony Little - Roman Catholic Diocesan Representative



INVESTOR IN PEOPLE

**Reviewing whether current arrangements and future plans to support
inclusive practice in Hillingdon schools are effective.**

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CHAIRMAN'S FOREWORD



I am delighted to present this report on a highly importance subject, which has rightly been recognised by both central and local government.

Families raising children with special educational needs will understand the difficulty involved in coping with the situation. The stress involved with ensuring a child with Special Educational Needs feels happy and safe at school and is receiving the education he or she needs with the support he or she deserves is a great challenge. It is time for the burden to be shared between the family, the school and the Council.

The evidence presented by the professionals in the field and those who use the services was compelling. Personal experiences helped the Committee understand the delicacy of the situation. The Committee and I are thankful to each and every person who took the time to attend Committee meetings and had to courage to tell their story.

On behalf of the Committee, I would like to thank the external witnesses and officers for participating in the review. We hope this can be used to make practical changes to the service in the borough.

Cllr Catherine Dann

Education & Children's Services Policy Overview Committee
Developing the Inclusion Strategy in Hillingdon Report - 2009/10

INTRODUCTION

SEN – a definition

The term "special educational needs" covers children who have learning difficulties, including dyslexia, dysphasia, autism, Asperger syndrome and attention-deficit hyperactivity disorder (ADHD). These children need something different from or additional to what is provided for other children of the same age in order to make progress in their learning.

The Government's Department for Education and Skills defines children with SEN as having 'learning difficulties or disabilities which make it harder for them to learn or access education than most other children of the same age.'

A child with special needs may need extra or different help at school or home because of physical difficulties, problems with thinking and understanding, emotional and behavioural issues or a combination of these.

Background

Inclusion in the context of education is a term that refers to the practice, in which students with special educational needs spend most or all their time with peers. An inclusive school will adapt the environment to enable the child to fully participate and not expect the child to fit into existing structures and/or be segregated because they do not fit into the traditional classroom. The belief is that children and young people will feel safe whilst receiving the right level of support, which enables them to reach their full potential as independent learners.

Hillingdon has a population of approximately 252,000 people. 60,127 children and young people aged 0 to 18 inclusive live in Hillingdon, which represents nearly 25% of the total population of the borough. Between 2007 and 2017 we expect around 8,500 homes to be built, and the number of children to grow by 2,220 (3.7%) by 2013. Moreover, due to local patterns of migration and immigration, the population is becoming more diverse.

43,437 pupils attend 92 schools in Hillingdon, an increase of 1,000 pupils since 2002. There are 65 primary schools, 18 secondary schools (including 2 Academies), 6 special schools, 1 nursery school and 2 pupil referral units. Around 7% of pupils attending schools in Hillingdon are resident in other local authorities. The number of pupils in sixth forms has increased significantly, from 2,648 in 2002 to 3,425 in 2008.

History

In 2006, the London Borough of Hillingdon's Education and Children's Services Policy Overview Committee reviewed the Hillingdon Early Years Strategy 2006-16. The Council's vision was reiterated under the review and read *"By 2015, Hillingdon will be a diverse, attractive and successful borough. Our young people will be well educated and better equipped to prosper in their adult lives. Our older residents will be value by their community and treated with dignity. Our seamless health and social care services will be make Hillingdon one of the nation's healthiest places to live. Our streets will be among the safest in London. Our businesses will thrive and the contribution of Heathrow will be positive. Our borough will help drive London's success, but remain self sufficient and proud of its strong community and vibrant economy. Finally, Hillingdon will have retained its character and heritage.*

Services for children and young people will be designed to make Hillingdon a borough where young people are healthy, safe and supported; to ensure that children and young people have full opportunities for enjoyment and achievement and are able to contribute to society and the local economy. There will be fully integrated services for young people that reflect flourishing partnerships between the council and the voluntary sector, providing the opportunity for personal, social, educational and physical development."

(Community strategy 2005/15)

This review of the development of Inclusion in the borough underpins the aims of the Hillingdon Early Years Strategy.

National Agenda

The Council must fulfil its statutory requirements set out in the SEN and Disability Act 2001 and meet the expectations detailed in policies such as Every Child Matters and the SEN Code of Practice. Inclusion policy must be responsive to changes in national policy while being centred on the outcomes for Children and Young People and responsive to local and changing needs.

Four major Government initiatives under the “Every Child Matters” agenda inform current SEN policy and practice:

- **Removing Barriers to Achievement:** The Government’s Strategy for SEN (2004) provides an agenda for action in four main areas: early intervention; removing barriers to learning; raising expectations and achievement and delivering improvements in partnership.
- **Aiming High for Disabled Children:** better support for families (2007) is the transformation programme for disabled children’s services.
- **Aiming High for Disabled Children National Core Offer** (2008) is a statement of the standards which families with disabled children can expect from local services across the Country.
- **Building Schools for the Future programme,** which is a government initiative to refurbish and re-build the nations secondary schools will act as the vehicle for refurbishing the SEN schools in the borough.

Government policy and guidance produced by the Department for Children, Schools and Families, has placed increased emphasis upon more collaborative and partnership working between the Local Authority and

Primary Care Trust. This is particularly through the development of joint commissioning and multi agency engagement in Early Support Programmes.

Guidance on delivering specialist services is also provided through the national programme of inspections.

National Context

(Future national policies and proposals be included here)

The legal framework

SEN and Inclusion policy is embedded in a broad legal framework, particularly:

- The Education Act (1996) as amended by the SEN and Disability Act (2001), which outlines the duties on Local Authorities, schools and others with regard to SEN.
- The SEN and Disability Act (2001), which ensured the Disability Discrimination Act applied to the provision of education and introduced an updated SEN Code of Practice, which describes how schools, parents, the Local Authority and other agencies should work together to ensure appropriate arrangements are made for all C&YP with SEN.
- The Children Act (2004), which, through the Every Child Matters: Change for Children Outcomes Framework, introduced reforms to children's services that have a significant impact for C&YP with SEN.
- The Children's Plan (2007) builds on the Every Child Matters outcomes and outlines the Government's plan for the next 10 years. The Plan is underpinned by five principles including early intervention, shaping services around families and that all C&YP achieve their full potential.

Connections with Other Strategies

Other strategies and developments which impact on this plan include:

- Council Plan 2007 – 2010: *“A borough where children and young people are healthy, safe and supported where our young people are valued properly educated and given the opportunity to thrive”*.
- Inclusion strategy 2009 -11
- Outreach from special schools plan
- 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
- Disabled Children’s Strategy (2009-11)
- Links to National documentation
- Hillingdon’s Education and Children’s Services Policy Overview Committee’s review into *“Hillingdon Early Years Strategy 2006 – 2015”*.

Reason for the Review

To provide recommendations to Cabinet in support of the Council’s efforts to further support the development of children under the Inclusion Provision, bringing together all the key aspects necessary information to advance the service.

Aim of the 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

Education & Children’s Services Policy Overview Committee
Developing the Inclusion Strategy in Hillingdon Report - 2009/10

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.

METHODOLOGY

As part of their review, the Policy Overview Committee received reports, presentations and heard from witnesses.

Meetings held in June, July, September and October 2009 involved taking evidence from a range of witnesses:

- Steve Foot, **Head Teacher, Minet Junior School**
- Gerry Foot, **Language Manager, Minet School**
- Mrs X, **Parent Witness**
- Mrs Y, **Carer Witness**
- Child Z, **Child Witness**
- Joanne Harper, **Associate Principle, Rosedale College**
- Lesley Markham, **Deputy Head Teacher, Chantry School**
- Pauline Nixon, **Head of Access and Inclusion SEN, London Borough of Hillingdon**
- Clive Neathy, **Executive Principal of Rosedale College**
- Sue O'Brien, **Senior School Improvements Officer for Inclusion**
- Heenal Oza, **Children's Services Practitioner, Rosedale College**
- Charlie Taylor, **Head Teacher, The Willows school**
- Chris Spencer, **Director of Education and Children's Services, London Borough of Hillingdon.**

The Committee sought to gain information on the following issues:

- How far does the existing provision meet the needs of this group of children?
- Are there any particular pressures / issues affecting Hillingdon?
- What are the strengths and weaknesses of current approaches?
- What changes can be made in Hillingdon?
- How should agencies work more effectively together to address the needs of this group of children?
- Are there any particular issues in Hillingdon affecting good inclusion?

- How can the specialist expertise available in schools be used in supporting inclusive practice in mainstream schools?
- How well are school staff equipped to meet the needs of a diverse group of children and young people?

The findings from this review are presented in the following section of this report.

EVIDENCE & FINDINGS

The following evidence was gathered at the witness sessions, which took place at the Committee meetings in June, July, September and October 2009:

Mrs X, parent of a 10 year old son who is autistic and has attention deficit hyperactivity disorder, acted as a witness before the Committee.

Mrs X said her son attended Highfield Primary School until the age of three, after which he was excluded for attacking a teacher. He moved to Belmore Primary School, Hayes, and then transferred to a Special Resource Provision (The Acorns) at Hayes Park School in Hayes. Mrs X said her son spent most of his day with the 12 children in the unit cared for by fully trained teachers. There were 2 children in his year group, which enabled the teacher to focus on each child and dedicate their time and attention to them.

Mrs X said her son was happy at the Special Resource Provision where a lot of time was spent attending assemblies, play time and undertaking interactive learning. He was not included in his mainstream school to a great extent, and spent most of his time there in the Relaxation Room where he was able to unwind and calm down.

Although her son is 10 years old, Mrs X said he is working at the level of a 7 year old. He will be transferring to secondary school next September, and Mrs X said she had submitted her application for her choice of school, which would be Meadow High. Mrs X said her son benefited from interactive learning that was provided in SEN schools as he could not keep up with other children in mainstream schools.

Mrs X said her son enjoyed cooking and painting. He was able to express himself well in the unit in his school, where the walls had paintings with emotions stuck on them. Her son was able to pick up which emotion he was feeling in order to express himself.

Mrs X said the children were taught social stories, encouraged to use the computers, use a camera to take photographs, take care of pets and take part in speech programmes to develop their vocabulary.

A contact book was filled in every day by Mrs X and her son's teacher to track his progress. An annual review took place of her son's academic progress, which Mrs X thought was not often enough. In the last year her son's progress had become stagnant, and Mrs X was unaware of this until the review. Mrs X said had she been aware of his lack of progress throughout the school term, she could have offered her help and support to her son. However, due to the review only taking place on an annual basis she was unaware of the problem until it was too late.

Mrs X said that she had received a lot of help from the Parent Partnership Service when applying to her son's secondary school. She had been an officer from this service from the date her son was first excluded and was very grateful for this help.

Child Z, 14 years old, acted as a witness at the Committee meeting accompanied by his carer Mrs Y and Mrs Lesley Markham, deputy head teacher of Chantry School.

Child Z said he enjoyed attending his mainstream school (Ruislip High) for three days a week, compared to the SEN school that he attended (Chantry School) for two days a week. Child Z said he was confused with attending two different schools at one time and sometimes lost track of which day and time he was attending which school. Child Z said the work he did at the two schools was very different and he was learning at different levels at each school. He had recently begun his double science GCSE at Ruislip High School and enjoyed working towards this qualification.

With regards to his SEN school, Child Z said there were not enough services available to him. However, at Ruislip High there was a room dedicated to SEN

where the children could relax. Child Z said Chantry School did not have the equipment or services to meet his needs.

Child Z said he had had a number of bad experiences at Chantry School which had discouraged him from attending. However, this had made him more determined to integrate back into mainstream school.

Deputy Head Teacher of Chantry School, Lesley Markham said each SEN school had to anticipate the needs of each child and cater for them. Ms Markham said each child had differing needs and the school was responsible for nurturing their behaviour.

Child Z said from the moment he reached the school, via bus or after his mum dropped him off, he was accompanied by his dedicated support assistant. There were support staff available to him at Ruislip High, but Child Z said staff change frequently so that children do not become too reliant on them. Recreational activities are also available such as physical education.

Currently all special schools in the borough are at maximum capacity. Due to an increasing birth rate there is a higher probability of the system becoming unsustainable. The draft Inclusion Strategy focuses on encouraging mainstream schools to meet the needs of those pupils with the less complex needs, thereby special schools will only be used for children with high level needs.

Sue O'Brien (Schools Improvements Officer for Inclusion) said:

- Creating the post of Principal School Improvement Officer for Inclusion had provided capacity to support schools to include a wider range of children with SEN. The key priority is to narrow the gap between children who did have SEN and those who did not. There are a range of strategies currently in place:
 - Inclusive quality first teaching for all (2008/09)

- Additional interventions to enable children to work at age related expectation or above (2009/10)
- Additional, highly personalised interventions (2010/11).
- 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.

Mr Steve Foot (Head of Minet Junior School) and Mrs Gerry Foot (Minet School Language Manager) 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 Meadow High 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.

Clive Neathy (Executive Principal of Rosedale College), Joanne Harper (Associate Principle) and Heenal Oza (Children's Services Practitioner)

said:

- Rosedale College focused on raising the issues of quality learning, vocational qualifications availability and workforce remodelling. Specialists were brought 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.

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.

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.

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.

Mr Taylor, Head Teacher of The Willows School, informed the Committee of the following:

- 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.

Mr Taylor said the needs of many more children could be met within mainstream schools with appropriate workforce development in place.

Following the evidence sessions, the Committee found that Inclusion in education is supported by:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to overcome.
- Acknowledging the right of students in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

CONCLUSIONS

The Committee reviewed the duties, functions, performance of and potential for improvements in the Inclusion provision in Hillingdon. Taking into account user and professional experience, below is a summary of the Committee's conclusions:

1. The aims set out by the Education and Children's Services review of Hillingdon Early Years Strategy 2005-15 are supported and reiterated by the Committee under this review.
2. Inclusion is everyone's business and mainstream schools regard SEN as an integral part of provision and central to curriculum planning and delivery.
3. Special schools play an important role in providing education for some C&YP and in supporting the development of inclusive provision in mainstream.
4. Out borough placements in Independent and non maintained schools should only used for a small number of C&YP with severe and complex educational needs.
5. Preventative approaches, early identification of educational needs and the rapid deployment of support underpin quality provision.
6. Parents and carers' views are listened to, taken account of, they are recognised as partners in the process and tribunals are seen as a last resort.
7. Partnership working is a key requirement to support vulnerable C&YP.

Following this evidence, we therefore recommend that the Council develop the Inclusion provision in accordance with the following recommendations to be approved by Cabinet:

RECOMMENDATIONS:

The Committee recommends that

Appendix A:

Statistics for Pupils with SEN attending schools in Hillingdon

Figure 1: Number of pupils (0 to 19) with statements 2002 to 2008

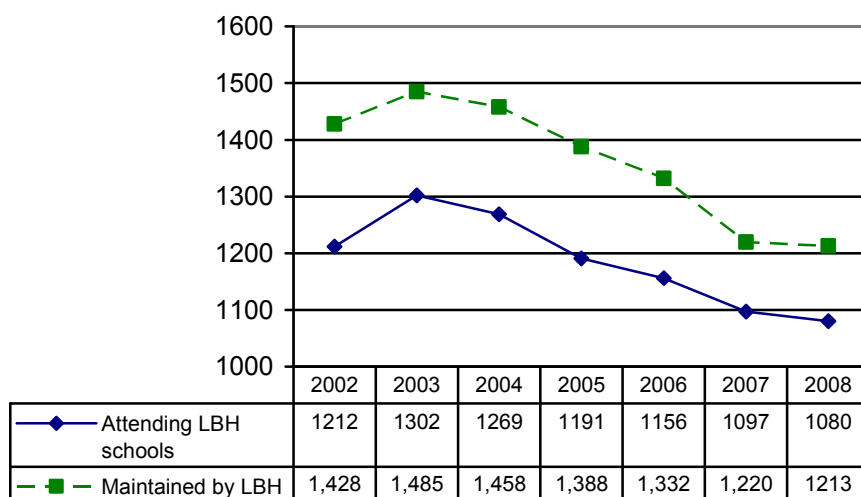


Figure 1 shows the number of pupils with statements who attend maintained schools in Hillingdon (the blue line) or who have their statement maintained by the authority, regardless of where they attend school (the green broken line).

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 2: 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	10.5%	10.0%	9.3%	9.2%	9.3%	9.6%

special						
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 2 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

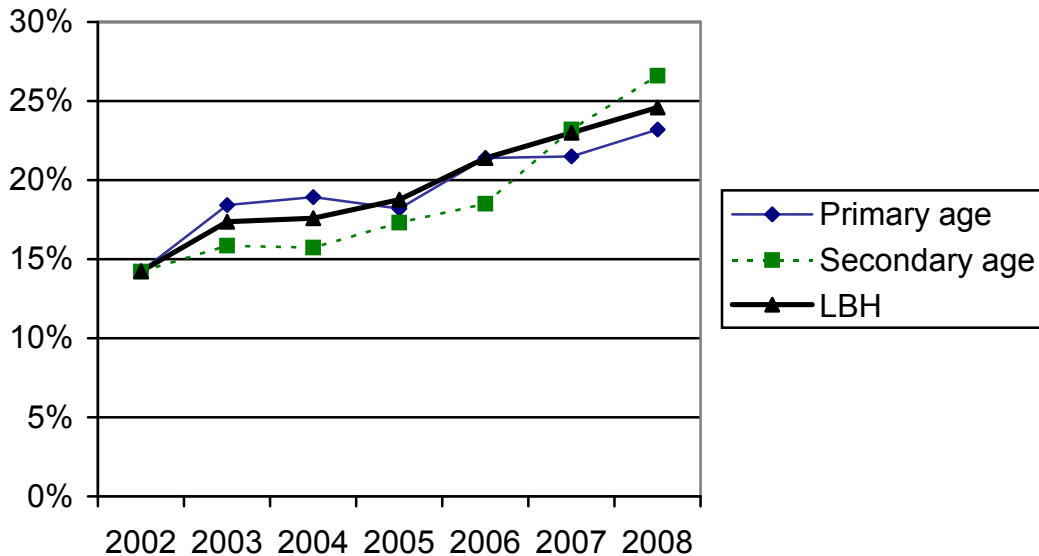
Compared to 2007, this represents a reduction of 17 in the number of pupils with a statement, but an increase of 307 in the number with needs met by school action and an increase of 365 in the number with needs met by school action plus.

Table 3: Percentage of pupils with special needs attending mainstream schools (includes nursery and Sixth 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 4: 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 5: Number of pupils with statements of compulsory secondary school age attending schools in Hillingdon 2002 to 2008

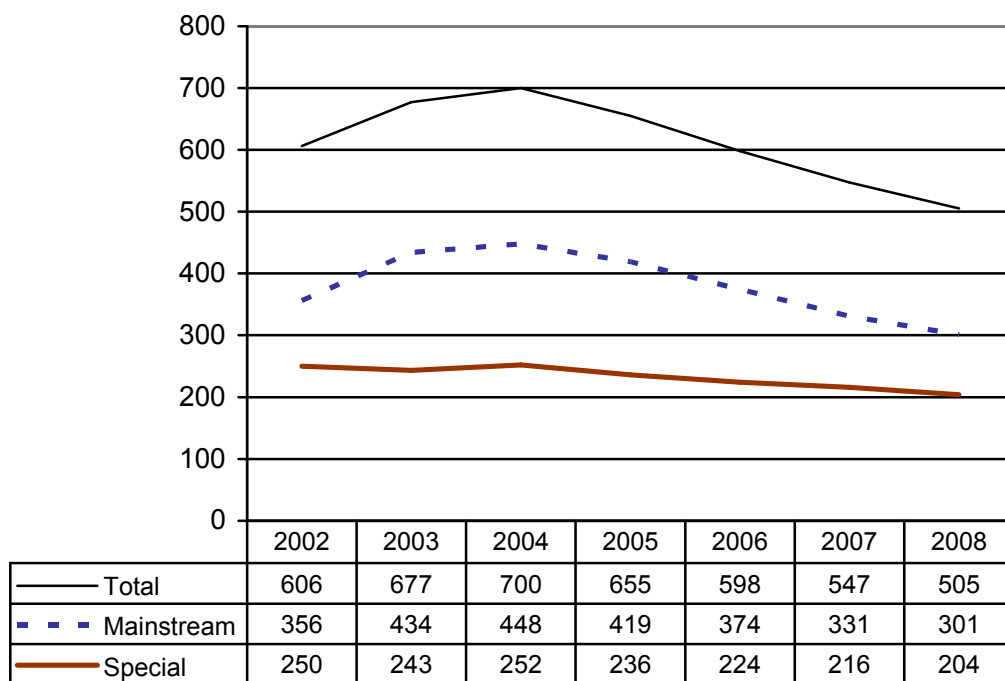


Figure 6: Number of pupils with statements of compulsory primary school age attending schools in Hillingdon 2002 to 2008

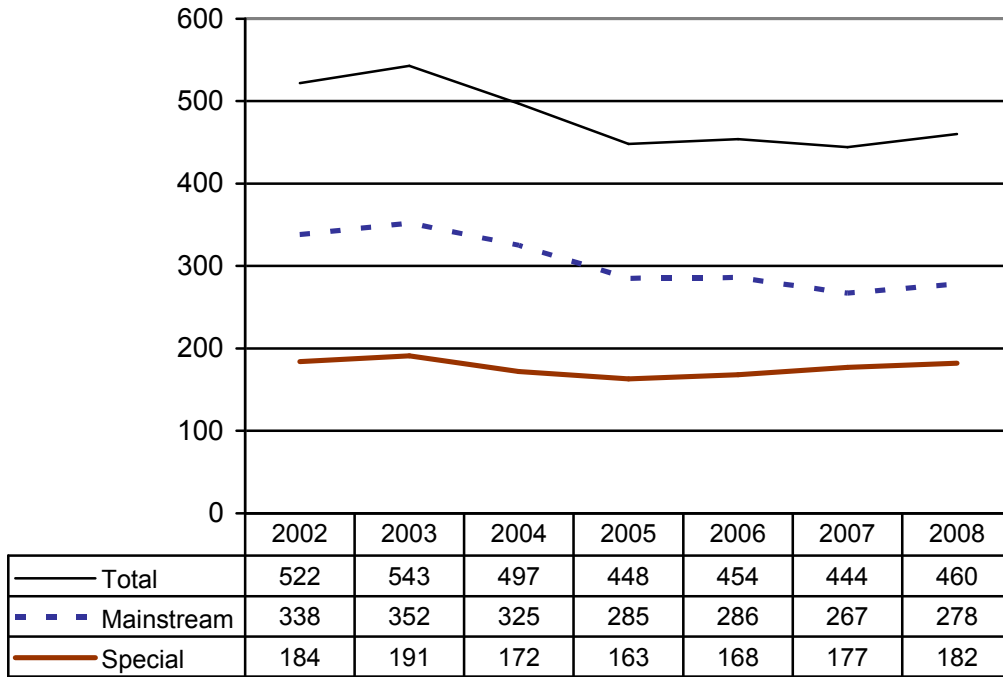
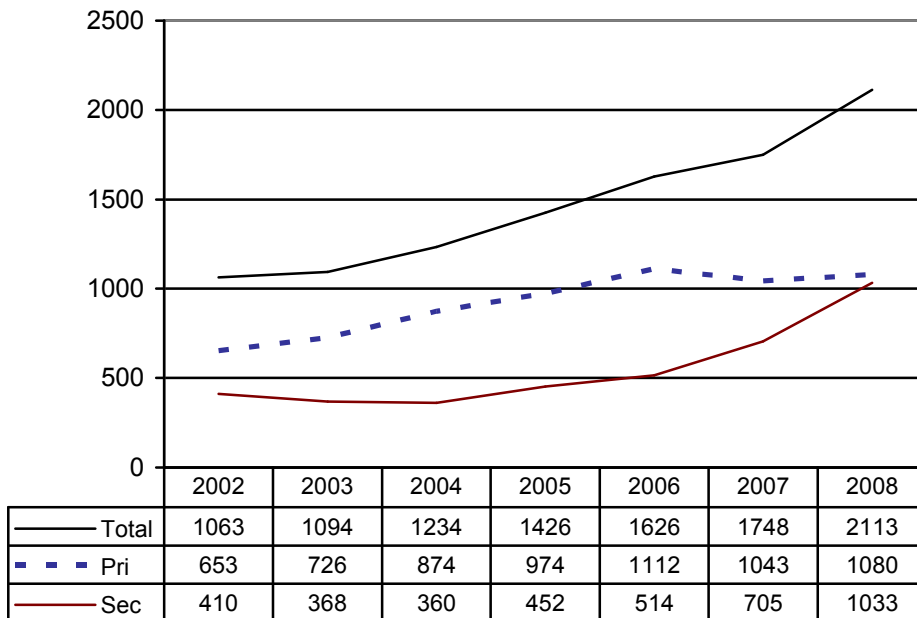


Figure 7: Number of pupils with SEN met by School Action Plus attending schools in Hillingdon 2002 to 2008



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 8: 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 9: 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 10, 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 10: 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 8) in Hillingdon compared to the national average, but a higher prevalence of dyslexia, physical disability and autistic spectrum disorder. Data for secondary schools (figure 9) 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 11: Maintained primary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need

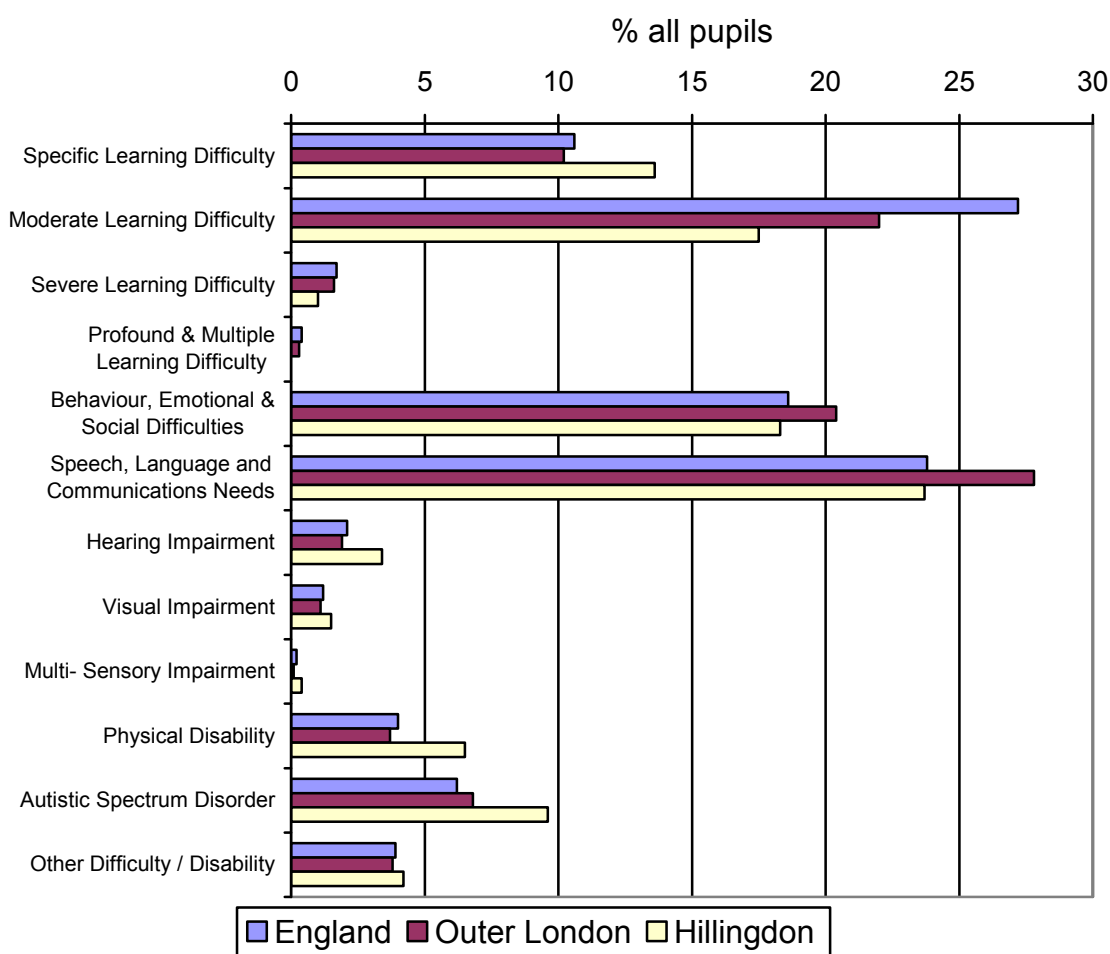
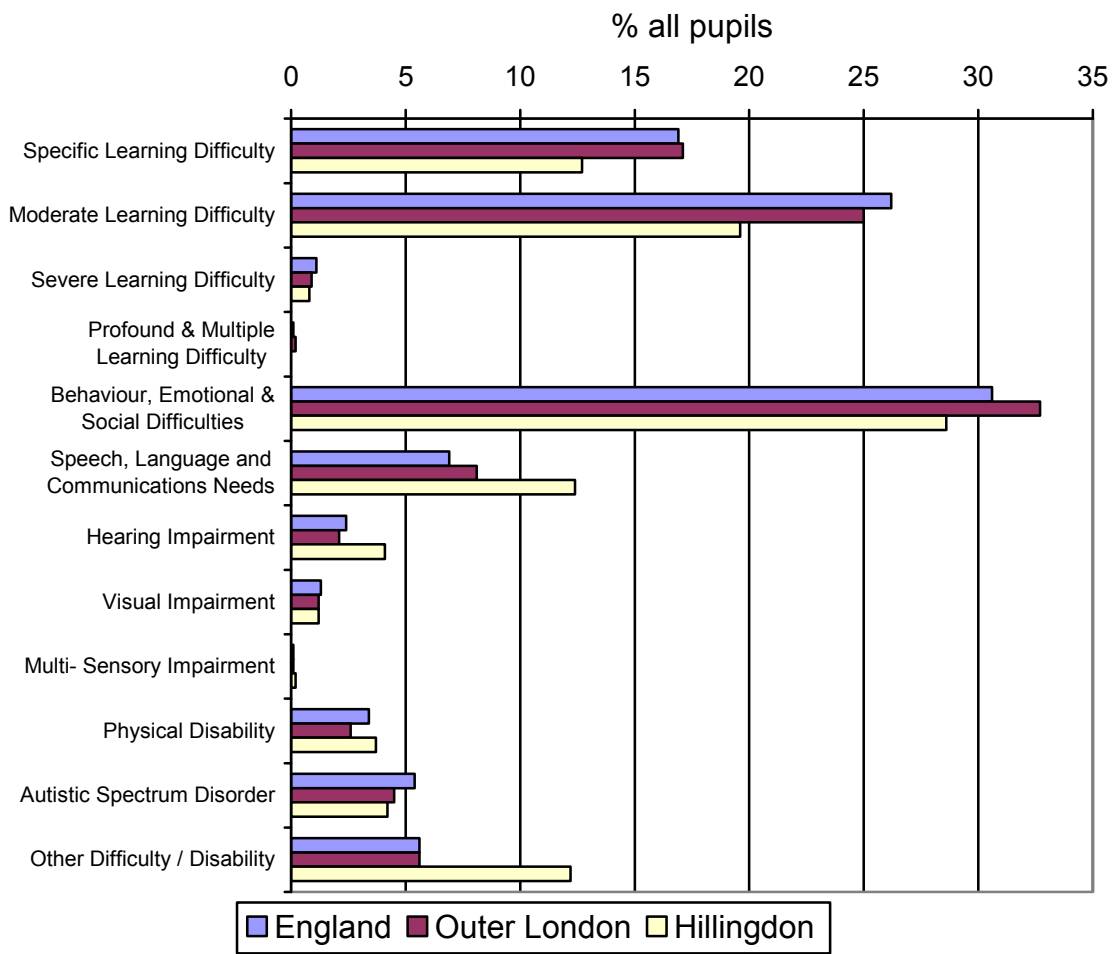


Figure 12: Maintained secondary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need



Glossary of terms:

ASD	Autistic Spectrum Disorders
BESD	Behaviour, Emotional and Social Difficulties
C&YP	Children and Young People
DCSF	Department for Children, Schools and Families
DDA	Disability Discrimination Act
DES	Disability Equality Scheme
DfES	Department for Education and schools
DSG	Dedicated Schools Grant
ELD	Emotional and Learning Difficulties
HI	Hearing Impaired
ISPSB	Individually Statemented Pupil Support Budget
LA	Local Authority
LD	Learning difficulty
LDD	Learning Disability or Difficulty
MLD	Moderate Learning Difficulty
NAS	National Autistic Society
NMI	Non Maintained or Independent
PSMN	Physical, Sensory and Medical Needs
SA	School Action
SAP	School Action Plus
SEN	Special Educational Need
SLCN	Speech, Language and Communication Needs
SLD	Severe learning difficulty
SpLD	Specific Learning Disability
VI	Visually Impaired

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REVIEWS IN 2009/10:

How do Children's Services work with partner agencies to provide safeguarding at Heathrow Airport port of entry?

Contact Officer: Natasha Dogra

Telephone: 01895 277488

REASON FOR ITEM

To approve the scoping report for the Committee's 2009/10 review.

OPTIONS AVAILABLE TO THE COMMITTEE

1. To approve the scoping report on how Children's Services work with partner agencies to provide safeguarding at Heathrow Airport port of entry in the London Borough of Hillingdon.
2. To request further amendments to the report to best reflect the Committee's intentions during the review.

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 10th June 2009, Members decided to review how Children's Services work with partner agencies to provide safeguarding at Heathrow Airport port of entry. The scoping report for the review was agreed by Committee in July.

SUGGESTED SCRUTINY ACTIVITY

- To approve the scoping report for the review.
- Identify issues that the Committee should investigate further as part of the review.

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London Borough of Hillingdon

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2009/10

REVIEW SCOPING REPORT

Child Trafficking:

How does the Council work with partner agencies to provide safeguarding at Heathrow Airport as a port of entry?

Aim of Review

To review the statutory safeguarding duties of the Council and other agencies with regard to young people who arrive unaccompanied and to review current practice.

Terms of Reference/Key Tasks

1. To learn more about the world and dangers of Child Trafficking
2. To understand how we safeguard newly arrived vulnerable children and young people, including assessment and intervention
3. To understand the role of key agencies and seek assistance on the effectiveness of partnership working
4. To investigate if there are further developments to best practice which can enhance current services to promote safeguarding and reduce the risk of trafficking
5. To examine best practice elsewhere through case studies, policy ideas, witness sessions and visits
6. After due consideration of the above, to bring forward positive and practical policy recommendations to the Cabinet in relations to the Council's approach to Child Trafficking in Hillingdon.

Methodology

The Policy and Overview Committee is to receive reports, presentations and hear from witnesses, possibly including a site visit.

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
22 nd Oct 2009	Approve scoping report for the review
27 th Jan 2010	A detailed presentation from the Head of Service and key managers. Background and context of the Asylum Service and safeguarding arrangements. Description the issues, and practice from a local and national perspective. Witnesses / Evidence from: UK Border Agency Police
11 th Feb 2010	Consider recommendations.
23 rd March 2010	Consider and comment on draft report.

Background Information

Overview of Children's Asylum Service and the role of the Referral and Assessment Team

Heathrow Airport is the world's busiest international airport and it is situated in the London Borough of Hillingdon. Hillingdon Children and Families service have to deal with the complexities of safeguarding significant numbers of children and young people who arrive at this port of entry every year. The Children and families service have developed a specialist intake service to address issues of child safeguarding and age disputes. Heathrow Airport is operational 24 hours a day and children and young people are can be referred at anytime of day or night. Indeed statistical evidence demonstrates that over 90% are referred outside of the hours of 9.00 am and 5.00 pm Monday to Friday. It is also clear that each new arrival must have, in order to maximise safeguarding, a rapid and skilled service that is delivered immediately on

referral. The dedicated airport intake team has enabled Hillingdon to provide such a response to contacts from UK Border Agency UKBA at Heathrow's five terminals and is a unique service.

Appendix A.

Safeguarding arrangements

Safeguarding of children arriving at Heathrow is a high priority for Hillingdon Local Safeguarding Children Board (LSCB) and the Child Trafficking Sub Group. Staff in Children's Services work very closely with partners including the police and immigration service in relation to safeguarding young people who may be victims of trafficking and/or other forms of exploitation. Staff in teams across the service have developed specialist skills in safeguarding children and young people who arrive from abroad. Out of hours referrals are managed by standby staff who are on call. Cases are transferred into the appropriate team by the next working day. All USAC cases are dealt with by the Asylum Service, non USAC by the Referral and Assessment Team and 16+. Each are of service carries out all statutory and specialist assessments. This teams have developed skills in undertaking age assessments and assessments of children and young people who are believed to be the victims of trafficking.

The Asylum Service has contributed to the development of the Trafficking Toolkit and is currently involved in piloting its use.

Trafficking is a complex issue however over the last two years Hillingdon has been working closely with UKBA and the policing agencies to disrupt the trafficking of children through Heathrow and put in place strategies to discourage young people from leaving the care of Hillingdon children's services. This has led to a reduction of young people who have gone missing and the number who have been returned has increased.



The above graph represents referrals in relation to Heathrow for the past three years.

2006/07 251 total children, 70 went missing

2007/08 221 total children, 54 went missing

2008/09 160 total children, 20 went missing

Hillingdon faced a particular challenge in relation to Chinese young people going missing soon after arrival. Due to strategies implemented and intelligence employed this pattern has been severely disrupted and there has been a significant reduction in the arrival rate and numbers of Chinese young people going missing.

The ability to respond rapidly and identify potential victims of trafficking at the earliest possible opportunity after arrival has also had a positive effect in relation to our work in identifying vulnerable children/young people and the numbers going missing.

However, the profile of trafficked children and young people is subject to frequent change and does not apply to only one nationality. The increased communication between all services through the recently implemented fortnightly Trafficking Operational Group has led to rapid identification of common factors in the stories and profile of those presenting, sharing of information and intelligence and co-operation leading to both identifying potential victims and potentially disrupting organised crime.

Key Developments

- Hillingdon has developed unique local level, multi-agency operational protocols to combat Child Trafficking and prevent Missing Children at ports of entry. This Protocol includes fortnightly operational meetings held at the offices of UKBA to consider all children individually who have come to notice through the airport terminals. The terms of reference for this operational meeting stipulates core membership of the group, and includes all relevant key law enforcement agencies, such as the Metropolitan Police,[Paladin team], Borough Police and the Heathrow Intelligence Unit , as well as, UKBA and Children's Social Care. This operational work is the first of its kind, and a model of best practice. The terms of reference for this group and the Protocols are being sought by ports of entry throughout the UK. [Staff from Hillingdon have been to Manchester airport, Birmingham, Stansted and Gatwick to share best practice]
- The LCSB in Hillingdon has established a multi-agency sub group focused on Child-trafficking to lead policy and practice. Representation at this group includes not only local public and voluntary sector agencies as traditional, but also includes National NGO's; National Society for the Prevention of Cruelty to Children (NSPCC), End Child Prostitution, Child Pornography and the Trafficking of Children (ECPAT), Child Exploitation and Online Protection Centre (CEOP) and Children First, as well as the Private Sector; British Airports Authority (BAA) and the Group 4 Securicor (G4S). This demonstrates that Hillingdon is influential on a national level and is taking a national lead with policy issues which affect points of entry.
- Hillingdon Child Trafficking leaflets have been developed in 10 different languages and are being rolled out to Ports of Entry across Europe. One

Example being Denmark, as Copenhagen is a transition airport for many children trafficked into the UK. These leaflets will also be included in the National Trafficking Toolkit, which is linked to the national referral mechanism administered by the United Kingdom Human Trafficking Centre (UKHTC).

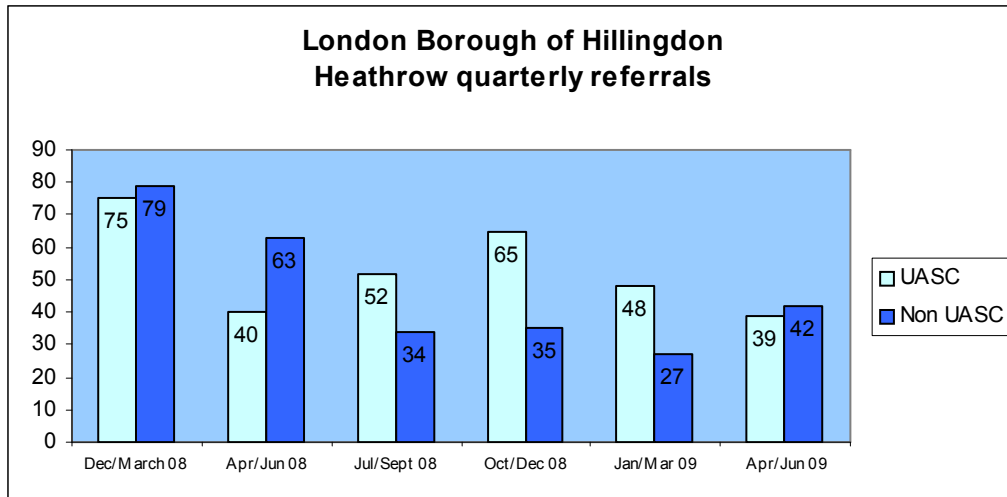
- Hillingdon has developed a bespoke Stand by Service to provide a flexible and skilled professional response at the Airport terminals. A virtual team set up from experienced 'day time' staff who are available between 5pm and 9am, and also includes weekends, provides this service.
- Hillingdon's strong partnership working with UKBA and Policing Agencies, such as the Serious Organised Crime Agency (SOCA) and Scotland Yard has disrupted the trafficking of children through Heathrow Airport. This has resulted in both a significant reduction in the number arriving at Heathrow and the number of young people who have gone missing (chart 1)
- Statistical information demonstrates that the joined up approach described in this document has impacted upon the numbers of children and young people arriving. The trends in terms of those that go missing has been greatly reduced and the opportunities for law enforcement agencies to capture intelligence and take action against offenders has gone up.
- The work has been recognised by the Office for Standards in Education, Children's Services and Skills (OFSTED), the Department for Children, Schools and Families (DSCF) and the Home Office as a model for best practice particularly in the area of child trafficking

Asylum Service

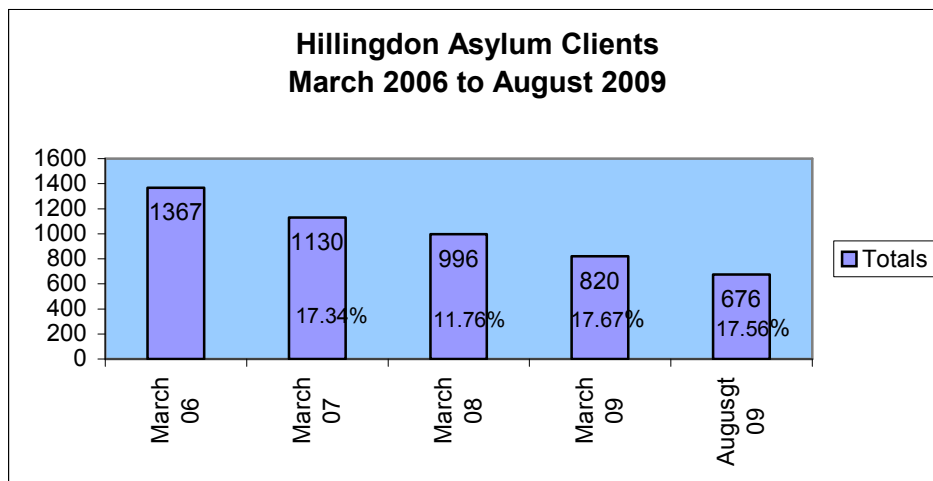
Missing Clients

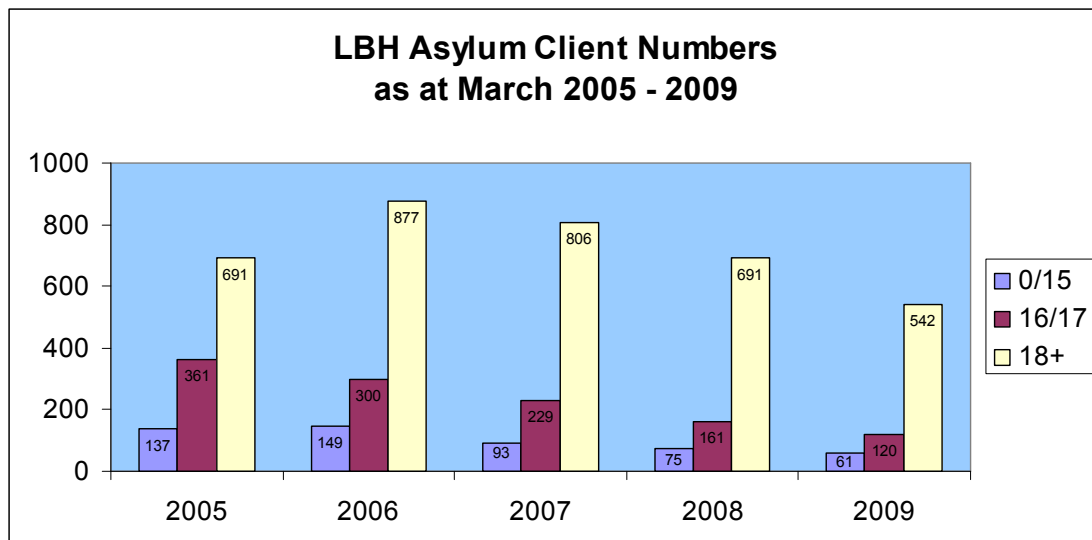
	06/07	07/08	08/09
Afghani	1	8	5
Albanian	1	2	0
Chinese	63	32	4
Congolese	1	1	0
Indian	1	6	6
Iranian	0	1	0
Iraqi	0	0	1
Nigerian	0	3	2
Palestinian	1	0	0
Somalian	1	1	1
Syrian	1	0	0
Vietnamese	0	0	1
Total	70	54	20

B. Children's Asylum Service



The Asylum Service currently supports just under 700 children and young people 155 who are Looked After Children and 540 Care Leavers





All Unaccompanied Asylum Seeking Children under 16 on arrival are placed in foster care with a few placed in our specialist residential unit.

Accommodation

The Service provides a range of semi- independent and shared accommodation for Looked After Children and Care Leavers. All accommodation is of a high standard and in addition to young people having allocated workers the service commissions a range of outreach support via Notting Hill Housing Group and a voluntary organisation Asphaleia.

16-18 year olds

A 47 room supported unit providing self-contained units and including 3 emergency rooms for newly arrived young people.
A 26 rooms and 1 disability room.

Both units are staffed and of a very high specification and standard.

Mother & Baby Accommodation

20 flats/bed sits for sole occupancy
5 shared houses

18+ Accommodation

90 shared houses (350 rooms)

The Asylum Service has low numbers of NEET (Not in Education Training or Employment) with the majority (85%) of children and young people in education, training or employment.

As at 1st March 2009 of 695 young people **101(15%)** are NEET. Included in the NEET figures are very newly arrived young people (9); Missing (10); Prison/ Detained (4)

121 (24%) of our 18+ care leavers (**total 514**) are in Higher Education.

Well-being Project (WBP)

A mainly Department of Health funded project which for the past 4 years has provided specialist mental health assessment and treatment including individual and group work and creative therapies for UASCs. For example the Orientation Memory Box offers newly arrived young people support in relation to emotional and physiological needs and assists their successful orientation and integration into the UK.

The WBP also offers consultation, training and support to staff carers and interpreters.

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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.

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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 - 19 NOVEMBER 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 Sue Sanders	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	
Page 55									
CABINET - 17 DECEMBER 2009									

Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
365	Building Schools for the 21st Century (BS21) - Consideration of response back following Statutory Consultation and the issuing of Statutory Notices for school reorganisation	To receive the response of the statutory notice consultation for school reorganisation as part of the estate changes proposed by the Strategy for Change of Building Schools for the 21st Century.	Various		Cllr David Simmonds	E&CS Sue Sanders	Stakeholder consultation would have been completed with parents/carers, schools, DCSF, PFS, OSC, Learning and Skills Council and the Diocese and internal departments of the Council and would inform the preparation of Statutory Notices	Partnership for Schools and DCSF Guidance, previous Cabinet Reports and January/February 2009 and June/July 2009 consultations	
37	Schools Budget 2010/11	To agree the Schools budget following consultation.	All		Cllr David Simmonds	F&R Ben Lea x0818	Schools Forum		NEW
CABINET - 18 MARCH 2010									
	BSF OBC21 approval								

Agenda Item 9

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
	Quarterly Audit Update 2009/10
	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

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