



HILLINGDON
LONDON



Children, Families and Education Select Committee

Councillors on the Committee

Councillor Heena Makwana (Chair)
Councillor Becky Haggart OBE (Vice-Chair)
Councillor Kishan Bhatt
Councillor Peter Smallwood
Councillor Jan Sweeting (Opposition Lead)
Councillor Tony Gill
Councillor Rita Judge

Co-Opted Member

Tony Little, Roman Catholic Diocesan
Representative

Date: WEDNESDAY, 13
NOVEMBER 2024

Time: 7.00 PM

Venue: COMMITTEE ROOM 6 -
CIVIC CENTRE, HIGH
STREET, UXBRIDGE UB8
1UW

**Meeting
Details:** The public and press are welcome
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Terms of Reference

Children, Families, & Education Select Committee

To undertake the overview and scrutiny role in relation to the following Cabinet Member portfolio(s) and service areas:

Cabinet Member Portfolios	<ul style="list-style-type: none">• Cabinet Member for Children, Families & Education
Relevant service areas	<ol style="list-style-type: none">1. Children's Services (including corporate parenting)2. Children's Safeguarding3. Youth Justice4. Youth Services5. SEND6. Education7. Children and Families Development8. Skills & lifelong learning

This Select Committee will establish a Panel to support strong oversight of the Council's corporate parenting responsibilities. The Committee may appoint 3 Members to this Panel based on political balance. Membership may include non-Cabinet Members not on the Committee. The Committee may also appoint relevant Council officers and other external stakeholders to the Panel and agree its chairmanship and operation. In agreeing its operation, the Committee will provide for the Panel not to be able to establish any other sub-group or body to carry out its responsibilities.

Agenda

- 1 Apologies for Absence
- 2 Declarations of interest in matters coming before this meeting
- 3 Minutes of the previous meeting 1 - 10
- 4 To confirm that the items of business marked as Part I will be considered in Public and that the items marked as Part II will be considered in Private
- 5 Hillingdon's Youth Offer and Delivery Model - review of implementation of Cabinet decisions from September 2023 11 - 32
- 6 Children's Centres Delivery Model and Yearly Years Nurseries - review of implementation of Cabinet decisions from September 2023 33 - 44
- 7 Proposal for some community schools to lower their age range to take two-year olds 45 - 50
- 8 Proposed closures of the Physical Disability (PD) Special Resourced Provision (SRP) at Coteford Infant School 51 - 86
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Minutes

CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE

18 September 2024

Meeting held at Committee Room 5 – Civic Centre,
High Street, Uxbridge, UB8 1UW

	<p>Committee Members Present: Councillor Heena Makwana (Chair), Councillor Ekta Gohil, Councillor Peter Smallwood, Councillor Kishan Bhatt, Councillor Tony Gill, Councillor Rita Judge, and Councillor Jan Sweeting (Opposition Lead)</p> <p>Co-Opted Member Present: Tony Little</p> <p>Officers Present: Laura Baldry (School Placement and Admissions Manager), Georgia Watson (Head of Access to Education), Suzi Gladish (Head of Safeguarding Arrangements), Alex Coman (Director of Safeguarding, Partnerships and Quality Assurance), Ryan Dell (Democratic Services Officer)</p>
21.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies were received from Councillor Becky Haggart with Councillor Ekta Gohil substituting.</p>
22.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
23.	<p>MINUTES OF THE PREVIOUS MEETING (<i>Agenda Item 3</i>)</p> <p>Members noted that the November meeting would consider the Youth Offer Delivery Model update, and asked if it would be possible to invite the Youth Forum to the meeting. This would be looked into.</p> <p>RESOLVED: That the minutes of the previous meeting be agreed.</p>
24.	<p>TO CONFIRM THAT THE ITEMS OF BUSINESS MARKED AS PART I WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED AS PART II WILL BE CONSIDERED IN PRIVATE (<i>Agenda Item 4</i>)</p>

26. **MOVE-INS TO THE BOROUGH (IN-YEAR ADMISSIONS)** (*Agenda Item 5*)

Officers introduced the briefing note on in-year admissions.

Members asked if asylum-seeking children were still residing in airport hotels or if they were being accommodated elsewhere. Officers responded that there were no unaccompanied asylum-seeking children in hotels in the area. The Local Authority provided timely accommodation and ensured transfer to the appropriate local authority under the National Transfer Scheme where appropriate. There were a number of children with their families residing in local hotels which were used by the Home Office. Asylum-seeking children received educational provisions such as ESOL (English for Speakers of Other Languages).

Members further asked about the use of airport hotels for asylum-seekers and for how long this may continue. Officers noted that there were a number of hotels in use around Heathrow which had been set up as they were available during the COVID-19 pandemic. The number of hotels being used had decreased, but some were still in use. Some had been stood down.

Members asked about the tightness in years 9 and 10, particularly in the north of the borough. Officers acknowledged this and noted that some schools had not shared their numbers. The Fair Access Panel was used to place hard-to-place children who had been out of education for a period of time.

Members noted the complex issue of children living in Hillingdon but attending private schools outside the borough who were struggling to find school places within the borough. There was a case of a private school finishing at Year 8 and a young person had been on the waiting list of nearby schools for three years. Officers responded that they actively looked at vacancies in surrounding schools that were local to the home address. The Fair Access Panel could be utilised for children without a school place.

Members asked about the impact of the new government's 20% VAT on private schools, which may force children into new schools mid-year if parents could no longer afford the fees. Officers noted that prior to the General Election they had received lots of enquiries regarding vacancies in the borough. Officers had also received 59 applications between June and 13 September from parents of children attending private schools. Of these, 29 were for secondary places and 30 for primary places and across all year groups. These applications were being processed, and officers continued to monitor the situation.

Members asked if the 59 applications were for children with SEND provision or from SEND schools. Officers confirmed that the 59 applications were from mainstream private schools. Applications from special independent schools would go through the SEND team.

Members cited research from the Taxpayers Alliance which suggested that the new VAT policy may cost taxpayers more money. Members asked about

receiving any uplift from Government. There was no indication of this but officers were due to attend the London Council's meeting on 14 October to discuss the impact of private school applications on Local Authorities. Officers assured Members that the right processes were in place to address applications in a timely and equal manner.

Members asked about ESOL lessons for asylum-seeking children. Officers explained that ESOL lessons were provided based on individual needs for the duration that the young person was in Hillingdon until they were transferred under the National Transfer Scheme. Alternatively, if they remained in Hillingdon and became Looked After Children, ESOL would last for three months depending on need. During this time, the Virtual School and education colleagues ensured appropriate school placement. There was a framework for ESOL to support children through entry level, level one and level two courses.

Members asked about any feedback from schools on the borough's admissions policy. Officers noted that they had a good working relationship with schools and addressed any issues raised. It was recognised that schools closer to the hotels to host asylum-seekers were more impacted and officers supported them. The continuous movement of children in and out of the borough also impacted these schools.

RESOLVED: That the Committee noted the report

27. **CHILDREN'S SAFEGUARDING PARTNERSHIP ANNUAL REPORT**
(Agenda Item 6)

Officers introduced the Hillingdon Safeguarding Partnership Annual Report.

The Safeguarding Partnership was made up of three statutory partners: the Local Authority, the ICB, and the Metropolitan Police. Each partner shared equal responsibility for safeguarding adults and children in Hillingdon. New working together to safeguard children guidance issued at the end of 2023 emphasised the importance of including education as a statutory partner, although this was not yet enshrined in legislation.

Hillingdon had mirrored arrangements across children's and adult's safeguarding, reporting to the same Executive Leadership Group. This approach, known as 'think family,' ensured that child-focused practitioners considered the adults and parents, and adult-focused practitioners considered the impact on children. The aim was to avoid duplication and to be as efficient as possible, given that many agencies worked with both adults and children.

In addition to the statutory partners, there were various relevant agencies involved in the safeguarding boards and sub-groups. These agencies attended the safeguarding boards and specific sub-groups. For example, the Centre for Expertise for Child Sexual Abuse was involved with the child sexual abuse sub-group.

The partnership actively engaged with children and young people in Hillingdon through direct meetings with Children in Care Councils, child in need forums, and children subject to CP plans, actively seeking views of the young people. This engagement ensured that their views were heard and incorporated into the partnership's work. Co-production involved working with children and young people to identify their priorities and ensure their input was threaded through the partnership's activities.

The partnership had undertaken various awareness-raising activities, including briefings on mental health issues and what it is like to be a young person with mental health difficulties, cultural literacy in safeguarding practice, suicide prevention, and child exploitation. Training was provided through practice briefings, commissioned training, and free webinars accessible to representatives of any agency, including the charity and voluntary sectors.

Young people had delivered their annual report to the Safeguarding Board and the Executive Leadership Group, which comprised the most senior representatives of the statutory partners. There had been various sessions with Board members talking about 'You Said, We Did' – what young people had said and what officers had done in response. Young people had also delivered Walking In Our Shoes training to a number of different agencies, including police officers, nurses and Designated Safeguarding Leads.

There were free webinars available which would enable them to be accessible to the charity and voluntary sector.

All sub-groups followed a simple framework of prevention, identification, and response. This framework guided their work on issues such as child sexual abuse from a multi-agency perspective. Officers noted the NSPCC's PANTS campaign, which was a preventative programme aimed at reducing the risk of sexual abuse. PANTS was an acronym for: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; and Speak up, someone can help.

The partnership had made progress in launching the Contextual Safeguarding Strategy, which addressed risks faced by children and young people outside their families, such as in their communities, schools, and neighbourhoods. It involved engaging with the environments where harm occurred and implementing measures like improving street lighting to enhance safety.

The partnership had a multi-agency quality assurance schedule, which involved conducting audits to identify strengths and areas for development. Recent audits had focused on allegations against people in positions of trust, leading to recommendations and improvements in processes. An independent scrutineer had conducted an annual review of the functioning of the Safeguarding Adult Board, Safeguarding Children's Board and Executive Leadership Group, with findings summarised in the annual report.

The partnership will continue to work with children and young people, with new areas of focus including transitional safeguarding, which addressed the

transition of children into adulthood, particularly those with safeguarding or additional needs.

Members thanked the safeguarding teams for their report.

Members asked how the positive feedback from the Ofsted inspection can be leveraged to continue innovating in safeguarding services for children and families. Officers responded that the positive feedback reflected the multi-agency work and that the partnership will take forward the recommendations from Ofsted, as well as findings from other inspections, to inform training, practice guidance, and priority groups. It was reiterated that Children's Services and the Local Authority were one part of the Safeguarding Partnership, along with the Police and ICB. Later in the calendar year (29 April 2024 to 3 May 2024) there was a CQC and Ofsted joint Area SEND inspection of Hillingdon Local Area Partnership which was also taken into account.

Members noted concerns about capacity, communication, and consistency.

On capacity, Members noted the stretched situation due to the number of referrals and support needs, particularly in mental health and the busy MASH team. Members sought assurance that everything possible was being done despite these challenges. Officers acknowledged the capacity challenges across the sector, including police, health, and local authority children's services. There had been a 35-40% increase in demand for children's services post-pandemic, which had now stabilised at a 29-30% increase compared to pre-pandemic levels. The focus was on early intervention and the stronger family model to manage demand and support families before issues escalated. This involved collaboration with schools, health, police, social care, and early intervention teams to address issues early and proportionately.

On communication and consistency, officers emphasised the importance of consistency in applying practice guidance and best practice models across all agencies. Officers also highlighted the multi-agency approach to ensure that guidance was understood, well-communicated, and impactful. Regular audits and measurements were conducted to ensure the effectiveness of implemented practices.

Members inquired about the outcome of the local area partnership inspection for SEND, which took place at the end of April and beginning of May. Officers explained that the outcome of the inspection had not been included in the report as it occurred after the reporting period. However, a multi-agency plan to respond to the recommendations, which needed to be submitted to the DfE, was being developed and would be available by mid-October. Officers were working closely with the ICB on this.

Members asked about the quality assurance process and what happened if safeguarding practices fell short of expectations. Officers explained that each audit generated recommendations and findings, which were reported to the safeguarding board (either the children's board or the adults' board). These

were followed up and there was a plan associated with each audit. Significant concerns were escalated immediately, while other findings formed part of a related action plan.

Members asked about the priority of educational safeguarding. Officers clarified that the new priority referred to the creation of a new education safeguarding sub-group with representatives from various educational sectors (including primary, secondary, EYFS) to ensure feedback from schools and appropriate dissemination of partnership work.

Members raised two further lines of questioning. The first concerned young people who may not have a voice, such as those in criminal gangs or those with disabilities. The second focused on multi-agency safeguarding training and how to equip parents with soft skills to protect young people from issues like social media exploitation.

On young people without a voice, officers explained that a whole stream of work had been done around behaviour as a form of communication for children with disabilities. Multi-agency practice guidance had been reviewed and updated around working with children with disabilities, and resources were available on the website. The 'You Said, We Did' initiative had been translated into PECS (Picture Exchange Communication System) to engage directly with children with disabilities. The views of children in residential placements had also been considered.

On engaging with parents, awareness-raising activities were published online and circulated via schools, the stronger communities teams, and faith-based sectors. Specific sessions for parents were planned as part of the PANTS campaign, coordinated with schools and children's centres.

Members asked about initiatives addressing child sexual abuse, neglect, and exploitation, and how these were communicated to the community. Members also inquired about early intervention for at-risk children who did not meet statutory review criteria. Officers responded using the example of the PANTS campaign, which included free training sessions for parents, schools, and professionals. This was supported by Dinosaur story books. There was an upcoming conference where parents could attend and meet with the NSPCC. Information was circulated via regular newsletters. Every child attending secondary school in Hayes had been asked to complete a survey on how safe they feel in the community, and there was an adapted version for parents.

Officers emphasised that the safeguarding partnership included the Local Authority, police, and ICB. All documents, including the report, were publicly available. A link to the website would be included in the minutes for access to materials and resources (<https://hillingdonsafeguardingpartnership.org.uk/>). Signing up for the newsletters and training was also encouraged.

Members asked about the quality assurance process and the handling of allegations against staff involved with children and volunteers. Officers explained that allegations against the Chair of Governors should go straight

to the LADO. The audit findings included recommendations for structural improvements in data capturing.

Members also inquired about the handling of FGM in the borough. Officers noted a large project undertaken with the National Centre for FGM, resulting in nationally available training through the FGM centre's website. The partnership worked with Border Force to raise awareness and provide opportunities for help. International Day of the Girl Child was upcoming and would focus on identifying and recognising FGM risks.

Members inquired about the new fostering offer. The Chair noted that this was considered through the Corporate Parenting Panel which reported to the Committee through its minutes. Officers briefly mentioned that the new fostering offer had been launched this year and was detailed on the Council's website. The offer was comprehensive and aimed to attract more foster carers.

Members highlighted the increase in agency and lesser qualified staff managing complex situations without necessary skills or training in schools. Officers responded that the LADO had increased training capacity to ensure schools and agencies understood safe recruitment processes. Additionally, there was an ongoing effort to increase capacity within education safeguarding work, which would be reported on in the next year. Officers added that the new working together guidance from December 2023 specified that the education sector should be a statutory partner in safeguarding, joining the local authority, police, and ICB. This inclusion aimed to address capacity issues and improve safeguarding practices. It was noted that capacity was not always about numbers of people but about different approaches, training and procedures.

Members asked if the Council was involved in a recent case reported about a primary school. Officers explained that the annual report included themes and patterns identified throughout the year. The Council was aware of the case.

Members inquired about support for parents and carers who may have experienced safeguarding issues themselves and how they can be supported in safeguarding their own children. Officers explained that the local authority provided support and advice to young people who had experienced neglect or abuse, even after they turned 18 and until they were 25. The 'think family' approach ensured that assessments consider the child's context, the parents, and the wider environment. Historical abuse disclosures were handled through established processes between the local authority and police, with support services available for parents.

Members asked about the key recommendations from the independent scrutineer's review, specifically on strengthening multi-agency collaboration and improving early intervention, and their implementation. Officers highlighted the focus on ensuring education representation within the safeguarding partnership. This included the inclusion of education leaders in the sub-groups, and improved links between the education safeguarding sub-

	<p>group and various networks. Police representation at sub-groups had also been strengthened. There was more equal responsibility of chairing the sub-groups. The ICB designated nurse chaired the child sexual abuse sub-group for example. One ongoing challenge was the availability of a multi-agency data set to inform strategic work, which was being addressed. This was a challenge due to different ways that different partners collated data. Work had been done to develop the LEAP website.</p> <p>RESOLVED: That the Committee:</p> <ol style="list-style-type: none"> 1. Was reassured that the partnership continued to provide leadership and scrutiny of the safeguarding arrangements for Hillingdon residents; 2. Was updated regarding the way in which the partnership had responded to the challenges posed by changing local, national and international contexts; 3. Was assured that local learning was identified to enhance and strengthen safeguarding practice; 4. Was informed of the strategic priorities for safeguarding for 2024-2025; and 5. Delegated comments to the Democratic Services Officer in conjunction with the Chair, and in consultation with the Opposition Lead.
28.	<p>MINUTES FROM THE CORPORATE PARENTING PANEL (<i>Agenda Item 7</i>)</p> <p>The minutes of the Corporate Parenting Panel were noted.</p> <p>It was also noted that the structure of the meetings and the presentation of the reports were currently under review.</p> <p>The Chair highlighted that the health representatives had noted that Hillingdon had the best Corporate Parenting Panel that they had attended and commended the inclusion of young people in the meetings. This was acknowledged and celebrated by the Committee.</p> <p>RESOLVED: That the minutes of the Corporate Parenting Panel be noted</p>
29.	<p>FORWARD PLAN (<i>Agenda Item 8</i>)</p> <p>Members considered the Forward Plan.</p> <p>Members noted that the Youth Justice Plan which was scheduled for October Cabinet.</p>

	<p>Members raised a query regarding the SEND Sufficiency Strategy, and whether this would include anything on the CQC and Ofsted joint Area SEND inspection of Hillingdon Local Area Partnership, given that the response to the inspection was expected in mid-October and the SEND Sufficiency Strategy was expected to be on the Committee's agenda for November. This would be looked into.</p> <p>RESOLVED: That the Children, Families and Education Select Committee noted the Cabinet Forward Plan</p>
30.	<p>WORK PROGRAMME (<i>Agenda Item 9</i>)</p> <p>Members considered the Work Programme.</p> <p>It was noted that witness session 4 of the Committee's review into Persistent Absenteeism had taken place in August. Members noted that this was a very insightful and enlightening session. Minutes from this session were being finalised and would be circulated to Members.</p> <p>A possible witness session with parents and carers was highlighted and this was being explored.</p> <p>Members suggested that officers compile the minutes from each witness session and share with Members prior to the next Committee, to inform discussion on possible findings, conclusions and recommendations.</p> <p>Members asked about the SEND Strategy update and whether this would include anything on the CQC and Ofsted joint Area SEND inspection of Hillingdon Local Area Partnership.</p> <p>Members also noted the Youth Offer update, and asked if this would include an audit of activities in different areas. It was noted that any additional information could be requested following the November Committee if necessary. Members highlighted the need for information on activities in specific areas, noting that while some information was available on the Council's website, it was not comprehensive for all areas. It was proposed to ask for a snapshot of the Council's offerings to young people for a specific month, such as September, to be included to provide a clearer picture.</p> <p>RESOLVED: That the Children, Families and Education Select Committee considered the report and agrees any amendments</p>
	<p>The meeting, which commenced at 7.00 pm, closed at 8.20 pm.</p>

These are the minutes of the above meeting. For more information of any of the resolutions please contact Ryan Dell at democratic@hillingdon.gov.uk. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

The public part of this meeting was filmed live on the Council's YouTube Channel to increase transparency in decision-making, however these minutes remain the official and definitive record of proceedings.

YOUTH OFFER UPDATE

Committee name	Children, Families and Education Select Committee
Officer reporting	Lucy Wylde, Service Manager
Papers with report	None
Ward	All

HEADLINES

To provide the Committee with an update on the development and delivery of the new Hillingdon Youth Offer.

RECOMMENDATION

That the Committee notes the information presented within the report.

SUPPORTING INFORMATION

In September 2023 the Cabinet approved the delivery of the new Youth Offer. The Youth Offer aligns with the Council Strategy 2022-2026 commitments to residents namely: safe and strong communities and; thriving, healthy households. It seeks to deliver a modern youth offer that meets the needs of young residents by providing accessible, contextually and culturally aware services. It has a clear focus on community engagement and providing opportunities for young residents to engage in a distinct educational process adapted across a variety of settings to support a young person's personal, social and educational development.

A five-year strategy has been developed that provides an infrastructure for delivery and accountability of the new Youth Offer. The strategy connects our Vision, Mission and Purpose, informed by the Youth Offer consultation, the strategy sets out how we will deliver a dynamic, modern and responsive youth offer to our young residents. Using a place-based approach, the diverse and skilled workforce will deliver programmes from a range of community settings, taking services to our young people where they are promoting visibility and accessibility.

The implementation of Hillingdon Council's Youth Offer requires a comprehensive and diverse approach, closely collaborating with organisations delivering programmes to children. The overarching goal of the Hillingdon Youth Strategy is to enhance and build upon existing initiatives, driving improvements in quality and standardisation of delivery, as mandated by Section 507b of the Education Act. The strategy is dynamic, requiring continuous planning, action, and review. There is no fixed endpoint; rather, an ongoing cycle of enhancement and adaptation to address local needs effectively.

The new five-year strategy focuses on 9 priority areas

1. Local Youth Offer
2. Local Youth Offer plan
3. Needs Analysis
4. Monitoring and evaluation
5. Youth Engagement
6. Youth Work Curriculum
7. Safeguarding and risk management
8. VCFS engagement
9. Workforce Development

For each of the priority areas we have identified a number of key actions and are now working towards achieving these. We are developing and reshaping existing provision, increasing the Youth Offer by working collaboratively with the Community Voluntary and Faith Sector (CVFS) and coproducing services with children, young people and stake holders.

To date we have made progress in the following in the areas:

Recruitment

To deliver on the Youth Offer we are investing in an experienced and skilled workforce, at the start of this process we had 18 vacant posts to recruit to within our Universal team, so far, we have successfully recruited:

- 3 x Locality Programme Coordinators for North Locality, Southeast and Southwest
- 1 x Locality Lead Programme Delivery Worker
- 6 x Programme Delivery Workers.

A number of these posts were filled by existing staff who were excited by the opportunity presented for progression within the newly forged Youth Offer. This is an excellent example of 'internal career progression' however, it has left us with additional recruitment. We are currently in the process of recruiting the final posts.

In line with our Children and Young Participation Strategy, children and young people have been involved in our recruitment process and will continue to be involved in the planning, shaping and delivery of the Youth Offer.

Workforce Development

As part of our workforce development, we created a Hillingdon Youth Offer workforce development plan to guide our recruitment and training offer. All staff carry out key mandatory training courses and in addition to this core training team members will go on to undertake a range of bespoke professional development and training opportunities to develop role specific knowledge. Our 'Stepping into Hillingdon's Youth Offer' training programme has been designed and delivered to the first cohort of new recruits in August and will continue to be rolled out with all new recruits as part of our induction process.

In order to develop the skillset of our detached and outreach workers we have secured detached youth work training from an industry expert associated with the Detached Youth Work Federation which will build on the work of our detached and outreach delivery team, we have been working collaboratively with this trainer to ensure that the training is contextually relevant for the borough.

Detached and Outreach Delivery Work within the Local Youth Offer

Unfortunately, the Transporter bus has been decommissioned. The Transporter bus has been an invaluable resource in the delivery of not only youth work interventions but more recently community-based health programmes including COVID vaccinations. The detached and outreach team continue to deliver outreach work in places and spaces across the Borough where young people congregate, to provide support and meet the young people's needs.

We have secured funding for two new buses and have been researching vehicles other borough's use. We are working collaboratively with children and young people to ensure their views and options are sought from the specification stage through to the internal modelling and external design. We will be using a similar specification to that of the London Borough of Barnet's youth bus and the Council's Fleet team are currently working on the tender process. Unlike our previous bus these new buses can be driven on a normal UK driving license which means they can be driven by multiple staff members across services and when not in use by us would be available for use by our partners in the CVFS.



Photo of London Borough of Barnet's Youth Bus

Places and Spaces

Teams continue to utilise flexible assets in our communities including three young people's centres, Uxbridge Family Hub, Hayes Family Hub, Schools, libraries and community spaces.

Communications Strategy and Launch

We have co-produced a communications strategy with the Council's Corporate Communications team, to market and advertise the Youth Offer. We will be launching a 3-month campaign #NextGen (named by children and young people) at the start of October beginning with a launch event at our young people's centre in Harlington. The communications strategy involves the creation of photographic materials and TikTok videos all co-produced with children and young people.

Community and Voluntary Sector

Work has begun on developing a Youth Offer Partnership Board, this is a partnership group of service providers and stakeholders, including representatives from the community, voluntary and faith sectors, working together with a collective vision to deliver a coordinated programme of services that respond to the support and development needs of children and young people in Hillingdon.

The role of the Youth Offer Partnership Board will be to provide strategic direction and leadership to ensure that services for children and young people in Hillingdon are coordinated, fit for purpose and meet the identified needs of the community. Taking collective responsibility and using a collaborative approach with stakeholders across the local area and focusing on improvement across all service providers so that children, young people, and families can access the support that they need.

One of our priorities is to publish and distribute a clear, accessible and informative Local Youth offer to residents. To this end, we have been working with colleagues across the Council on developing a new improved Directory of services which is easier to navigate and categorises services for children and young people. The new directory is currently under construction, but the existing directory is still accessible.

We carried out a review of our existing volunteering programmes and have developed a new Volunteer Strategy which will be implemented over the next 5 years. The volunteer strategy identifies four key priorities for developing our volunteer programme: Promoting the volunteer programme, Welcoming and building a community of volunteers, Celebrating and supporting volunteers and providing a quality experience.

Hillingdon Youth Offer – Future Plans

- **Development of Curriculum document** - We are developing a new curriculum document for the Youth Offer that will provide guidance and structure to our youth workers when they are developing content for their programmes. The new curriculum is informed by the National Youth Agency curriculum framework
- **Assess and review existing monitoring and evaluation systems and structures** - We are developing a new quality assurance toolkit in order to effectively review existing provision and identify areas for improvement. As stated within our 5 year strategy document we will Develop a plan to establish a standardised approach to data collection throughout the Youth Offer.
- **Expansion of Universal delivery offer** - Once the workforce is recruited and trained, we will be in a position to increase our service delivery. Offering more sessions and activities for children and young people across the borough in the three localities North, Southeast and Southwest.
- **Training of new staff** - We are currently in the process of onboarding and training new staff. We are currently on cohort three of our recruitment drive.
- **Collaboration with youth participation team** - We will be building links with the new participation team in Hillingdon in order to ensure that the voice of the child is representative of children and young people across the borough.
- **Updated webpages** - We are currently working with corporate communications team to ensure that our webpages reflect the transformation of our service and are more accessible to children, young people and families.

- **Biannual survey with children and young people** - As outlined in our 5-year strategy we will be working on the content for our biannual survey with children and young people utilising multiple methods and forums to engage with our children and young people across the borough.
- **Exploration of quality mark with NYA** - The National Youth Agency Quality Mark is a framework for development, providing a structure for organisations to work towards and measure themselves against. It recognises the great work carried out by providers across the country and builds on this by providing a reference point for what excellent practice looks like. We will be completing a self-assessment process to apply for the Quality Mark Award which provides our Youth Offer external validation and recognition.

PERFORMANCE DATA

The Youth Offer consists of three key teams Universal, Targeted and Community and Voluntary sector. The performance data below highlights key deliverables from the first quarter of this year 2024/ 2025

Universal Team

Universal Youth Team are currently delivering the following sessions from multiple community locations across the borough

- Duke of Edinburgh's Award
- Young Enterprise
- Juniors youth work sessions
- Inters youth work sessions
- Seniors youth work sessions
- Detached and Outreach sessions
- Superzone coach parker training programme

Delivery Spaces

Universal Youth Team are currently delivering the following sessions from multiple community locations across the borough:

- Harlington Young People's Centre
- Ruislip Young People's Centre
- South Ruislip Young People's Centre
- Botwell Library
- YMCA Hayes
- Uxbridge Family Hub
- Skills Hub

Detached and Outreach work has been delivered at the following places across the borough:

- Uxbridge Town Centre
- Hayes Town Centre
- Hayes – Botwell
- West Drayton – Mulberry Parade and Porters Way
- Northwood Hills High, Joel Street

- Hayes Town, Bourne Ave

During the month of June, the focus of our Outreach and Detached was Hayes due to homicide.

The Universal team delivered a total of 128 sessions during this quarter with over 1600 attendances.

The number of unique reached children and young people for the last quarter is 718.

Targeted Team

The Targeted team delivered the following programmes throughout the quarter, working with children, young people and young adults up to the age of 24:

- **AIMS** | - One to One mentoring programme for children aged 11 to 19
- **Being Me | Ages 8 to 17** - Programme for children who have witnessed domestic abuse to explore self-esteem, healthy relationships and personal safety.
- **BOUNCE | Ages 8 to 11** - Group programme to build resilience, communication and self-esteem.
- **IChoose | Ages 12 to 19** - Weekly groups for boys and young men. Each week, explore issues that affect young people through games, cooking, craft, sport, activities and discussion.
- **Connect | Ages 11 – 19** - One to one support for children and young people pre-entry to groupwork
- **KISS | Ages 11 to 19** - One-to-one mentoring and support around sex, relationship, CSE and sexual health education.
- **LGBTQIA+ Drop-in | Ages 13 to 19** - Monthly groups for 13 to 16-year-olds and 16 to 19-year-olds who are questioning or identify as LGBTQIA+.
- **LINK | Ages 13 to 24** - One-to-one counselling. Delivered online and at various community locations.
- **M- PACT (Moving Parents and Children Together) | Ages 8 to 17** - Programme to educate family members on the impact of addiction on children and family life, and help families with communication and coping strategies, so they can make positive changes. The programme also ensures children and young people living with parental substance misuse are safe, visible and their voices are heard.
- **SORTED | Ages 11 to 19** - One-to-one mentoring and counselling around drugs and alcohol education.
- **SWITCh | Ages 8 to 11** - Transition support programme delivered in school to support with the transition from primary to secondary school.
- **Unique Swagga | Ages 12 to 19** - Weekly groups for girls and young women. Each week, explore issues that affect young people through games, cooking, craft, sport, activities and discussion.
- **Yoga For Wellness | Ages 15 to 21**

The Targeted team received 228 referrals during the quarter, predominantly from the Stronger Family Hub and parent/carer self-referrals. An average of 17% of these referrals are already known to social care. With the majority residing in postcodes in the South of the Borough.

Programmes are delivered 1:1 and through group work at multiple venues including Family Hubs (x2), Young Peoples Centres (x2), Schools (x7), Libraries, Learn Hillingdon parks and green spaces.

A total of 186 children started targeted programmes during this quarter with 845 sessions being attended. Alongside this we delivered targeted Sorted sessions in 33 primary schools and KISS sexual health delivery in a further 15 schools.

The Targeted Team delivered Holiday provision during the Easter and May school holidays engaging 19 children on a residential activity at Easter, a further 37 unique children during the Easter activity programme #DoSomethingThisHalf Term and 36 during May half term.

Community and Voluntary Team

The Holiday Activity and Food programme (HAF) was delivered Borough wide during the school Easter holiday offering 8,392 sessional places, delivered in 51 venues by 36 different providers (including charities, Community Interest Companies and private companies) and engaging 2,566 unique children in a range of different enrichment activities.

RESIDENT BENEFIT

The Hillingdon Youth Offer is committed to delivering a modern youth offer that meets the needs of young residents by providing accessible, contextually and culturally aware services that are coproduced with children, young people and stakeholder.

The Hillingdon Youth Offer aligns with wider early help and prevention arrangements in Hillingdon and aims to support all our children and young people to reach their potential. It is responsive to the ever-changing needs of children and young people. It incorporates both universal and targeted teams that work in collaboration with the community and voluntary sector to provide locality-based work, detached street-based work, outreach youth work, outdoor learning, digital youth work and other activities such as residentials and volunteering. Utilising spaces and places across the borough to ensure a dynamic and responsive integrated early help offer that encourages children and young people to access services that seek to improve their life opportunities.

FINANCIAL IMPLICATIONS

None at this stage.

LEGAL IMPLICATIONS

None at this stage.

BACKGROUND PAPERS

[London Borough of Hillingdon - Agenda for CABINET on Thursday, 14th September, 2023, 7.00 pm](#)

APPENDICES

Appendix A – Example of programmes delivered across the month in different localities

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APPENDIX A - Example of programmes delivered across the month in different localities

North Locality:

Day of Week	Team	Project	School Year	Venue	Times
Monday	Universal Team	Inters/Seniors Youth Club - This project is for children and young people in school year 7-13. This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are designed by children and young people for children and young people.	SY 7-13	South Ruislip Young Peoples Centre, 543 Victoria Road, Ruislip HA4 0JE	16:00-18:30
Monday	Universal Team (Mobile & Detached)	Detached Work - Our youth workers are working in places and spaces in the Ruislip area to engage with children and young people and our communities in their local places. We offer a range of activities and support for children and young people. You will find us in local community spaces such as high streets, parks, outside schools and colleges.	SY 7 plus	Ruislip High Street	16:00-18:30
Monday	Targeted Team	Transition Support One to One support with children and young people who may be struggling with 'transitions' in their lives such as moving from Primary school to Secondary school or moving into independent living	SY 4+	Ruislip Young Peoples Centre, Bury Street, Ruislip, HA4 7SX	16:00 – 19:00

Tuesday	Targeted Team	MPACT M-PACT (Moving Parents and Children Together) is an evidence based whole family programme. The overall objective of the programme is to improve the physical and psychological health of the children /young people effected by parental substance misuse.	Parents and children	Ruislip Young Peoples Centre, Bury Street, Ruislip, HA4 7SX	
Tuesday	Community, Voluntary and Faith Sector Team	Young Carers Support group for the borough's young carers	Ages 5 – 9 one week and 10-15 the next week	South Ruislip Young Peoples Centre, 543 Victoria Road, Ruislip HA4 0JE	15:30-18:00
Tuesday	Community, Voluntary and Faith Sector Team	Young Carers Support group for the borough's young carers	Ages 13+	South Ruislip Young Peoples Centre, 543 Victoria Road, Ruislip HA4 0JE	18:00 - 20:30
Wednesday	Universal Team	Inters/Seniors Youth Club- This project is for children and young people in school year 7-13. This club offers access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by children and young people for children and young people.	SY 7-13	Haydon School, Wiltshire Lane, Pinner HA5 2LX	15:30-18:00
Wednesday	Universal Team (Specialist & Accredited Team)	Duke of Edinburgh Award session The DofE is designed to challenge children and young people between the ages of 14-24 to attain standards of achievement and endeavour in a wide variety of active interests – to serve their communities, experience	14-25 years old	Ruislip Young Peoples Centre, Bury Street, Ruislip, HA4 7SX	19:00-21:30

		adventure and to develop and learn outside the classroom.			
Wednesday	Community, Voluntary and Faith Sector Team	HACS Hillingdon Autistic Care and Support	Ages 13+	South Ruislip Young Peoples Centre, 543 Victoria Road, Ruislip HA4 0JE	18:45 – 21:30
Thursday	Universal Team (Mobile & Detached)	Detached Work– Our youth workers will be working in places and spaces in the Northwood Hills area to work with young people and our communities in their local places. We can offer a range of activities and support for children and young people. Our youth workers will be working in the local communities such as high streets, parks, outside schools and colleges.	SY 7 plus	Northwood Hills	16:00-18:30
Thursday	Targeted Team	AIMS mentoring One-to-one mentoring support.	Ages 11-19 years	Haydon School, Wiltshire Lane, Pinner HA5 2LX	11:00 - 15:00
Thursday	Targeted Team	AIMS mentoring One-to-one mentoring support.	Ages 11-19 years	Ruislip Young Peoples Centre, Bury Street, Ruislip, HA4 7SX	16:00 – 20:00
Friday	Universal Team	Juniors Youth Club - This project is for children in school year 4-6. This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by children for children.	SY 4-6	Ruislip Young Peoples Centre, Bury Street, Ruislip, HA4 7SX	15:45 - 18:45

Friday	Universal Team	Inters/Seniors Youth Club - This project is for young people in school year 7-13. This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by young people for young people.	SY 7-13	Ruislip Young Peoples Centre, Bury Street, Ruislip, HA4 7SX	19:00 - 21:45
Saturday	Community, Voluntary and Faith Sector Team	HACS Hillingdon Autistic Care and Support	Ages 13+	South Ruislip Young Peoples Centre, 543 Victoria Road, Ruislip HA4 0JE	10:00 – 16:00

Southeast Locality

Day of Week	Team	Project	School Year	Venue	Times
Monday	Targeted Team	IChoose (Boys & Young Men's Programme) Weekly groups for boys and young men. Each week, explore issues that affect young people through games, cooking, craft, sport, activities and discussion.	Ages 12-19 years	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	16:30-19:30
Monday	Targeted Team	AIMS mentoring One-to-one mentoring support.	Ages 11-19 years	Hayes Family Hub, College Way, Hayes UB3 3BB	16:00 - 20:00
Tuesday	Universal Team	Inters/Seniors Youth Club - This project is for young people in school year 7-13. This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Games, Sports, Arts, Music, Games etc. The	SY 7-13	Hayes Family Hub, College Way, Hayes UB3 3BB	16:00-18:00

		programmes are design by young people for young people.			
Tuesday	Universal Team (Specialist & Accredited Team)	Duke of Edinburgh Award session The DofE is designed to challenge children and young people between the ages of 14-24 to attain standards of achievement and endeavour in a wide variety of active interests – to serve their communities, experience adventure and to develop and learn outside the classroom.	14-25 years old	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	15:30-18:30
Tuesday	Universal Team (Mobile & Detached Team)	Inters/Seniors YMCA Youth Club. This project is for children and young people in school year 7-13- This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by children and young people for children and young people.	SY 7-13	YMCA Hayes, 70 Station Road; Hayes; UB3 4DF	16:00-18:30
Tuesday	Targeted Team	AIMS mentoring One-to-one mentoring support.	Ages 11-19 years	Barnhill Community High School, Yeading Lane, Hayes UB4 9LE	11:00 – 15:00
Tuesday	Targeted Team	CONNECT One-to-one support for children, pre-entry to group work.	Ages 11 – 19 years	Hayes Family Hub, College Way, Hayes UB3 3BB	15:45 – 18:45
Tuesday	Targeted Team	Sorted/KISS/Link open access information sessions	Ages 16 – 19 years	Uxbridge College Hayes Campus, College Way, Coldharbour Lane, Hayes UB3 3BB	12:00 – 14:00
Tuesday	Targeted Team	KISS	Ages 16 – 19 years	Uxbridge College Hayes Campus,	12:00 – 14:00

		One-to-one mentoring and support around sex, relationships, CSE and sexual health education.		College Way, Coldharbour Lane, Hayes UB3 3BB	
Tuesday	Community, Voluntary and Faith Team	Young Carers Support for the Borough's Young Carers community	Ages 13+	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	1800 – 20.30
Wednesday	Targeted Team	Being Me Programme for children who have witnessed domestic abuse to explore self-esteem, healthy relationships and personal safety.	Ages 8 – 17 years	Hayes Family Hub, College Way, Hayes UB3 3BB	16:00 – 19:00
Wednesday	Targeted Team	AIMS mentoring One-to-one mentoring support.	Ages 11-19 years	Hayes Family Hub, College Way, Hayes UB3 3BB	16:00 – 20:00
Wednesday	Targeted Team	Switch Transition support programme delivered in school to support with the transition from primary to secondary school.	Ages 8 to 11	Grange Park Junior School, Lansbury Drive, Hayes UB4 8SF	12:00 – 14:00
Wednesday	Universal Team (Specialist and Accredited)	School Superzone project Incorporating the Sports Leaders Award	SY 8 +	Harlington School, Pinkwell Lane, Hayes UB3 1PB	10:00 – 13:00
Wednesday	Community, Voluntary and Faith Sector Team	HACS Hillingdon Autistic Care and Support	Secondary School age offer	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	1630 - 1830
Thursday	Universal Team	Inters This project is for children and young people in school year 7-9 This club provides access to informal learning opportunities, information and guidance. We offer a range of	SY 7-9	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	16:00 - 18:15

		programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by children and young people for children and young people.			
Thursday	Universal (Mobile & Detached Team)	Detached Work– Our youth workers are working in places and spaces in the Hayes Town area to engage with children and young people and our communities in their local places. We offer a range of activities and support for children and young people. Our youth workers will be working in the local communities such as high streets, parks, outside schools and colleges.	SY 7 plus	Hayes	16:00-18:30
Thursday	Universal (Mobile & Detached Team)	Girls Youth Club- this project is for girls and young women in school year 7-13- This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by young people for young people.	SY 7 - 13	Botwell Library, East Avenue, Hayes Town, UB3 2HW	16:00-18:30
Thursday	Targeted Team	Switch Transition support programme delivered in school to support with the transition from primary to secondary school.	Ages 8 to 11	William Byrd Primary School, Victoria Lane, Harlington, Middlesex UB3 5EW	12:00 – 14:00
Thursday	Targeted Team	Link Counselling one-to-one counselling. Delivered online and at various community locations.	Ages 13 to 24	Hayes Family Hub, College Way, Hayes UB3 3BB	16:30 – 19:30

Friday	Universal Team	Juniors Youth Club - This project is for children in school year 4-6. This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by children for children	SY 4-6	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	14:45-17:15
Friday	Universal Team	Seniors Youth Club - This project is for young people in school year 9-13. This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by young people for young people.	SY 9-13	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	18:00 - 20:30
Friday	Universal Team (Specialist & Accredited Team)	School Superzone project Incorporating the Sports Leaders Award	14-25 years old	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	08:00 – 11:00
Saturday	Community, Voluntary and Faith Sector Team	Young Carers Support group for the borough's young carers	Ages 5 – 9 one week and ages 10 – 15 the next week	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	10:00 – 13:00
Saturday	Targeted Team	AIMS mentoring - Group Drop In.	Ages 11-19 years	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	13:00 – 16:30
Sunday	Community, Voluntary and Faith Sector Team	Transition to Excel Basketball and mentoring programme	Secondary School age offer	Harlington Young Peoples Centre, Pinkwell Lane, Hayes, UB3 1PB	08:30 – 12:00

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Southwest Locality

Day of Week	Team	Project	School Year	Venue	Times
Monday	Universal Team	Inters/Seniors Juniors Youth Club - This project is for children and young people in school year 7-13. This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are design by children and young people for children and young people.	SY 7-13	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	18:30 - 21:30
Monday	Universal Team	Drop-in Information and advice activities and signposting	Ages 16 - 19	Uxbridge College, Park Road, Uxbridge UB8 1NQ	11:30 – 14:30
Monday	Universal Team	Project Night This project is for children and young people in school year 7-13. This club provides access to informal learning opportunities, information and guidance. We offer a range of programmes such as Life Skills, Cooking, Games, Sports, Arts, Music, Games etc. The programmes are designed by children and young people for children and young people	SY7+	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	18:00 – 21:00
Monday	Targeted Team	CONNECT One-to-one support for children, pre-entry to group work.	Ages 11 – 19 years	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	15:45 - 18:45

Monday	Targeted Team	Link Counselling One-to-one counselling. Delivered online and at various community locations.	Ages 13-21	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	15:00 – 20:00
Monday	Targeted Team	Sorted One-to-one mentoring and counselling around drugs and alcohol education.	Ages 11 - 19	The Skills Hub, Falling Lane, West Drayton UB7 8AB	10:00 – 14:30
Tuesday	Targeted Team	CONNECT One-to-one support for children, pre-entry to group work.	Ages 11 – 19 years	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	15:45 - 18:45
Tuesday	Targeted Team	AIMS mentoring One-to-one mentoring support.	Ages 11-19 years	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	16:00 – 20:00
Tuesday	Targeted Team	Link Counselling One-to-one counselling. Delivered online and at various community locations.	Ages 13 – 21 years	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	14:00 – 20:00
Wednesday	Targeted Team	AIMS mentoring One-to-one mentoring support.	Ages 11-19 years	Park Academy West London, Park View Road, Uxbridge UB8 3GA	11:00 - 15:30
Wednesday	Targeted Team	AIMS mentoring One-to-one mentoring support.	Ages 11-19 years	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	16:00 – 20:00
Wednesday	Targeted Team	Link Counselling One-to-one counselling. Delivered online and at various community locations.	Ages 13 to 24	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	15:00 – 20:00
Wednesday	Targeted Team	Link Counselling One-to-one counselling. Delivered online and at various community locations.	Ages 13 to 24	P3 charity, Albert Road, West Drayton UB7 8ES	15:00 – 18:00

Thursday	Targeted Team	Unique Swagga (Girls & Young Womens programme) Weekly groups for girls and young women. Each week, explore issues that affect young people through games, cooking, craft, sport, activities and discussion.	Ages 12 to 19	Learn Hillingdon, Civic Centre, High Street, Uxbridge UB8 1UW	15:30 – 18:30
Thursday	Targeted Team	CONNECT One-to-one support for children, pre-entry to group work.	Ages 11 – 19 years	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	15:45 - 18:45
Thursday	Targeted Team	KISS (sexual health drop-in) One-to-one mentoring and support around sex, relationship, CSE and sexual health education.	Ages 11 – 19 years	Uxbridge College, Park Road, Uxbridge UB8 1NQ	12:00 – 14:00
Thursday	Targeted Team	KISS (sexual health drop-in) One-to-one mentoring and support around sex, relationship, CSE and sexual health education.	Ages 11 – 19 years	Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	15:15 – 18:00
Thursday	Targeted Team	LGBTQIA+ session Monthly groups for 13 to 16-year-olds and 16 to 19-year-olds who are questioning or identify as LGBTQIA+.	13-16 years & 16-19 years (alternate)	Confidential	17:00 – 19:00
Thursday	Targeted Team	Switch Transition support programme delivered in school to support with the transition from primary to secondary school.	Ages 8 to 11	Whitehall Junior School, Cowley Road, Uxbridge UB8 2LX	08:00 – 10:00
Thursday	Targeted Team	Switch Transition support programme delivered in school to support with the	Ages 8 to 11	Cowley St Lawrence, Worcester Rd, Cowley, Uxbridge UB8 3TH	10:00 – 12:00

		transition from primary to secondary school.			
Thursday	Targeted Team	Sorted/KISS/Link open access information sessions	Ages 16 – 19 years	Uxbridge College, Uxbridge Campus	12:00 – 14:00
Thursday	Targeted Team	KISS One-to-one mentoring and support around sex, relationship, CSE and sexual health education.	Ages 11 to 19	Skills Hub, Falling Lane, West Drayton UB7 8AB	10:00 – 14:30
Thursday	Universal Team (Specialist & Accredited)	Young Enterprise Programme Young people offered the opportunity to run their own company, make decisions about their business from deciding their company name and designing a product and managing the company finances		Uxbridge Library, High Street, Uxbridge, UB8 1HD	17:00 – 18.30
Friday	Universal Team (Mobile & Detached)	Detached Work Our youth workers are working in places and spaces in the West Drayton area to engage with children and young people and our communities in their local places. We offer a range of activities and support for children and young people. Our youth workers will be working in the local communities such as high streets, parks, outside schools and colleges.	SY 7 plus	Uxbridge High Street	16:30 - 19:30
Friday	Universal Team (Mobile & Detached)	Detached Work Our youth workers are working in places and spaces in the West Drayton area to engage with children and young people and our communities in their local places. We offer a range of activities and support for	SY 7 plus	Uxbridge High Street	16:30 - 19:30

		children and young people. Our youth workers will be working in the local communities such as high streets, parks, outside schools and colleges.			
Saturday	Targeted Team	Link Counselling One-to-one counselling. Delivered online and at various community locations.		Uxbridge Family Hub, Civic Centre, High Street, Uxbridge UB8 1UW	10:30 – 13:30

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FAMILY HUBS STRATEGY AND EARLY YEARS NURSERIES UPDATE REPORT

Committee name	Children, Families and Education Select Committee
Officer reporting	Claire Fry, Assistant Director, Child and Family Support Services
Papers with report	2023-24 Family Hubs and Children's Centre Annual Report
Ward	All

HEADLINES

This report outlines the progress made in implementing the Family Hubs strategy, following public consultation and its approval by the Cabinet in September 2023. Additionally, it provides an update on steps undertaken to identify an alternative supplier from the childcare market to ensure continued childcare services at the Council's early years nurseries.

RECOMMENDATION

That the Committee notes the report.

SUPPORTING INFORMATION

Family Hubs Overview and Background

1. Family Hubs offer information, advice, and guidance for families with children aged 0-19 (and up to 25 for SEND) on various family, relationship, health, and other issues. They provide a central access point for integrated family services.
2. The DfE commissioned the Anna Freud Centre to support the national delivery of Family Hubs. The program ensures a coordinated approach to services for ages 0-19, with a strong focus on supporting families with babies and young children through the Start for Life offer, which includes access to maternity and health services, as well as parenting support and conflict reduction.
3. Although Hillingdon did not receive funding in the initial phase, the Council has committed to developing a network Family Hub across the borough to support the coordinated delivery of services to children, young people, and their families across the 0-19 age range and has developed a strategy to support this work.
4. A 12-week public consultation was conducted between May and July 2023. The results were subsequently presented to the Cabinet in September, leading to the ratification of the Family Hub strategy.
5. In February 2024, the service hosted a visit to Uxbridge Family Hub by Dame Andrea Leadsom, author of the Early Years Healthy Development Review Report - The Best Start for Life, to present our Start for Life offer. Feedback from the visit was hugely positive and highlighted our all-age integrated service delivery model.

Progress Against the Strategy

6. The Family Hub Delivery Group is responsible for overseeing the implementation of the

strategy. The group comprises representatives from various partner Council services, including Youth Services, Libraries, and Stronger Communities, as well as representatives from Health and the wider community, including Healthwatch, Hillingdon's Interfaith Group, and Homestart.

7. A communication strategy has been created to promote Family Hubs to children, young people, and their families. The Council's website information was refreshed, and various marketing materials, including banners, fliers, and Facebook adverts, were developed using the Family Hub graphic and colour scheme. A short film showcasing available services was produced ([Family hubs and children's centres - Hillingdon Council](#)), and the Start for Life offer was published in accordance with DfE guidelines ([Start for Life - Hillingdon Council](#)). Articles also featured in Hillingdon People to inform residents about these services.
8. Furthermore, a comprehensive 0-19 service directory is currently being developed. This directory will outline the services available throughout the borough for children, young people, and families. It will allow residents to search for community services, either locally or for specific support related to particular needs or concerns.
9. Following the establishment of the Uxbridge Family Hub, a second Family Hub was opened at the Hayes Campus of HRU College in January 2024. This included the relocation of children's centre services from nearby Barra Hall. Initially intended to be phased, the transfer was expedited due to storm damage over the Christmas period that rendered the building unusable, necessitating a prompt relocation of services operational from early January.
10. Hayes Family Hub offers various spaces designed for different uses: play and learning areas for young children, therapeutic workspaces, a clinical area for midwifery and health clinics, multipurpose spaces suitable for young people's activities or adult and community learning, and a kitchen equipped for cooking activities. There is also an outdoor area for safe access to outdoor activities. The Hub also provides children, young people, and their families with access to a wide range of services supporting health and well-being, delivered by partners from Youth Services, Health, and the Voluntary sector.
11. In accordance with the strategy, services at Barra Hall, Cowley, and McMillan Children's Centres have ceased, with services being relocated to nearby centres or Family Hubs. Work is ongoing to develop the second phase of Family Hubs, focusing on the Platinum Jubilee Leisure Centre, scheduled to open in September 2025.
12. Draft plans for the proposed hub at Botwell Green Library and Leisure Centre have been developed in collaboration with Library Services to increase study space and ensure the layout enables both services to maximise utilisation of the additional rooms. Work is in train to complete the necessary surveys and feasibility studies to progress the project to the next phase within the year.
13. Plans for Family Hubs in Ruislip and Harefield have been produced with Youth Services (Ruislip) and Libraries (Harefield) to ensure designs are innovative and creatively maximise the space to best advantage. These are being refined following initial feedback from Planning Services to take account of the recommendations.
14. Plans to develop the basement level area at Ruislip Manor Library for service delivery have been withdrawn due to unresolved issues with dampness and water ingress. Instead, the service will fully utilise the Wren Centre on the Queens Walk site, allowing the relocation of services from the current South Ruislip Children's Centre to this alternative centre on the same site, thereby minimizing any impact on children and families.
15. Reaching families who have yet to access services or do not have a centre nearby continues to be a primary focus for the service. The development of the Family Hub Network has been integral in mapping where services and community resources are available, allowing us to allocate resources efficiently. Activity programmes have been created to include the Heathrow Villages, the hotels surrounding Heathrow, and Northwood. Additionally, partnerships with community groups, such as the International Cafe at Bell Farm, have been established to

support their activities and extend our reach to a wider group of residents.

Family Hubs Service Delivery

16. The first 1,001 days are crucial for a child's development. Parenthood can be wonderful but also challenging. Start for Life offers services and support for expectant parents and families with very young children. This includes advice on pregnancy, health and development, mental health and well-being, infant feeding and breastfeeding, safeguarding, and Special Educational Needs and Disabilities.
17. Specialist services include BCG vaccination clinics, CAMHS under 5's service, clinical support from the Perinatal Mental Health team and PNMH singing group and Parenting Apart Programme for families experiencing conflict or where relationships have broken down. Support for families experiencing low mood or isolation is provided in the home by Homestart Hillingdon.
18. The Family Hub and Children's Centre offer a wide range of activities to support children's development and early learning. Universal groups like baby group, musical babies, story and rhyme time, and stay and play are available to all families. Targeted activities such as Attention Hillingdon, Language for Life, and Stay and Play Plus provide additional support for children needing help with attention, listening, and communication skills.
19. Youth services, both universal and targeted, collaborate with the service and utilize the hubs to deliver a variety of services for children and young people. These include Duke of Edinburgh scheme activities, Young Enterprise, Project evenings, as well as targeted health and well-being services such as LINK and SORTED, and Peer Mentoring and support.
20. Youth Justice, MAPS, and the Family Time (contact) service continue to be based at Uxbridge Family Hub. They use the space for individual meetings, family meetings, and group work as required by their respective remits.
21. Partners from health and children's services, including CAMHS, Health Visiting, Midwifery, PNMH, and Young People's SW Team, continue to provide an enhanced offer of support to families. Specialist services such as the Richmond Fellowship, National Society for Deaf Children, and SENDIASS also offer specific assistance to children and families with particular needs.
22. Family Hubs and Children's Centres are integral to the Stronger Families Partnership, which has been further developed and strengthened over the past year. It facilitates information sharing and signposting across a wide range of corporate, community, and voluntary services and organizations within the borough. A recent partnership event held in Hayes in September saw participation from 130 delegates from various organizations. The event provided partners with opportunities to hear from multiple speakers, enhance their knowledge of available services, access training and support, and network.
23. Hearing from parents and carers about their experiences of using services (or not) and how to improve the offer, is also integral to the development of the service. The newly launched Parent Participation Group recently held its first meeting and was attended by 8 parents. A key discussion theme was access to services and raising awareness of what is on offer, and how parents can support each other. This will be discussed further at future meetings.

Early Years Nurseries

24. The Council continues to provide access to both government-funded and private fee-paying childcare through its three nurseries located in Hayes, South Ruislip, and Uxbridge. Following the outcome of the public consultation held in 2023, Cabinet agreed to seek an alternative provider from the childcare market to continue delivering childcare services at these sites.

25. Officers reviewed options for engaging with the childcare market and gathered the necessary information to market the nurseries. A firm of surveyors was commissioned to compile market valuations, considering the business value and the asset itself.
26. These valuations have been checked and verified to ensure value for money before commissioning a specialist agent to market the nurseries and oversee the provider engagement process.
27. Various providers have expressed interest, and site visits and tours have been conducted to allow prospective providers to view the nurseries and inquire about the business. A deadline was set for final offers, which officers have been clarifying and evaluating before engaging in detailed discussions with a preferred provider regarding lease terms and financials. This work is ongoing, with an expectation that a report will be presented to Cabinet in December for further consideration and decision.
28. The nurseries continue to operate as usual, supporting children in accessing early education and care, including the extended early years entitlements for children aged 9–23 months and 2-year-olds. However, places are capped in line with the centres' staffing capacity.

PERFORMANCE DATA

Family Hubs and Children's Centres performance

29. Engagement with services is monitored through termly data collection and analysis, ensuring that family needs are met efficiently, and resources are optimized. Collaboration among partners enhances service delivery, providing comprehensive support to families. The synergy within the hubs ensures holistic and tailored assistance for specific family needs.
30. Work with Business Intelligence is ongoing to develop performance dashboards using Power BI to show real time access to and take-up of services, as well as detailed termly reports for deeper analysis but these are currently in the early stages.
31. Work is also progressing to consider how to collate data across wider the children's services area, given the current requirement to register for services ceases at age 5, and whilst children's centre take a holistic family view, this evidently changes as children become young people and access services independently.
32. The London Region Family Hub Network is currently developing an outcome framework and will invite London boroughs to pilot the draft and provide feedback. Hillingdon have participated in the focus group developing the framework and have met with colleagues from Business Intelligence to review the draft and consider how this may aid us in developing our own performance dashboard.
33. Key performance data headlines for 2023/24 are as follows:
 - a. 12,289 unique families accessed services
 - b. 70,605 individual attendances (includes repeat attendances)
 - c. 6,776 new families registered
 - d. 42.5% priority families attending
 - e. 622 referrals for additional group work and 1-2-1 support
 - f. 212 children on a Stronger Families plan
 - g. 45 families supported by Portage
 - h. 2,522 contacts for Families Information Service.

RESIDENT BENEFIT

34. The Family Hubs model in Hillingdon builds upon existing early years services by expanding the children's centre offerings to support older children and young people. This model

integrates a broader range of delivery partners, thereby enhancing the spectrum of support and services available to children and families.

35. Continuous data analysis and feedback from children, young people, and their families, as well as from professionals and partner agencies, ensure the relevance of services. The locality-based approach allows the service to address the specific needs of residents within our communities.

FINANCIAL IMPLICATIONS

There are no financial implications associated with the recommendation in this report.

LEGAL IMPLICATIONS

There are no legal implications associated with the recommendation in this report.

BACKGROUND PAPERS

[London Borough of Hillingdon - Agenda for CABINET on Thursday, 14th September, 2023, 7.00 pm](#)

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2023- 2024

Family Hubs and Children's Centre Service Annual Report



This report is an overview of support provided to local families and carers with children aged 0 to 5 years through Family Hubs and Children's Centres, Families' Information Service and Portage.



As part of the Council's vision for Thriving, Healthy Households, we aim to improve outcomes for young children and their families, with a particular focus on the most disadvantaged families, in order to reduce inequalities in child development and school readiness.

This is achieved by delivering a structured range of Universal and Targeted Services across three key areas:

1. Child Development and Early Learning
2. Family Development and Support
3. Health and Wellbeing



Overview

In Hillingdon, there are two Family Hubs and ten Children’s Centres across the Borough, grouped into 3 Localities, defined as North (Above the A40: Ruislip, Harefield, Northwood & Ickenham), South East (Hayes & Heathrow Villages) and South West (Uxbridge, Hillingdon, West Drayton & Yiewsley).

The Portage Service provides educational home-visiting for pre-school children who have significant special educational needs and disabilities (SEND).

The Families’ Information Service (FIS) provides information, advice and assistance to families with a child or young person up to the age of 20 (25 if they have a disability).

Data 2023-2024

*Data compared to 22/23



Individual Family Attendance
*Increase by 1.5k



Total attendances
*Increase by 6K



New families registering
*decrease by 865



Priority Families attending
*Increase of 8.3%



Referrals for additional group work and 1-2-1 support



Children on a Stronger Families Plan



Portage Families gaining support



Contacts for Families' Information Service

97% of families would recommend the Children’s Centre Service

Summary

There continues to be an increase in families accessing services and an increase supporting those who need it most. There has been a reduction in families registering due to ‘catching up’ post Covid. Additional support is primarily around parenting support, support for children with a developmental delay and mental health support. Over 90% of those needing additional 1-2-1 support with a Family Development Worker are already registered with the Children’s Centres.

Child Development and Early Learning

Early Years sessions are planned using the Early Years Foundation Stage Framework, which sets standards for the learning, development and care of children from birth to 5 years old.

Skilled practitioners use their knowledge of child development to support children to continue to develop and identify additional learning and support where needed and referral into Targeted Services.



Further develop a cohesive service offer for children with a developmental delay and/or children with SEND

Attention Hillingdon: 43 courses with 241 children completing the course (5 out of 8 weeks) and 230 progressing from starting point. Increased our offer post Covid to offer an additional 120 spaces per year. We have made changes to our delivery model to make it more flexible for working parents.

Language for Life: worked closely with the Speech and Language team to develop this 4 week course, which focuses on giving parents the tools to support language development at home. Last week of the course is done in partnership with a Speech and Language therapist.

Little Tasters: Developed in response to evidenced need with Health partners to support children to develop their senses as they experience different tastes and textures of foods (part of the ASD pathway)

Recently developed a Stay and Play group for children with **complex needs** and another group for children with **Downs Syndrome**, delivered by the Portage Team, in response to evidenced need.



22,560 attendances at Stay and Play or Baby groups, delivered in all Children's Centres. 98% of families agree sessions have supported their child's development with social skills

"I would recommend Portage to any family who needs that support not just for their child for the parents too. With portage the development of my son was outstanding but the support and caring side for the parents was excellent" Family being supported by Portage

Staff gained accredited training to deliver Forest School, now available in all 3 localities



'It helped my son's speech, social interaction, physical skills and taking risks. Everything about Forest School is amazing!'

Health and Wellbeing



13,227 visits to the **midwife**
5,482 attendances at **physical activity groups**
5,180 visits to **baby weighing clinic**
1,386 families received **oral health** information
1,103 visits to gain **breastfeeding** support
730 attendances to **specialist mental health** services

Five to Thirve

We trained 78 staff/partners in Five to Thirve and continue to share the key messages of attachment and co-regulation with families.

CAMHS Under 5's Service has moved into the two Family Hubs, working alongside staff to identify children who would benefit from early intervention.



Talking Therapies continue to run Wellbeing for Mums struggling to cope with the adjustment to parenthood, feeling low, isolated, anxious or emotionally overwhelmed. The group is now available across the borough with creche to make it more accessible for parents

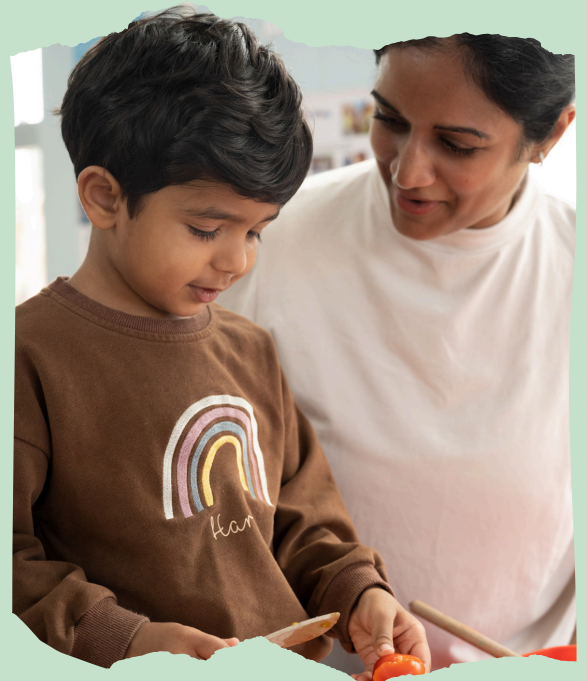
Be Inspired is back to face to face, supporting mums with confidence and self-esteem.

A few examples of feedback from physical activity sessions:

- "My son gained a benefit of more physical and outdoor activity during winter"
- "Staff always talk about the benefit of being outdoors"
- "... Play outside of the home and going to outdoors regularly have helped mine and his mental health/sleep"



410 food boxes given out in Hayes at Christmas and Easter "Thank you so much, such a great mix of fresh vegetables! not something I can always afford"



Family Support



64% of families took up two year funding

48 Families In Need referrals approved for funding

£183k financial gains in 23/24 for families getting P3 support

FIS attended **144** events, spoke to **1510** families sharing a range of information from funding for childcare to the SEND Local Offer.

“You helped me with getting my rent increase so I can stay in my property and do not have to go down the homeless route again”
Parent gaining support from P3

Parent support:

- Parenting support made more flexible to include weekend and evening sessions to support working parents.
- Delivered 4 Family Links accredited parenting courses, developed online workshops on a range of topics.
- Delivered parenting courses for parents with children on the ASD pathway, including 4 Early Bird courses, where 100% of parents report an increased confidence in understanding of the child's autism and an increase in confidence/parenting. And 16 Duckling online course, with 147 parents. We also launched new Autism Parent Support Group.



Engaging seldom heard families:

- Holiday & Food Programme events delivered in all 3 localities last Summer, Christmas and Easter. engaging families with older children.
- We now have 3 weekly outreach Stay & Plays in the Hayes area- Stay City hotel alongside the Asylum HV, McMillan Early Years Centre and William Byrd school, to support families in the Heathrow Villages.
- Monthly session at Bell Farm International Café, sharing key health messages.
- Regular outreach in toddler groups, libraries, soft play centres, community events, schools and SEND events
- 14 parents attended the ESOL course, with 86% successfully meeting all learning objectives.
- Two Floristry sessions in Harefield engaged families with a mix of Irish Traveller, English Gypsy and Showman communities.



SEND Local Offer Website now includes a user friendly way for residents to provide feedback.

We have developed a SEND Local Offer newsletter which has been distributed to a small cohort of parents and carers whilst in its pilot stage.

A few highlights...



Dame Andrea Leadsom Visited Uxbridge Family Hub to view our Start for Life and Family Hub Services



Hayes Family Hub opened in January 2024 and welcomed 916 families in the first 3 months

One of the many lovely emails we receive:

I am a new mum and we have started going to our local Children's Centre when my daughter was 6 weeks old. I was craving for some social interaction and it was so lovely to meet other mums and babies. The staff were so warm and welcoming and they made me feel at ease instantly. My daughter has become more alert and engaging and I feel so grateful to have met those lovely mums find this community. I feel happier and calmer and I really look forward to the days of our playgroups. They have been so beneficial for us mentally, socially, and educationally.

I will definitely recommend these groups to any mums in the area - thank you team! We are so grateful! Mum, 13.12.23



Minister Andrea said that she really valued the conversations with individual families and partners and could see the impact our services have had in their lives. She also congratulated us on the breadth of our offer.

Expansion of the Early Years Entitlement

From April 2024 working families with two year olds were entitled for 15 hours of funded childcare a week. The team worked with parents, childcare providers to promote and encourage awareness and applications, resulting in a take-up that was higher than the national average!



Viv Bird receives Hillingdon Hall of Fame Award!



Filming of the new Family Hubs Video

Annual service development day!

The day enabled staff to gain a better understanding of family support from the Stronger Families Service, Hillingdon Youth Offer and Brilliant Parents. Staff also gained input around: Portage small steps, communication and sensory play; the new early years entitlement & wrap around; building confidence in having challenging conversations and observational skills when working with parents and babies, led by Perinatal Mental Health,

Thank you

To the staff and partners for your expertise, skill and commitment. Your impact is evidenced in the positive feedback that we receive from families (that is too great to contain in this report!)

PROPOSAL TO LOWER THE AGE RANGE FOR THREE COMMUNITY SCHOOLS

Committee name	Children, Families and Education Select Committee
Officer reporting	Claire Fry, Assistant Director, Child and Family Support Services
Papers with report	NIL
Ward	Colham and Cowley, Eastcote, South Ruislip, and Wood End.

HEADLINES

This report outlines the proposal and statutory public consultation to lower the school age at three community schools (Colham Manor Primary School, Field End Infants School and Minet Infant and Nursery School) to enable them to provide funded childcare places for 2-year-olds.

RECOMMENDATIONS

That the Committee:

- 1. Notes the report; and**
- 2. Submit any comments to Cabinet, or delegate comments to the Democratic Services Officer in conjunction with the Chair, and in consultation with the Opposition Lead**

Note: Cabinet will be making a decision on this matter at its meeting on 12 December 2024

SUPPORTING INFORMATION

Early Years Childcare Entitlements for 2 year olds

- Previously, early years childcare has been universally funded for all 3 and 4 year olds, for 15 hours a week, 38 weeks a year. This was subsequently extended to 30 hours funded childcare for children whose parents were working, subject to meeting the eligibility criteria for the additional hours.
- Children aged 2 years, who may be disadvantaged, are also able to access 15 hours of funded early years childcare (38 weeks per year) from the term after their second birthday, if they meet any of the following criteria:
 - Parents are in receipt of an eligible benefit e.g. Income Support, Income-based Jobseeker's Allowance;
 - Are looked after by a local authority;
 - Have an Education, Health and Care Plan;
 - Get Disability Living Allowance;
 - Have left care under an adoption order, special guardianship order or a child arrangements order.

(Full eligibility criteria can be found at: [Help paying for childcare: Free education and childcare for 2-year-olds if you claim certain benefits - GOV.UK](#))

3. In April 2024, the Early Years Entitlements were expanded with the principal aim of supporting more parents to return to work. The new entitlement often referred to as the 'working parent' entitlement was introduced, providing 15 hours of funded childcare per week for 38 weeks per year, for 2-year-olds whose parents are working (subject to meeting the eligibility criteria), thereby increasing the number of 2-year-olds eligible for funded childcare.
4. This entitlement is set to rise from 15 to 30 hours of funded childcare for 2-year-old children with eligible working parents from September 2025. At the same time the 'working parent' entitlement for children aged 9-23 months will also be increased from 15 to 30 hours.

Sufficiency of Childcare

5. The Childcare Act 2006 places a legal duty on local authorities to secure sufficient childcare (so far as is reasonably practicable) for working parents or parents who are studying or training for employment.
6. In Hillingdon, the childcare market is diverse; childcare is provided by childminders, group care providers such as day nurseries and playgroups and school based providers. The introduction of the Early Years Foundation Stage, changes to the registration and inspection arrangements for childcare, and the expansion of the early years entitlements has seen the market change significantly over time. The number of sessional care providers, such as playgroups has significantly reduced, and in recent years there has also been a decline in the number of childminders. However, group care provision remains relatively stable, supporting sufficiency across the early years age ranges.
7. Estimates provided by the DfE indicated that the increase in the number of 2-year-olds eligible to receive funded childcare from April 2024, would mean that a further 955 children would be using funded childcare hours each term. In Hillingdon, the actual number of additional children using funded hours has been 1,059 in the summer term and 1,121 in the autumn term.
8. To date, the local childcare market has been able to provide sufficient places for children eligible for the 'working parents' entitlement, when considering the borough as whole. However, DfE projections anticipate a lack of childcare in some wards for children to access funded early years childcare, and it is anticipated that this may be exacerbated with the expansion in hours from September 2025.
9. It is also of note that the number of 'disadvantaged' 2-year-olds accessing funded childcare appears to have reduced. This may be due to families exercising parental choice, as early years childcare is non-statutory and they may prefer to keep their children at home or for them to be cared for by family members. Alternatively, it may be that some families are eligible for funded childcare under both schemes and are utilising the 'working parent' entitlement in anticipation of the increase in hours in the future.
10. Officers continue to closely monitor the uptake of places for 'disadvantaged' 2-year-olds to understand the impact of the new entitlements on the availability of childcare places for this cohort.
11. Schools are well placed to support families to access childcare; at least 2 schools already host private childcare providers on site, thus enabling families to readily access childcare. However, it may also be prudent for some schools to directly deliver childcare to a younger cohort of children, and the local authority is disposed to support this for 2-year-olds in areas where analysis of supply and demand shows this is needed.
12. It is important to remember that schools would be required to meet the differing requirements of the Early Years Foundation Stage for a younger cohort. Of particular note are the higher adult-child ratios (1:5), staff qualifications and experience, the appropriateness of the environment (both indoors and outdoors) including provision for sleep and toileting, and a curriculum that meets the needs and responds to the interests of young children.

13. Where schools have expressed an interest in supporting younger children, they are being supported by the Early Years Quality Team to ensure that they understand and are able to meet the needs of 2 year olds and have the necessary space and business plans in place to do so well and in a sustainable way.
14. Officers have liaised with colleagues in the Education Improvement and Partnership service and Schools Finance to ensure that there are no current concerns that may mean the proposed change would have a negative impact on the school.
15. Officers have also liaised with colleagues in School Place Planning to ensure that is no identified adverse impact for school places for the existing cohorts, should the school use existing space to develop and extend their provision to support 2-year-olds.
16. It should also be noted that the process for academies differs from that for maintained schools. Academy Trusts are responsible for conducting their own consultation process and reporting the outcome; 2 schools in the north of the borough completed this process in the summer term and commenced taking 2 year olds with effect from September 2024.

PERFORMANCE DATA

17. In reviewing sufficiency in areas where schools have expressed an interest in taking 2 year olds, officers have considered supply and demand data from the DfE, HMRC data regarding the validation of eligibility codes for 'working parents' and DWP data regarding eligibility for 'disadvantaged' 2 year olds.

Colham Manor Primary School

18. There is a lack of childcare in Colham and Cowley Ward for both elements of the early years' entitlements for two-year-olds.
19. 54 two-year-olds in Colham and Cowley Ward are eligible for the disadvantaged two-year-old entitlement but only 27 children are accessing a place, suggesting that current childcare provision may not be sufficient to meet parental demand.
20. Data on the eligibility codes issued and validated in the area around Colham Manor Primary School, for the 'working parents' entitlement' suggests that there is unmet need for funded childcare places for working parents. Colham and Cowley Ward, is in the lower half of wards in the borough (16 out of 21) for the percentage of eligibility codes issued that have been validated. This suggests that parents who are eligible are struggling to find a funded childcare place.

Field End Infant School

21. In the area around Field End Infant School, there is unmet need for childcare places for two-year-olds.
22. 60 families in Eastcote and South Ruislip Wards are eligible for the entitlement for disadvantaged two-year-olds but only 22 children are accessing a place. This suggests that current childcare provision may not be sufficient to meet parental demand.
23. Data on the eligibility codes issued and validated for the 'working parents' entitlement in the area around Field End Infant School suggests that there is unmet need for funded childcare places for working parents. Eastcote and South Ruislip wards have the highest number of parents with an eligibility code for the working parents' entitlement for two-year-olds. However, Eastcote ward has one of the lowest percentages of eligibility codes that have been validated (17 out of 21). This suggests that parents who are eligible may be struggling to find a funded childcare place.

Minet Infant and Nursery School

24. In the area around Minet Infant and Nursery School, there is unmet need for childcare places for two-year-olds principally for the 'disadvantaged' entitlement.
25. 60 two-year-olds in Wood End Ward are eligible for the entitlement for disadvantaged two-year-olds but only 20 eligible children are accessing a place. This suggests that there may be a lack of sufficient childcare provision to meet parental demand.

RESIDENT BENEFIT AND CONSULTATION

26. Developing provision for 2-year-old children in schools will support the childcare market in the named wards where data suggests there is currently or likely to be insufficiency of places as a result of the expanded Early Years Entitlements. Creation of additional sessional care places will also support choice in the market and enable parents to more readily access childcare where best suits them.
27. Whilst it is recognised that there may be concerns regarding the sustainability of existing childcare providers in the proximity of these schools, should they start to take 2-year-olds, it is important to note that the number of places that will be developed is relatively small (approximately 20 per school). Furthermore, schools will be offering childcare during school term time, which is unlikely to meet the needs of all working parents, but will support 'disadvantaged' 2-year olds.
28. Parents may also choose to use both school based provision alongside local childminders and nurseries to access the childcare support as best meets their needs, as is already the case for many 3 and 4 year olds.
29. A public consultation on the proposal was held from 25 September to 25 October 2024, for each of the named schools, and statutory notices were published and posted outside each school. Schools promoted the consultation to local parents and all schools and childcare providers in the borough were also notified.
30. The number of responses received are as follows:
 - Colham Manor Primary School - 121
 - Field End Infant School – 41
 - Minet Infant and Nursery School – 50These were from parents, childcare providers, school and local residents, some of whom have raised concerns regarding increased traffic and footfall in the area which schools may need to take steps to address should the proposal go ahead.
31. At the time of writing, officers are reviewing the responses to determine the recommendations to put forward to Cabinet in December.

FINANCIAL IMPLICATIONS

32. There are no anticipated financial implications for the local authority for this proposal. Prior to the commencement of the process schools have been required to develop financial projections of the costs and income resulting from the proposed change, to demonstrate that they understand the costs associated with providing places for 2-year-olds.
33. Schools will be able to claim Early Years DSG Funding for eligible 2-year-old children attending the nursery and will be required to adhere to the same funding process as existing childcare providers, as per the Hillingdon Early Years Funding Code of Practice.
34. Schools will also be eligible to apply for Capital Funding to help develop places, as will existing Childcare Providers as part of the DfE Early Years Capital Funding passported to the Council to support the development of places.

LEGAL IMPLICATIONS

Childcare Act 2006

BACKGROUND PAPERS

NIL.

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OUTCOME OF THE PROPOSAL TO CONSULT ON THE CLOSURE OF THE SPECIALIST RESOURCE PROVISION AT COTEFORD INFANT SCHOOL – NOVEMBER 2024

Committee name	Children, Families & Education Select Committee
Officer reporting	Abi Preston – Director of Education & SEND
Papers with report	<p><u>Making significant changes ('prescribed alterations') to maintained schools.</u> <u>Area guidelines and net capacity - GOV.UK (www.gov.uk)</u> Appendix 1 – Letter to school outlining reasons for SRP closure – Sept 2024 Appendix 2 – Coteford Infant – Closure of SRP process Appendix 3 – Coteford Infant – Text for school webpage Appendix 4 – Coteford Infant – Closing an SRP FAQs – Aug 24 Appendix 5 – Letter to all parents outlining reasons for SRP closure 18.09.24 Appendix 6 – Public Notice Coteford Infant Appendix 7 – Consultation Proposal – Coteford Infant – Proposal for SRP removal</p>
Ward	Eastcote, All

HEADLINES

School place planning is a statutory function of the Council as a Local Education Authority (LEA) and involves liaison with all schools and Trusts in the borough, and with neighbouring Local Authorities. The duty is to have a sufficiency of school places to meet parent demand across the borough for all children, including those with Special Education Needs & Disabilities (SEND).

There is an expectation that all schools are inclusive with all children having their needs assessed, and the appropriate funding provided to the relevant school to enable them to meet those needs. Over the last few years there has been a decline in the demand for commissioned places at the Specialist Resourced Provision (SRP) for children with Physical Disabilities (PD) at Coteford Infant School and Officers followed the statutory process to consult to close the SRP.

The closure of the SRP will not impact the support provided by the school for children as outlined in their Education, Health, and Care, Plan (EHCP), and the school will continue to receive the same level of funding for those pupils currently on roll at the SRP until they leave the school.

This proposal is only to close the SRP at Coteford Infants at the end of the academic year 2024 / 25, and does not affect the mainstream school, which will continue to support children with a wide range of needs and abilities. The school will continue to offer education to the local community, and any parent/ family will still be able to express a preference for their child to attend Coteford Infants which will be assessed against the school's admissions criteria.

RECOMMENDATIONS

That the Children, Families and Education Select Committee:

- 1) Review the proposed closure of the Specialist Resourced Provision (SRP) for children with Physical Disabilities (PD) at Coteford Infant School detailed in the report;**
- 2) Note the consultation in response to the proposed closure; and**
- 3) Submit any comments to Cabinet, or delegate comments to the Democratic Services Officer in conjunction with the Chair, and in consultation with the Opposition Lead**

Note: Cabinet will be making a decision on this matter at its meeting on 12 December 2024

SUPPORTING INFORMATION

Coteford Infant School is a community-maintained school, rated 'Good' by Ofsted, which until August 2024, was a 3 Form Entry (FE) school. At the request of the school due to a declining roll, a consultation to reduce the PAN was conducted by the Local Authority (LA) as the Admissions Authority for the school, in the period during the Autumn term 2022, between 24th October and 19th December 2022. The result of the consultation was to reduce the admission number to 2FE, with Cabinet approving the proposal in February 2023.

Coteford Infant School historically has had an SRP for children with PD for up to 10 commissioned places although it is not based on a typical SRP model. Following the Cabinet decision in February 2023, the school approached the Council to request the commissioned places for the SRP to be reduced to 7 pupils taking into consideration the PAN reduction, which was approved to take effect from September 2024. This was agreed by the Council due to the declining demand for places.

Ordinarily, SRPs operate in a separate classroom or bespoke area within the school and there is a teacher assigned to the provision to oversee and deliver the curriculum to the children according to their needs. *"In SRPs pupils spend most of their time (usually well over 50% of their timetable) in mainstream classes. They only attend the SRP facilities for individual support, to learn a specific skill (for example braille for VI pupils), to receive medical or therapeutic support (for PD pupils) or to access specialist equipment."* (Building bulletin 104, Dec 2015). Coteford Infant School has an alternative set up where there is no separate physical space where the children are taught, as they are fully integrated into mainstream classes for their entire timetable.

Conversations have been ongoing with the school since the end of last year to understand the demand and provision available for pupils with physical disabilities, and the Council continues to work closely with the school regarding the consultation process.

Sufficiency of Places

Officers continue to review the sufficiency of high-quality specialist provision, in both mainstream and special school settings, to meet the future needs of children and young people with SEND in Hillingdon. This is underpinned by the [Hillingdon Local Area SEND and Alternative Provision Strategy 2023-28 - Hillingdon Council](#) with clearly defined ambitions:

- *Ambition 1: The right support, at the right time, in the right place*
- *Ambition 2: Fully inclusive education for all*
- *Ambition 3: Provision meets the needs of Hillingdon's children and young people*
- *Ambition 4: Children and young people live happy and fulfilled lives where they are included in the community*
- *Ambition 5: There is a flexible offer and range of interventions available for children to access Alternative Provision*

As a result of the ongoing review, it has been identified that there is a greater demand for specialist provision for children and young people with Autistic Spectrum Condition (ASC), and the Council has increased the provision available in SRPs and Designated Units (DUs) by 72 places, with new settings opening during the last 12 months.

The Council is also working with more schools across the Borough to further increase the number of places available for secondary aged pupils with ASC where there is still a high demand, which will allow more pupils to be educated in their local community with the appropriate support.



The ambitions within the new strategy highlight the importance of ensuring that we create provision that meets the needs of Hillingdon's children and young people and enables them to receive excellent education in their local community.

As part of the ongoing review of all school places within the Council, maintained and specialist provision, it was noted that over the last few years there had been a decline in the demand for places on roll at the PD SRP (i.e. Physical Disability as the primary need) as detailed in the table below. This is in line with the expectation that children with physical disabilities should be able to have their needs met in any mainstream school with reasonable adjustments.

As of September 2024, there are only 3 pupils on roll at the SRP with one pupil in Year 2 moving out of the school at the end of this academic year. This will leave only 2 pupils on roll at the SRP at Coteford Infants in September 2025.

				Jan-20	Jan-21	Jan-22	Jan-23	Jan-24
School	Phase	Provision Type	Designated Need	Actual	Actual	Actual	Actual	Actual
Coteford Infant School	Primary	SRP	PD	7	7	4	4	4

The reduced demand is also evident nationally as you will see from the table below, where the number of SRP or DU provision for children or young people with Physical Disability as their primary need has reduced by 37% over the last 4 years. It also shows that there has been a 22% reduction in the number of Councils with an SRP or DU supporting children with PD as their primary need from 58 to 45.

Description	2020 Total	2024 Total	Difference	Difference %
Number of Councils with a Specialist SRP or DU with PD as Primary need	58	45	-13	-22%
Number of Settings with a Specialist SRP or DU with PD as Primary need	110	69	-41	-37%

Data above obtained from Get Information About Schools (GIAS) 'Establishment Fields' on 28th October 2024

Many specialist settings support children and young people with a range of needs, and many children and young people have more than one need, dependent on their disability. For example, people with cerebral palsy may have minor or very complex symptoms, and this may or may not affect their physical, cognitive, and communication abilities. Therefore, children and young people with this condition may have different primary needs, based on the most relevant need at the time of the assessment, which may also change over time.

Equality Impact Assessment

An equality impact assessment was considered, however, as the children on roll at the SRP will continue to receive the same level of provision as outlined in their EHCP, and the school will receive the same level of funding, there is not expected to be any impact on these children from the closure of the SRP. Also, unlike a traditional SRP, children on roll at the SRP at Coteford Infant's already spend the entire school day in mainstream lessons, and the school is, therefore, already supporting an inclusive education model for all pupils.

Therefore, there will not be any impact on the children currently on roll at the SRP as there will be:

- No change to the support outlined in the child's EHCP
- No change in the equipment provided
- No change in the level of funding provided to the school as a result of this proposal, as it will remain as it is for each pupil, as detailed their individual EHCP

Financial Implications

Funding will remain the same for all pupils on roll at the SRP at Coteford Infant school, and no funding for these pupils will be withdrawn as a result of this proposal.

Coteford Infants are in an improving deficit position and officers are working with the school to support recovery towards a balanced budget. The Council finance and operational teams will continue to work with and support the school during this process.

RESIDENT BENEFIT & CONSULTATION

Taking into account that there is no longer a statutory 'pre-publication' consultation period for proposed prescribed alteration changes, it should be noted as part of the Council's commitment to meeting the needs of our children and young people and providing sufficient places at appropriate education settings, we continue to review the existing specialist provision in Hillingdon, to ensure we are able to meet the demand for places.

As part of the ongoing sufficiency review, officers have been liaising with the school for a number of months, including a discussion in February 2024 to understand how the space for the SRP was used. It was confirmed that the children on roll at the SRP are based in mainstream classes and fully integrated with mainstream peers. The school did not have a "unit" or separate area for them unlike a traditional SRP. Conversations continued with Coteford Infant School in June and July 2024 to discuss the needs of the children currently attending the provision and the level of support being provided as well as the proposal of removing the SRP.

During this time Coteford Infant school was offered the opportunity to consider hosting an alternative SRP or DU if the current PD SRP was closed, but the school declined the offer as they do not have any available space, and did not want to have any alternate specialist provision on site.

Following the summer break another meeting was held with the school in September 2024 to confirm the proposal would progress with the understanding that information including FAQs, and the consultation process would be shared via the school with stakeholders ahead of the formal consultation.

Information about the consultation was shared by Officers with the school to add to their school's webpage prior to the consultation beginning:

- 13th September 2024 - a letter to the school outlining reasons for the proposed SRP closure (**Appendix 1**), a letter outlining the process of closing an SRP (**Appendix 2**), text for the school's webpage (**Appendix 3**) and FAQs about closing an SRP (**Appendix 4**),
- 18th September 2024 - a letter for all the school community (**Appendix 5**)
- 23rd September 2024 a link to the London Borough of Hillingdon consultation webpage was shared

Formal consultation on the proposal to close the Specialist Resource Provision (SRP) for Physical Disabilities (PD) at Coteford Infant School started on 25th September at 9am and ended on 25th October 2024 at 5pm. Public Notice of the proposal is set out in **Appendix 6** and the full proposal consulted on in **Appendix 7**. The Public Notice was published in the Gazette on the 25th of September and copies were put up surrounding the school site for the start of the consultation.

Statutory process

The prescribed alterations require a minimum of a 4-week consultation period. The formal consultation was designed to ensure that the following received notification of the consultation, in line with the guidance "Making significant changes ('prescribed alterations') to maintained schools":

- the governing body/local authority (as appropriate);

- the parents of every registered pupil at the school – where the school is a special school;
- if it involves or is likely to affect a school which has been designated as having a religious character:
 - the Diocesan Boards of Education for any diocese of the CofE any part of which is comprised in the area of the local authority;
 - the bishop(s) of a diocese of the RC Church any part of which is comprised in the area of the local authority; or
 - the relevant faith group in relation to the school; and
- any other body or person that the proposer thinks is appropriate e.g., any affected educational institutions in the area, or neighbouring local authorities.

Proposals affecting a special school should go to any Council that has commissioned a place at the school (i.e., all relevant authorities who have made an out of county/borough placement there).

The consultation document was available from Wednesday 25th September 9am to Friday 25th October 2024 5pm on the consultation page of the Hillingdon Council website. This included a brief outline of the proposed change, the full proposal, and a questionnaire to obtain feedback in direct response to each proposal.

Information regarding the consultation was publicised to all the schools within the Borough via email.

As Hillingdon Council also receives school place applications from residents who live outside of the Borough, the consultation was designed to be inclusive. Therefore, officers contacted the following surrounding Councils to share details of the consultation:

- London Borough of Ealing
- London Borough of Hounslow
- London Borough of Brent
- London Borough of Harrow
- Hertfordshire County Council
- Buckinghamshire County Council
- Slough Borough Council

The details of the proposal were also shared with the Hillingdon Parent Carer Forum.

The 3 families affected by the proposal who have children in the PD SRP were informed and consulted prior to the publication of the consultation, and officers have continued to speak with families during this process.

A virtual Question and Answer session with Officers took place on 2nd October 2024 from 5pm to 6pm for stakeholders to have the opportunity to ask questions about the proposal. There was one attendee whose views are included in the themes below.

There was also a drop-in session at the school where Officers were on hand to answer any questions in person and to explain the proposal as necessary. This was held on 4th October 2024, 2:30 to 3:30pm for stakeholders, including parents/guardians, school staff and residents. The intention was to meet with school staff separately from 3.30pm but the original session continued with all stakeholders until 4:50pm with 17 attendees; the majority of whom were staff. The views of attendees are included in the themes below.

Consultation Responses

292 responses were received in total during the consultation period with 290 submitted via the online questionnaire, and 2 further responses were received by email in support of keeping the SRP open. The responses are summarised below.

Online Questionnaire responses are summarised below:

1. **8** respondents agreed with the proposal to close the Physical Disabilities (PD) SRP provision at Coteford Infant School?
 - Yes - 8
 - No - 280
 - Don't know – 2
2. Of the **282** respondents that answered 'No' or 'Don't know', reasons have been summarised below in the paper
3. **10** respondents agreed that the proposed changes will not disadvantage any Hillingdon residents.
 - Yes - 277
 - No - 10
 - Don't know – 3
4. Of the **277** respondents that agreed that the changes will disadvantage Hillingdon residents' reasons have been summarised below in the paper.
5. **290** respondents have confirmed their interest in the proposal as:
 - A parent/ Carer/guardian – 96
 - A staff member – 17
 - A local resident – 108
 - Other – 45
 - Prefer not to say – 13
 - Blank - 11
6. **178** respondents stated that they have children under the age of 18 living in their household.
7. Respondents were invited to state which school(s) their child(ren) currently attend, and the responses were as follows:
 - Coteford Infant School - 30
 - Coteford Junior School – 20
 - Coteford (non-specified) - 17
 - Bishop Ramsey Church of England School – 4
 - Bishop Winnington-Ingram CofE School – 1
 - Deanesfield Primary School – 2
 - Field End Infant School – 1
 - Glebe Primary School – 3
 - Grangewood School – 2
 - Harefield Junior School – 1
 - Harefield Academy – 3
 - Harlyn Primary School – 3

- Haydon School – 8
- Home Educated – 1
- Meadow High School – 4
- Newnham Infant School – 2
- Newnham Junior School – 1
- Newnham (non-specified) - 4
- Northwood School – 3
- Oak Wood School – 2
- Out of borough school – 17
- Pentland School – 1
- Queensmead School – 4
- Ruislip Gardens Primary School – 1
- Sacred Heart Primary School – 4
- Special School (non-specified) - 1
- The Willows School – 1
- Vyners School – 1
- Warrender Primary School – 3
- Whitehall Junior School – 1
- Whitehall (non-specified) - 1
- Whiteheath Infant School – 10
- Whiteheath Junior School – 2
- Whiteheath (non-specified) – 4
- No school recorded - 17

8. Additional comments from the questionnaire have been summarised in the paper below. Please see themes of consultation responses below:

It is important to note that many responses to the consultation did not specifically relate to the proposed closure of the SRP at Coteford Infants, but were in relation to wider funding, or education challenges. The information below seeks to set out the themes from the consultation which proposes to close the SRP at Coteford Infants. However, the mainstream school is not expected to be affected by this proposed closure and will continue to operate as an inclusive school for children with all levels of needs and abilities.

1. Impact on Children with Disabilities:

Many respondents emphasized that children with physical disabilities and special educational needs (SEN) rely heavily on the SRP for specialised support, therapies, and equipment that mainstream schools cannot adequately provide.

The expectation is that children with physical disabilities should be able to have their needs met in any mainstream school with reasonable adjustments based on parental preference. The school currently have only 3 pupils on roll at the SRP, reducing to 2 from September 2025, and 0 from September 2026 currently.

As the level of funding available for each child will not change as a result of this proposal, the school have the choice whether to retain their current therapists, or to opt for a therapy service available to all other mainstream schools across Hillingdon, which is commissioned jointly between the Council and the Integrated Care Board (ICB), for the children on roll at the SRP. This jointly commissioned therapy service already supports children with an EHCP attending Coteford Infants who are in mainstream classes.

All therapy services delivered through the jointly commissioned service are delivered in a school setting in Hillingdon, unless a family requests the therapy to be delivered in a clinic as an exception. Therefore, regardless of the decision of the school, therapy will continue to be delivered at the school for any children who are currently on roll at the SRP. This is the current situation for all children accessing therapy across all Hillingdon mainstream schools, including children in Coteford Infants.

Concerns were raised about the negative impact on these children's education, physical development, and overall well-being if the SRP is closed.

The children on roll at the SRP are based in mainstream classes and fully integrated with mainstream peers. The support for each child will remain as outlined in the child's individual EHCP and no support or funding is being removed as a result of this proposal.

Lack of Alternative Provisions:

Respondents highlighted the absence of similar provisions in the area, meaning that closing the SRP would leave a significant gap in support for children with disabilities.

The expectation is that children with physical disabilities should be able to have their needs met in any mainstream school with reasonable adjustments and the provision in Section F of their EHCP being implemented. Increasingly parents want their children to be able to attend their local school with their siblings and children within their community with whom they can make friendships.

The potential increase in travel time and costs for families seeking alternative provisions outside the borough was also a major concern.

The expectation is that children with physical disabilities should be able to have their needs met in any mainstream school with reasonable adjustments based on parental preference. Any children whose needs are assessed to be significantly higher, or with a range of complex needs will be able to access a local special school, and there is a home to school travel policy available to support families ([School transport for children and young people with SEND - Hillingdon Council](#)).

2. Strain on Mainstream Schools:

There were worries that mainstream schools are already underfunded and overstretched, and integrating SRP students without additional resources would further strain teachers and staff.

The children on roll at the SRP are currently based in mainstream classes full time at Coteford Infants, and fully integrated with mainstream peers. The support for each child will remain as outlined in the child's individual EHCP. Each child will have a level of funding that matches their assessed needs which will be provided to the relevant school, so the child can receive the appropriate level of support to meet their needs.

3. Historical Success and Community Trust:

The SRP at Coteford has a long history of success and is highly regarded within the community. Many respondents mentioned the trust and confidence they have in the school's ability to support children with disabilities.

Coteford Infants are a good example of an inclusive school, and they have a model of resources and support which the Council are not proposing to remove. The support outlined in the pupils' EHCP will continue, and we would expect the school to share its model of inclusive practice with other schools across the Borough supporting more children and young people.

The SRP's closure is seen as a loss of a valuable and trusted resource that has benefited many families over the years.

The children on roll at the SRP are based in mainstream classes and fully integrated with mainstream peers. The support for each child will remain as outlined in the child's individual EHCP and we are not expecting any reduction in pupil funding as a result of this proposal. Parents will still be able to access the school through the school admissions process as they do currently, so there is not any change expected.

The staff currently employed by Coteford Infants are a valuable resource for the school and the wider community and will continue to support children across the school. As children on roll at the SRP are included in mainstream lessons all the time, there will not be any impact on staff from the proposed closure of the SRP, especially due to the low numbers of children on roll at the SRP compared to the overall pupils in the school (1.4%).

Headteachers and SENCOs across all schools meet on a regular basis to share best practice, and look for opportunities to work collaboratively, which provides plenty of scope to share learning and ideas to improve the experience of all children in Hillingdon schools.

4. Inclusive Education Benefits:

Several respondents pointed out the benefits of inclusive education, where children with and without disabilities learn together. This fosters understanding, empathy, and social integration among all students.

The children on roll at the SRP are based in mainstream classes and fully integrated with mainstream peers. The support for each child will remain as outlined in the child's individual EHCP. Other families that choose to access other mainstream schools also benefit from this model of education where all children are included regardless of any additional needs they may have and learn together with their peers.

This proposal is only to close the SRP at Coteford Infants, and does not affect the mainstream school, which will continue to support children with a wide range of needs and abilities. The school will continue to offer education to the local community, and any parent / family will still be able to express a preference for their child to attend Coteford Infants which will be assessed against the school's admissions criteria.

It is the expectation of the Council that all schools will offer inclusive education as outlined in the [Hillingdon Local Area SEND and Alternative Provision Strategy 2023-28 - Hillingdon Council](#). Although there were high numbers of objections to the closure of the SRP through the consultation, many people commented that children with a physical disability should be able to learn alongside their peers without a physical disability which would benefit all pupils. Inclusion is a key driver for the proposed decision to close the PD SRP at Coteford Infants and enable all children and young people with a physical disability to be able to learn alongside their peers, regardless of any additional needs they all may have.

5. Concerns about Consultation Process:

Some respondents expressed skepticism about the consultation process, feeling that the decision to close the SRP had already been made and that the consultation was merely a formality.

The Council are following statutory process as per the guidance “Making significant changes (‘prescribed alterations’) to maintained schools.” As part of the review of specialist provision across the Borough, there were a number of discussions with this school and other schools before the consultation process started in line with best practice, to understand what proposals to put forward, based on evidence.

6. Advocacy for More Funding:

Many called for increased funding and resources for the SRP rather than its closure, arguing that investment in such provisions is crucial for the well-being and development of children with disabilities.

The expectation is that children with physical disabilities should be able to have their needs met in any mainstream school with reasonable adjustments based on parental preference. The core funding the Council receives from the Dedicated Schools Grant (DSG) is shared across all schools to meet the needs of all pupils fairly, and this process is overseen by the Schools Forum.

Each child will have their needs assessed through a thorough multi-agency process that results in the provision of an EHCP as relevant, whether they require a specialist provision or a mainstream school. This assessment will outline the support required to meet the needs of each child and there will be an appropriate level of funding provided to schools based on this assessment.

Schools are funded for delivering the provision outlined in their EHCP. If needs change over time, schools can request for a review. This may require a re-assessment of the needs of the child and will be considered on an individual basis. This is to ensure that children and young people have the appropriate support to meet any changing needs, or exceptional circumstances.

7. Travel implications

A number of responses included reference to travel implications for families as a result of the closure of the SRP or related to children who attend the mainstream school.

It is not expected that any children will leave the school. The children in the SRP will not be affected as the funding and support will remain the same as a result of this proposal, and there will therefore not be any need for them to move school. As the proposed closure only relates to the SRP, the children in the mainstream school will not be affected and therefore there will not be any implication on travel as nothing will change.

Below is a table showing the distance that current pupils live from the school for reference.

Distance	Number of pupils
Up to 1 mile	168
Over 1 mile to 2 miles	22
Over 2 miles to 5 miles	30
Over 5 miles	1

As you can see, the vast majority of children of the 221 children currently attending the school live within 2 miles of the school (86%), with the rest of the pupils living within 5 miles, apart from 1 child who is living just over 5 miles from the school. All 3 children on roll at the SRP live between 2 and 5 miles from the school.

Petitions

During the consultation period, the Council received 2 petitions which were started by the 'Friends of Coteford', which are also being considered as part of this consultation, as permitted by the Council's Petition Scheme. One petition is in relation to the closure of the PD SRP at Coteford Infants (a), and the other is in relation to admission to the PD SRP of an individual child (b).

(a) Closure of the Coteford PD SRP petition

A petition was received by the Council with a total of 1531 signatories before the end of the consultation (including 22 duplicate signatories), 1091 of these were London Borough of Hillingdon residents (71% of signatories). The details of the petition are below:

'This petition "is to express the dissatisfaction of the LA's proposal to close the SRP unit at Coteford Infant School by the parents and local residents. We would like the Local Authority to reconsider the closure of the SRP unit and to consider the implications this will have on all children who attend the school. We would like the Local Authority to consider the eligibility criteria for children to be accepted into the Coteford Infant School SRP, to properly assess the demand for the SRP unit and to ensure the correct levels of funding are provided for a school where 23% of pupils have are on the SEND register, 6.5% have an EHCP which 2x higher than the national average, to ensure the SRP unit is able to function properly with correct levels of funding.'"

The Council note the contents of the petition and highlight that the figures presented in the petition are incorrect. Having investigated the data shared, we can confirm that the figures recorded for the Spring Census 2024 which was completed by the school, have only 12 pupils (6.8%) with EHCPs and 39 pupils (17.6%) on the SEN register. This does not include the 3 pupils in the PD SRP.

(as of Spring 2024)	National	London	Statistical Neighbors	Hillingdon	Coteford Infant School
% Pupils with EHCP	4.8%	4.9%	4.5%	4.9%	6.8%
% Pupils on SEN Register	18.4%	17.6%	16.9%	16.7%	17.6%

As you can see from the table above, this shows that the number of children at the school with an EHCP are slightly higher than average, but children on the SEN register are around average when compared to London, higher than the Hillingdon average, and lower than the National average.

It is also important to note that Hillingdon schools have a policy in place to provide exceptional funding to schools whose percentage of EHCPs exceed an agreed value above their Number on Roll (NOR), of which Coteford Infant school is already a benefactor. This is in recognition of the higher than average number of children attending the school with an EHCP, and funding is paid at an additional £6,000 per child to all qualifying schools. This is non-statutory funding which the Council has decided to provide to schools who are highly inclusive to ensure they have sufficient notional funding to appropriately support their children's needs. This funding is specifically for children with EHCPs in mainstream schools and excludes children attending

SRPs or DUs, as they are funded differently, with the £6,000 notional funding provided. In closing the SRP, the children would be counted as part of the exceptional funding figures. As Coteford Infant school has a higher number of children with EHCPs, the funding that would ordinarily be provided by commissioning places at the SRP will instead be provided via the exceptional funding stream. Therefore, the funding the school receives for these children will continue to remain the same.

(b) Individual child admission to the SRP petition

A second petition was received relating to an individual pupil's circumstances, signed by 1230 signatories, of which 247 were London Borough of Hillingdon residents (20% of signatories). The details of the petition are below:

*The petition "is to express the dissatisfaction of the LA's treatment of *****", by not allowing ***** admission into the SRP unit at Coteford Infant School by local residents via change.org. We would like the Local Authority to reconsider the ***** admission into the SRP unit and to consider the implications this will have on *****. This decision has impacted ***** right to thrive."*

Although this second petition relates to an individual child, it does relate to the PD SRP, and we have therefore taken the matter into consideration as part of the consultation. Council Officers are in contact with the family of this child directly to discuss the matter.

Conclusion

This proposal is to close the SRP at Coteford Infants, and does not affect the mainstream school, which will continue to support children with a wide range of needs and abilities. The school will continue to offer education to the local community, and any parent / family will still be able to express a preference for their child to attend Coteford Infants which will be assessed against the school's admissions criteria.

The proposal does not seek to change the level of funding received by the school for the children on roll at the SRP. If the proposal is agreed, the children on roll at the SRP will continue as pupils of the school with the understanding that the provision continues to be appropriate to meet their needs, with the funding provided as stated in the child's Education Health and Care Plan, which is the same as the school receives now.

The formal statutory consultation helped to collate views and queries from a range of stakeholders, including parents/Carers, local residents and staff.

The consultation process outlined some of the concerns raised by the respondents, with 2.8% in favour of the closure of the PD SRP, 96.6% objecting, and the other 0.6% of respondents did not express a view.

It is important to recognise that families must have a choice where their children and young people are educated, and as the reducing demand for places in the Coteford Infants PD SRP shows, families are choosing their local schools for children and young people to support peer relationships and educate children in their local communities. This is facilitated and supported by schools making reasonable adjustments for children with physical disabilities as appropriate, to ensure that the children and young people have a typical experience at their school of choice.

The Council's review of specialist provision has already led to an increase of 72 places in SRPs for children and young people with Autism and communication needs where there is increased demand, and this is continuing with additional places planned for secondary provision next year. It is apparent, however, that demand for places for children and young people with physical disabilities has reduced to a level where there is not any future need for this provision, and children will be educated in mainstream schools with the appropriate support and funding as many do already.

The Council will continue to assess the needs of children and young people across the Borough through the current statutory process, to ensure they are educated in the most appropriate provisions to meet their individual needs, which will include a range of mainstream and specialist provision.

The proposed closure of the SRP will not lead to any changes for the children or the school, now or in future. All support will continue as it is currently, and funding will also not change. The closure of the SRP is a formality and does not impact the school, the way they support their children, or the funding provided, to enable the school to deliver the support. This academic year, Coteford Infants will not see any change in the funding provided by the Council for the 3 children on roll at the SRP as a result of this proposal, and next year the Council have committed to continue to fund the school for the 2 children who will be on roll at the SRP at the same level the 2 children are funded currently.

There will be an ongoing dialogue with families and the school to ensure that there will be no change to the support outlined in the children's EHCP for the remaining children on roll at the SRP, and support is delivered in line with their assessed needs until such time they leave the school.

The 3 families affected by the proposal who have children in the PD SRP were informed and consulted prior to the publication of the consultation, and officers have continued to speak with families during this process.

Next Steps

Comments from the Children, Families & Education Select Committee will be noted, and the recommendation will go to Cabinet on 12th December 2024 for formal approval. The Education Service will refer to the following guidance "Making significant changes ('prescribed alterations') to maintained schools" [School organisation: local-authority-maintained schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/making-significant-changes-prescribed-alterations-to-maintained-schools) :

FINANCIAL IMPLICATIONS

There are no financial implications at this stage.

LEGAL IMPLICATIONS

There are no legal impediments to the recommendation. Local authorities may propose changes to establish/alter or remove a SEN. They can do so by complying with the statutory process for prescribed alterations.

BACKGROUND PAPERS

[*Making significant changes \('prescribed alterations'\) to maintained schools.*](#)

APPENDICES

- Appendix 1 – Letter to school outlining reasons for SRP closure – Sept 2024
- Appendix 2 – Coteford Infant – Closure of SRP process
- Appendix 3 – Coteford Infant – Text for school webpage
- Appendix 4 – Coteford Infant – Closing an SRP FAQs – Aug 24
- Appendix 5 – Letter to all parents outlining reasons for SRP closure 18.09.24
- Appendix 6 – Public Notice Coteford Infant
- Appendix 7 – Consultation Proposal – Coteford Infant – Proposal for SRP removal

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HILLINGDON
LONDON

FAO: Louise Crook
Coteford Infant School
Fore Street
Eastcote
Pinner
HA5 2HX

11th September 2024

Dear Louise,

Re: Letter to School outlining the reasons for Proposal to Close the Physical Disability Specialist Resourced Provision

Further to our recent conversations, we confirm that Hillingdon Council are proposing to close the Specialist Resource Provision (SRP) for Physical Disabilities (PD) at Coteford Infant School. If appropriate approvals are agreed, it is likely that closure will take place by July 2025 at the latest.

Please note that the SRP is not a traditional, additionally resourced learning space at Coteford Infant School, and therefore the closure is not a closure of a specific unit or classroom. All students who have SRP provision written in their EHCP for Coteford Infant School, access mainstream classes at all times.

Why are we proposing this change?

Hillingdon Council regularly reviews the needs of the population, and the evidence shows that there has been a significant decline in the demand for places for an SRP for PD needs. There is also an expectation that children with physical disabilities should have their needs met in mainstream schools with reasonable adjustments, and therefore, we no longer require a separate SRP provision to meet the needs of these children.

				Jan-20	Jan-21	Jan-22	Jan-23	Jan-24
School	Phase	Provision Type	Designated Need	Actual	Actual	Actual	Actual	Actual
Coteford Infant School	Primary	SRP	PD	7	7	4	4	4

An SRP is funded in a manner that is based on a number of children accessing provision and resources, therefore, it is more challenging for a school to maintain the provision when numbers are significantly lower. Ordinarily there would be a teacher employed for the SRP and children would access mainstream for at least 50% of their timetable.

All schools are expected to be inclusive. Many local authorities across the country have already taken the decision to close their Physical Disability specialist provisions in light of similar changes and expectations.

The Hillingdon SEND & Alternative Provision strategy sets out these aspirations and expectations for all of our schools (see [SEND and AP Strategy](#)).

Impact for children currently accessing the SRP

Unlike a traditional SRP, children who are admitted to the SRP at Coteford Infants are already attending mainstream full time, with the exception of therapeutic intervention, and do not access a separate provision. The proposal to close the SRP will not have any impact on the children attending now or any children who may wish to attend in future.

There will be:

- No change to the support outlined in the child's Educational Health Care Plan
- No change in the equipment provided
- No change to the plan for the child

Next Steps

We will support the school through the process to consult on closing the SRP and will maintain close contact to keep you informed at all times. It will be important that parents are reassured in this process as the experience their children have at the school will not change from the formality of closing the provision. It is important that they are aware of this, and they are clear there is no impact on their children's education.

We will also make direct contact with the families of children who are part of the SRP to reassure them that their child will not be affected by the proposed closure if it is agreed, and know we can count on your support to make this process as smooth as possible for them too.

Timeline:

The timeline for the consultation is set out below, and further information will be shared with the school as the process progresses.

September 2024

- Mid-September the school will be provided with a Public Notice to be displayed in and around the school notifying local residents and parents of the ongoing consultation
- Consultation will then last 4 weeks (25th September to 25th October) where local residents and parents will be able to submit their views - links to the consultation page on Hillingdon's website will be shared with the school and will need to be added to the Coteford Infants website.

November 2024

- Following the consultation closing, a report will be written and submitted to Children, Families and Education Select Committee (13th November)

December 2024

- The report will then go to Cabinet (12th December) for approval and a formal decision will be shared with DfE.

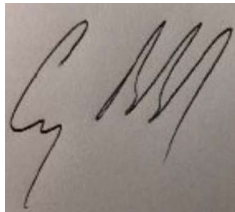
July 2025

- If the proposal is approved at Cabinet, the SRP will formally close in July 2025 at the latest, but may close earlier in conjunction with the school, and based on any responses to the consultation.

This may be an unsettling time for parents and carers, and it is important that they are reassured that the support and provision for their children will not change through this process. The closure of the SRP is a formality rather than a change to any element of the delivery of children's EHCPs. We are keen to work with you to ensure families understand that their children will continue to receive the strong support that Coteford Infant School continue to provide for children with physical disabilities.

I look forward to further discussions regarding this matter, and to working with you to ensure that the children continue to be supported appropriately and the school are informed and supported at each stage. Please do not hesitate to contact me if you have any queries.

Yours sincerely,

A square image containing a handwritten signature in black ink. The signature is stylized and appears to read 'G Binstead'.

Gary Binstead
Senior SEND & Inclusion Commissioner

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Coteford Infant - Process for the Closure of Specials Resourced Provision (SRP)

The below process is covered in [Making significant changes \('prescribed alterations'\) to maintained schools guidance - Page 29 to 30 and 35 to 40.](#)

For a community school, the Local Authority is the proposer and the decision maker to establish, remove or alter a SEN provision within a mainstream school and must follow the statutory process. Local Authority Officers will therefore lead on the consultation process and any reports that need to be submitted.

Proposed Timeline:

The timeline for the consultation is set out below, and further information will be shared with the school as the process progresses.

September 2024

- Mid-September the school will be provided with a Public Notice to be displayed in and around the school notifying local residents and parents of the ongoing consultation
- Consultation will then last 4 weeks (25th September to 25th October) where local residents and parents will be able to submit their views - links to the consultation page on Hillingdon's website will be shared with the school and will need to be added to the Coteford Infants website.

November 2024

- Following the consultation closing, a report will be written and submitted to Children, Families and Education Select Committee (13th November)

December 2024

- A report will then go to Cabinet (12th December) to consider the consultation responses and to decide on the matter - any decision will be shared with DfE.

July 2025

- If the proposal is approved at Cabinet, the SRP will formally close in July 2025 at the latest, but may close earlier in conjunction with the school, and based on any responses to the consultation.

Note: If there are not any objections to the consultation proposal, the decision can be made to close the SRP by the Cabinet Member under their delegations, and not the full Cabinet.

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Consultation on the Proposed Closure of the SRP at Coteford Infant School

Hillingdon Council are intending to stop commissioning places at the Physical Disabilities (PD) Specialist Resourced Provision (SRP) at Coteford Infant School, and are proposing to consult in the Autumn term 2024 on the closure of the specialist resourced provision at the school.

Why are we proposing this change?

Hillingdon Council have noticed over the last few years that there has been a decline in the demand for places in the PD SRP as you can see from the table below.

				Jan-20	Jan-21	Jan-22	Jan-23	Jan-24
School	Phase	Provision Type	Designated Need	Actual	Actual	Actual	Actual	Actual
Coteford Infant School	Primary	SRP	PD	7	7	4	4	4

This is largely due to greater inclusivity within Hillingdon schools (see [SEND and AP Strategy](#)) where it is possible to meet the needs of more children with EHCP's in mainstream settings. This has meant that more children with a physical disability are being educated in mainstream settings with the school providing additional support and equipment for the child where it may be required.

In September 2024, there will be 3 pupils attending the SRP.

Impact for children currently accessing the SRP

Unlike a traditional SRP, children accessing the SRP at Coteford Infant school already spend the entire school day in mainstream lessons, and the school is therefore already supporting an inclusive education model.

This means there will not be any impact on the children currently accessing the SRP as there will be:

- No change to the support outlined in the child's Educational Health Care Plan
- No change in the equipment provided
- No change to the plan for the child

Officers at Hillingdon Council will continue to work with the school to ensure that the children currently accessing the provision continue to be supported appropriately.

If you have any queries or concerns please do not hesitate to contact the team via email: schoolplaceplanning@hillingdon.gov.uk.

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HILLINGDON LONDON

Closure of a Specialist Resourced Provision FAQs

What are we consulting on?

Hillingdon Council are consulting on the proposal to close the Physical Disabilities (PD) Specialist Resourced Provision (SRP) at Coteford Infant School to take effect in July 2025.

Why are we proposing this change?

Hillingdon Council have noticed over the last few years that there has been a decline in the demand for places in the PD SRP as you can see from the table below.

				Jan-20	Jan-21	Jan-22	Jan-23	Jan-24
School	Phase	Provision Type	Designated Need	Actual	Actual	Actual	Actual	Actual
Coteford Infant School	Primary	SRP	PD	7	7	4	4	4

What is the Impact for children currently accessing the SRP?

There will not be any impact on the children currently accessing the SRP as they already spend the entire school day in mainstream lessons, and the school is therefore already supporting an inclusive education model.

Hillingdon Council will continue to work with the school to ensure there will be:

- No change to the support outlined in the child's Educational Health Care Plan
- No change in the equipment provided
- No change to the plan for the child

How do I take part in the consultation?

Here is the [link](#) to the consultation or you can request a paper version from schoolplaceplanning@hillingdon.gov.uk

Will my child be affected?

Children in the school will be unaffected by the proposed change as the school already supports an inclusive education model where all children are taught in mainstream lessons.

How will you meet the needs of other children or young people with a physical disability if you close the SRP?

All schools are expected to be inclusive and able to meet the needs of children with a physical disability. There is the ability to make adaptations to schools where necessary to meet the needs of all children and young people.

18th September 2024

Dear Parents/ Guardians of Pupils at Coteford Infant School,

Re: Letter to parents outlining the reasons for Proposal to Close the Physical Disability Specialist Resourced Provision

We wanted to inform you that Hillingdon Council are proposing to close the Specialist Resource Provision (SRP) for Physical Disabilities (PD) at Coteford Infant School. If appropriate approvals are agreed, as a result of the consultation, it is likely that closure of the SRP will take place at the end of the Summer term in July 2025. This does not affect the main school.

This is the information, from the London Borough of Hillingdon, that I have been asked to convey to you:

Impact for children currently accessing the SRP

Unlike a traditional SRP, children who are admitted to the SRP at Coteford Infants are already attending mainstream classes full time, with the exception of therapeutic interventions, and do not access a separate provision. The proposal to close the SRP will not have any impact on the wider elements of the school, or the children attending the school now, or any children who may wish to attend the school in the future.

There will be:

- *No change to the support outlined in any child's Educational Health Care Plan*
- *No change in any equipment provided*
- *No change to the plan for any child*

Please note that the SRP is not a traditional, additionally resourced learning space at Coteford Infant School, and therefore the closure is not the closure of a specific unit or classroom. All students who have SRP provision in their EHCP for Coteford Infant School, access mainstream classes at all times alongside their peers.

The Local Authority is working closely with the school to support them through this process and ensure that children are not impacted by the proposed changes.

Why are we proposing this change?

Hillingdon Council regularly reviews the needs of the population, and the evidence shows that there has been a significant decline in the demand for places for an SRP for PD needs. There is also an expectation that children with physical disabilities should have their needs met in mainstream schools with reasonable adjustments, and therefore, we no longer require a separate SRP provision to meet the needs of these children.

Appendix 05 – Letter to all Parents outlining reasons for SRP Closer 18.09.24

All schools are expected to be inclusive. Many local authorities across the country have already taken the decision to close their Physical Disability specialist provisions in light of similar changes and expectations. The Hillingdon SEND & Alternative Provision strategy sets out these aspirations and expectations for all of our schools (see [SEND and AP Strategy](#)).

We want to reassure you that the experience of children at the school will not change if the decision is taken to close the provision, and we will continue to work with the Council to ensure that children's needs are met.

The consultation period will run from Wednesday 25th September to Friday 25th October 2024 and represents an opportunity to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report.

The Proposal will be published on the Hillingdon website alongside a survey and can be accessed via this [link](#)

The consultation will involve a drop-in session at the school for anyone affected by the proposal where Officers will be on hand to answer any questions in person and to explain the proposal as necessary on Friday 4th October 2024, 2.30pm- 3.30pm. This will be also offered virtually for stakeholders to attend on Wednesday 2nd October, 5pm - 6pm using the following link: [Join the meeting now](#)

Paper copies of the consultation document will be available at the drop-in sessions and from the school office on request. Anyone is welcome to make contributions to the consultation.

There will also be a list of frequently asked questions available on the school website, and the Council website related to the consultation.

Please do not hesitate to contact me if you have any queries.

Yours sincerely,

Louise Crook
Headteacher – Coteford Infant School



HILLINGDON
LONDON

**LONDON BOROUGH OF HILLINGDON
Statutory Notice**

**Physical Disability (PD) Specialist Resource
Provision (SRP) at Coteford Infant School
Fore Street, Eastcote, Pinner, HA5 2HX
URN: 102375**

**Part 1: Prescribed Alteration to Coteford Infant School
(Maintained Community)**

Notice is given in accordance with The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that the London Borough of Hillingdon is proposing to close Physical Disability (PD) Specialist Resource Provision (SRP) at Coteford Infant School by July 2025.

The prescribed alterations will provide:

- Remove the places in the PD SRP at Coteford Infant School

This Notice is an extract from the complete proposal, copies of which may be obtained from School Place Planning Team, Hillingdon Council, Civic Centre, 3N/01, High Street Uxbridge, UB8 1UW

Email: schoolplaceplanning@hillington.gov.uk.

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal via School Place Planning Team, Hillingdon Council, Civic Centre, 3N/01, High Street, Uxbridge, UB8 1UW

Email: schoolplaceplanning@hillington.gov.uk

Responses must be received by 25th October 2024 at 5pm.

Signed: ABI PRESTON

Date: 25th September 2024

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Hillingdon Council - School Place Planning Consultation

Formal Consultation to Remove the Physical Difficulties (PD) Specialist Resource Provision (SRP) at Coteford Infant School

Coteford Infant School

Fore Street, Eastcote, Pinner, HA5 2HX

URN: 102375

This proposal is published following the Department for Education Statutory Guidance (January 2023) Making Significant Changes ('prescribed alterations') to maintained schools.

Type of Proposal

Remove/ alter Special Educational Needs (SEN) Provision

Proposal

Hillingdon Council proposes to close the Physical Disabilities (PD) Specialist Resource Provision (SRP) at Coteford Infant School to new pupils/admissions for pupils scheduled to join the roll on or after 1st September 2025. This will result in a phased closure of the provision.

For pupils already placed within the SRP, there will be no change to their education or support, and they will continue as pupils of the school with the understanding that the provision continues to be appropriate to meet their needs as stated in their Education Health and Care Plan (EHCP). Young people may still leave the SRP earlier if an alternative setting is named on their Educational Health Care Plan (EHCP) in consultation with parents/carers.

Proposer

The proposer is Hillingdon Local Authority

Consultation Responses

We welcome all feedback. If you would like to make any comments or suggestions in response to the consultation, please complete the online questionnaire by visiting the consultation page www.hillingdon.gov.uk/consultation or by emailing schoolplaceplanning@hillingsdon.gov.uk.

If you have any questions that have not been covered in the consultation document or that are specific to your circumstances and you would like to discuss, please email schoolplaceplanning@hillingsdon.gov.uk or call 01895 250063.

Or you can submit a written response to:

School Place Planning Team

Hillingdon Council

Civic Centre, 3N/01

High Street

Uxbridge

UB8 1UW

Consultation Period

As described in the DFE statutory guidance the consultation period is 4 weeks and does not include school holidays.

The consultation period will run from Wednesday 25th September to Friday 25th October 2024

All consultation responses must be received by 5pm on Friday 25th October 2024.

Decision

The Local Authority, Hillingdon will be the decision maker, and they must satisfy themselves that an appropriate fair and open local consultation has been carried out. The Local Authority will decide within two months of the closure of the consultation period. When the decision has been taken the Local Authority will publish the outcome of the decision on their website and communicate the outcome to relevant stakeholders in writing.

Implementation Date

If following the conclusion of the consultation, the Local Authority approve the proposal, then it will effectively be implemented from 1st September 2025.

Description of Proposed Alteration

From September 2024, Coteford Infant School will have a Published Admission number (PAN) of 60 and this proposal will not change this.

The school has seen a decline in pupil numbers which resulted in a consultation being carried out in the Autumn term 2022 to reduce the PAN from 81 to 60 from September 2024 and this proposal will not change the PAN.

Following the Cabinet decision the school approached the LA to request the commissioned numbers for the SRP to be reduced taking into consideration the PAN reduction which was approved to take effect on September 2024.

Coteford Infant School has historically been commissioned by the Local Authority to provide an SRP for children with PD for up to 10 commissioned places, but unlike a traditional SRP, children who are admitted to the SRP at Coteford Infant School are already attending mainstream lessons full time, with the exception of therapeutic intervention, and do not access a separate provision.

The proposal to close the SRP will not have any impact on the children attending the school now or any children who may wish to attend the school in future.

There will be no change to:

- the support outlined in the child's Educational Health Care Plan (EHCP).
- the equipment provided.
- the plan for the child.

Effect on other Educational Establishments

The phased closure of the specialist resourced provision is unlikely to have any significant effect on other educational establishments in the area as the closure will not increase or decrease the Published Admission Number of Coteford Infant School, nor will it alter the admissions criteria.

Coteford Infant School will continue to admit students with EHCPs if the school is the most appropriate education setting for the pupil.

Project Costs

The Published Admission Number will remain constant so there will be no effect on funding.

There are no legal fees or other fees associated with the proposed change.

The Consultation Process

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. The Proposal will be published on the Hillingdon website.

The consultation will involve a drop-in session for anyone affected by the proposal where Officers will be on hand to answer any questions in person and to explain the proposal as necessary. This will be also offered virtually for stakeholders to attend.

Drop-in Session		
Location	Date/Time	Session
Coteford Infant School Fore Street Pinner HA5 2HX	Friday 4 th October 2024 2.30pm- 3.30pm	Drop in – Question and Answer
On-Line session		
Location	Date/Time	Session
Microsoft Teams Join the meeting now	Wednesday 2 nd October 5pm - 6pm	On-line - Question and Answer

Paper copies of the consultation document will be available at the drop-in sessions and from the school office on request. Anyone is welcome to make contributions to the consultation

A Public Notice (Appendix 1) describes how details of the consultation can be accessed and will also be included in publication of a local newspaper, and it will also be displayed in the reception area of the school, and at the school gates.

Who will we make information about the consultation widely available to:

The formal consultation was designed to ensure that the following received notification of the consultation, in line with the guidance “Making significant changes (‘prescribed alterations’) to maintained schools”:

- the governing body/local authority (as appropriate);
- the parents of every registered pupil at the school – where the school is a special school;
- if it involves or is likely to affect a school which has been designated as having a religious character:
 - the Diocesan Boards of Education for any diocese of the CofE any part of which is comprised in the area of the local authority;
 - the bishop(s) of a diocese of the RC Church any part of which is comprised in the area of the local authority; or
 - the relevant faith group in relation to the school; and
- any other body or person that the proposer thinks is appropriate e.g., any affected educational institutions in the area, or neighbouring local authorities.

The above list does not prevent any member of the public accessing the consultation document and making representations to the consultation, the school will make every effort to ensure that the consultation is communicated to as many people as possible and as widely as possible.

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OUTCOME OF THE PROPOSAL TO CONSULT TO EXTEND THE AGE RANGE OF THE ASSESSMENT BASE AT RUISLIP GARDENS PRIMARY SCHOOL - NOVEMBER 2024

Committee name	Children, Families & Education Select Committee
Officer reporting	Abi Preston – Director of Education & SEND
Papers with report	<u>Making significant changes ('prescribed alterations') to maintained schools.</u> Appendix 1 – Public Notice Appendix 2 – Full Proposal
Ward	All

HEADLINES

School place planning is a statutory function of the Council as a Local Education Authority (LEA) and involves liaison with all schools and Trusts in the borough, and with neighbouring Councils. The duty is to have a sufficiency of school places to meet parent demand across the borough including for all children, including those with Special Education Needs & Disabilities (SEND).

With the growing number of children with EHCPs nationally and in Hillingdon, early identification will allow the Council to ensure that children are placed in the correct type of school setting to meet their identified needs and also support planning for SEND sufficiency in Hillingdon schools.

To help meet this demand, Officers consulted on the proposal to expand the current age range of the Specialist Assessment Base for 3-5 years olds at Ruislip Gardens Primary School from January 2025 to include 2-year-olds when appropriate and necessary in exceptional circumstances.

RECOMMENDATIONS

That the Children, Families and Education Select Committee:

- 1) Review the proposal to expand the current age range of the Specialist Assessment Base for 3-5 years olds at Ruislip Gardens Primary School to include 2-year-olds when appropriate and necessary in exceptional circumstances;**
- 2) Note the consultation that has taken place; and**
- 3) Submit any comments to Cabinet, or delegate comments to the Democratic Services Officer in conjunction with the Chair, and in consultation with the Opposition Lead**

Note: Cabinet will be making a decision on this matter at its meeting on 12 December 2024

SUPPORTING INFORMATION

Ruislip Gardens Primary School is a community-maintained school. It was built as a 3 Form of Entry (FE) school but was reduced to 2FE due to a declining roll. The reduction in the Published Admissions Number (PAN) provided capacity to accommodate a specialist assessment base and a Specialist Resource Provision (SRP) which opened in Summer 2024.

Due to an increase in children with additional needs, early identification is key to ensuring that the Council are able to provide the right support, at the right time and the right place. This proposal is to extend the age range of the Specialist Assessment Base to include 2-year-old children in some exceptional circumstances, when it is appropriate and necessary, as approved by the Early Health Notification panel. Exceptional circumstances may include admission of a 2-year-old child who is due to be three within the next term, or admission of a 2-year-old child with very complex medical needs for assessment.

Officers and the school are in agreement of this proposal, which will allow the placement of 2-year-old children subject to the Early Health Notification Panel approval, in exceptional circumstances.

One of the Council's objectives is to better monitor 0–5-year-old children with SEND, to provide them with appropriate provision and improve targeted support where needed. The established Early Years Tracking Panel is helping to support this work.

Specialist Assessment Base

The Specialist Assessment Base is the first of its kind in the Borough, and the school continues to develop the provision alongside the SEND services in the Council but also draw on various models from other local authorities.

This provision currently meets the demand for specialist teaching and further diagnosis of young children aged 3 – 5 who clearly have additional needs but may not have one obvious need. The pupils are assessed to plan the best future education provision to meet their needs. The assessment base has been created to accommodate 16 full time places and is located on the ground floor of the main building and includes 2 classrooms, therapy and group spaces.

The Specialist Assessment Base will allow the Council to identify needs much earlier and therefore provide the correct support so that children are able to progress in line with their ability and their families receive the support from multi agencies as appropriate.

Officers have been liaising with the Headteacher and have the full support of the Governing Body with the proposal.

Financial Implications

Funding will remain the same for all pupils on roll at Ruislip Gardens. This proposal does not impact the financial model in place with the school.

Ruislip Gardens has a positive surplus balance. The Council finance and operational teams will continue to work with and support the school during this process.

RESIDENT BENEFIT AND CONSULTATION

Consultation

Formal consultation on the proposal to expand the current age range of the Specialist Assessment Base for 3-5 years olds at Ruislip Gardens Primary School to include 2-year-olds, when appropriate and necessary in exceptional circumstances, started on 25th September 2024 at 9am and ended on 25th October 2024 at 5pm. Public Notice of the proposals is set out in **Appendix 1** and the full proposal consulted on in **Appendix 2**. The Public Notice was published in the Gazette on 25th September and copies were put up surrounding the school site for the start of the consultation.

Statutory Process

The prescribed alterations require a minimum of a 4-week consultation period. The formal consultation was designed to ensure that the following received notification of the consultation, in line with the guidance “Making significant changes (‘prescribed alterations’) to maintained schools”:

- the governing body/local authority (as appropriate);
- the parents of every registered pupil at the school – where the school is a special school;
- if it involves or is likely to affect a school which has been designated as having a religious character:
 - the Diocesan Boards of Education for any diocese of the CofE any part of which is comprised in the area of the local authority;
 - the bishop(s) of a diocese of the RC Church any part of which is comprised in the area of the local authority; or
 - the relevant faith group in relation to the school; and
- any other body or person that the proposer thinks is appropriate e.g., any affected educational institutions in the area, or neighbouring local authorities.

Proposals affecting a special school should go to any local authority that has commissioned a place at the school (i.e., all relevant authorities who have made an out of county/borough placement there).

The consultation document was available from Wednesday 25th September to Friday 25th October 2024 on the consultation page of the Hillingdon Council website. This included a brief outline of the proposed change, the full proposal, and a questionnaire to obtain feedback in direct response to each proposal.

Information regarding the consultation was publicised to all the schools within the Borough by email.

As Hillingdon Council also receives school place applications from residents who live outside of the Borough, the consultation was designed to be inclusive. Therefore, officers contacted the following surrounding Local Authorities:

- London Borough of Ealing
- London Borough of Hounslow
- London Borough of Brent
- London Borough of Harrow
- Hertfordshire County Council
- Buckinghamshire County Council
- Slough Borough Council

The details of the proposal were also shared with the Parent Carer Forum. A virtual Question and Answer session with Officers took place on Tuesday 1st October 2024 from 5pm to 6pm for stakeholders to have the opportunity to ask questions about the proposal. There were no attendees.

There was also a drop-in session at the school where Officers were on hand to answer any questions in person and to explain the proposal as necessary. This was held in the afternoon on Thursday 3rd October 2024 for stakeholders such as parents, guardians and residents. There were no attendees.

Consultation Responses

12 responses were received in total during the consultation period and submitted via the online questionnaire and none were received by email. The responses are summarised below.

Online Questionnaire responses are summarised below:

1. **11** agreed with the proposal to expand the age range to include 2 year olds to access the Specialist Assessment Base at Ruislip Gardens Primary School in exceptional circumstances
 - Yes - 11
 - No - 1
 - Don't know – 0
2. Of the **1** respondent that answered 'No' or 'Don't know', reasons have been summarised below.
3. **0** agreed that the proposed changes will disadvantage any Hillingdon residents.
 - Yes - 0
 - No - 10
 - Don't know – 2
4. **0** respondent agreed that the changes will disadvantage Hillingdon residents.
5. 12 respondents are confirmed their interest in the proposal as:
 - A parent/ Carer/guardian – 4
 - A staff member – 1
 - A local resident – 4
 - Other – 1
 - Prefer not to say – 2
6. **10** respondents stated that they have children under the age of 18 living in their household.
7. Respondents were invited to state which school(s) their child(ren) currently attend, and the responses were as follows:
 - Ruislip Gardens Primary School – 2
 - Coteford Junior School – 1
 - Lady Bankes Primary School – 1
 - Queensmead School – 1
 - Newham (non-specified) - 1

- Ruislip High School – 1
- Ryefield Primary School – 2
- Not specified - 1

8. There were no additional comments from the questionnaire.

Conclusion

The formal statutory consultation helped to collate views and queries from stakeholders such as parents/carers, residents and staff.

The consultation process outlined support from all but one responder with 91% of respondents supportive of the proposal. Whilst one response was not in agreement to the proposal to expand the current age range of the Specialist Assessment Base for 3-5 years olds at Ruislip Gardens Primary School to include 2-year-olds, when appropriate and necessary in exceptional circumstances, there was instead a suggestion to increase the age range for older children, rather than allow for younger children in the Assessment Base.

This response has been noted and the expectation is when children are of statutory school age and the school has identified a child with potential SEND (where they have put in a graduated support offer and the child is not making the progress) staff would make a referral for an Education, Health and Care Needs Assessment (EHCNA) to ensure the correct support is in place for the child.

Therefore, there is already significant provision in Hillingdon to support the assessment of children of statutory school age, as this can be carried out in all mainstream settings. For children and young people with an EHCP, their needs can be met within either mainstream or specialist provision as appropriate to their assessed needs.

Next steps

Comments from the Children, Families & Education Select Committee will be noted, and the recommendation will go to Cabinet on 12th December 2024 for formal approval. The Education Service will refer to the following guidance “Making significant changes (‘prescribed alterations’) to maintained schools” [School organisation: local-authority-maintained schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/making-significant-changes-to-maintained-schools) :

FINANCIAL IMPLICATIONS

There are no financial implications at this stage.

LEGAL IMPLICATIONS

There are no legal impediments to the recommendation within the report. Local authorities may propose changes to the age range of one or more-year groups for community schools, which includes adding or removing a nursery provision. They can do so by complying with the statutory process for prescribed alterations.

BACKGROUND PAPERS

[*Making significant changes \('prescribed alterations'\) to maintained schools.*](#)

APPENDICES

Appendix 1 – Public Notice

Appendix 2 – Full Proposal



HILLINGDON
LONDON

**LONDON BOROUGH OF HILLINGDON
Statutory Notice**

**Specialist Assessment Base at Ruislip Gardens Primary School
Stafford Road, Ruislip, Middlesex, HA4 6PD
URN: 102416**

**Part 1: Prescribed Alteration to Ruislip Gardens Primary School
(Maintained Community)**

Notice is given in accordance with The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that the London Borough of Hillingdon is proposing to expand current age range of the Specialist Assessment Base for 3-5 years olds at Ruislip Gardens Primary School to include 2-year-olds when appropriate and necessary in exceptional circumstances from January 2025. The prescribed alterations will provide:

- Upto 16 full time places for children in the Specialist Assessment Base for pupils aged 2-5 years.

This Notice is an extract from the complete proposal, copies of which may be obtained from School Place Planning Team, Hillingdon Council, Civic Centre, 3N/01, High Street Uxbridge, UB8 1UW

Email: schoolplaceplanning@hillingdon.gov.uk

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal via School Place Planning Team, Hillingdon Council, Civic Centre, 3N/01, High Street, Uxbridge, UB8 1UW

Email: schoolplaceplanning@hillingdon.gov.uk

Responses must be received by received by 25th October 2024 at 5pm

Signed: Abi Preston

Date: 25th September 2024

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Hillingdon Council - School Place Planning Consultation

Expand the current age range of the Specialist Assessment Base for 3-5 years olds at Ruislip Gardens Primary School to include 2-year-olds

Ruislip Gardens Primary School

Stafford Road, Ruislip, Middlesex, HA4 6PD

URN: 102416

This proposal is published following the Department for Education Statutory Guidance (January 2023) Making Significant Changes ('prescribed alterations') to maintained schools.

Type of Proposal

Change of age range

Remove/ alter Special Educational Needs (SEN) Provision

Proposal

Hillingdon Council proposes to consult on expanding the current age range of the Specialist Assessment Base for 3-5 years olds at Ruislip Gardens Primary School to include 2-year-olds when appropriate and necessary in exceptional circumstances with the change coming into effect in January 2025. The proposal has been discussed in detail with the school and agreed by the Governors.

There are currently 16 full time places (32 part time places) for children in the Specialist Assessment Base. The places will continue to be used to assess and support children with additional needs and/ or disability.

Proposer

The proposer is Hillingdon Local Authority

Consultation Responses

We welcome all feedback. If you would like to make any comments or suggestions in response to the consultation, please complete the online questionnaire by visiting the consultation page www.hillingdon.gov.uk/consultation or by emailing schoolplaceplanning@hillington.gov.uk.

If you have any questions that have not been covered in the consultation document or that are specific to your circumstances and you would like to discuss, please email schoolplaceplanning@hillington.gov.uk or call 01895 250063.

Or you can submit a written response to:

School Place Planning Team

Hillingdon Council

Civic Centre, 3N/01

High Street

Uxbridge

UB8 1UW

Consultation Period

As described in the DfE statutory guidance the consultation period is 4 weeks and does not include school holidays.

The consultation period will run from Wednesday 25th September to Friday 25th October 2024.

All consultation responses must be received by 5pm on Friday 25th October 2024.

Decision

The Local Authority, Hillingdon will be the decision maker, and they must satisfy themselves that an appropriate fair and open local consultation has been carried out. The Local Authority will decide within two months of the closure of the consultation period. When the decision has been taken the Local Authority will publish the outcome of the decision on their website and communicate the outcome to relevant stakeholders in writing.

Implementation Date

If following the conclusion of the consultation, the Local Authority approve the proposal, then it will effectively be implemented from 1st January 2025.

Description of Proposed Alteration

The Assessment Base opened in Summer 2024 to meet the demand for specialist teaching and further diagnosis of the young children aged 3 – 5 who clearly have additional needs but may not have one obvious need.

This proposal is to extend the age range of the Specialist Assessment Base to include 2-year-old children in some exceptional circumstances, when it is appropriate and necessary as approved by the Early Health Notification panel.

Exceptional circumstances may include admission of a 2-year-old child who is due to be three within the next term, or admission of a 2-year-old child with very complex medical needs for assessment.

Officers and the school are in agreement of this proposal, which will allow the placement of 2-year-old children subject to the Early Health Notification Panel approval in exceptional circumstances.

Project Costs

There will be no financial costs to the school as the Published Admission Number will remain constant so there will be no effect on funding.

There are no legal fees or other fees associated with the proposed change.

The Consultation Process

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. The Proposal will be published on the Hillingdon website.

The consultation will involve a drop-in session for anyone affected by the proposal where Officers will be on hand to answer any questions in person and to explain the proposal as necessary.

Drop-in Sessions

Location	Date/Time	Session
Ruislip Gardens Primary School, Stafford Road, Ruislip Gardens, Ruislip, HA4 6PD	Thursday 3 rd October 2024 2.30pm- 3.30pm	Drop in – Question and Answer
Virtual Session		
Join the meeting now	Tuesday 1 st October 2024 5pm – 6pm	On-line - Question and Answer

Paper copies of the consultation document will be available at the drop-in sessions and from the school office on request. Anyone is welcome to make contributions to the consultation.

A Public Notice (Appendix 1) describes how details of the consultation can be accessed and will also be included in publication of a local newspaper, and it will also be displayed in the reception area of the school, and at the school gates.

Who will we make information about the consultation widely available to:

The formal consultation was designed to ensure that the following received notification of the consultation, in line with the guidance “Making significant changes (‘prescribed alterations’) to maintained schools”:

- the governing body/local authority (as appropriate);
- the parents of every registered pupil at the school – where the school is a special school;
- if it involves or is likely to affect a school which has been designated as having a religious character:
 - the Diocesan Boards of Education for any diocese of the CofE any part of which is comprised in the area of the local authority;
 - the bishop(s) of a diocese of the RC Church any part of which is comprised in the area of the local authority; or
 - the relevant faith group in relation to the school; and
- any other body or person that the proposer thinks is appropriate e.g., any affected educational institutions in the area, or neighbouring local authorities.

The above list does not prevent any member of the public accessing the consultation document and making representations to the consultation, the school will make every effort to ensure that the consultation is communicated to as many people as possible and as widely as possible.

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DRAFT EDUCATION STRATEGY 2024-29

Committee name	Children, Families & Education Select Committee
Officer reporting	Michael Hawkins, Head of Education & Lifelong Learning
Papers with report	LBH Education Strategy 2024-29 final draft
Ward	All

HEADLINES

- This report provides the Committee with an overview of the draft Hillingdon Education Strategy 24-29, the rationale for its priorities and the key consultation steps that have led to its current format.
- The draft Education Strategy sets out the main priorities that should be a key focus of the Council education teams, schools, academies, Early Years and Further Education providers over the next five years to support them in their work of raising education standards and performance outcomes at key stages of a young person's education.
- The Education Strategy sets out priorities which many schools and settings have already identified as priorities, such as the attendance of young people at school. The Strategy provides an area wide focus to these challenges and the opportunities this brings for schools to work together and learn from each other.
- Hillingdon's vision is that all young people are prepared for their adult life while they are educated at school or other settings. It is hoped children enter adulthood able to make active choices about the paths they take, because they understand what is available to them across society and they have the qualifications that act as a common currency to embark on these paths.
- Our priorities are:

Priority 1:

Every Hillingdon child and young person benefits from high quality, supportive and inclusive learning in a good school or setting.

Priority 2:

Preparation for Adulthood: Supporting all our children and young people to reach their potential, understand their options, promoting independence and be ready for their future.

Priority 3:

Addressing the issues of the decade: Schools, settings and key partners collaborate to address the key issues that put some children & young people at risk of educational underachievement.

Currently these are:

- Closing the achievement gap for disadvantaged children and young people
- Closing the achievement gap for White British & Black Caribbean heritage students and other disadvantaged cohorts
- Improving outcomes at Key Stage 5
- Improving inclusion by improving attendance

- Addressing Emotionally Based School Non-Attendance (EBSNA)
- Reducing suspensions and exclusions

RECOMMENDATIONS

That the Committee:

- 1) Notes the key findings set out in the draft Hillingdon Education Strategy report; and**
- 2) Submit any comments to Cabinet, or delegate comments to the Democratic Services Officer in conjunction with the Chair, and in consultation with the Opposition Lead.**

Note: Cabinet will be making a decision on this matter at its meeting on 12 December 2024

SUPPORTING INFORMATION

- The process for the Education Strategy started in 2022, when performance data was first published again after the Covid-19 pandemic. The data was published with a caution about what it could tell us, after a turbulent two years since the onset of the pandemic. This data revealed themes that were explored pre-pandemic and again in 2022-23. The themes showed us which cohorts of young people had bounced back from the pandemic and which had not done as well.
- In addition to this, we have been consulting with school headteachers about their own school improvement needs, including the needs of their staff for their own ongoing professional development. Overwhelmingly, we have been told they would like more school-to-school development opportunities and more sharing with their peers from other schools. This has informed Priority One. We believe that with over 100 schools in Hillingdon, there already exists enough expertise and outstanding practice to support other schools and address the area wide priorities. This has been an aspect that was adversely impacted by the pandemic and, as such, we need to work hard on bringing it back.
- The key area wide themes we have extrapolated in Hillingdon are that our young people who are identified as non-disadvantaged are doing very well. However, disadvantaged students are performing much lower than their non-disadvantaged peers. The disadvantaged groups we are focussing on are those supported by Pupil Premium funding, due to having Free School Meals, being students with Special Educational Needs, disadvantaged white British and black Caribbean heritage students. The performance gap for these students existed pre-pandemic and continues to exist today. This has informed Priority Three.
- The 'disadvantaged gap' is a national challenge and this does not stop us working with our schools and settings to see if everything possible is being done to address this. Just under 25% of our student cohort are classed as disadvantaged. The gap starts in Early Years education and continues to widen through primary school and secondary. By the time a disadvantaged student is entering Year 11, their GCSE exam year, they are statistically 12 months behind their non-disadvantaged peers (table inside Education Strategy appendices). The overwhelming majority of our young people Not in Education, Employment or Training (NEET) come from disadvantaged groups. For that reason, it has been identified as an area that we must look at together as area priority to see what more we can do to close this gap.
- Priority Three also includes other connected themes which both hard and soft data have revealed to us: attendance to school has become a barrier for a large group of young

people since the onset of the pandemic. Attendance statistics in the Strategy document show a significant number of young people are absent for at least ten percent of their school week and this has become a barrier to their achievement. As an area, we must work together to understand its causes and to work to overcome it.

- One strand of non-attendance is Emotionally Based School Non-Attendance (EBSNA). All schools have cases of students who cite extreme anxiety and other health concerns as the reason they can't attend school. This is supported by our mental health providers who are working with these young people. Again, we need to understand how we work together to tackle this so that schools are supported and young people can continue their education.
- In 2022-23, exclusions and suspensions were the highest in Hillingdon for many years. We know that exclusion from school puts a young person's life chances at risk and, as part of Priority Three, we want to work with schools to help reduce exclusions and suspensions.
- Finally in Priority Three, we have included the performance of our young people at Key Stage Five, when they take Advanced Level courses and other similar qualifications. Compared to other London boroughs, our Key Stage data has not been strong. A number of our schools have this as a priority area already. By including it in our Strategy, we believe it will provide an opportunity for schools and further education providers to collaborate and make improvement together.
- The focus on disadvantage, including for white British, black Caribbean heritage students and the need to review Key Stage Five were identified by the Education Select Committee in March 2024 as areas for development.
- We have been consulting with schools for more than a year, sharing the area wide data and asking them to identify our area wide priorities. We have shared at headteacher termly events, with the School Strategic Partnership Board and other key events. We have been consulting with young people and their families through a variety of fora, including SEND forum.
- Young people have been asked what else they want from their education that would help prepare them for their adult life. Overwhelmingly, they have asked for education about finance and financial literacy, employability skills, taxes, credit, politics and the political system. For this reason, Priority Two focusses on a Universal Preparation for Adulthood, where all school and settings understand the role they can play in ensuring young people are ready for their adult lives. This starts in Early Years and continues into lifelong learning. It also covers healthy lives, diets, exercise, developing mental resilience, all areas schools are already working on. In many other parts of the country, local areas have developed Preparation for Adulthood Strategies to create a framework for this and help schools to address this. We believe this will help schools recognise what they already do well and identify areas where young people say they want more education.

PERFORMANCE DATA

Performance data around the key priorities are included in the Education Strategy draft in the appendices. The dataset used was from 2022-23 as that was the most recent validated data available when the Education Strategy was created. There is also a contextual comparison with 2019 data for non-disadvantaged and disadvantaged students in Hillingdon. When the full validated dataset for 2023-24 is available, this will be added to the report.

RESIDENT BENEFIT

This report allows Elected Members to have an overview of the Council's Education Strategy from 2024 – 2029 and supports the wider education system to work towards common goals collectively

in order to close the gap on attainment and progress.

FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

LEGAL IMPLICATIONS

There are no specific legal implications arising from this report. Whenever necessary legal advice is given in relation to specific issues as they arise to ensure that the Council always meets its legal obligations.

BACKGROUND PAPERS

NIL.

APPENDICES

Appendix 1 – LBH Education Strategy 2024-29 final draft



Hillingdon Education Strategy 2024-29 *Stronger Together*

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Stronger Together

Foreword

I am pleased to introduce Hillingdon's Education Strategy 2024-29. In formulating this Strategy, we have taken time to listen to and consult with our teachers, our parents and our young people to understand both our strengths and what we need to do to become even better. We have looked at what our data tells us and have compared that to our data before the Covid-19 pandemic caused great disruption to our education provision, some of which we have dealt with and some whose effects are still being felt today, as reported by our schools and by our young people.

This Strategy is intended to set the direction for the next five years, by using our strengths and knowledge to address the issues we face today. We constantly strive to improve, while recognising the excellent work of our schools and other settings. In identifying our priorities within this Strategy, we look to work together across Hillingdon to achieve them.

We are fortunate to have many excellent schools and teachers as well as very aspirational young people. We have a world-renowned higher education provider in Hillingdon and one of London's foremost providers of Further Education. No one organisation or individual can achieve this solely, we require a shared partnership and vision to work together to tackle our priorities; to learn from each other by sharing our ideas and ways of working; to pool our knowledge and expertise to tackle the big issues that face us; and to ensure that we are guided by the views and desires of our young people, because it is their futures we are helping them to prepare for.

In Hillingdon, we are stronger together and we must ensure that collaboration and mutual support across our education settings is the driver of our success!

Councillor Susan O'Brien

Resetting our priorities: Building on our strengths together to tackle the issues we face

Hillingdon as a borough has many strengths: in its schools and Early Years settings; it's outstanding and innovative further education providers; a world-renowned university; outstanding children and adolescent social care provision; in the broad range of wrap around and support services that are available to support children, young people and families when they need extra help; a thriving local economy that looks to our students as their next employees, leaders, innovators and entrepreneurs.

However, we need to utilise these strengths more collaboratively to address the challenges that have arisen in this decade that threaten the ability of some of our young people to learn, progress, achieve and enter adult life with the skills and options that will enable them to lead varied, fulfilled lives as citizens in our democracy.

Our children and young people are ambitious and aspirational. The Education, Employment and Training opportunities available to them from post-16 are expanding rapidly and the choices are greater than ever before. We need to ensure all young people know the opportunities available to them, so they can make informed choices about their futures. Young people also tell us they are very anxious about their futures and some struggle to see how they will fit into the adult world. While many of our young people succeed at school, a growing number are not achieving their potential, either because of their own personal barriers to learning or because the curriculum is too narrow, not offering enough vocational pathways that young people say they want.

For young people and families from disadvantaged backgrounds, the pandemic and cost of living crisis worsened educational outcomes and widened inequalities¹. Those who had access to fewer resources found it more difficult to learn at home and young people told us how it affected their social lives, physical and mental health and families' economic situations. This gap starts when they enter nursery education and it continues through to post-16. At the same time, a growing number of children are being identified with Special Educational Needs and Disabilities (SEND). This is becoming more common when children enter nurseries and continues into formal schooling. As an education workforce, we will need to equip everyone with the tools and skills to address these challenges through mainstream and special provision.

The last few years have also shown our educators at their best. Our schools and settings were a focus of hope, strength and stability during uncertain times. They have supported families with breakfasts, lunches, laundry, warm spaces and kindness, as well as driving learning. They are at the heart of our communities and play a key role in supporting better outcomes. Our key partners, such as the Council, health services, public health and community organisations will need to work closely with education to ensure children and young people continue to progress despite the challenges they may face. We want to ensure every school or setting can share ideas and learn from the practice of their peers, as well as benefit from evidence-based approaches from key external partners, such as the Education Endowment Fund.

ⁱ Education Endowment Foundation, (2022) The Impact of Covid-19 on Learning

The context for Hillingdon schools and settings

The population is diverse and people are living longer. Hillingdon's demographic includes more affluent areas (within the top 20% nationally) as well as areas of deprivation (within the lowest 20% nationally). In 2019/20, there were 11,671 children under 16 living in low-income families in Hillingdon. In 2023, just under 25% of our children and young people were eligible for the Pupil Premium. Hillingdon's rate of Looked After Children is currently 48 per 100,000. This number has doubled in the last few years, mainly as a result of a high number of unaccompanied asylum-seeking children.

71,000 children under the age of 18 live in Hillingdon. There are over 7,700 children and young people aged 0-25 years with SEND in Hillingdon which constitutes approximately 10% of our children. During 2023-24, Hillingdon identified 15.4% of pupils who have either an EHC Plan or are receiving SEND support in school. In January 2024, there were 3503 EHCPs. The White British population in the borough has decreased by 20.7% and 51.8% of the borough population is from a global majority ethnic group

Hillingdon has great schools, 94% judged Good or better, 13% Outstanding at time of publication. They are led by highly skilled and committed leaders and governors, who are managing a range of challenges, notably financial challenges in the current climate. Primary pupil numbers have been falling in the last few years impacted by lower birth-rates and high mobility. Secondary schools have predominantly been full, although some face competition for applications from cross-border schools. The lower number of pupils from primary schools will begin to be felt in secondary schools in the next two years.

School budgets have been more challenging in recent years, as a result of a combination of falling rolls, increasing staffing, energy, building and supply costs. This financial pressure will continue and the financial advice we give to schools will be crucial.

There are currently 99 state funded schools in Hillingdon. 50 are maintained schools and there are currently 49 academies or free schools. There are also 9 independent schools, 2 non-maintained special schools and Uxbridge College, part of Harrow, Richmond and Uxbridge College.

In a shifting policy landscape, the Local Authority (LA) still has a legal duty, 'to promote high standards and ensure that every child fulfils his or her educational potential'. Hillingdon Council sees our role as championing all children and young people, particularly those who are vulnerable and those with special educational needs and disabilities (SEND).

Improving education for our children and young people

We remain committed to supporting Hillingdon schools with the Council playing a brokering role amongst schools and settings and between schools and key partners. Evidence shows us that successful partnerships can drive up standards, promote inclusion and broaden opportunities for all. These partnerships are also crucial to keeping children and young people safe and well - physically and mentally. Therefore, promoting a range of effective partnerships to the benefit of our children and young people remains a primary objective.

Existing strategies working together

Education strategy
Council corporate strategy
SEND strategy
Stronger Families Early Help Strategy 2021-25
Attendance Strategy (in development)
Hillingdon Council Joint Health and Wellbeing Strategy 2022-2025
Hillingdon Safeguarding Children Education Inclusion Toolkit
Hillingdon Family Hub Strategy
Youth Justice strategy

Some of the broader aims for children and young people in Hillingdon are:

- A single access point for families and children for services so that children can access the right support more quickly, including emotional and mental health support, as well as wider family support.
- Development of Family Hubs.
- Systematically gathering the views of children and young people to inform our offer.
- Redesigning our local SEND system to improve outcomes for those with SEND around our five ambitions.



Co-production of the strategy

Hillingdon Education Strategy 2024-2029 has been developed in consultation with key stakeholders: children and young people; parents/carers; head teachers and governors; the local area SEND partnership board and wider Council services.

Feedback from young people in the Health Education Survey report April 2024

- 78% primary age children say they have a trusted adult to talk to.
- 57% secondary age young people say they have a trusted adult to talk to.
- For young people with SEND it is 37%.
- For young people on Free School Meals, it is 36%.
- For young people in Hayes, it is 29%.

- 20% of children and young people have a low resilience score.
- 48% for females in secondary.

- 29% worry about crime a lot

We asked young people in our primary and secondary schools what they want from their education. This is what they told us:

“I want to learn about credit and finance and taxes. I don’t know anything about it.”
Year 9 student

“I want my voice to be heard, to be listened to.” Year 9 female student

“I want to learn key life skills for the future.” Multiple students from years 9-12

“Having supportive and friendly teachers has really helped me develop confidence and self-esteem. That’s what we want more of.” Year 12 student

“Too academic – not enough vocational options at school.” Year 10 student

“My teacher knows what I like. She asks me questions about my life. She pushes me to do well. I like that.” Year 6 pupil

“The reading programme really helped me be a better reader.” Year 5 pupil

“I wish my school had more support for children who have special needs or disadvantages such as ramps to be placed round the school or elevators.” Year 8 student with SEND

“To feel safe at school, on the bus before and after school.” Year 9 girl

“To treat all students the same. I was bullied a lot at school, hit and called names. I told the teachers, but they did nothing about it. In the end, I had to leave.”
Year 10 student of Gypsy, Roma Traveller heritage

“Bad Behaviour = punishment: reasons for behaviour not always looked at meaning you can’t receive help. Teachers need to understand the reasons for the behaviour.” Year 9 student

Ambitious, aspiring parents, carers and communities in Hillingdon

Parents and carers and the community are ambitious for their children. They told us that they want clear information to be able to make the best choices for them. They want

good schools and colleges in Hillingdon where children from all backgrounds are

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included and do well. They value schools who are welcoming of their children, who can be sympathetic and adaptable when families are faced with adversity and work with them to ensure their children can continue to make progress at school and thrive.

They want more opportunities to work with schools; to have shared expectations of each other, particularly at secondary transfer when rules and expectations change. They want schools to support them to help their children learn and develop skills they'll need in the world of work. In some schools, they want to know who they can go to when they have concerns and need help, for example with mental health worries.

Parents want schools to be fair and transparent in how they engage with them. Some families of children with SEND want more schools to be welcoming and adaptable to the needs of their children. Above all, parents, carers and communities want their children to be safe, well and able to thrive and learn so they are ready to embrace their futures.

Ambitious, aspiring school leaders in Hillingdon

School leaders have said that we need to attract and retain the next generation of leaders in a competitive education landscape. One way they said we can do this is by offering high quality continuing development to staff.

School leaders told us that we need to build on a model towards a self-sustaining system by strengthening and increasing collaborative partnerships, involving Hillingdon Learning Partnership and more school-to-school networking. School leaders recognise that, whilst schools are responsible for their own high performance and academic achievement, collaboration with other schools and settings is key to their success, alongside high-quality support services to schools. School leaders want to share good practice to help address common issues.

They also want to understand the full range of support services available to them when issues arise. They want to be part of clear strategic approaches that improve

attendance, address growing mental health related concerns, address behaviour related issues and equip the education workforce to deal with these. They want the professional development opportunities to come from highly valued providers and lead to impact in their schools.

School leaders are asking for more clarity and support on supporting children with SEND and those with Education Health Care Plans. For some of our schools, leaders have said they deal with higher numbers of children and families with disadvantage, children with SEND and higher mobility than other schools. They want to work more collaboratively with local services to meet the support families need and they are also asking all schools to take an equitable share of children with particular needs. In Hillingdon, we need to continually ensure schools are aware of the range of local services that can support children and families and that services work closely with education to meet needs as they emerge. Education, Local Authority and multiagency partnerships need to further develop to promote good health and wellbeing, inclusion and positive cultures, with early help for those who need it.

The key principles that underpin the Hillingdon Education Strategy

Collective responsibility

Developing collective responsibility for the wellbeing and achievement of all our children and young people, wherever they are educated.

Collaboration

Harness collective capacity, share great practice, foster innovation to deliver excellent achievement.

Inclusion and Equity

An inclusive education system and inclusive schools where every child and young person knows they belong, are celebrated, and can fulfil their potential.
A culture which promotes respect and equality, actively recognises and tackles inequality and celebrates diversity.

The voice of children and young people

Putting the voice of our learners at the heart of our actions. Asking them the right questions, listening to their feedback, acting on what they tell us.

Proactivity, engagement and prevention

Identifying and anticipating issues early and working with key partners to ensure the right resources are utilised to promote young people's outcomes and wellbeing

Sustainability

Provide structures that are financially sustainable over the course of the strategy, increasing resilience and maximising expertise to improve outcomes.

Our Education Priorities

Priority 1:

Every Hillingdon child and young person benefits from high quality, supportive and inclusive learning in a good school or setting.

Priority 2:

Preparation for Adulthood: Supporting all our children and young people to reach their potential, understand their options, promoting independence and be ready for their future.

Priority 3:

Addressing the issues of the decade: Schools, settings and key partners collaborate to address the key issues that put some children & young people at risk of educational underachievement.

Currently these are:

- Closing the achievement gap for disadvantaged children and young people
- Closing the achievement gap for White British & Black Caribbean heritage students and other disadvantaged cohorts

- Improving outcomes at Key Stage 5
- Improving inclusion by improving attendance
- Addressing Emotionally Based School Non-Attendance (EBSNA)
- Reducing suspensions and exclusions

Priority 1

Every Hillingdon child and young person benefits from high quality, supportive and inclusive learning in a good school or setting

We want to ensure all schools and settings provide high quality learning opportunities for our broad range of learners. This includes learners with special educational needs and disabilities and those with known vulnerabilities at risk of educational underachievement.

We want to support all schools and settings to be strong, resilient, financially sustainable in order deliver high quality learning in the face of a changing and sometimes uncertain social landscape.

We want to ensure there are more opportunities to share practice between schools and settings and to learn from each other. We also want to engage all of our schools, settings and key partners in initiatives that address identified local issues that impact on the success of children and young people.

We want to equip all education leaders to be able to provide professional peer support and challenge to other schools and to work alongside nationally recognised key external partners. These include locally and nationally recognised education leaders, the independent sector, Brunel University, Harrow, Richmond and Uxbridge College, Hillingdon Learning Partnership and professional bodies for subject leadership (for example, National College, STEM, Education Endowment Fund).

We recognise that schools and settings should be able to choose the support and approach that best suits their children’s needs. By providing a broad base of support and challenge, we can ensure Hillingdon schools have the tools to be truly inclusive to the diverse range of learners that the area has.

We will achieve this priority by:

1. Focusing school/setting improvement activity on teaching and learning; relevant curricula; inclusion and narrowing the attainment gap between identified groups of pupils and their peers.
2. Increasing and developing collaborative networks that engage leaders and governors to develop a self-sustaining, system led model.
3. Increasing and developing opportunities for more school-to-school collaboration, support and challenge: peer review and sharing effective practice across all phases of education.
4. Ensuring that schools who are at risk of being judged as Ofsted Requires Improvement/ Inadequate in any of the four OFSTED inspection areas are proactively supported to avoid this outcome.
5. Supporting and closely monitoring those schools already identified as requiring improvement, whether maintained school or academy.
6. Developing and disseminating a core body of self-evaluation tools for school leaders and governors to facilitate school/ setting led improvement.
7. Refining, further developing and sharing the intelligent use of LA and school level data to identify target areas for improvement (demographic/attainment groups and subjects) leading to collaborative working with schools to progress of key areas of need.
8. Working with schools/ settings to define an inclusive, equitable school and education service; developing and embedding a framework for self-evaluation and accountability.
9. Effective planning of high-quality school places (including for SEND) to meet demand through continuous monitoring and review of population projections.
10. Ensuring post-16 provision in Hillingdon reflects the wider offer available to young people nationally.
11. Amalgamating infants and junior schools to create sustainable primary schools that serve their local communities
12. Working with key partners to provide schools/ settings with access to a broad range of high impact, evidence based professional development (Hillingdon Learning Partnership, Harrow, Richmond and Uxbridge College, Brunel University, Educational Endowment Foundation, STEM) and use of research that brings impact in schools and settings.
13. Working with schools around financial sustainability to ensure they can deliver a high-quality education offer.
14. Continuing to evolve the Hillingdon Learning Partnership to meet the needs of our schools and to respond to trends in our pupil population/ outcomes.
15. Developing governor training, support and guidance to ensure they are aware of their roles and responsibilities in supporting inclusion and holding leaders to account.
16. Local SEND cluster groups will be formed to bring local schools together to work closely to meet their area’s needs, including an improved approach to transition for children with SEND needs.

Our success criteria:

- An increase in the number of schools/ settings rated good or better in the OFSTED inspection areas and a reduction in the number of schools or academies causing concern.

- An increase in engagement and professional practice sharing opportunities through Hillingdon Learning Partnership, Local Authority or school led hubs, clusters and networks.
- An increase in school lead peer review and peer support across Early Years, primary and secondary phases of education leading to improved outcomes.
- New resources to support schools to have core quality assurance documents to support school improvement and school self-evaluation.
- Mainstream schools are more confident in meeting the range of needs of learners with SEND.
- The local post-16 offer reflects the national offer and students at secondary school are aware of the range of options available to them from Year 7.
- Schools/ settings and academies work closely with the Local Authority and partners to address area-wide priorities, such as closing the disadvantage gap.
- School places available reflect learner demand.
- Successful amalgamation of most infants and junior schools.
- A reduction in the number of schools in financial difficulty.

Priority 2

Preparation for Adulthood: Supporting all our children and young people to reach their potential and be ready for their future

Our children and young people need to be prepared for their adult life in a rapidly changing world. This must involve more than purely academic learning to include key skills they will need to use to function in adult life. In their early education, we need to ensure all children develop their communication, self-regulation and socialisation skills. Children and their families need to understand the importance of physical activity and good diet on their long-term health and wellbeing. If we embed this early, there is a greater chance that this will impact positively a child's health and wellbeing as they progress towards adulthood. In early education, we need to ensure every child is working towards at least functional literacy, numeracy and digital skills to prepare them for their next steps.

In secondary education, young people tell us they want to understand more about their role as future voters, managing credit and finance, understanding renting and mortgages and developing key skills for the future. They also tell us they are interested in entrepreneurship and employability skills and do not want to wait until they are 18 to learn them. Young people in Hillingdon have also told us there aren't enough vocational options available in school. This causes a significant number to lose interest too early. We need to support our young people see the connection to what they are learning and its application in the adult world.

Preparation for adulthood needs to be a universal offer for all learners, not just those with Education, Health Care Plans. We need to ensure that a child's development does not stall at the sign of problems, that they are excluded from a chance to work through this and reach their potential. As educators, we all have a collective responsibility to

work together to ensure each individual child or young person is progressing and can be as ready as possible for their futures. We need to start this journey from early years, so settings and schools are preparing Hillingdon's children and young people for their futures to build independence, confidence and knowledge to succeed in adulthood.

We will achieve this priority by:

1. Creating a universal Preparation for Adulthood strategy to set out its key components for all schools and settings.
2. Building upon Early Years partnerships to support home learning, personal, social and emotional, communication and physical development and ensuring conversations start early to focus on future aspirations throughout the education journey.
3. Ensuring Early Years settings increase the numbers of children achieving a Good Level of Development.
4. Strengthening information sharing to support effective transitions from EY settings in to primary school and primary/ secondary transfer.
5. Tracking all children to intervene early if they are at risk of not making progress due to learning, wellbeing or behavioural factors.
6. Supporting school leavers to be equipped with the skills needed to progress onto meaningful post-16 pathways that they have chosen.
7. Providing early identification and pathways for learners at risk of Not being in Education, Employment or Training (NEET).
8. Consulting more systematically with children and young people about what they want from education and acting on their feedback.
9. Facilitating best practice sharing around strategies to support parents to engage in their children's learning, working in partnership with community and parent groups.
10. Providing curriculum and other opportunities to develop skills for adulthood, e.g. credit and finance, key skills for the future.
11. Creating a clear multi-agency process to support a family where a child's progress is in danger of stalling.

Success criteria

- The universal Preparation for Adulthood policy sets out the aims and components of PfA with a common self-evaluation tool for all stakeholders.
- An increase in the number of schools and settings that can evidence activities that achieve PfA objectives.
- All schools and settings are committed to the need for PfA and engagement with local support services where needed to ensure a child's progress does not stall.
- PfA goals are tracked for all children and young people.
- PfA plans are in place for children and young people with SEND.
- Evidence of the increase in activities identified in the PfA policy across schools and settings and within the local offer for residents.
- Positive feedback from a range of young people that we heard their views and acted upon their wishes.
- An increase in employer and external stakeholder engagement to provide some of this PfA work.

Priority 3

Addressing the issues of the decade: Schools, settings and key partners collaborate to address the key issues that put some children & young people at risk of educational underachievement

The issues might change over the course of the decade and we must be adaptable in order to respond to any changes and shape our priorities around any emerging need. Pre and post the pandemic, our data tells us that the achievement gap for young people who are disadvantaged in Hillingdon due to eligibility for free school meals, SEND needs or social care involvement is wide and has become wider over the last four years. Disadvantaged young people in Hillingdon achieve better than their disadvantaged counterparts nationally, but less well than other London boroughs and statistical neighbours. In Hillingdon, roughly one quarter of our schools' population is eligible for Pupil Premium funding due to disadvantage. If we can close this gap for many of our disadvantaged young people, it will have a significant impact on outcomes. (Please see Appendix 1, part A for data on pupil outcomes).

In terms of ethnicity, the large achievement gap is also true for white British, black Caribbean heritage children and those from Gypsy, Roma and Traveller heritage backgrounds. For many identified in this way, their ethnicity overlaps with their disadvantage and disaffection with education, as a result of feeling unjustly labelled, stereotyped and unfairly treated. For Gypsy, Roma and Traveller children, they are not merely marginalised in education terms, but also in health, housing and other local support services.

If we can shine a torch on these groups of learners and use our collective expertise to understand their barriers to achievement, we can be forensic about tackling this gap. By closing this gap, we improve life chances, give young people options, we improve results and we deliver on school improvement priorities. Some of our other priorities likely overlap with the causes of the gaps: school attendance and persistent absence; emotionally based school non-attendance; a high number of school suspension and exclusions. We need to use our collective knowledge to creatively tackle these issues that affect all of our schools. As a local area, we must all be part of providing the solution.

- 1. Closing the achievement gap for disadvantaged children and young people**
- 2. Closing the achievement gap for white British, black Caribbean heritage and other disadvantaged cohorts**

We will achieve these priorities by:

1. Launching an area wide programme to close the gap for disadvantaged students, including white British, black Caribbean heritage & other disadvantaged cohorts.

2. Partnering with Brunel University, Hillingdon Learn Partnership and the Education Endowment Fund (EEF) to engage schools, Early Years settings and other stakeholders in taking action to close the gap.
3. Setting up a partnership board to work with the EEF to understand the causes of the disadvantage gap, how many students it affects and to drive the direction of the 'Achievement for All Young People' in Hillingdon Programme (AfA).
4. Launching the findings of the Hillingdon Gypsy, Roma & Traveller research and set up a cross phase, multi-agency working party to enact the recommendations from that research as part of the AfA Programme.
5. Use the EEF Research School Programme in year 1 to understand the causes of white British and black Caribbean underachievement and to produce a Hillingdon based learning document for schools and wider teams.
6. Inviting schools with identified gaps to commit to being part of the AfA Programme and engage in the evidenced-based learning and implementation process.
7. Engaging children, young people and families the gap affects to contribute to the discussion about what is needed and will work.
8. Identifying, disseminating and tracking the use of evidenced-based high impact approaches from Early Years to post-16.
9. Identifying the wrap around support across the area that can be utilised to support schools and settings to close the achievement gap.
10. Tracking the careers advice, guidance and progression of these groups to ensure they progress on to meaningful education, employment or training pathways at post-16.
11. Reviewing the use of Pupil Premium funding in light of its impact in closing the achievement gaps and making recommendation for its use.
12. Developing a Hillingdon based good practice resource for schools and settings to exemplify effective practice and influence future practice.
13. Utilising lead schools and settings to lead localised professional development hubs.

Success criteria:

- At least two thirds of schools and settings with identified gaps participate in the AfA Programme.
- Evidence-based effective practice is identified across Hillingdon and shared across all schools and settings.
- National evidence-based approaches and shared and utilised by Hillingdon schools and settings.
- The current causes of the gap are identified and there is a clear plan of action to address these.
- Local hub activities lead to measurable improvements across the AfA action plan.
- An increase in the achievement of children and young people eligible for Free School Meals and Pupil Premium funding, those with SEND needs and Education Health Care Plans and those with known social care involvement.
- An increase in the achievement of children and young people from white British, black Caribbean heritage and other disadvantaged cohorts.
- An increase in uptake of Education, Employment and Training pathways at post-16 for the identified groups.

- A body of high impact successful approaches are embedded in the approaches of schools and settings work with these vulnerable groups.
- The achievement gap closes in Hillingdon between disadvantaged and non-disadvantaged students.

3. Improve outcomes at Key Stage 5

Key Stage 5 outcomes have been on a downward trend since the pandemic started. This has mainly focussed on A Level results. In 2023, Hillingdon attainment was significantly below other London boroughs and national outcomes. (Please see Appendix 1, part B for KS5 outcome data). While the pandemic may have contributed to this, it would have also affected other areas of the country. Our schools have many strengths and this provides an opportunity to review the quality of education at Key Stage 5, particularly teaching and learning, as a collaborative exercise. This would possibly reveal common themes and issues across our schools and college, identify good practice so this can then be used by schools to make improvements. The pandemic provides us an opportunity to look at our outcomes with fresh eyes and supports closer school collaboration.

We will achieve this priority by:

1. Undertaking a review of teaching and learning at Key Stage 5 to include schools' own findings of strengths and weaknesses.
2. Setting up a series of network events to share the findings of the review with the support of the Hillingdon Learning Partnership and the 14-19 strategy group. This can then feed into their subject themed networks for secondary provision.
3. Using the events to allow schools to share identified good practice and encourage collaborative working across the key stage.
4. Asking schools to identify areas of focus that they will work on over the next few years with built in tracking of implementation and impact.
5. Using peer reviews to evaluate the progress of the development work.

Success criteria:

- At least two thirds of the schools and college commitment to working together to review teaching and learning.
- The review identifies a clear series of actions that inform the network events.
- Schools and the college engage in peer review and professional sharing of practice.
- The attainment and progress outcomes of students at Key Stage 5 improves.
- An evidence-based tool is produced that exemplifies the successes and learning from the focus on this area.

<p>4. Improving inclusion by improving attendance</p> <p>5. Addressing Emotionally Based School Non-Attendance (EBSNA)</p>
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Government statistics have shown that the pandemic and its aftermath has had a damaging effect on school attendance, which has lasted longer than originally anticipated.

The rate of absence in schools in England has increased significantly since the pandemic. This is a national problem, not merely a Hillingdon problem. (Please see Appendix 1, part C for attendance data). However, in Hillingdon we need to work together to understand the barriers to better attendance and work together to address this. Missing half a day a week of school equates to one full year of schooling missed by the end of Year 11. Increased non-attendance is a type of exclusion from learning and has a huge impact on outcomes.

There has also been a growing trend of emotionally-based school refusers who are referred in increasing numbers to Child and Adolescent Mental Health Services (CAMHS). Children describe extreme anxiety and even suicidal thoughts when thinking about being in school. We need to explore ways of tackling this issue in order to ensure we can help young people progress on their journey to adulthood.

<p>We will achieve this priority by:</p>

- | |
|---|
| 1. Producing a Hillingdon attendance strategy to reflect the new statutory guidance on attendance that goes live in September 2024. |
| 2. Working with our schools (maintained, academy, independent) to better understand the key causes of poor attendance, persistent absence and severe attendance. Ensure all settings participate in termly attendance meetings with the attendance teams to intervene early and work collaboratively to improve outcomes. |
| 3. Working with parents to understand their views on attendance and to reinforce the importance of good attendance in educational outcomes. |
| 4. Offering a broader range of wrap around support to families and schools to address emerging attendance issues. |
| 5. Creating a protocol for the early identification of possible Emotionally-Based School Non-Attendance with support materials for schools and Council teams. |
| 6. Increasing the professional development offer around attendance and EBSNA for settings and schools. |
| 7. Monitoring, supporting and challenging emerging attendance issues through the use of live data dashboards. |
| 8. The LA to consider a traded offer for attendance to further support settings with improving their attendance outcomes |

<p>Success criteria:</p>

- | |
|---|
| <ul style="list-style-type: none"> • Overall attendance increase year on year. • Persistent absence and severe absence decreases. |
|---|

- Good practice approaches to reducing absence are widely promoted to schools and utilised by them.
- A Team around the Child approach has high impact in addressing the most complex cases.

6. Reducing suspensions and exclusions

During academic year 2022/23, Hillingdon processed a total of 51 permanent exclusions, with a further 20 being either overturned or rescinded with the support of the Exclusions and Reintegration team. This has increased year on year since 2020.

In total, there were 2,084 suspensions issued by Hillingdon schools in 2022/23 compared to 2,062 in the previous academic year. These suspensions were issued to 1,176 unique children, meaning 908 children received more than one period of suspension during this academic year.

The breakdown of all suspensions was as follows:

- 91% of all suspensions were issued by secondary school settings
- 66% were issued to boys
- 37% were issued to children with SEND

(Please see Appendix 1, part D for exclusions and suspensions data)

The outcomes for children who are suspended and permanently excluded are poor. Statistically, young people who are permanently excluded from school are more likely to be victims of criminal and sexual exploitation, being drawn into gangs and known to the police and young justice system.

Nationally, young people on free school meals are 4 times more likely to be excluded than non-free school meals students. Young people from Gypsy, Roma, Traveller backgrounds have the highest exclusion rate, mirroring a national trend.

We believe everyone is better served if we can work together with schools and settings to reduce the number of suspensions and exclusions.

We will achieve this priority by:

1. Proactively increasing early support for children at risk of permanent exclusion or suspension through developing our offer of early intervention packages and supportive alternative education.
2. Continuing to develop a 'Team Around the Child' pilot for any child with a social worker placed at The Skills Hub.
3. Developing alternative support pathways for some primary age children at The Skills Hub.
4. Further developing the Alternative Provision (AP) offer and rollout of a directory of alternative providers schools can commission to support children at risk.

- | |
|---|
| 5. Increasing the use of bespoke training and behaviour related consultancy to schools and settings to equip them to support children to remain in their school or setting. |
| 6. Create a multi-disciplinary team of professionals to support settings with behaviour challenges for children with EHCPs. |

Success measures

- | |
|---|
| <ul style="list-style-type: none"> • Reduced permanent exclusions at primary and secondary school. • Rate of suspensions at both primary and secondary decrease. • Improved collaborative working with schools and settings that provide better interventions and alternative options. |
|---|

Appendix 1: Data

This document was produced using data up to the end of the academic year 2022-23. As soon as the full dataset for academic year 2023-24 becomes available, this will be updated.

A. Pupil outcomes for disadvantaged pupils

A key measure of pupil progress is how many months behind non-disadvantaged white British pupils another group is at key transitions in their education: end of Early Years provision; end of Key Stage 2 and end of Key Stage 4.

The table below sets out the extent of the gaps in terms of months behind other pupils.

Number of months behind group and non-disadvantaged white British pupils at end of each Key Phase						
Pupil group	EY		KS2		KS4	
	2019	2023	2019	2023	2019	2023
National - Non-disadvantaged white British	0	0	0	0	0	0
National - Disadvantaged	4.2	4.6	9.3	10.3	18.1	19.2
National - SEN (non EHCP)	11.8	12.5	18.4	17.1	24.4	22.1
National - SEND EHCP	19.7	19.9	28.1	27.5	41.1	39.9
National - Disadvantaged white British		6		11		23
National - Black Caribbean	1.1	1.9	5	5.2	7.5	10.9
National - Gypsy, Roma, Traveller	8.9	8.2	19.2	18.2	34	30.3
London - Disadvantaged	2.6	3.4	5.2	6.3	10.4	10.4
Hillingdon - Disadvantaged	2.9	4.2	8.9	8.9	13	12.9

This table sets out the attainment, gaps and progress for key groups in Hillingdon.

Progress score is a measure of whether an individual pupil has met expected progress based on their earliest baseline assessments.

Red indicates below expected progress. Blue exceeds expected progress.

Pupil Group	Attainment, gap and progress score: LBH group and LBH non-disadvantaged white British pupils							
	EY		KS2			KS4		
	2023	Gap%	2023	Gap%	Progress score	2023	Gap%	Progress score
National-all pupils	67.2	0	60.00	0.00		64	0	
London-all pupils	69.1	1.9	67	7		71.2	7.2	
Hillingdon-all pupils	68.7	1.5	62.00	2.00	0.8	70.1	6.1	0.25
LBH Non-Disadvantaged	73	0	68	0	1.4	76	0	0.42
LBH Disadvantaged	53.4	-19.6	46	-18	-0.7	54	-18	-0.2
LBH SEN Support	24.9	-48.1	26	-42	-0.4	34	-42	-0.26
LBH SEN EHCP	3.7	-69.3	10	-58	-3.5	11	-65	-0.98
LBH Black Caribbean	n/a	n/a	45	-23	-1.2	56	-20	-0.29
LBH White	67.9	-3.1	57	-11	0.2	63	-13	-0.17

KEY Stage 2 data 2023

LA KS2 higher and lower performing pupil groups 2023

Overall achievement pupil progress	Higher performing	Lower performing
	Other Asian (293) 🟢	EHC Plan (180) 🟡
	Indian (647) 🟢	Black Caribbean (135) 🟡
	First language not English (1778) 🟢	FSM (888) 🟡
	Not FSM (ever) (2622) 🟢 ↑	FSM (in last 6 years) (990) 🟡
	Pakistani (235) 🟢	FSM (ever) (1015)

Pupil groups

LA KS2 pupil groups performance 2023

	Pupils	Actual results		Pupil progress		High-to-low chart	
		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)		
Summary	All Pupils	3993	105.4 +	62% +	+0.8 +	+3% +	<p>Pupil progress in Average Scaled Score (Re, Ma) visually from high to low</p>
Gender	Male	2066	105.5 + ↑	59% +	+1.0 + ↑	+3% +	
	Female	1927	105.3 +	65% +	+0.6 +	+4% +	
DFE Prior Attainment	Higher attainers	1126	111.3 + ↑	94%	+0.7 +	+1%	
	Middle attainers	1769	105.0 + ↑	66% + ↑	+0.9 +	+4% +	
	Lower attainers	746	97.5 + ↑	16% +	+0.7 + ↑	+4% +	
Pupil Premium	FSM (in last 6 years)	1085	102.6 +	46%	-0.7 -	-4% -	
	Not FSM (in last 6 years)	2880	106.4 +	68% +	+1.4 +	+6% +	
FSM	FSM	982	102.4 +	45%	-0.8 -	-4% -	
	Not FSM	2983	106.4 +	68% +	+1.3 + ↑	+6% +	
FSM Ever	FSM (ever)	1110	102.6 +	47%	-0.7 -	-3% -	
	Not FSM (ever)	2855	106.5 +	68% +	+1.4 +	+6% +	
Term of Birth	Autumn Term	1350	106.2 +	66%	+0.4 +	+2%	
	Spring Term	1252	105.4 +	63% +	+0.7 + ↑	+3% +	
	Summer Term	1391	104.6 +	57% +	+1.3 +	+4% +	
SEN Group	SEN Support	560	99.5 +	26%	-0.4	-9% -	
	EHC Plan	188	97.9	10%	-3.5 -	-4%	
	No SEN	3218	106.6 +	72% +	+1.3 +	+6% +	
EAL	First language not English	2058	105.7 +	63% +	+1.3 +	+6% +	
	First language English	1897	105.1 +	61%	+0.3 + ↑	+1%	
Mobility	Joined in Y5 or Y6	359	101.7 ↓	37% ↓	-0.4	-6%	
	Joined before Y5	3634	105.7 + ↑	64% +	+0.9 +	+4% +	
Ethnicity	White	1405	104.4	57%	+0.2	-1%	
	Black Caribbean	142	101.6	45%	-1.2 -	-5%	
	Black African	354	104.8	62%	+0.4	+3%	
	Indian	734	107.1	71%	+1.7 +	+7% +	
	Pakistani	251	106.6 +	69% +	+1.2 +	+7% +	
	Bangladeshi	59	106.8	73%	+0.3	+5%	
	Other Asian	317	107.5 +	73% +	+2.3 +	+10% +	
	Chinese	15	109.1	80%	+4.8 +	+29% +	
	Any Other	631	105.3	61%	+1.1 +	+4% +	
	Unknown	57	102.2	56%	+0.1	+6%	
	No Ethnicity Data	28	97.3	11%	+2.9	-0%	

Key Stage 4 data

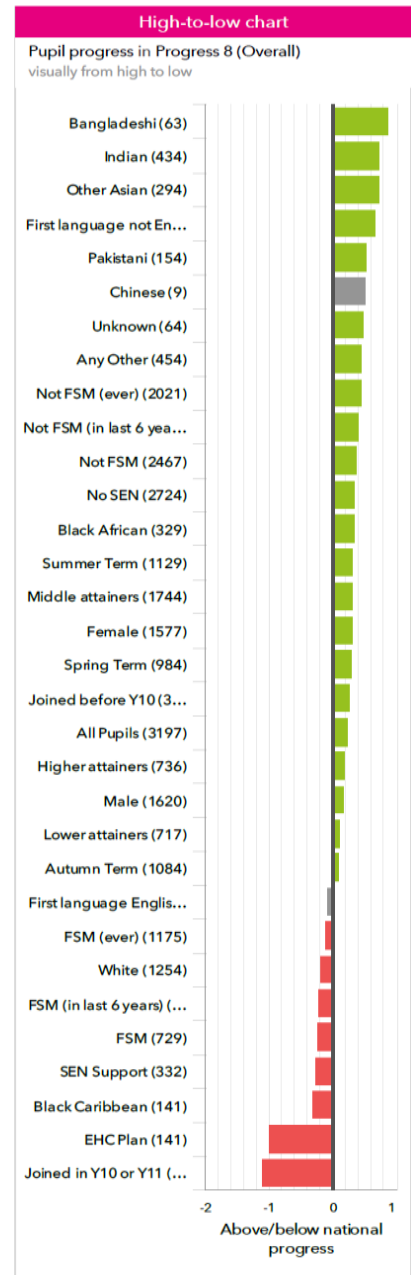
LA KS4 higher and lower performing pupil groups 2023

	Higher performing	Lower performing
Overall achievement pupil progress	Bangladeshi (63)⬆️ Indian (434)⬆️ Other Asian (294)⬆️ First language not English (1310)⬆️ Pakistani (154)⬆️	Joined in Y10 or Y11 (80)⬆️ EHC Plan (141)⬆️ Black Caribbean (141)⬆️ SEN Support (332)⬆️ FSM (729)⬆️

Pupil groups

LA KS4 pupil groups performance 2023

	Pupils	Actual results		Pupil progress		
		Attainment 8 (Overall)	% English & Maths (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	
Summary	All Pupils	3510	4.9⬆️	70%⬆️	+0.25⬆️	+4%⬆️
Gender	Male	1771	4.7⬆️	69%⬆️	+0.18⬆️	+5%⬆️
	Female	1739	5.0⬆️	71%⬆️	+0.32⬆️	+3%⬆️
DFE Prior Attainment	Higher attainers	736	6.8⬆️	97%⬆️	+0.20⬆️	+1%⬆️
	Middle attainers	1744	5.0⬆️	78%⬆️	+0.32⬆️	+5%⬆️
	Lower attainers	717	2.9⬆️	27%⬆️	+0.13⬆️	+4%⬆️
Pupil Premium	FSM (in last 6 years)	946	4.0⬆️	54%⬆️	-0.20⬆️	-3%⬆️
	Not FSM (in last 6 years)	2559	5.2⬆️	76%⬆️	+0.42⬆️	+6%⬆️
FSM	FSM	792	3.9⬆️	52%⬆️	-0.21⬆️	-3%⬆️
	Not FSM	2713	5.2⬆️	75%⬆️	+0.38⬆️	+6%⬆️
FSM Ever	FSM (ever)	1252	4.2⬆️	57%⬆️	-0.10⬆️	-2%⬆️
	Not FSM (ever)	2256	5.3⬆️	77%⬆️	+0.45⬆️	+7%⬆️
Term of Birth	Autumn Term	1194	4.9⬆️	71%⬆️	+0.11⬆️	+4%⬆️
	Spring Term	1081	4.9⬆️	71%⬆️	+0.30⬆️	+5%⬆️
	Summer Term	1235	4.8⬆️	68%⬆️	+0.33⬆️	+3%⬆️
SEN Group	SEN Support	342	3.4⬆️	34%⬆️	-0.26⬆️	-9%⬆️
	EHC Plan	158	1.4	11%	-0.98⬆️	-5%⬆️
	No SEN	3007	5.2⬆️	77%⬆️	+0.37⬆️	+6%⬆️
EAL	First language not English	1515	5.2⬆️	74%⬆️	+0.68⬆️	+9%⬆️
	First language English	1972	4.6⬆️	66%⬆️	-0.05	+0%⬆️
Mobility	Joined in Y10 or Y11	142	3.5⬆️	49%⬆️	-1.09⬆️	-10%⬆️
	Joined before Y10	3365	4.9⬆️	71%⬆️	+0.28⬆️	+4%⬆️
Ethnicity	White	1320	4.5⬆️	63%⬆️	-0.17⬆️	-1%⬆️
	Black Caribbean	154	4.1	56%	-0.29⬆️	-4%⬆️
	Black African	357	4.8	70%	+0.36⬆️	+7%⬆️
	Indian	505	5.5⬆️	80%⬆️	+0.74⬆️	+10%⬆️
	Pakistani	177	4.9⬆️	71%⬆️	+0.55⬆️	+9%⬆️
	Bangladeshi	68	5.4	79%	+0.89⬆️	+14%⬆️
	Other Asian	315	5.7⬆️	83%⬆️	+0.74⬆️	+8%⬆️
	Chinese	12	6.0	83%	+0.52	-4%⬆️
	Any Other	520	5.0⬆️	72%⬆️	+0.46⬆️	+6%⬆️
	Unknown	80	5.0⬆️	75%⬆️	+0.50⬆️	+11%⬆️
	No Ethnicity Data	2	2.8	50%	+1.35	+43%⬆️



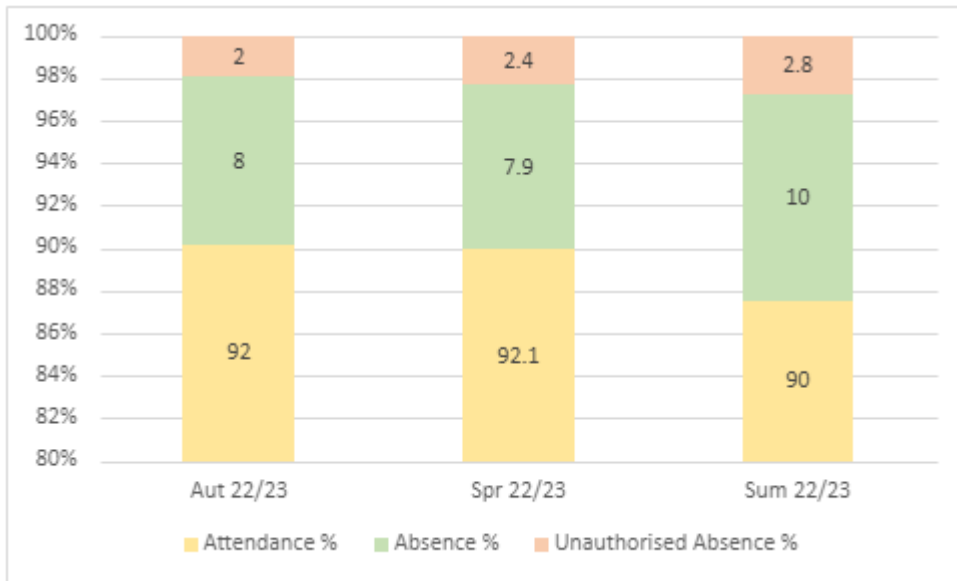
B. Key Stage 5 Outcomes

	Hillingdon					London			England						
	2020 [^]	2021 [^]	2022	2023	Trend	Latest Avg.	LA vs London Rank	Latest Diff.	2020 [^]	2021 [^]	2022	2023	Rank	LA vs England Latest Diff.	Trend
KS4 Headline	Attainment 8	52.1	52.8	51.8	48.9	50.6	20th	-2.4%	50.2	50.9	48.9	46.4	36th	+2.7%	
	Progress 8	-	-	+0.33	+0.24	+0.27	18th	-0.03	-	-	-0.03	-0.03	23rd	+0.27	
	9-4 English & maths	75%	74%	75%	70%	71%	18th	-1%	71%	72%	69%	65%	34th	-3%	
	9-5 English & maths	55%	54%	56%	51%	54%	21st	-3%	50%	52%	50%	45%	33rd	-2%	
KS4 EBacc	English Baccalaureate APS	4.6	4.6	4.6	4.3	4.6	22nd	-2%	4.4	4.5	4.3	4.1	40th	+2.7%	
	English Baccalaureate Entries	44%	44%	42%	44%	55%	30th	-1%	40%	39%	39%	39%	44th	-5%	
	English Baccalaureate (9-4)	34%	34%	30%	27%	34%	25th	-7%	30%	30%	27%	24%	48th	-3%	
	English Baccalaureate (9-5)	24%	25%	23%	19%	25%	25th	-6%	21%	22%	20%	17%	45th	-7%	
KS5	A level APS per Entry	37.4	39.5	36.6	31.6	35.0	26th	-6%	38.4	40.4	37.9	34.2	119th	-5%	
	Academic APS per Entry	37.5	39.6	36.6	31.7	35.0	26th	-5%	38.4	40.4	37.9	34.3	119th	-5%	
	Tech level APS per Entry	30.8	34.1	28.1	27.4	29.0	23rd	-5%	29.8	31.7	30.5	28.5	100th	-8%	
	Applied General APS per Entry	28.8	31.0	29.2	28.1	28.6	23rd	-8%	31.2	32.8	31.9	29.5	120th	-8%	
KS5	AAB at A level, at least 2 are facilitating	19%	24%	16%	10%	18%	25th	-8%	21%	25%	21%	16%	117th	-6%	
	Three A*-A grades or better at A level	17%	23%	16%	9%	15%	26th	-6%	20%	25%	20%	14%	117th	-5%	
Post-16 By age 19	Qualified to Level 2 by 19 - All Pupils	84.2%	85.5%	87.9%	-	86.3%	9th	+5%	81.3%	81.6%	81.7%	-	13th	+2%	
	FSM Eligible	70.1%	71.1%	78.2%	-	77.1%	13th	+1%	62.2%	62.5%	63.4%	-	14th	+1%	
	Not FSM Eligible	86.3%	87.6%	89.5%	-	88.4%	13th	+1%	84.2%	84.4%	84.7%	-	18th	+3%	
	Level 2 including Eng & maths by 19 - All Pupils	70.4%	73.4%	74.8%	-	76.1%	21st	-3%	68.3%	70.4%	71.9%	-	43rd	+2%	
	FSM Eligible	51.3%	53.5%	54.9%	-	62.6%	24th	-7%	44.0%	46.8%	49.1%	-	30th	+2%	
	Not FSM Eligible	73.3%	76.2%	78.1%	-	79.2%	20th	-1%	72.0%	73.9%	75.6%	-	43rd	+2%	
	Qualified to Level 3 by 19 - All Pupils	62.2%	66.8%	67.7%	-	70.9%	21st	-2%	57.4%	59.8%	60.7%	-	30th	+3%	
	FSM Eligible	43.9%	46.8%	49.0%	-	57.8%	27th	-8%	35.9%	38.2%	39.0%	-	29th	+1%	
Not FSM Eligible	64.9%	69.6%	70.8%	-	73.8%	22nd	-0%	60.7%	63.0%	64.2%	-	30th	+3%		

[^]Due to the cancellation of exams in response to COVID-19 and the change to using teacher assessments, 2020 and 2021 exam results and qualification levels by age 19 are not directly comparable with other years. London rank is generally out of 32. England rank is generally out of ~151 (varies if some LA data is suppressed). '-' means data is unavailable. '-' means no data or that data is suppressed for data protection reasons.

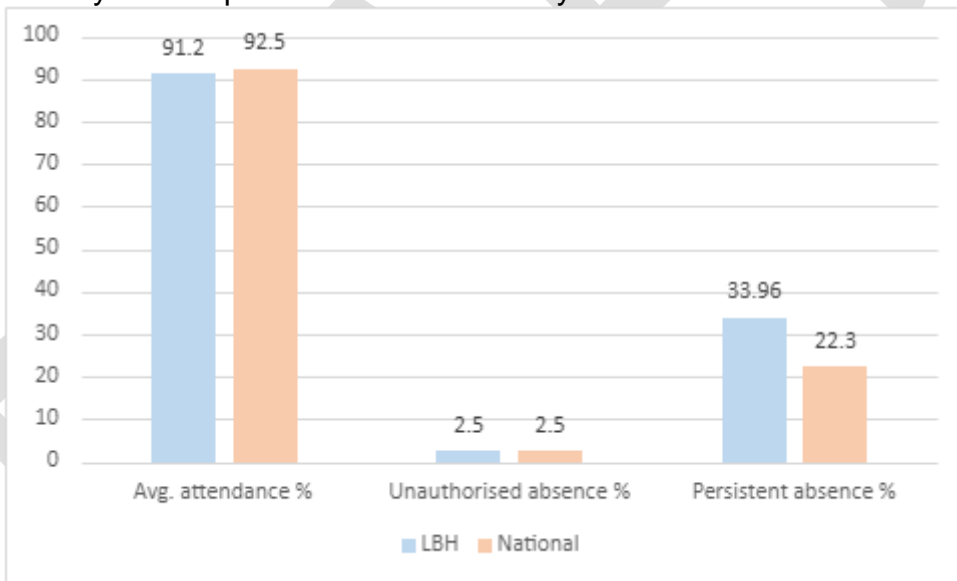
C. Attendance data for Hillingdon schools

The graph below shows the rates of attendance and absence across the three terms of the academic year and indicates the rates in all three metrics remained broadly consistent across the year:



Source: Department for Education Aug 23

The graph below shows Hillingdon’s Statutory School Age attendance rates during the last academic year compared to those nationally.



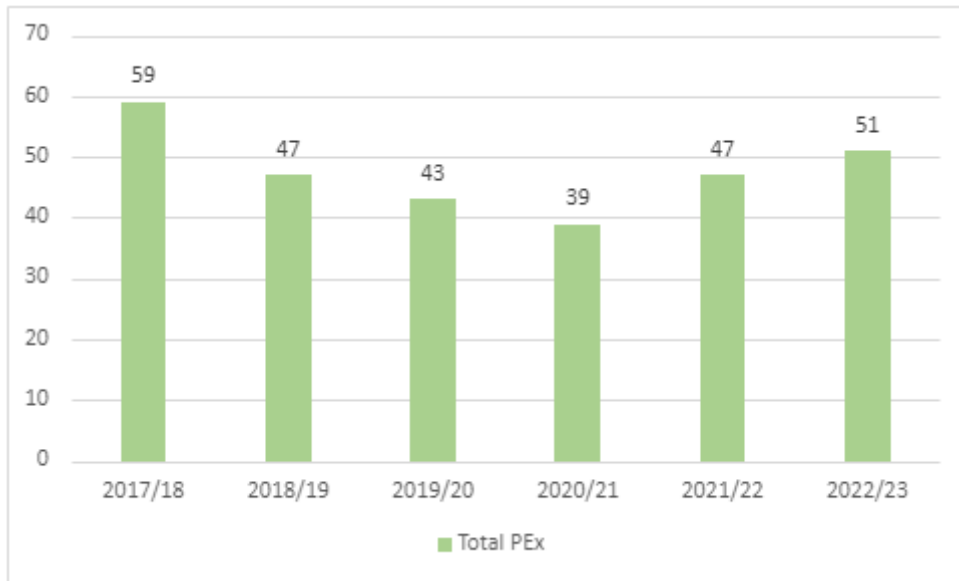
Source: Department for Education Aug 23

The data shows that whilst Hillingdon’s overall attendance and rate of unauthorised absence is broadly in line with figures recorded nationally, the rate of persistent absence is higher.

D. Exclusions Data for Schools in Hillingdon

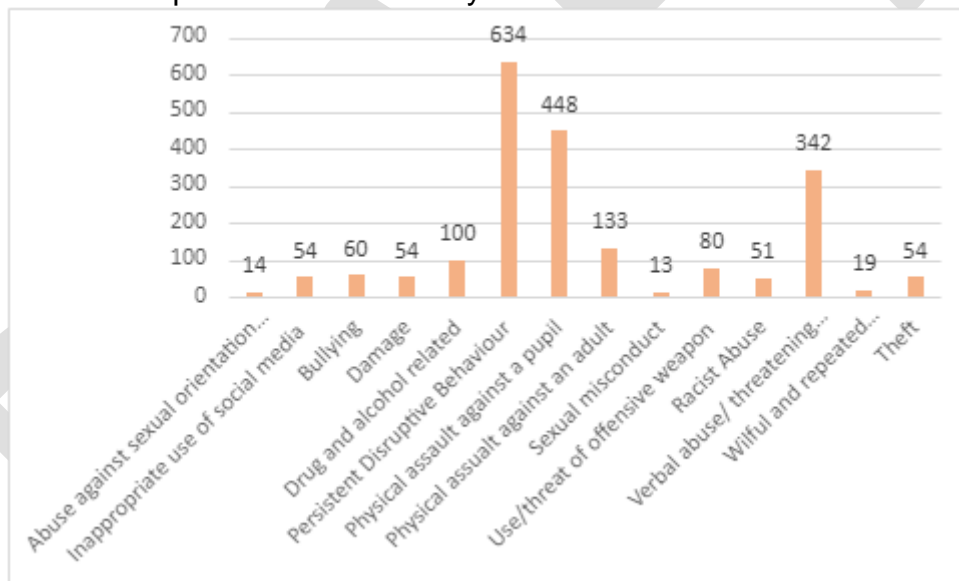
Key Figures for Permanent Exclusions

The rate of permanent exclusion over the previous five academic years can be seen in the chart below:



Key Figures for Suspensions

The reasons for suspensions across the year were:



PERSISTENT ABSENTEEISM REVIEW - DRAFT FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell – Democratic Services
Papers with report	NIL
Ward	All Wards

HEADLINES

Background

As part of the review into persistent absenteeism, Members will be advised to consider findings, conclusions and draft recommendations on the review for discussion. These will be with the intention of improving attendance of statutory school age children in Hillingdon.

Summary

At the time of writing, the Committee has held five witness sessions, with a sixth scheduled to take place on 06 November 2024. The intention of these sessions was to obtain feedback from a range of stakeholders with a view to improving attendance. The first witness session set the scene and outlined the current state of play with regards to persistent absenteeism in Hillingdon. The second saw Members consider information from other local authorities. The third session heard testimonies from schools and also allowed the Committee to send a survey to schools in the borough. The fourth session saw Members meet directly with young people to hear their views and experiences. A fifth session heard from officers in relation to child protection and safeguarding. The sixth and final session will see Members meet with parents and foster carers.

As the bulk of witness testimony is now complete, it is considered timely for Members to start to consider their collective findings so these can be worked up in more detail, and ultimately incorporated into the final report to Cabinet.

RECOMMENDATION

That the Committee consider findings, conclusions and draft recommendations in relation to the review.

SUPPORTING INFORMATION

In considering this item, Members should bear in mind the following:

1) Scoping report – looking at the original parameters of the review

The updated review scoping report is attached so Members can be reminded of the original Terms of Reference as set out below, and whether the Committee has met these:

1. To identify the prevalence and patterns of persistent absenteeism in statutory school age children in Hillingdon, including a reference to primary planning areas
2. To explore the root causes and contributing factors of persistent absenteeism in statutory school age children in Hillingdon
3. To consider the impact of persistent absenteeism on academic outcomes on statutory school age children in Hillingdon
4. To understand and explore the nature of partnership working in relation to persistent absenteeism in statutory school age children in Hillingdon, including parents/ carers, young people, teachers, officers and other stakeholders
5. To review the effectiveness of existing interventions and policies in place for children and families struggling with persistent absenteeism in Hillingdon
6. To explore the measures in place for child protection and safeguarding in relation to attendance
7. To review and identify the trends and patterns of persistent absenteeism when considering demographic factors such as age, race, religion, wealth and disability, as well as considering differences between the North and South of the borough.
8. To review how other Local Authorities, including statistical neighbours, are tackling persistent absenteeism
9. Subject to the Committee's findings, to make any conclusions, propose actions, service and policy recommendations to the decision-making Cabinet

2) Policy review guidance

Members are asked to consider whether draft findings and recommendations:

- Meet the initial aims / objectives of the review (as above)
- Be SMART, Specific, Measurable, Achievable, Relevant, Time-bound
- Not be a short-term fix, but a lasting outcome
- Consider the financial aspect, e.g. cost neutral, provide savings or if at a cost, then affordable – and if possible aligned with the MTFP (budget planning process)
- Are based on a broad evidence base as possible and 'user or resident' insight
- Not create additional bureaucracy, e.g. if it relates to a policy, then to seek to review or amend existing policies (unless there is an absolute imperative for a new policy)
- If publicity or wider engagement or education is recommended, to target such communications as best as possible rather than generally
- Consider 'conclusions' as well as any specific recommendations.

Democratic Services will circulate separately from this report, areas for possible conclusions and recommendations arising from the various witness sessions.

RESIDENT BENEFIT

The aim of the review into persistent absenteeism is to hear testimonies from stakeholders as to how attendance can be improved, in addition to what is currently working well.

FINANCIAL IMPLICATIONS

None at this stage, pending any committee recommendations.

LEGAL IMPLICATIONS

None at this stage, pending any committee recommendations.

BACKGROUND PAPERS

NIL.

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CABINET FORWARD PLAN

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Appendix A – Latest Forward Plan
Ward	As shown on the Forward Plan

HEADLINES

To monitor the Cabinet’s latest Forward Plan which sets out key decisions and other decisions to be taken by the Cabinet collectively and Cabinet Members individually over the coming year. The report sets out the actions available to the Committee.

RECOMMENDATION

That the Children, Families and Education Select Committee notes the Cabinet Forward Plan.

SUPPORTING INFORMATION

The Cabinet Forward Plan is published monthly, usually around the first or second week of each month. It is a rolling document giving the required public notice of future key decisions to be taken. Should a later edition of the Forward Plan be published after this agenda has been circulated, Democratic Services will update the Committee on any new items or changes at the meeting.

As part of its Terms of Reference, each Select Committee should consider the Forward Plan and, if it deems necessary, comment as appropriate to the decision-maker on the items listed which relate to services within its remit. For reference, the Forward Plan helpfully details which Select Committee’s remit covers the relevant future decision item listed.

The Select Committee’s monitoring role of the Forward Plan can be undertaken in a variety of ways, including both pre-decision and post-decision scrutiny of the items listed. The provision of advance information on future items listed (potentially also draft reports) to the Committee in advance will often depend upon a variety of factors including timing or feasibility, and ultimately any such request would rest with the relevant Cabinet Member to decide. However, the 2019 Protocol on Overview & Scrutiny and Cabinet Relations (part of the Hillingdon Constitution) does provide guidance to Cabinet Members to:

- Actively support the provision of relevant Council information and other requests from the Committee as part of their work programme;
- Where feasible, provide opportunities for committees to provide their input on forthcoming executive reports as set out in the Forward Plan to enable wider pre-decision scrutiny (in addition to those statutorily required to come before committees, *i.e. policy framework documents – see para. below*).

As mentioned above, there is both a constitutional and statutory requirement for Select Committees to provide comments on the Cabinet’s draft budget and policy framework proposals after publication. These are automatically scheduled in advance to multi-year work programmes.

Therefore, in general, the Committee may consider the following actions on specific items listed on the Forward Plan:

	Committee action	When	How
1	To provide specific comments to be included in a future Cabinet or Cabinet Member report on matters within its remit.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to provide its influence and views on a particular matter within the formal report to the Cabinet or Cabinet Member before the decision is made.</p> <p>This would usually be where the Committee has previously considered a draft report or the topic in detail, or where it considers it has sufficient information already to provide relevant comments to the decision-maker.</p>	<p>These would go within the standard section in every Cabinet or Cabinet Member report called "Select Committee comments".</p> <p>The Cabinet or Cabinet Member would then consider these as part of any decision they make.</p>
2	To request further information on future reports listed under its remit.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to discover more about a matter within its remit that is listed on the Forward Plan.</p> <p>Whilst such advance information can be requested from officers, the Committee should note that information may or may not be available in advance due to various factors, including timescales or the status of the drafting of the report itself and the formulation of final recommendation(s). Ultimately, the provision of any information in advance would be a matter for the Cabinet Member to decide.</p>	<p>This would be considered at a subsequent Select Committee meeting. Alternatively, information could be circulated outside the meeting if reporting timescales require this.</p> <p>Upon the provision of any information, the Select Committee may then decide to provide specific comments (as per 1 above).</p>
3	To request the Cabinet Member considers providing a draft of the report, if feasible, for the Select Committee to consider prior to it being considered formally for decision.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to provide an early steer or help shape a future report to Cabinet, e.g., on a policy matter.</p> <p>Whilst not the default position, Select Committees do occasionally receive draft versions of Cabinet reports prior to their formal consideration. The provision of such draft reports in advance may depend upon different factors, e.g., the timings required for that decision. Ultimately any request to see a draft report early would need the approval of the relevant Cabinet Member.</p>	<p>Democratic Services would contact the relevant Cabinet Member and Officer upon any such request.</p> <p>If agreed, the draft report would be considered at a subsequent Select Committee meeting to provide views and feedback to officers before they finalise it for the Cabinet or Cabinet Member. An opportunity to provide specific comments (as per 1 above) is also possible.</p>
4	To identify a forthcoming report that may merit a post-decision review at a later Select Committee meeting.	<p>As part of its post-decision scrutiny and broader reviewing role, this would be where the Select Committee may wish to monitor the implementation of a certain Cabinet or Cabinet Member decision listed/taken at a later stage, i.e., to review its effectiveness after a period of 6 months.</p> <p>The Committee should note that this is different to the use of the post-decision scrutiny 'call-in' power which seeks to ask the Cabinet or Cabinet Member to formally re-consider a decision up to 5 working days after the decision notice has been issued. This is undertaken via the new Scrutiny Call-in App members of the relevant Select Committee.</p>	<p>The Committee would add the matter to its multi-year work programme after a suitable time has elapsed upon the decision expected to be made by the Cabinet or Cabinet Member.</p> <p>Relevant service areas may be best to advise on the most appropriate time to review the matter once the decision is made.</p>

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BACKGROUND PAPERS

- [Protocol on Overview & Scrutiny and Cabinet relations adopted by Council 12 September 2019](#)
- [Scrutiny Call-in App](#)

**Scheduled
Upcoming
Decisions**

Ref Further details

Ward(s)

Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Report Author	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
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SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence

Cabinet meeting - Thursday 7 November 2024 (report deadline 21 October)

SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	C - Democratic Services			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	C - Democratic Services	TBC		Public

Cabinet Member Decisions expected - November 2024

236	SEND Sufficiency Strategy	The Cabinet Member will consider approval of the Council's SEND Sufficiency Strategy that compliments the SEND & Alternative Provision Strategy 2023-2028 to ensure that there is provision that meets the needs of Hillingdon's children and young people.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Dominika Michalik / Nav Minas	Select Committee		Public
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	C - Democratic Services	Various		Public

Cabinet meeting - Thursday 12 December 2024 (report deadline 25 November)

252	Update Position and decisions on the Future of the Council's Early Years Nurseries	Following Cabinet's decision in September 2023 to enable the continued delivery of childcare at Nestles Avenue, South Ruislip and Uxbridge Early Years Centres by securing an alternative provider(s) from the childcare market, this report will provide an update on progress to date and make recommendations for the future provision of the nurseries.	South Ruislip; Uxbridge; Hayes Town.		Cllr Susan O'Brien - Children, Families & Education / Cllr Jonathan Bianco - Cabinet Member for Property, Highways and Transport	Children, Families & Education	P - James Raven / Julia Thompson	Parent/carers using the service have been consulted with regarding their views of the service.	NEW ITEM	Private (3)
249	Proposal to lower the age range for three community schools to take two year olds	Cabinet will consider a request to lower the age range of three community schools, so they can offer places to eligible two year olds. This is intended to increase the availability of funded childcare, in the light of the expansion in the number of children who will be eligible for funded childcare over the next 12 months. The local authority has a statutory duty to ensure that there is sufficient early years provision, as far as is reasonably practicable, and permitting these schools to offer places for two year olds will support this.	Colham & Cowley; Hillingdon East; South Ruislip; Wood End		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Philip Ryan	Consultation will take over a four week period, beginning from Wednesday 25 September. This consultation will be promoted via the schools that it affects, as well as more widely through the council website.	NEW ITEM	Public

Scheduled Upcoming Decisions

Ref	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Report Author	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS = Children's Services D = Digital & Intelligence									
203	Hillingdon Adoption Services Cabinet will consider a report regarding an extension of the services provided by the Regional Adoption Agency.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS / R - Poppy Reddy / Sally Offin			Private (3)
245	Hillingdon Education Strategy 2024-29 Cabinet will be asked to agree a new 5-year Strategy which will set out the proposed direction of education for the Borough, based on consultation with key stakeholders and reviewing the empirical evidence. It will set out key priorities for schools, colleges, education settings and the Council education teams to raise standards and address area-wide issues.	All		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Nav Minas / Abi Preston	Schools, Education providers and the Children, Families and Education Select Committee		Public
242	Coteford Infant School, Eastcote, specialist resourced provision consultation As an education authority, the Council must plan for a sufficiency of places and efficient use of resources. Cabinet will be asked to consider the outcome of the consultation in relation to the specialist resourced provision at the school. Should there be no objections, this may be considered by the Cabinet Member for Children, Families & Education.	Eastcote		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - James Rogers / Nav Minas	Statutory consultation - Schools, residents, neighbouring boroughs		Public
243	Extending the age range for admission to the Assessment Centre at Ruislip Gardens Primary School, South Ruislip As an education authority the Council must plan for a sufficiency of places and efficient use of resources. Due to the increasing demand for special needs places the Council is proposing to expand the current age range of the Specialist Assessment Base for 3-5 years old children at Ruislip Gardens Primary School to include 2-year-old children in exceptional circumstances. Cabinet will make the necessary statutory decision on this following consideration of the consultation responses if there are objections to the proposal. Should there be no objections, this may be considered by the Cabinet Member for Children, Families & Education.	South Ruislip		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - James Rogers / Nav Minas	Statutory consultation - Schools, residents, neighbouring boroughs		Public
SI	The Council's Budget - Medium Term Financial Forecast 2025/26 - 2029/30 (BUDGET FRAMEWORK) This report will set out the Medium Term Financial Forecast (MTFF), which includes the draft General Fund reserve budget and capital programme for 2025/26 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration and Council Tax Reduction Scheme proposals following consultation.	All	Proposed Full Council adoption - 20 February 2025	Cllr Martin Goddard - Finance	All	R - Richard Ennis	Public consultation through the Select Committee process and statutory consultation with businesses & ratepayers		Public
SI	Public Preview of matters to be considered in private A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	C - Democratic Services			Public
SI	Reports from Select Committees Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	C - Democratic Services	TBC		Public

**Scheduled
Upcoming
Decisions**

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Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Report Author	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
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SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence

Cabinet Member Decisions expected - December 2024										
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	C - Democratic Services	Various		Public
Cabinet meeting - Thursday 9 January 2025 (report deadline 9 December 2024)										
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	C - Democratic Services			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	C - Democratic Services	TBC		Public
Cabinet Member Decisions expected - January 2025										
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	C - Democratic Services	Various		Public
Cabinet meeting - Thursday 13 February 2025 (report deadline 27 January 2025)										
SI	The Council's Budget - Medium Term Financial Forecast 2025/26 - 2029/30 (BUDGET FRAMEWORK)	Following consultation, this report will set out the Medium Term Financial Forecast (MTFF), which includes the draft General Fund reserve budget and capital programme for 2025/26 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration.	All	Proposed Full Council adoption - 20 February 2025	Cllr Ian Edwards - Leader of the Council / Cllr Martin Goddard - Finance	All	R - Richard Ennis	Public consultation through the Select Committee process and statutory consultation with businesses & ratepayers		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	CS - Democratic Services	TBC		Public
Cabinet Member Decisions expected - February 2025										
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
Cabinet meeting - Thursday 13 March 2025 (report deadline 24 February)										
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	CS - Democratic Services	TBC		Public

**Scheduled
Upcoming
Decisions**

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Further details

Ward(s)

				Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Report Author	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
<small>SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence</small>										
Cabinet Member Decisions expected - March 2025										
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
Cabinet meeting - Thursday 10 April 2025 (report deadline 24 March)										
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	C - Democratic Services			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	Various		All	TBC	C - Democratic Services	Various		Public
Cabinet Member Decisions expected - April 2025										
SI	School Organisation Plan annual update	The School Organisation Plan, originally approved by Cabinet in 2024, sets out how the London Borough of Hillingdon in accordance with its statutory duty, seeks to ensure there are sufficient primary. The Cabinet Member will consider the annual update to the Plan.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Nav Minas / Abi Preston	Children, Families and Education Select Committee		Public
SI	Standards and quality of education in Hillingdon during 2023/24	The Cabinet Member will receive the Annual Report regarding children and young people's educational performance across Hillingdon schools, for publication.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Abi Preston / Michael Hawkins	Children, Families and Education Select Committee		Public
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	TBC	C - Democratic Services	Various		Public
Cabinet meeting - Thursday 22 May 2025 (report deadline 2 May)										
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	Various		All	TBC	C - Democratic Services	Various		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	C - Democratic Services			Public

**Scheduled
Upcoming
Decisions**

Further details

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Ward(s)

Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Report Author	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
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SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence

Cabinet Member Decisions expected - May 2025										
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	TBC	C - Democratic Services	Various		Public

CABINET MEMBER DECISIONS: Standard Items (SI) that may be considered each month

SI	Urgent Cabinet-level decisions & interim decision-making (including emergency decisions)	The Leader of the Council has the necessary authority to make decisions that would otherwise be reserved to the Cabinet, in the absence of a Cabinet meeting or in urgent circumstances. Any such decisions will be published in the usual way and reported to a subsequent Cabinet meeting for ratification. The Leader may also take emergency decisions without notice, in particular in relation to the COVID-19 pandemic, which will be ratified at a later Cabinet meeting.	Various		Cllr Ian Edwards - Leader of the Council	TBC	C - Democratic Services	TBC		Public / Private
SI	School Governing Bodies, Instruments of Government and Governors / Authorising Academy Appointments	To approve appointments, nominate appointments and make reappointments of local authority governors and to approve any changes to school governing body constitutions. To also authorise any Member to be a Governor or Director of an Academy.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Julie Kelly / CS - Democratic Services			Public
SI	Release of Capital Funds	The release of all capital monies requires formal Member approval, unless otherwise determined either by the Cabinet or the Leader. Batches of monthly reports (as well as occasional individual reports) to determine the release of capital for any schemes already agreed in the capital budget and previously approved by Cabinet or Cabinet Members	TBC		Cllr Martin Goddard - Finance (in conjunction with relevant Cabinet Member)	All - TBC by decision made	various	Corporate Finance		Public but some Private (1,2,3)
SI	Petitions about matters under the control of the Cabinet	Cabinet Members will consider a number of petitions received by local residents and organisations and decide on future action. These will be arranged as Petition Hearings.	TBC		All	TBC	C - Democratic Services			Public
SI	To approve compensation payments	To approve compensation payments in relation to any complaint to the Council in excess of £1000.	n/a		All	TBC	R - Richard Ennis			Private (1,2,3)
SI	Acceptance of Tenders	To accept quotations, tenders, contract extensions and contract variations valued between £50k and £500k in their Portfolio Area where funding is previously included in Council budgets.	n/a		Cllr Ian Edwards - Leader of the Council OR Cllr Martin Goddard - Finance / in conjunction with relevant Cabinet Member	TBC	various			Private (3)

Scheduled Upcoming Decisions

Ref

Further details

Ward(s)

			Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Report Author	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence									
SI	All Delegated Decisions by Cabinet to Cabinet Members, including tender and property decisions	Where previously delegated by Cabinet, to make any necessary decisions, accept tenders, bids and authorise property decisions / transactions in accordance with the Procurement and Contract Standing Orders.	TBC	All	TBC	various			Public / Private (1,2,3)
SI	School Redundancy Payments	To consider requests for School Redundancy Payments and decide whether to approve them on behalf of the Local Authority	TBC	Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Julie Kelly / Abi Preston			Private (1,3,4)
SI	External funding bids	To authorise the making of bids for external funding where there is no requirement for a financial commitment from the Council.	n/a	All	TBC	various			Public
SI	Response to key consultations that may impact upon the Borough	A standard item to capture any emerging consultations from Government, the GLA or other public bodies and institutions that will impact upon the Borough. Where the deadline to respond cannot be met by the date of the Cabinet meeting, the Constitution allows the Cabinet Member to sign-off the response.	TBC	All	TBC	various			Public

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WORK PROGRAMME

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Appendix A – Work Programme
Ward	All

HEADLINES

To enable the Committee to note future meeting dates and to forward plan its work for the current municipal year.

RECOMMENDATION

That the Children, Families and Education Select Committee considers the report and agrees any amendments.

SUPPORTING INFORMATION

1. The Committee's meetings will start at 7pm and the witnesses attending each of the meetings may include representatives from external organisations, some of whom travel from outside of the Borough. Forthcoming meeting dates are as follows:

Meeting Date	Room
07 January 2025	CR6
04 February 2025	CR5
11 March 2025	CR5
15 April 2025	CR5

Implications on related Council policies

The role of the Select Committees is to make recommendations on service changes and improvements to the Cabinet, who are responsible for the Council's policy and direction.

RESIDENT BENEFIT

Select Committees directly engage residents in shaping policy and recommendations and the Committees seek to improve the way the Council provides services to residents.

FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

LEGAL IMPLICATIONS

There are no legal implications arising from this report.

BACKGROUND PAPERS

NIL.

MULTI-YEAR WORK PROGRAMME 2022 - 2026

		November	December	January	February	March	April
Children's Services Directorate - Service Area	Children, Families & Education Select Committee	13	No meeting	7	4	20	15
Education and Vulnerable Children	Review: Persistent Absenteeism						
	Policy Review Discussion & Guidance						
	Topic selection/ scoping stage						
	Witness/ evidence/ consultation stage	WS6: Parents/ f. carers (Private)					
	Findings, conclusions and recommendations	X					
	Final review report agreement			X			
	Target Cabinet reporting				X		
	Regular service & performance monitoring						
Adult Education	Learn Hillingdon Self-Assessment Review (annual)			23-24			
Education and SEND	School Organisation Plan inc. School Places Planning update					X	
	Annual Education Standards report (prior to Cabinet Member)					23-24	
Education and Vulnerable Children	Reports/ minutes from the Corporate Parenting Panel			X		X	
Hillingdon Music Hub	Hillingdon Music Hub Annual Report						X
Safeguarding, Quality Assurance, Partnerships and Residential Care	Children's Safeguarding Partnership Annual Report						
Democratic Services	Minutes of the AGM						
-	Quarterly Performance Monitoring					Provisional	
-	Mid-year budget/ budget planning report						
Democratic Services	Cabinet Forward Plan Monthly Monitoring	X		X	X	X	X
	One-off information items						
Children's Social Care	Children's Centres delivery model and Early Years Nurseries - review of implementation of Cabinet's decisions Sept. 2023	X					
	Hillingdon's Youth Offer & Delivery Model - review of implementation of Cabinet decisions from Sept. 2023	X					
Education and SEND	SEND Strategy 2023-2028 update			X			
	Alternative Provision Strategy update			X			
	SEND Sufficiency Strategy			X			
	School Admissions Arrangements - Whitehall Infant/ Junior						
	Update on School Admissions						X
	Move-ins to the Borough (in-year admissions)						
	Ukrainian Children - how funding from Central Govt. has been delivered to schools/ "Ukraine Education support update"						
	Early help/ support available to young people Services available to low-income families						
	DPS for Alternative Provision – Education and SEND						
	Engagement with schools (Part II)					Provisional	
	Witness session on Higher Education					Provisional	
	Outcomes of consultations regarding:						
	(i) Proposed closures of the Physical Disability (PD) Special Resourced Provision (SRP) at Coteford Infant School (ii) Proposed increasing of the age range for the Assessment Base at Ruislip Gardens Primary School (iii) Proposal for some community schools to lower their age range to take two year olds.	X					
Draft Hillingdon Education Strategy 2024-2029	X						
Education and Vulnerable Children	Overview of Corporate Parenting Responsibilities						
	Corporate Parenting Panel Membership to agree + subs						
	Corporate Parenting Panel - update to Terms of Reference						
Prevention and Youth Justice	Youth Justice Service Strategy 2024-2029						
-	Council Strategy 2022-2026 consultation						
Democratic Services	Scrutiny Introduction (Democratic Services)						
	Past review delivery						
Adult Education	Adult & Community Learning Review 2021/22						
Children's Social Care	Stronger Families Hub 2022/23 - 2023/24				X		
Education and Vulnerable Children	Persistent Absenteeism						

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