



HILLINGDON
LONDON



Children, Families and Education Select Committee

Councillors on the Committee

Councillor Heena Makwana (Chair)
Councillor Ekta Gohil (Vice-Chair)
Councillor Kishan Bhatt
Councillor Peter Smallwood OBE
Councillor Jan Sweeting (Opposition Lead)
Councillor Tony Gill
Councillor Narinder Garg

Co-Opted Member

Tony Little, Roman Catholic Diocesan
Representative

Date: TUESDAY, 14 APRIL 2026

Time: 7.00 PM

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

**Meeting
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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:

Portfolio(s)	Directorate	Service Areas
Cabinet Member for Children, Families & Education	Children's Services	Children's Social Care (incl. safeguarding & corporate parenting)
		Corporate Parenting Panel
		Prevention & Youth Justice (incl. youth services, stronger families and adolescent mental health)
		Education & SEND (incl. Adult & Community Learning, Skills, Lifelong Learning, Music Services and School Travel)
	Adult Services & Health	Children and Families Support Services (incl. Early Years and Children's Centres)

Corporate Parenting

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 - 8
- 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 Budget & Spending 9 - 16
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- 7 Annual Standards of Education 2024-25 21 - 70
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Minutes

CHILDREN, FAMILIES & EDUCATION SELECT COMMITTEE

12 March 2026



HILLINGDON
LONDON

Meeting held at Committee Room 6 – Civic Centre,
High Street, Uxbridge, UB8 1UW

	<p>Committee Members Present: Councillor Heena Makwana (Chair), Councillor Ekta Gohil (Vice-Chair), Councillor Colleen Sullivan, Councillor Farhad Choubedar, Councillor Jan Sweeting (Opposition Lead), and Councillor Tony Gill</p> <p>Co-Opted Member Present: Mr Tony Little</p> <p>Officers Present: Matt Davis (Director of Strategic & Operational Finance) Alex Coman (Director of Children Safeguarding & Care) Abi Preston (Director of Education & SEND) Nav Minhas (School Place Planning and Policy Manager) Gary Binstead (Head of Education & SEND Commissioning) James Rogers (School Place Planning Officer) Ryan Dell (Democratic Services Officer)</p>
68.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies had been received from Councillor Peter Smallwood OBE, with Councillor Colleen Sullivan substituting.</p> <p>Apologies had been received from Councillor Kishan Bhatt, with Councillor Farhad Choubedar substituting.</p> <p>Apologies had also been received from Councillor Narinder Garg.</p>
69.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
70.	<p>MINUTES OF THE PREVIOUS MEETING (<i>Agenda Item 3</i>)</p> <p>RESOLVED: That the minutes of the previous meeting be agreed</p>
71.	<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>
72.	<p>BUDGET & SPENDING (<i>Agenda Item 5</i>)</p>

Officers introduced the Budget & Spending report for Month 9.

Members were informed that Month 9 showed a pressure of £6.4m, an increase from £6.0m reported at Month 7. This increase was attributed to continuing asylum pressures as well as additional pressures within children's social care, particularly the costs of children's placements and children's homes.

Officers reported that the directorate had achieved 96% of its £4.5m savings target, with no identified risks to the delivery of the remaining savings.

Officers advised that the DSG position had remained broadly stable compared with previous reports, with a projected in-year deficit of £9.6m. While demand continued to increase, particularly in advance of forthcoming SEND reforms, officers considered the position to be relatively positive. It was noted that significant progress had been made over recent years in stabilising DSG pressures.

In response to a question regarding the Government's proposed 90% write-off of SEND deficits, officers explained that local authorities would be required to submit a SEND Reform Plan by late June, which would be subject to approval by the Secretary of State. Only once the plan was approved would the High Needs Stability Grant be released. If approved in the first submission round, payment was expected to be received in the autumn term, with a later payment in spring 2027 if approval was delayed. Officers noted that while some information had been received from Government, further clarity was still awaited.

Members asked whether the reduction in the DSG deficit had impacted outcomes for children with SEND. Officers responded that outcomes were closely monitored and that the main driver of cost reduction had been a move towards educating children locally and within maintained schools, rather than in high-cost independent placements. Officers were confident that outcomes remained strong, noting that maintained special schools in the borough delivered outstanding outcomes despite significantly lower costs than INMSS (Independent and Non-Maintained Special School) settings. However, there was increased demand and continued close monitoring was required.

Members sought clarification on the DSG deficit that would remain after the application of the 90% grant and how ongoing overspends would be addressed. Officers explained that the 90% included this year and so would go against the cumulative balance at the end of this financial year, meaning the £9.6m projected in-year deficit was included within that figure. Officers estimated that the authority could receive around £69m, leaving a residual deficit of approximately £6m. Officers highlighted that the in-year DSG deficit had reduced significantly over time, from £28m two years ago to £9.6m currently, demonstrating a strong downward trajectory. Members were advised that demand could increase further due to a surge in EHCP requests ahead of SEND reforms. It was noted that with the 90% paid off, the Council would save money within the General Fund on interest charges.

Members asked if there would be conditions on the 90% due to the historically high deficit. Officers advised that, with the exception of a suitable SEND reform plan being approved, officers were not aware of any other specific conditions linked to the funding and that the safety valve scheme had now closed. While Hillingdon may have previously been an outlier with its high deficit, it was now in a much stronger position compared to other authorities. Hillingdon had built up confidence with the DfE with its positive steps, and this had been recognised by a letter from the DfE. It was noted that Hillingdon had significantly lowered costs while improving outcomes. The 90% payment

would be applied universally, and each local authority would have a SEND advisor and a financial advisor with the level of support tailored to each authority's circumstances. Officers considered that the work already undertaken locally had placed the council in a strong position.

Members asked whether the reported savings were dependent on a reduction in demand. Officers responded that demand had not necessarily reduced but had been managed differently through changes to delivery models and investment in in-house provision. Savings had been achieved through measures such as increasing foster carer capacity and expanding in-house residential provision, which reduced reliance on more expensive external placements. It was noted that the 96% savings achievement reported at Month 9 had since increased to 100%.

Members queried a savings line relating to repeat pregnancies within social care. Officers clarified that this focused on supporting parents who had previously had children removed from their care, ensuring they were better prepared and supported if they had another child, thereby reducing the risk of repeat removals and associated costs.

Members asked about the £6.4m overspend. Officers explained that asylum pressures remained a significant and unpredictable driver of overspend, as well as the discrepancy between grants and costs. In addition, the current year had been a major period of transformation for children's services, with substantial investment in foster carers (17 new households), in-house residential provision (12 additional beds), and new delivery models focused on early intervention and community-based support to prevent escalation to statutory intervention. While pressures would continue into the following year, officers were more confident due to budget realignment, better demand forecasting, and the embedding of new ways of working.

In response to a question about schools' views on the changes being implemented, officers emphasised that schools were key partners in supporting children and were closely engaged at both strategic and locality levels. Schools were statutory safeguarding partners and were involved in strategic decision-making. Officers reported that feedback from schools had been positive.

Officers added that next year's budget included approximately £12m of additional investment to reflect underlying demand pressures in children's services, which were contributing to the current year's overspend. Officers also noted that part of the increase in the forecast overspend during the year related to decisions around the use of capital receipts and transformation funding, rather than solely to service-level pressures.

RESOLVED: That the Committee noted the 2025/26 Month 9 budget monitoring position

73.

SCHOOL PLACE PLANNING: SCHOOL ORGANISATION PLAN (*Agenda Item 6*)

Officers introduced the School Organisation Plan.

Officers advised that the School Organisation Plan had first been presented to the Committee two years prior, with the expectation that annual updates would be provided.

Members welcomed the existence of a School Organisation Plan but expressed

concern about the reported reduction of 28.7% in nursery-age children, highlighting that this cohort would progress through infant, junior, and secondary phases in future years. Members noted that falling rolls were already placing pressure on primary schools and asked whether there was evidence of improvement through late admissions into the cohort. Officers acknowledged that birth rates and pupil numbers had been declining and that this had been known for some time. The projections were monitored closely and actual numbers broadly aligned with projected figures. However, officers continued to monitor sufficiency closely and were placing increased emphasis on the importance of the School Organisation Plan as a strategic planning tool. Officers outlined proposals to run workshops with schools to support them in understanding projections and using them for forward planning, and when preparing three-year budgets. It was noted that falling rolls created significant financial challenges for schools and that this issue linked closely to proposals such as amalgamation. Officers also confirmed that the School Organisation Plan was updated annually and that work was underway to strengthen its coverage of early years and SEND, with the intention of developing a broader sufficiency plan across education settings.

Members raised a further concern regarding the planning of secondary school places, particularly the proportion of pupils travelling from the south of the borough to the north, which was reported as 23%. Members noted that this was compounded by housing pressures, and asked whether more strategic planning could be undertaken to address this pattern. Officers responded that this issue had recently been discussed at a high-needs group meeting and acknowledged that a number of families chose to travel to schools outside their immediate area, despite the availability of strong local schools. Officers explained that parental preference played a significant role, particularly in a context of falling pupil numbers where choice was greater. There was also a challenge of changing parental perceptions where, for example, schools had previously received poor Ofsted judgements, noting that reputational recovery could take time. While officers were engaging with schools on these issues, it was recognised as a complex area where change was difficult to implement quickly.

Members referred to the report's description of the borough as a net exporter of pupils and asked for clarification as to why families were choosing schools outside the borough. Officers advised that the absence of grammar schools within the borough was a contributing factor, as was the location of some schools near borough boundaries, where the nearest school for some families was outside Hillingdon. Officers highlighted a new school recently built just beyond the borough boundary which could draw pupils who would otherwise have attended schools within Hillingdon.

Members sought clarification on the reported decline in nursery numbers, questioning whether the figures reflected a drop in birth rates or whether they were influenced by parental choices about sending their children to nursery. Officers explained that it was a combination of both factors. While falling birth rates were a significant contributor, officers were also working to increase take-up of nursery places, particularly in light of expanded childcare entitlements. There was an early years and childcare sufficiency document, separate from the SOP. Officers also highlighted work underway to expand school-based nursery provision, including provision for two-year-olds, while acknowledging competition from private, voluntary and independent providers offering longer hours and holiday provision.

Members noted that the headline figure of a 28% reduction could be misleading if it did not solely reflect birth rate changes and cautioned that it could give the impression of a more severe future capacity issue in primary schools. Officers confirmed that the figures presented were based on the school census, and agreed that further contextual

information would be helpful. It was proposed that additional early years data could be incorporated into the next annual update of the School Organisation Plan.

Members raised a question regarding sixth-form capacity, noting a significantly higher level of spare capacity compared to lower secondary year groups, and asked whether this suggested a need to encourage more pupils to remain in borough for post-16 education. Officers advised that they would review the relevant data and provide a fuller response outside the meeting.

Members raised a point regarding spare capacity in primary schools, noting that falling rolls were expected to continue, and asked whether officers had considered undertaking a detailed assessment of capacity across primary schools and education planning areas to support future planning, including inclusive provision. Officers confirmed that work was already underway to assess school capacity and that schools had been asked to provide information on available space. Officers explained that they were exploring creative uses of spare capacity, including alternative provision, tuition services, SEND provision, and other potentially income-generating activities. However, they advised that further clarity on SEND reforms was awaited, particularly regarding expectations around inclusion bases in secondary schools, before final decisions could be made. Officers emphasised that making use of existing space, rather than constructing new provision, would be preferable where possible, and confirmed that this work would continue to develop.

RESOLVED: That the Children, Families & Education Select Committee:

- 1. Considered the updated School Organisation Plan with the latest data and forecasts; and**
- 2. Delegated comments to be included in the Cabinet Member report to the Democratic Services Officer in conjunction with the Chair and in consultation with the Opposition Lead**

74. **PROPOSAL TO AMALGAMATE WHITEHALL INFANT SCHOOL AND WHITEHALL JUNIOR SCHOOL** (*Agenda Item 7*)

Officers introduced the report on the proposal to amalgamate Whitehall Infant School and Whitehall Junior School.

Members were advised that similar amalgamation proposals had previously been considered by the Committee and that this proposal formed part of the authority's wider approach to supporting school sustainability. School amalgamation was one of the mechanisms available to improve financial stability, governance, and long-term viability for schools, particularly in the context of falling pupil numbers.

Members asked about the outcome of the consultation and whether there was general support for the proposal from parents and staff. Officers explained that an informal consultation had already taken place, during which 90 responses had been received. Of those, 58% were in favour of the proposed amalgamation. The formal consultation was ongoing. Engagement events had been held with parents and school staff and feedback received to date had been generally positive.

Members asked what the principal concerns were among those who did not support the proposal. Officers responded that the concerns raised were consistent with those seen in previous amalgamation proposals. These included anxieties about younger

	<p>infant pupils mixing with older junior pupils and concerns about the financial implications. Officers had sought to reassure parents that the schools would continue to operate in a way that avoided mixing of age groups.</p> <p>RESOLVED: That the Children, Families & Education Select Committee:</p> <ol style="list-style-type: none"> 1. Reviewed the proposal to amalgamate Whitehall Infant School and Whitehall Junior School, by closing Whitehall Infant School and extending the age range of the Junior School from 7-11 year olds, to 3-11 year olds; and 2. Delegated comments to be included in the Cabinet report which will be presented on 23 April 2026 to the Democratic Services Officer in conjunction with the Chair and in consultation with the Opposition Lead
75.	<p>CORPORATE PARENTING PANEL MINUTES (<i>Agenda Item 8</i>)</p> <p>Members noted the minutes of the Corporate Parenting Panel.</p> <p>RESOLVED: That the Committee noted the minutes</p>
76.	<p>FOSTERING REVIEW: FINAL REPORT (<i>Agenda Item 9</i>)</p> <p><i>This item was considered after item 5.</i></p> <p>The Chair introduced the draft final report of the Committee’s fostering review. Members were advised that the purpose of the item was to agree the final report and its submission to Cabinet.</p> <p>Members thanked officers for the preparation of the report and noted the relatively short timescale of the review.</p> <p>Members asked about officers’ ambitions in terms of increasing the number of foster carers, and how many additional carers the service would ideally like to recruit. Officers advised that while increasing numbers was important, the primary focus was on recruiting the right type of foster carers, rather than achieving a specific target. There was particular difficulty in recruiting carers for adolescents and for children with significant trauma, mental health needs, or disabilities. As a result, the service intended to focus on more targeted recruitment, aligned to specific cohorts and needs, a point which was reflected in the Committee’s recommendations.</p> <p>Officers further explained that while a number of Cared for Children continued to be placed with external or out-of-borough foster carers, some of these placements were long-term and stable, and it would not be appropriate to disrupt them. However, there remained other children for whom having a wider choice of in-house foster carers would be beneficial. Officers reiterated the service’s strong commitment to fostering and to foster carers, highlighting the significant progress made in recruitment. Members were informed that, to date in the current year, 17 new fostering households had been approved, compared with fewer than five approvals per year in previous years. Officers emphasised that these approvals reflected full completion of the assessment and panel process, which typically took eight to nine months. Officers expressed pride in the fostering team’s achievements and gratitude to foster carers for their ongoing work, and thanked Members for the time and effort they had dedicated to the review.</p>

	<p>RESOLVED: That the Select Committee:</p> <ol style="list-style-type: none"> 1. Agreed the final report for its review into fostering; 2. Delegated any final wording amendments to the Democratic Services Officer in conjunction with the Chair and in consultation with the Opposition Lead; and 3. Agreed the review’s submission to Cabinet thereafter
77.	<p>FORWARD PLAN (<i>Agenda Item 10</i>)</p> <p>Members considered the Forward Plan.</p> <p>RESOLVED: That the Children, Families & Education Select Committee noted the Cabinet Forward Plan</p>
78.	<p>WORK PROGRAMME (<i>Agenda Item 11</i>)</p> <p>Members considered the Work Programme.</p> <p>RESOLVED: That the Children, Families & Education Select Committee considered the report</p>
	<p>The meeting, which commenced at 7:00 pm, closed at 7:50 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Ryan Dell, Democratic Services Officer on democratic@hillingdon.gov.uk. Circulation of these minutes is to Councillors, officers, the press and members of the public.

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BUDGET & SPENDING REPORT - SELECT COMMITTEE MONITORING

Committee name	Children, Families & Education Select Committee
Corporate Director(s) responsible	Julie Kelly, Corporate Director of Children's Services
Papers with report	Appendix A – Tables 1-4
Ward	All

RECOMMENDATION

That the Committee:

- 1. Note the 2025/26 Month 10 budget monitoring position.**

HEADLINES

2. This monitoring report provides an update on the 2025/26 Month 10 budget position relevant to the Select Committee. The Corporate Director, supported by their Head of Finance, will attend the meeting to provide further details and clarifications.
3. **2025/26 MONTH 10 BUDGET MONITORING POSITION**
4. **Children, Families & Education** – As at Month 10, services within this directorate are reporting a pressure of £6.1m, down £0.3m from £6.4m in Month 9 due to an increase in contributions from the Integrated Care Board (ICB) towards cared for children placements. The overall forecast pressure in this area is driven by additional demand for Children's Social Care, including for Mother and Baby placements and an underlying pressure on Asylum costs due to a previously highlighted budget shortfall of £2.5m. Further pressure results from a £2m reduction in the use of flexible capital receipts previously assumed to fund transformation costs.
5. Table 1 provides an overview of this Committee's Month 10 budget monitoring position by portfolio. It includes adjustments made to the forecast for Earmarked Reserves, Provisions and Transformation Capitalisation.
6. Table 2 provides a detailed breakdown of this Committee's Month 10 budget monitoring position by service area. It includes adjustments made for Earmarked Reserves, Provisions and Transformation Capitalisation.
7. **Dedicated Schools Grant (DSG)** – The Dedicated Schools Grant (DSG) total Block is forecast to have an in-year deficit of £9.2m, representing a £0.4m favourable movement compared to month 9 and a £3.3m favourable variance against the £12.5m budgeted use of reserves. The DSG deficit is forecast to rise to £75.1m by the end of the financial year, but which will be mitigated by the High Needs Stability grant due to be paid in autumn 2026.
8. The favourable movement relates to High Needs expenditure and the service's ongoing work to reduce reliance on costly independent placements through increased local provision and early intervention. The in-year shortfall is driven by continued demand and cost pressures in

High Needs placements. Rising demand for specialist provision and increased reliance on costly independent non-maintained placements are contributing to widespread overspends in the High Needs Block. This position will be significantly improved following the final local government funding settlement announcement made on 9 February 2026 setting out the Government's plans to support local authorities with their DSG deficits. The announcement included the following statement: "All local authorities with SEND deficits will be eligible in 2026/27 to receive a grant covering 90% of their High Needs-related DSG deficit accrued up to the end of 2025-26. This grant will be paid in Autumn 2026, subject to each local authority submitting and securing the Department for Education's approval of a local SEND reform plan."

9. In the November 2025 budget, the Government confirmed that starting from the 2028-29 financial year, future special educational needs and disabilities (SEND) costs will be managed within the overall central government spending envelope, shifting the responsibility from local authorities.
10. There is currently a time-limited statutory override in place until 31 March 2028, ringfencing the DSG deficit such that this does not impact upon general reserves. The Council, like many other local authorities, has a large DSG deficit which stood at £65.9m on 31 March 2025, exceeding the level of General Fund reserves held. During the course of this year, the Council has successfully reduced the in-year spend against the DSG and continues to make good progress. The Final Local Government Settlement announced on 9 February 2026 set out the Government's plans to fund circa 90% of existing DSG deficits which will significantly reduce the deficit but will leave the Council with a residual balance to address in 2028/29.
11. The Council is actively progressing a range of strategic initiatives aimed at improving outcomes for children and young people with Special Educational Needs and Disabilities (SEND), while ensuring more sustainable use of resources. These include converting all existing EHCPs to the new banding system to ensure a fair, transparent and sustainable approach to funding EHCPs. In parallel, the Council is working to enhance the value for money of commissioned services and to increase financial contributions from partner agencies towards the support of children and young people with SEND. The Council is beginning to see a significant reduction in the in-year deficit as a consequence.
12. A core target for the revised High Needs Safety Valve Plan is to educate children locally wherever possible by concentrating SEN support in-borough within our maintained schools and thereby reduce dependence on high cost independent and out-of-borough placements. Trend data shows clear evidence that the approach which has been in place since early 2024/25 is now beginning to have a positive impact.

13. Table 3 provides an overview of the Month 10 position for the Dedicated Schools Grant (DSG).

14. 2025/26 SAVINGS

15. For the services within the remit of this Committee, the savings requirement for 2025/26 is £4.549m, as set out in the Council's budget strategy.
16. As of Month 10, £4.549m (100%) of the savings and interventions are being recorded as banked.
17. Table 4 provides a detailed breakdown of the 2025/26 Month 10 savings position by portfolio.

PERFORMANCE DATA

18.N/A

RESIDENT BENEFIT

19. Regular monitoring of financial performance is used to assess whether spending and savings targets are being met, thereby supporting the efficient delivery of services to residents. By closely tracking expenditure and identifying variances, the council can take timely corrective actions to address overspending and mitigate risks. This also enhances public transparency and accountability, providing residents with confidence that their Council is managing finances prudently and prioritising their needs. Overall, regular monitoring supports safeguarding the Council's finances and the delivery of quality services to residents.

FINANCIAL IMPLICATIONS

20. This is primarily a finance report and the implications are set out in the main body of the report above.

LEGAL IMPLICATIONS

21. There are no direct legal implications arising from regular monitoring of the council's finances by select committees.

22. Democratic Services advise that effective overview and scrutiny arrangements require access to the information under the committee's purview and, in accordance with the 2024 Statutory Scrutiny Guidance, such information includes finance and risk information from the Council, and its partners where relevant.

BACKGROUND PAPERS

23.NIL

APPENDICES

Appendix A – Tables 1-4

Appendix A – Tables 1-4

Table 1 – 2025/26 Month 10 Budget Monitoring Position by Portfolio

Service Area		Approved Budget	Underlying Forecast	Earmarked Reserves	Provisions	Transformation Capitalisation	Management Action	Forecast Outturn	Final Forecast Variance	Forecast Variance Prior Month	Change in Variance
R5: Executive Director Children and Young Peoples Services	Expenditure	79,008	86,396	(376)	0	(699)	0	85,321	6,313	6,427	(114)
	Income	(21,777)	(21,252)	(730)	0	0	0	(21,982)	(205)	18	(223)
	Sub-Total	57,231	65,144	(1,106)	0	(699)	0	63,339	6,108	6,445	(337)

Table 2 – 2025/26 Month 10 Budget Monitoring Position by Service Area

Service Area		Approved Budget	Underlying Forecast	Earmarked Reserves	Provisions	Transformation Capitalisation	Management Action	Forecast Outturn	Final Forecast Variance	Forecast Variance Prior Month	Change in Variance
R5C: Director, Children Social Care	A1: Staffing Costs	21,600	20,765	0	0	(111)	0	20,654	(946)	(906)	(40)
	A2: Non-Staffing Costs	34,737	40,007	0	0	0	0	40,007	5,270	5,420	(150)
	A3: Grants Fees & Other Income	(15,228)	(15,339)	(730)	0	0	0	(16,069)	(841)	(605)	(236)
	Sub-Total	41,109	45,433	(788)	0	(111)	0	44,592	3,483	3,909	(426)
R5E: Director Education and SEND	A1: Staffing Costs	8,015	9,952	0	0	(353)	0	9,599	1,584	1,618	(34)
	A2: Non-Staffing Costs	1,370	1,870	(376)	0	0	0	1,494	124	155	(31)
	A3: Grants Fees & Other Income	(5,137)	(4,356)	0	0	0	0	(4,356)	781	768	13
	Sub-Total	4,248	7,466	(376)	0	(353)	0	6,737	2,489	2,541	(52)
R5S: Director SPQR	A1: Staffing Costs	8,114	8,667	0	0	(235)	0	8,432	318	174	144
	A2: Non-Staffing Costs	5,172	5,135	0	0	0	0	5,135	(37)	(34)	(3)
	A3: Grants Fees & Other Income	(1,412)	(1,557)	0	0	0	0	(1,557)	(145)	(145)	0
	Sub-Total	11,875	12,245	(1,164)	0	(235)	0	12,010	136	(5)	141
R5: Executive Director Children and Young Peoples Services	A1: Staffing Costs	37,729	39,384	0	0	(699)	0	38,685	956	886	70
	A2: Non-Staffing Costs	41,279	47,012	(376)	0	0	0	46,636	5,357	5,541	(184)
	A3: Grants Fees & Other Income	(21,777)	(21,252)	(730)	0	0	0	(21,982)	(205)	18	(223)
	Sub-Total	57,231	65,144	(1,106)	0	(699)	0	63,339	6,108	6,445	(337)

Table 3: Month 10 DSG Income and Expenditure Summary

Dedicated Schools Grant (DSG) Blocks	Budget 2025/26			Forecast Month 10 £m	Variance £m	Month 9 £m	Change £m
	DSG Settlement £m	Academy Recoupment £m	LBH Maintained £m				
	Schools Block	297.9	(187.0)				
Early Years Block	48.3	0	48.3	48.1	(0.2)	0	(0.2)
Central Schools Block	2.5	0	2.5	2.5	0	0	0
High Needs Block	86.8	(13.1)	73.7	70.7	(3.0)	(2.9)	(0.1)
Budgeted Use of Reserves	(12.5)	0	(12.5)	(12.5)	0	0	0
Total	423.0	(200.1)	222.9	219.6	(3.3)	(2.9)	(0.4)
Balance Brought Forward 1 April 2025					65.9		
Budgeted Use of Reserves					12.5		
Pressure/(Reduction)					(3.3)		
Total Deficit at 31 March 2026					75.1		

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Table 4 – 2025/26 Month 10 Savings Position by Directorate

Directorate	Description	RAG Rating 2025/26 & B/fwd savings						Total 2025/26 £'000				
		B/fwd	2025/26	Total	B	G	A1		A2	R	W/O	
		£'000	£'000	£'000	£'000	£'000	£'000		£'000	£'000	£'000	
Children, Families & Education	Improving and Modernising the Fostering Offer	(462)		(462)	(462)							(462)
Children, Families & Education	Increase MVF by 1%		(267)	(267)	(267)							(267)
Children, Families & Education	New Care Offer - (Operating Model)		(273)	(273)	(273)							(273)
Children, Families & Education	Semi/ Shared Accommodation		(2,156)	(2,156)	(2,156)							(2,156)
Children, Families & Education	Social Care Delivery Model - Social Care											
Children, Families & Education	Delivery Model		(495)	(495)	(495)							(495)
Children, Families & Education	Social Care Delivery Model - Repeat											
Children, Families & Education	Pregnancies		(600)	(600)	(600)							(600)
Children, Families & Education	Social Care Delivery Model - Special											
Children, Families & Education	Guardianship Orders		(296)	(296)	(296)							(296)
Grand Total		(462)	(4,087)	(4,549)	(4,549)	0	0	0	0	0	0	(4,549)

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SCHOOL ADMISSIONS UPDATE

Committee name	Children, Families & Education Select Committee
Officer reporting	Laura Baldry, School Placement & Admissions Manager
Papers with report	None
Ward	All

HEADLINES

School Admissions Update – for In Year applications and Allocations for September 2026.

RECOMMENDATION

That the Children, Families & Education Select Committee note the contents of the report.

SUPPORTING INFORMATION

In Year applications

When comparing the data to the previous academic year, Hillingdon has received and processed fewer In Year applications during 2024/25. The table below demonstrates data specific to the number of In Year applications submitted to the borough for the last three academic years, including how many have been received so far this academic year.

Date	Primary	Secondary	Total
01/09/2022 - 31/08/2023	2377	1438	3815
01/09/2023 - 31/08/2024	2534	1391	3925
01/09/2024 - 31/08/2025	2132	1155	3287
01/09/2025 - 22/03/2026*	1246	859	2105

* Sept 2025- 22 Mar 2026

The reduction in the total number of applications received between September 2024 and August 2025 is primarily due to a significant decrease in the number of families being placed in hotels in the south of the borough. While we have continued to receive applications from families arriving in the UK, many of these households are now being accommodated in settings other than hotels.

During the 2024–2025 academic year, we received 3,287 applications, representing a 16.3% decrease compared to the previous year.

For the current academic year (1 September 2025 – 22 March 2026), 2,105 applications have been received so far. Of these, 358 were submitted by families who had recently moved to the UK from overseas, accounting for 17% of all applications to date.

Current position of In Year Admissions

The team are actively processing applications as and when they are received to ensure children

are offered a school place promptly to avoid any drift and delay in the provision of education, where possible.

Secondary vacancy breakdown

School Name	Year Group				
	7	8	9	10	11
Bishop Ramsey CofE School	2	7	0	2	3
De Salis Studio College	N/A	N/A	19	9	0
Guru Nanak Sikh Academy	2	8	2	7	0
Harefield School	27	42	26	38	50
Haydon School	138	145	83	67	2
Hewens College	17	60	37	4	0
Oak Wood School	0	24	17	10	6
Park Academy West London	22	0	9	0	0
Parkside Studio College	N/A	N/A	44	38	37
Rosedale College	6	14	20	0	0
Swakeleys School for Girls	0	4	6	13	12
The Douay Martyrs Catholic School	0	4	5	4	9

*Accurate up to 11/03/26

For our primary cohort, we have sufficient vacancies across all year groups, borough wide.

Fair Access Panel

So far, this academic year, 49 children have been presented through the Fair Access Panel, compared with 62 during the same period last year. This represents a 21% decrease in demand for places via the Fair Access Panel since 2024-25. Most of the Fair Access placements continue to be for Year 11 children (75%).

This decline marks a continuing trend which is largely attributable to the reduction in families living in hotel accommodation in the south of the borough which was used for temporary housing. It also reflects the strong commitment of our schools, which are now processing In-Year applications more swiftly and offering places to children without delay. As a result, children are receiving offers from schools with available places much sooner, leading to a notable reduction in the number of children needing to be presented through Fair Access.

Allocations

Secondary Allocations for September 2026

We received and processed 3521 Hillingdon applications submitted on time. All children received an offer on National Offer Day, 2nd March 2026. Of these, 67.13% received an offer at their first preference school, 86.94% received an offer at their 1st to 3rd preference school and 93.75% received their 1st to 6th preference school. The remaining 6.25% received an unallocated offer.

Parents had until Monday 16th March 2026 to respond to their National Offer Day school offer. After this date, the team has chased parents who have not responded to offers and will contact parents wishing to decline their child's offer. A range of reasons are given for declining a place, including going to a private school, moved out of borough/country, elective home education, or wanting a higher preference school.

The first round of late offers was made in the first week of April 2026, which incorporate any late preferences or applications received. Late offers are scheduled to be made on a regular basis until the end of July 2026, where offers will then be made as and when places become available.

Primary Allocations for September 2026

National Offer Day for Primary Allocations is Thursday 16th April 2026.

The team have received 3222 on time Hillingdon applications from children applying for Reception in September 2026. Officers are in the final stages of the allocation process before National Offer Day on Thursday 16th April. The team are continuing to receive late applications and are regularly reminding schools of children who are yet to apply. This will continue until the end of the summer term. The first round of late offers will be made by the beginning of June.

Consultation

During the consultation window (1st October 2025 – 31st January 2026), the team consulted to reduce the published admission number (PAN) for Field End Infant School from 90 to 60. This was agreed to give the school greater flexibility to manage its resources effectively whilst continuing to deliver high-quality education for the local community. The Local Authority will continue to monitor demographic trends and, if demand increases in the future, additional places can be reinstated at the school.

Plans moving forward:

As a Council, we are continuing to ensure we are able to adjust to both increases and reductions in demand for school places, working in partnership with our schools and partners. The Admissions team works closely with Place Planning colleagues and Education Improvement Advisors to manage these changes and conversations.

RESIDENT BENEFIT

The report provides assurance to residents that the Council is actively managing in-year demand and September 2026 allocations, supporting timely access to school places, fair allocation processes, and effective planning for changes in local need.

FINANCIAL IMPLICATIONS

NIL.

LEGAL IMPLICATIONS

NIL.

BACKGROUND PAPERS

NIL.

APPENDICES

NIL.

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ANNUAL STANDARDS OF EDUCATION IN HILLINGDON REPORT 2024/2025

Committee name	Children, Families & Education Select Committee
Officer reporting	Michael Hawkins, Head of Education & Lifelong Learning
Papers with report	Annual Standards of Education Report 2024-25
Ward	All

HEADLINES

This report provides the Children, Families & Education Select Committee with an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults for 2024-25. The report focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success. It also includes an update on progress of the Education Strategy priorities.

RECOMMENDATIONS

That the Committee:

1. Note the key findings set out in the report; and
2. Provide comments as appropriate.

SUPPORTING INFORMATION

See attached report.

PERFORMANCE DATA

This is within the report.

RESIDENT BENEFIT

This report allows Elected Members to have an overview of the standards and quality of education services available to Hillingdon residents.

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

Annual Standards of Education Report 2024-25

Annual Standards of Education in Hillingdon Report 2024/25



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Acronyms Used in Report

AfA	Achievement for All Young People in Hillingdon programme
AP	Alternative Provision
CI	Critical Incident
CME	Children Missing Education
CYP	Children or Young Person
DfE	Department for Education
DU	Designated Unit
ESBA	Emotional Based School Avoidance
EBSNA	Emotional Based School Non-Attendance
EET	Education, Employment or Training
EHCP	Education Health Care Plan
EHCNA	Education Health Care Needs Assessment
EHE	Elective Home Education
EHN	Early Health Notification
ELSA	Emotional Literacy Support Assistant
EPS	Education Psychology Service
ESF	Early Support Funding
ESOL	English for Speakers of Other Languages
EYs	Early Years
EYFS	Early Years Foundation Stage
EYQIT	Early Years Quality Improvement Team
FAP	Fair Access Panel
FSM	Free School Meals
GLD	Good Level of Development
HLP	Hillingdon Learning Partnership
IC	Inclusion Commitment
IYFAP	In Year Fair Access Panel
LAIT	Local Authority Interactive Tool
LAC	Looked After Child
MAT	Multi Academy Trust
MSP	My Support Plan
NASEN	National Association for Special Educational Needs
NEET	Not in Employment, Education or Training
OAP	Ordinarily Available Provision
PAN	Pupil Admission Numbers
PEP	Personal Education Plan
PVI	Private, Voluntary, or Independent
RI	Requires Improvement
SAO	School Attendance Order
SARR	Schools At Risk Register
SAS	SEND Advisory Service
SCERTS	Social, Communication, Emotional Regulation, Transitional Support
SEF	Self-Evaluation Framework
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs & Disabilities
SENDIASS	Special Educational Needs Disabilities Information Advice & Support Service
SN	Statistical Neighbours
SRP	Specialist Resource Unit
SSP	School Place Planning
UASC	Unaccompanied Asylum-Seeking Children
UTC	University Technical College
VLC	Vulnerable Learners Clinics

Executive Summary

The Annual Standards of Education in Hillingdon Report for 2024-25 provides an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults.

The Education Priorities for the next five years have been identified as:

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 Young Person Benefits from a High Quality, Inclusive Education in a Good School or Setting

- The quality of our Private, Voluntary and Independent nursery settings remains strong: 97.5% are good or better and only 2% require improvement.
- 93% of our schools are good or better. 7% are on the Council's 'at risk' register, a reduction of 1 from the previous year.
- Levels of inclusion are improving term on term in Hillingdon mainstream schools.

Priority 2 – Preparation for Adulthood

- Hillingdon remained the top ranked London local authority on Primary National Offer Day, with 91.51% of children being awarded their first-choice primary school place.
- On Secondary National Offer Day, every Hillingdon child was offered a school place.

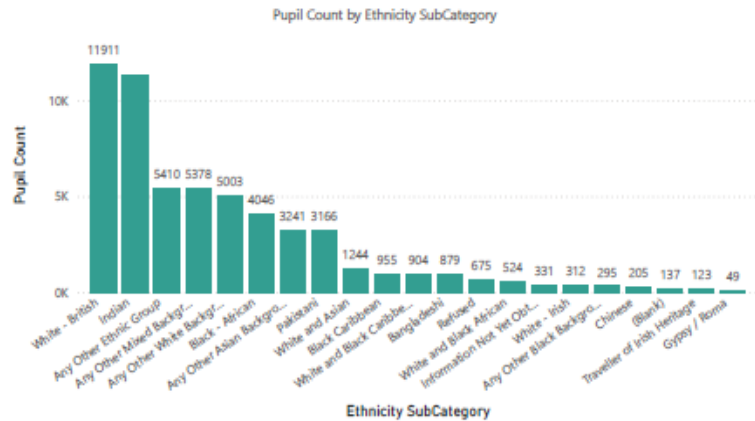
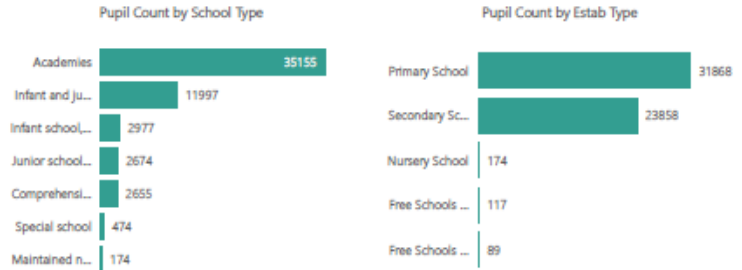
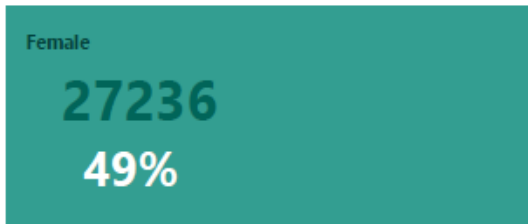
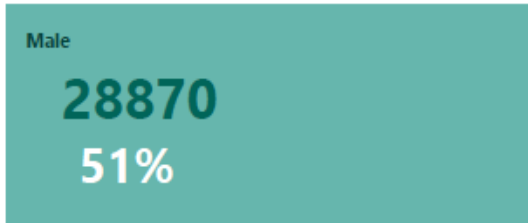
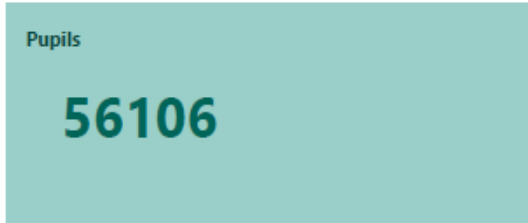
- The number of young people with an Education, Health and Care Plan (EHCP) who were also Not in Education, Employment or Training (NEET) decreased by 3% from the previous academic year.
- There was a 13% increase in the uptake of Supported Internships - 16% of the post 16 phase transfer cohort for September 2025 were in supported internships compared to 3% in the previous academic year.
- More young people with EHCPs remain in the Hillingdon community - 87.9% of post 16 phase transfer cohort was placed in-borough compared to 21.6% in the previous academic year.
- School attendance rates in Hillingdon rose from 93.1% to 93.2%.
- The number of permanent exclusions issued during this academic year decreased by 23% compared to the previous year and is the lowest rate ever recorded in Hillingdon, including during the year of the COVID-19 pandemic.
- Hillingdon continues to demonstrate strong post-16 participation outcomes with only 2.5% of the 16-18 cohort classed as NEET.

Priority 3 – Educational Outcomes

- Early Years outcomes rose in 2024-25. Children achieving a Good Level of Development (GLD) rose to 71%. There was also an increase in disadvantaged children achieving GLD (58.4%).
- Phonics outcomes remain strong in Hillingdon and compare favourably with national and regional outcomes.
- Key Stage 2 combined reading, writing and maths (RWM) outcomes remain below national and regional benchmarks. Reading and maths are comparatively strong, while writing remains a priority for improvement.
- Key Stage 4 outcomes for Attainment 8 (47.1) were slightly above national and slightly behind regional and statistical neighbours. English and Maths combined scores (level 4+) were 68.7%, which was slightly behind regional outcomes, but in line or above national and statistical neighbours.
- Key Stage 5 outcomes for A Levels and vocational outcomes were slightly behind national and regional outcomes.

Hillingdon Education Overview

Overall Pupil Summary



Please Note that the data on this page is from the Spring Census ONLY.

DfE Establishment Type	School Type	Boy	Girl	Non Disadvantaged (Based on FSM)	Disadvantaged (Based on FSM)	EHCP	SEND Support	No Support
Free Schools Alternative Provision	Academies	51	47	75	23	3	20	75
Free Schools Special	Academies	93	25	46	72	118	0	0
Nursery School	Maintained nursery	115	83	198	0	5	57	136
Primary School	Academies	7327	6715	10650	3392	894	1591	11557
Primary School	Infant and junior school, 5-11	6087	5938	9800	2225	401	2060	9564
Primary School	Infant school, 5-7/8	1528	1452	2422	558	93	461	2426
Primary School	Junior school, 7/8-11	1370	1278	1952	696	84	420	2144
Primary School	Special school	135	51	105	81	186	0	0
Secondary School	Academies	10399	10504	16123	4780	830	2142	17931
Secondary School	Comprehensive all-thrupough, 11-18	1545	1097	1643	999	90	244	2308
Secondary School	Special school	207	77	158	126	284	0	0
Total:		28857	27267	43172	12952	2988	6995	46141

Putting Our Residents First - Raising Standards in Education

The Education & SEND Service, sits within the Children’s Services Directorate and comprises of the following teams:

- Access to Education:
 - Admissions
 - Alternative Provision
 - Child Employment & Licencing
 - Children Missing Education
 - Elective Home Education
 - Exclusions & Suspensions
 - NEET
 - Vulnerable Learners
- Attendance
- Early Years Centres
- Education Improvement & Partnerships:
 - Early Years Quality Improvement
 - School Improvement
 - Post 16 Partnerships
- Educational Psychology Service
- Families’ Information Service (FIS) & Portage Services
- Learn Hillingdon Adult Community Education
- Music Service
- School Place Planning & Commissioning
- SEND Advisory Service (SAS)
- SEND Statutory Functions (EHC Team)
- Virtual School

Priority 1: Every Young Person Benefits from a High Quality, Inclusive Education in a Good School or Setting

Ofsted Outcomes of Private, Voluntary and Independent (PVI) Childcare Providers & Childminders

We currently have 93 registered early years settings:

Not Yet Inspected	Outstanding	Good	Requires Improvement	Inadequate
13	8	70	1	1

The following table demonstrates the percentage of Hillingdon's PVI Ofsted outcomes in relation to national Ofsted data (published in August 2025):

	Summary of (Good or Better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2024 - 2025	98%	97.5%	10%	10%	80%	87.5%	5%	1%	4%	1%

Main findings: childcare providers and inspections as at 31 August 2025 - GOV.UK

Settings graded as Requires Improvement or Inadequate receive a package of intensive and targeted support from the Early Years Quality Improvement Team (EYQIT). This includes:

- An action plan with clear, measurable targets to swiftly address the areas for development, with an initial focus on safeguarding and welfare requirements. This ensures children are kept safe and acts as an accountability measure for the leadership and management team.
- Bespoke training which addresses the recommendations made by Ofsted, followed by a clear implementation plan to embed improvements in practice.
- Regular monitoring and reviews to ensure the areas for improvement are being addressed in a timely and effective manner.

We have 169 childminders in Hillingdon, of whom 149 provide care for EYFS children. Those who do not have EYFS children receive an outcome of either *Met* or *Not Met* at their Ofsted inspection. At present, 24 childminders are graded *Met* and 1 is graded *Not Met*.

The data for those childminders that have EYFS children in their provision is as follows:

Not Yet Inspected	Outstanding	Good	Requires Improvement	Inadequate
16	16	112	1	0

For childminders who receive an Inadequate or Requires Improvement judgement, they receive support from the Childcare Development Advisor to help them address the recommendations and actions in a timely manner.

Newly registered Childminders are supported through our funded childminder buddy programme until their first inspection.

Key Strengths & Challenges

The most significant challenge facing early years provision in Hillingdon is recruitment and retention of qualified staff. This reflects a national crisis but is especially acute due to pay levels that cannot compete with other sectors, and increasing workload and accountability, particularly in relation to safeguarding, SEND, curriculum delivery and inspection readiness. We have delivered a full training package in relation to these areas and will continue to support leaders and practitioners to access the government funded Early Years Initial Teacher Training (EYITT) programme to strengthen leadership and improve the quality of education in PVI settings

The Early Years Quality Improvement Team are focussed on developing a high-quality early years workforce through the delivery of evidence based professional development opportunities. To achieve this the team have formed a partnership with the DfE's Stronger Practice Hub who are delivering in

person training events across the local authority, sharing effective practice with leaders and practitioners in schools and settings. We are planning to develop a local Stronger Practice Hub in an area of the borough where impact will be highest, to drive improvements in the quality of early years provision. This will support collaborative working between key partners in early years, helping to build a strong, resilient and reflective early years community across the borough.

There is increasing recognition, both nationally and within Hillingdon, that a significant number of children in the early years are experiencing delays or disorders in communication and language development. In response, the EYQIT will introduce a speech and language assessment tool across all PVI settings to support early identification of children’s needs and enable timely, targeted and individualised intervention for these children.

Ofsted Outcomes of Schools

Ofsted continued their full inspection programme with a change to outcome wording to move away from the one-word overall judgement.

Section 5 inspections are full inspections that evaluate the overall effectiveness of a school. They are full inspections that evaluate the overall effectiveness of a school and are conducted every 5 years, but schools previously rated ‘good’ or ‘outstanding’ may receive an ungraded inspection instead.

Section 8 inspections are shorter and can be either graded or ungraded. They usually occur when there is evidence that a school may have improved or declined since the last inspection. They do not provide an overall effectiveness grade but evaluate specific areas of concern or improvement.

Hillingdon received 34 inspections in the academic year 2024/25:

School Inspected (inspection date order)	Type of Inspection	Type of setting	Academy / Maintained	Outcome
The Willows School	Section 5	Special	Academy	Quality of Education - Outstanding Leadership & Management - Outstanding Behaviour & Attitude - Outstanding Personal Development - Outstanding
Northwood School	Section 8	Secondary	Academy	Standards Maintained as previous inspection (previously Outstanding)
De Salis Studio College	Section 8	Secondary	Academy	Standards Maintained as previous inspection (previously Good)
Highfield Primary School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
BWI CofE Primary School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
Ruislip Gardens Primary School	Section 5	Primary	Maintained	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Good
Moorcroft School	Section 8	Secondary Special	Academy	Standards Maintained as previous inspection (previously Outstanding)

Nanaksar Primary School	Section 8	Primary	Academy	Standards Maintained as previous inspection (previously Good)
Whitehall Infant School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
Uxbridge High School	Section 5	Secondary	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Outstanding
Coteford Junior School	Section 8	Junior	Academy	Standards Maintained as previous inspection (previously Good)
Grange Park Junior School	Section 8	Junior	Maintained	Standards Maintained as previous inspection (previously Good)
HRUC College		College	-	Overall - Good
Bishop Ramsey Church of England School	Section 5	Secondary	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Good
Hillside Junior School	Section 5	Junior	Maintained	Quality of Education - RI Leadership & Management - RI Behaviour & Attitude - Good Personal Development - Good
Harlington School	Section 5	Secondary	Maintained	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Good
Yeading Infant and Nursery School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Outstanding)
Harlyn Primary School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
Minet Junior School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
Laurel Lane Primary School	Section 5	Primary	Academy	Quality of Education - RI Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Good
Vyners School	Section 8	Secondary	Academy	Standards Maintained as previous inspection (previously Outstanding)
Hewens Primary School	Section 5	Primary	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Outstanding
West Drayton Academy	Section 8	Primary	Academy	Standards Maintained as previous inspection (previously Good)
Meadow High School	Section 5	Secondary Special	Maintained	Quality of Education - Good Leadership & Management - RI Behaviour & Attitude - Good Personal Development – Outstanding Sixth Form Provision - Outstanding
The Global Academy	Section 5	Secondary	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Outstanding Personal Development – Outstanding Sixth Form Provision - Outstanding

The Skills Hub	Section 5	Alternative Provision	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development – Good
Colham Manor Primary School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
St Andrew's C of E Primary School	Section 5	Primary	Maintained	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development – Good Early Years Provision - Good
Grangewood School	Section 8	Primary Special	Academy	Standards Maintained as previous inspection (previously Good)
Hewens College	Section 5	College	Academy	Quality of Education - RI Leadership & Management - Good Behaviour & Attitude - Good Personal Development – Good Sixth Form Provision - Good
Pride Academy	Section 5	Secondary Special	Academy	Quality of Education - Good Leadership & Management - Outstanding Behaviour & Attitude - Outstanding Personal Development – Outstanding Sixth Form Provision - Good
Deanesfield Primary School	Section 5	Primary	Maintained	Quality of Education - Outstanding Leadership & Management - Outstanding Behaviour & Attitude - Outstanding Personal Development – Outstanding Early Years Provision – Outstanding
Rabbsfarm Primary School	Section 5	Primary	Maintained	Quality of Education - RI Leadership & Management - RI Behaviour & Attitude - RI Personal Development – Good Early Years Provision – Good
Park Academy West London	Section 8	Secondary	Academy	Leaders have made progress to improve the school, but some aspects of the school need further improvement (previously RI)

The Council is working with all schools requiring improvement, including academies when requested.

Key Strengths & Challenges

There were 8 schools (5 maintained, 3 academies) on the Council's 'Schools At Risk Register' (SARR) at the end of 2024/25. This is a reduction of 1 on the previous year. The reasons schools could be at risk cover a range from: Ofsted inspection judgement is Requires Improvement (RI) or less in Quality of Education (or RI overall under old framework), poor pupil outcomes, leadership concerns (including governance), finance pressures, stakeholder complaints, amongst others.

Analysis

There is regular and robust information sharing between the Council Education Improvement team and officers from the London region of the Department for Education. Evidence based confidence

ratings are discussed for schools requiring improvement. The quality of information shared regarding all aspects of maintained or academy schools is strong.

In 2024/25 a Three-Tier Support Model for categorising schools for prioritising education improvement support continued:

- **Self-Improving** - schools with an Ofsted rating of 'Good' or 'Outstanding' with no key areas of concern.
- **Targeted** - schools with some key focus areas of improvement required, including schools which may be 'Good' but at risk.
- **Intensive** - schools with an Ofsted rating of Requires Improvement or Inadequate and/or where significant support is required.

This enabled the Education Improvement and Partnerships Team to focus their time supporting schools effectively with a package of support appropriately matched to the needs of the various settings in Hillingdon. Each maintained school is offered a range of universal support, including an annual education advisor visit, professional development opportunities led by the Hillingdon Learning Partnership or by the Education teams at the Council. Targeted and Intensive support schools receive regular, practical, school improvement visits to ensure there is swift progress on their improvement plans. This may involve brokering support or direct education adviser support.

The support and challenge documentation used by Advisors established a clearer focus on the impact of the support given to the schools. A Support Plan was used for settings in the Targeted or Intensive support categories. This support plan facilitates a commitment from both the Education Advisor and the school leaders to have a continued focus on the key individualised education improvement priorities and actions that are planned for the year ahead. Education Advisors completed a termly impact report to detail the impact of their support on the schools' improvement journey.

Collectively, these documents had a greater focus on holding Education Advisors and school leaders to account, as well as being a support mechanism for schools, enabling them to share clear evidence of progress with relevant external agencies.

Progress Against Education Priority One:

- We believe there is a comprehensive level of support to schools to meet their needs and priorities. This is provided by the wider Hillingdon Education Team. There is a robust universal support offer for all schools and settings 0-18, delivered by the Council teams, Hillingdon Learning Partnership and other providers. In addition, there is a broad offer of support from Health, Social care, Youth Justice and other teams to meet needs in education settings. The impact of this is seen in the very low numbers of PVIs that require additional intervention, and in the reduction of schools causing concern over the last year.

Priority 2: Preparation for Adulthood

School Place Planning

School Place Planning (SPP) is reported annually via the School Organisation Plan for Hillingdon which presents:

- An overview of the education landscape in Hillingdon
- A summary of current pupil numbers and projected demand in primary and secondary phases, including specialist provision
- Options in place for the Council to consider when determining the need to increase or reduce school places

To access the School Organisation Plan 2025, please click [here](#).

School Placements & Admissions

Primary School Places

- Hillingdon remained the top ranked London local authority on Primary National Offer Day, with 91.51 per cent of children being awarded their first-choice primary school place.
- Figures released by the PAN London Admissions Board show that the council has once again exceeded the London average of 87.92 per cent to give 3,169 pupils their first choice of primary school.
- Hillingdon also achieved best in West London for applicants being offered one of their top three preference schools at 98.18 per cent, compared to PAN London at 96.6 per cent.
- The council received 3,463 primary school applications, with 98.61 per cent allocated a school of their preference, which is also higher than the London average of 97.9 per cent.

Secondary School Places

- Hillingdon council received 3,626 applications for entry into secondary school for September 2025.
- On National Offer Day every Hillingdon child or young person was offered a secondary school place.
- From those, 94 per cent were offered one of their top schools, with 67 per cent of pupils receiving their first choice and 88 per cent offered one of their top three schools.

Fair Access

The In Year Fair Access Panel (IYFAP) has continued to be effective in its duty to ensure that outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. We continue to see a minimal number of primary aged referrals considered by the Fair Access Panel. This is due to strong communication between the LA, school admissions officers and sufficient place planning. The LA are also grateful to our schools for their support with Year 11 pupils being placed in mainstream schools. The Panel is effective in ensuring that every child receives the best possible education in line with statutory guidance. Below is a summary of the referrals made via the IYFAP:

- 1 primary referral to the IYFAP compared to 2 primary referrals in 2023-2024
- 42% decrease – 76 total number of placements by the IYFAP in comparison to the academic year 2023-2024 where there were 132 placements.
- 46 Year 11 aged children were referred to the panel, and this was 61% of the total placements.
- IYFAP placements in 2024-2025 - 74% of placements were for children residing in the south of the borough

- 40% of the placements have been for ‘Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child, and this has not been accepted’.

These statistics include July’s placements (15); however, the children did not start until the following academic year (2024/25).

Year 11

The general expectation is that mainstream education will be inclusive and that pupils with a wide range of needs will be able to access a mainstream school place. However, in recognition of the greater challenges for pupils in Year 11 who were seeking a new school where they are nearing post-compulsory school age, pupils were offered a place at Hillingdon’s Interim Provision, subject to availability. If a school place was required, the case was considered against the eligibility list for referral as a Fair Access placement. If eligibility was met, the applicant was allocated a placement through the Fair Access Panel.

Placements

The table below show the Fair Access placements from September 2024 - July 2025, it also indicates where in the borough pupils were residing. For secondary schools, the north of the borough is determined as above the A40, and south as below the A40, primary schools are determined by planning areas. These referrals reflect all pupils that were taken to the panel, some pupils were not placed but have been included in the referrals.

Secondary referrals									
Year Group	Year 7	Year 8	Year 9	Year 10	Year 11	North	South		
Total per year	2	5	11	15	42	9	66		
Total	75					75			

Primary referrals										
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	North	South	
Total per year	0	0	0	0	0	1	0	0	1	
Total									1	

Referral Reason

Below is a breakdown of the reasons each referral was made to the IYFAP. The additional eligible categories have not been included as there were no referrals. The highest number of referrals in the Secondary phase were made for children that had been out of education for 2 or more months and children of Gypsies, Roma, Travellers, refugees and asylum seekers.

Referral Reason	Total Number of Students
Children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education.	9
Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child, and this has not been accepted	36
Children for whom a place has not been sought due to exceptional circumstances	3

Children of Gypsies, Roma, Travellers, refugees and asylum seekers	15
Children either subject to a CIN or a CP Plan or having had a CIN or a CP Plan within 12 months	9
Children from the criminal justice system	1
Children with SEN (without an EHCP)	3
Total	76

Place Planning Areas

Of the 75 secondary school placements made through Fair Access, 66 children lived in the South of the borough and 9 children lived in the North of the borough. 92% of the children placed through Fair Access lived in the South. The panel are mindful of the volume of pupils residing in the south of the borough and will try to allocate a school in the north of the borough where a journey is deemed within a reasonable distance. Alternatively, if a parent has added a school as a preference which is within the north of the borough, the panel will look to allocate this school. This assists with equal distribution and can justify the panel's decision for allocating a school not within a reasonable distance.

Comparison with Previous Academic Years

Below is a comparison of the number of In Year Fair Access Panel placements made this year in comparison to the last three academic years.

Month	2022-2023			2023-2024			2024-2025		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	0	19	19	0	21	21	0	17	17
October	0	24	24	0	14	14	0	8	8
November	0	32	32	0	14	14	0	6	6
December	0	29	29	0	10	10	0	12	12
January	0	25	25	0	18	18	0	7	7
February	0	14	14	1	12	13	0	8	8
March	0	22	22	0	7	7	0	4	4
April	0	16	16	1	13	14	0	6	6

Appeals

Our current Fair Access Policy provides schools with 5 days to contact us and supply factual evidence that to admit additional children would prejudice the provision of efficient education or the efficient use of resources at their school. We will also consider information that we may not be aware of at the time of placement that may evidence the suitability of the placement and whether this would be in the best interests of the child.

We received 9 appeals in the academic year 2024/25 from schools against placements. Of the 9 appeals that we received:

- 6 placements were pursued at the allocated school.
- 1 pupil was allocated an alternative school
- 2 placements were withdrawn

Interim Provision

- The Interim provision has 10 places available at any one time.

- 57 pupils were referred to the Interim Provision in 2024/25. Of this cohort, pupils have come from 15 different countries, speaking 10 different languages.
- Of the 57 pupils, 10 were Looked After Children and 5 were on Child Protection plans. This was 26% of the Interim cohort.
- All this year's cohorts have been successfully placed at a school as an outcome of the FAP, moved on through the NTS programme, accessing an alternative setting, left as they were no longer statutory school age or moved out of the country/borough.
- The provision also provided extra support to pupils when a school was not allocated through the panel, or the pupil was at a point in year 11 where it was unreasonable to place them at a school. They supported a pupil who was going through an Education, Health and Care Plan Needs Assessment, and Post 16 support for a pupil with Special Educational Needs.

Outcomes for Vulnerable Children and Young People

- Schools are beginning to utilise Vulnerable Learners Clinics (VLC) more effectively to prevent escalation.
- Decrease in NEET with EHCPs by over 3% from last year (SEN2 data).
- 13% Increase in uptake of Supported Internships- 16% of post 16 phase transfer cohort for September 25 is in supported internship compared to 3% last year
- More young people with EHCPs remain in their Hillingdon community - 87.9% of post 16 phase transfer cohort is placed in-borough compared to 21.6% last year
- The number of ceased plans due to needs being met without the need for ongoing EHCP support, as well as those ceased because the young person has moved into higher education or entered paid employment, has increased by over 100% across all three categories compared with last year's data.
- Mainstream placement of pupils with EHCPs has risen significantly from 43% in 23/24 to 46% in 24/25 (SEN2 data) and now being at 52% as of January 2026. The OAP guidance with checklists has been reviewed and training workshops for schools are in place.
- Increase in newly developed placements in Specialist Resource Provisions (SRPs) reflects growing expertise and improved inclusive practice in mainstream setting.
- Young People's Voice is at the heart of all SEND initiatives, Aim High Youth Forum is actively engaging in many projects providing feedback and coproducing, where appropriate.
- Social care and education are working more closely on early identification of needs, early intervention, and reducing unnecessary criminalisation.
- Schools receiving support from SEND Advisory Service (SAS) reported notable increases in staff confidence, rising from an average of 4.2 to 4.5, with high satisfaction levels (4.6) and strong confidence in sustaining new strategies. Universal SAS training also demonstrated significant gains, with confidence improving by 2 points across 212 delegates.
- SEND Reviews continue to drive meaningful school development, with settings progressing from an average baseline score of 0.16 to 1.4 within a year, highlighting strengthened inclusion practice borough wide.
- The PINS programme further evidences substantial value-added impact, with London Borough of Hillingdon schools reporting confidence gains of 33–56% across key domains, and London Borough of Harrow demonstrating similarly strong improvements, particularly within environment and communication domains. Collectively, the data demonstrates increasing consistency, strengthened inclusive practice, and measurable improvements in school capability and confidence.

Contextual Factors Which Support Children with SEND

The Hillingdon SEND and AP Partnership has strengthened the contextual conditions needed to support children with SEND by investing in earlier identification, creating specialist capacity, robust statutory processes and clear financial mechanisms of support.

The continued rise in requests for EHCNAs, from 481 to 511 this year, indicates growing levels of need and highlights that schools increasingly require additional support and expertise to meet pupils' needs effectively. This trend reinforces the importance of strong strategic leadership and well-designed early help pathways. Positively, 59 schools are engaging proactively with Educational Psychology traded service which has received good feedback, and the training programme has been reviewed and strengthened to reflect this feedback ensuring it is even more closely aligned with what schools have asked for. This collective progress demonstrates a growing commitment across the system to strengthening early identification, promoting inclusive practice, and building the capacity needed to respond to rising levels of need effectively.

The launch of the Emotional School Based Non Attendance (EBSNA) Response and Outreach Service (EROS) project introduces a more responsive structure for recognising Emotional Based School Non-Attendance at the earliest stage, helping prevent entrenched patterns of non-attendance and reducing the long-term risks associated with persistent absence. Targeted expertise, particularly through the EHCP Plus Team and the Specialist EP for SEMH/Behaviour, further builds system capacity, ensuring that children with the most complex needs receive timely, specialist input. Despite increasing demand, statutory performance remains strong, with 82.5% of psychological advice delivered within the six-week timeframe.

A consistent commitment to early intervention and identification is evident across multiple Ambition Group updates, including the ongoing implementation of the Early Intervention (EI) Toolkit and work to coproduce Support Information Guidance for families awaiting neurodiversity assessments,

The focus is on developing an Inclusion Framework and to improve transition processes through specialist inclusion projects (Adaptive Curriculum & Teaching, EBSNA protocol, and Accessibility Strategy) and enhanced oversight of parttime timetables.

The Partnership for Inclusion of Neurodiversity in Schools (PINS) project has been running across Hillingdon and Harrow, supporting over 20 mainstream schools to strengthen their graduated response for neurodiverse pupils. The work includes coaching, environmental audits, adaptive teaching training, SENCO collaboration, parent engagement, and multiagency working. The project has been extended for another year as it demonstrated positive impact, including mindset shifts in schools, improved universal strategies, and enhanced coproduction with parents.

The Partnership has undertaken significant strategic work to redesign both mainstream and special school banding, ensuring funding levels more accurately reflect assessed need and the graduated approach to provision. Through refreshed frameworks, clear descriptors, and updated band structure, partners have established a consistent borough-wide approach. This work has been shaped through ongoing coproduction with schools, SEND services, health partners, and parent forums to ensure the system is fair, equitable, and transparent for families and professionals.

Additionally, there is a strong focus on quality assurance through the development of QA framework for EHCPs, statutory advice templates, and guidance on writing statutory advice. There are further Local Offer improvements, and multiagency training opportunities for schools and partners which strengthen practice consistency across the system and ensures the needs of children with SEND are responded to promptly and equitably. Collectively, strong joint governance, effective early help arrangements, clear and strengthened support pathways, consistent expectations for inclusive

practice, and ongoing workforce and quality improvement create the conditions for the Local Partnership to deliver high quality, preventative, child centred SEND support. Shared multiagency training further enhances consistency and collaboration across schools and partner organisations.

Priorities for Children with SEND in Hillingdon 2025/26

The Hillingdon Local Area SEND and Alternative Provision Strategy 2023-2028 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

The priorities for CYP with SEND in Hillingdon for 2025/26 are based on the above ambitions.

Early Intervention & Identification

- Strengthen and refine the early intervention offer, including updated EI toolkit and joint EP/SAS support to schools.
- Improve early identification, statutory assessment processes and Annual Review quality through new templates, QA framework and better multiagency coordination.
- Develop clear "waiting well" information and support for families awaiting neurodiversity assessments.
- Improve data systems (EHM/EYES) to track Annual Reviews, early years notifications and developmental concerns.

Improving the Quality of EHCPs & SEND Support

- Implement and embed the new EHCP QA Framework, updated templates, and audits.
- Strengthen Annual Review processes and expertise within the SEND and Inclusion services through further workforce training and development.
- Improve outcome recording for EHCPs and My Support Plans, ensuring SMART outcomes and consistent quality.
- Continue developing training for schools as per their needs and in line with upcoming SEND reforms.

Inclusive Education & Support to Settings

- Continue improving the Local Offer (HELLO) with ongoing updates, coproduction and steering group oversight.
- Continue developing and implement the Inclusion Consistency Framework, including protocols on EBSNA, parttime timetables, adaptive teaching and accessibility.
- Continue offering support for SEND for schools through various projects like PINS, EROS, CAAS Transition Project and support offer through SEND Inclusion Teams (EHCP Plus, SAS, EPS).

Provision & Sufficiency

- Expand local SEND provision, including additional secondary SRPs, DUs and post 16 pathways.
- Complete QA model for SRPs/DUs and carry out reviews across all settings.
- Continue development of secondary and FE specialist provision.

- Continue implementation of the updated banding models (mainstream and special schools) through liaison meetings with schools.
- Review SEND Sufficiency Strategy and publish Admission Guidance to Specialist Provision.

Preparation for Adulthood (PfA)

- Finalise and publish the PfA Strategy, including a young people's version.
- Embed PfA across newly reviewed Annual Review Templates, QA framework and training.
- Strengthen further multiagency transition planning through reviewed Transition Panel.
- Further expand supported internships, develop more vocational pathways where possible, and improve Careers Education, Information, Advice and Guidance (CEIAG) support from Year 9 onwards.

SEMH & Mental Health Support

- Develop a local SEMH Inclusion Commitment with schools, health and education partners.
- Support the development and launch of the Thrive directory for SEMH support.
- Implement the new EBSNA Response and Outreach Service (EROS).
- Build EHCP Plus multidisciplinary support for CYP with complex SEMH needs.

Participation, Voice & Coproduction

- Continue strengthening CYP voice through SEND Youth Forum, involvement in governance, and "Walking in Our Shoes" work.
- Launch the Coproduction Charter at the AfA Inclusion Conference in March 2026.
- Continue largescale parent/carer engagement events and feedback loops to shape services.

Alternative Provision (AP) & Vulnerable Learners

- Finalise and promote the three tier AP system and develop a LEAP AP hub.
- Reduce exclusions through updated guidance, increased early intervention (VLC), and improved AP commissioning.
- Strengthen reintegration pathways with clear TAC plans, support plans in SLAs and progress metrics.
- Expand the AP directory and broaden age appropriate pathways to reduce reliance on tuition.

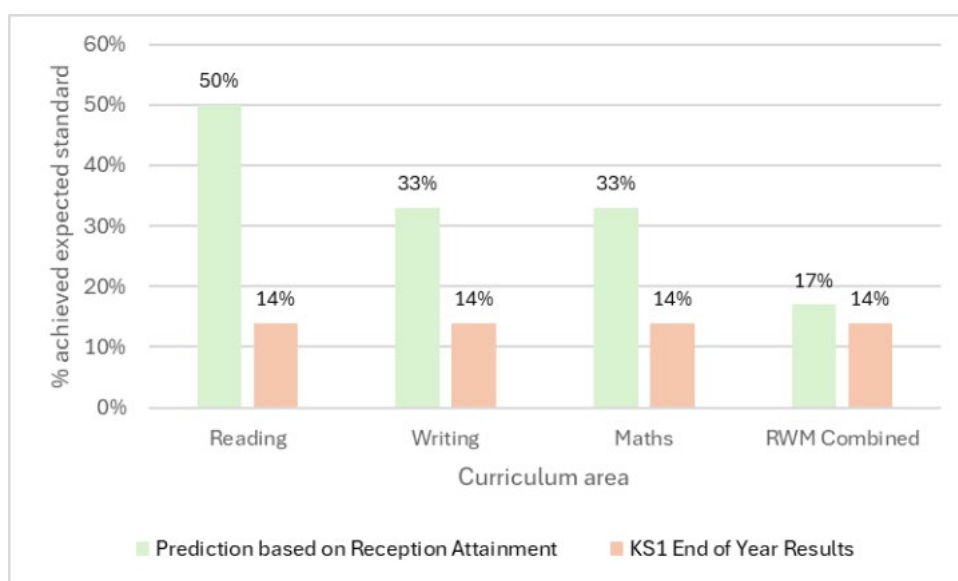
Looked After Children Attainment and Progress Summary

EYFS

The EYFS cohort consisted of five children for this academic year, all of whom count towards the national indicator. Of this national indicator group, 0% made a GLD across the prime areas and across all the ELGs. Within this group, all children were Indigenous, all five had SEND with EHCPs and two resided in Hillingdon. All five children identified as having SEND with EHCPs already in place. One child was placed at a specialist setting; one child was set to transition to a specialist setting for September 2025 and two others were making the transition to a mainstream setting with specialist resource provisions (SRP) attached to the school which will support the children's special education needs. Whilst the reception-aged cohort this academic year did not meet age-related expectations at the end of the EYFS, they were shown to be making increased progress from their starting points across all 17 Early Learning Goals. On average, the proportion of children making expected progress increased by an average of 0.44 across the academic year, indicating positive impact of the support and provision in place for these children.

Key Stage 1

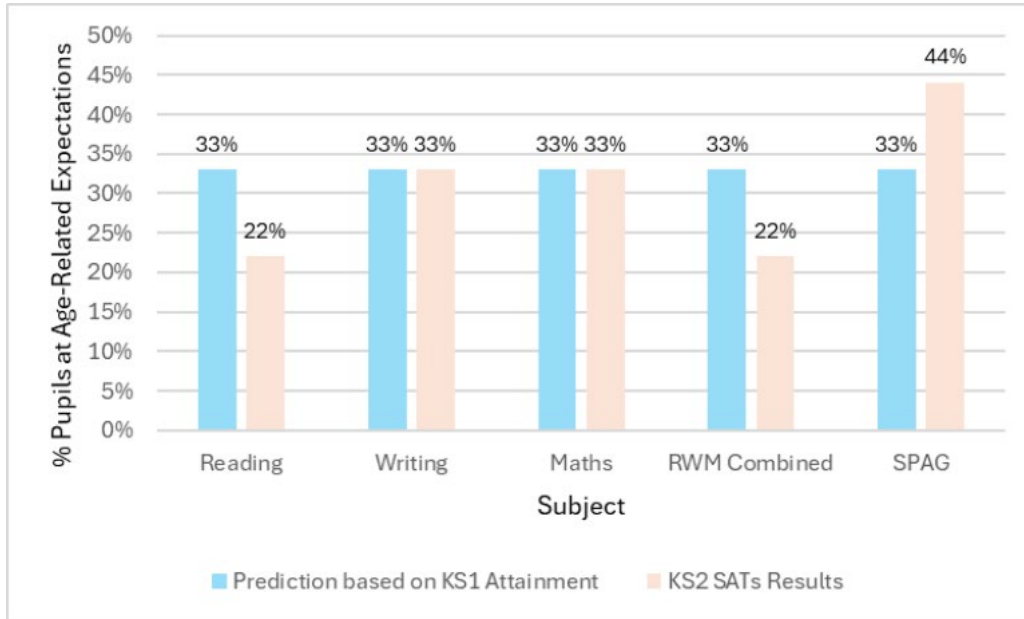
There were ten children who completed Key Stage 1 in July 2025; within the cohort seven of the children had a SEND, all were Indigenous and three were residing in Hillingdon. Of the ten children in this cohort, seven were in the national indicator. Of these, the Virtual School had expected 17% to achieve Age Related Expectations (ARE) in Reading, Writing and Maths (RWM) based on their starting points from EYFS. Based on their SATs results and end-of-year teacher assessment, 14% achieved ARE in Reading, Writing and Maths; there was a change in cohort with some children leaving care throughout the year which accounts for a 3% change in the original Virtual School target set in the Autumn of 17%. The chart below shows the percentage of Key Stage 1 children who achieved the expected standard in each curriculum area compared to the targets for the year. Key Sage 1 predictions are based on EYFS Profile outcomes, with the assumption that children achieving 'Expected' in EYFS would continue to meet expected standards at Key Stage 1. However, several factors significantly affected this cohort's progress. For example, three children experienced placement or adoption breakdowns during Years 1 and 2, which disrupted their learning and emotional stability.



Source: Internal data

Key Stage 2

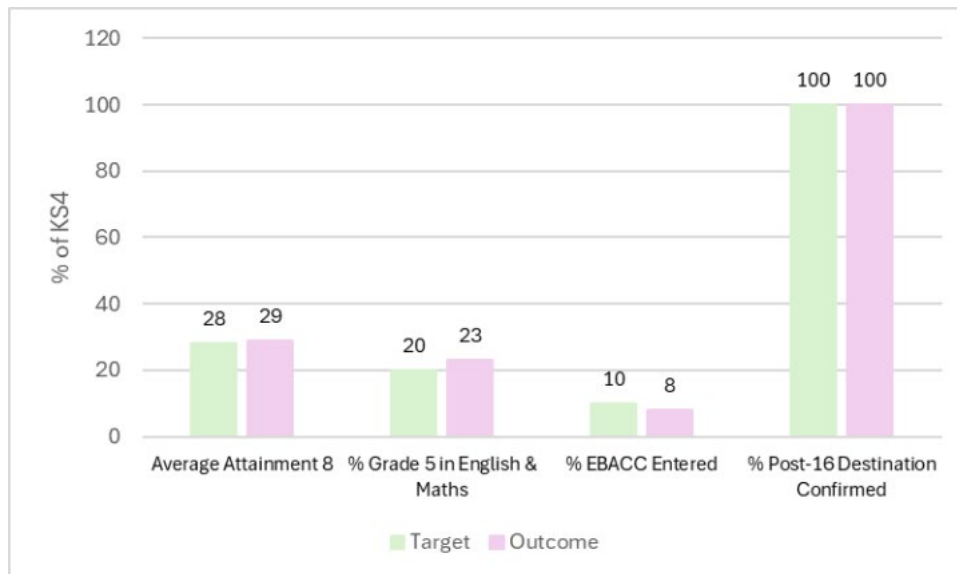
There were ten children who completed Key Stage 2 in July 2025. Within the cohort, five had an EHCP and one was receiving SEN Support, three were residing in Hillingdon and all were Indigenous. Nine of the children were in the national indicator. The Virtual School had expected 33% of this cohort to achieve ARE in RWM at the end of the academic year, based on their Key Stage 1 attainment results. Based on their SATs results, 22% of this cohort met ARE in Reading, Writing and Maths. There were two students who made above their expected progress from KS1 to KS2 in Reading and Maths. The chart below shows how our Key Stage 2 children achieved in each curriculum area compared to the targets for the year.



Source: Internal data

Key Stage 4

The Virtual School would ordinarily report on Progress 8 as a key accountability measure; however, this is not possible for the 2025 cohort as these students did not sit their Key Stage 2 SATs due to COVID-19 disruptions. As a result, there is no baseline data available to calculate Progress 8 scores. The chart below shows how our children performed at Key Stage 4. The average Attainment 8 score was 29.



Source: Internal data

Several students demonstrated accelerated progress, and overall attainment outcomes suggest Hillingdon’s Cared for Children continue to perform positively at the end of Key Stage 4, enabling successful transitions into further education or training. EBacc entry remains low, with only one student entered for the full qualification. A notable gap persists in entries for modern foreign languages. The Virtual School continues to work with schools to encourage students, particularly those with English as an additional language, to sit GCSEs in their first language where appropriate.

This year, three students achieved grade 6 or above in French, Urdu and Arabic GCSEs which are their first languages.

Among those who completed Level 2 exams:

- 46% were receiving SEN support or had an Education, Health and Care Plan (EHCP).
- 23% achieved a grade 5 or above in both English Language and Maths (standard pass benchmark).
- 54% achieved grade 4 or above in Maths and 23% did so in English Language.

Key Stage 5

During the 2024/25 academic year, the Virtual School supported a total of 293 post-16 learners. This included 135 students in Year 12, of whom 35 either left care or moved under the National Transfer Scheme during the year. In Year 13, the team supported 158 learners, most of whom turned 18 or transitioned via the National Transfer scheme. 4% of the cohort were enrolled on Level 3 programmes. The majority were engaged in further education pathways including ESOL (English for Speakers of Other Languages), Functional Skills, BTEC, GCSEs (Entry Level to Level 2), and apprenticeships.

Among national indicator learners who had not achieved a grade 4 or above in English and Maths by the end of Year 11, 6% went on to secure both qualifications by the end of Year 12 or 13. Improving outcomes in these core subjects remains a key priority for 2025/26, with targeted support initiatives planned to accelerate progress.

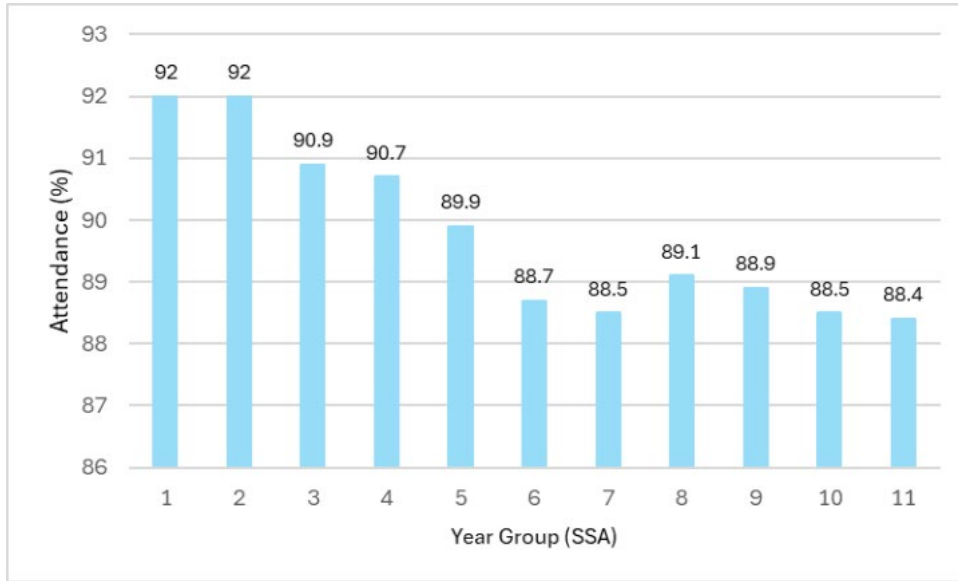
Of the eight learners enrolled in the second year of a Level 3 programme, five (63%) successfully completed their final year. Three progressed to university, securing places at the University of Newcastle, University of Plymouth, and University of Greenwich. The remaining two transitioned directly into employment.

Looked After Children Educational Engagement Summary

Attendance and Exclusions

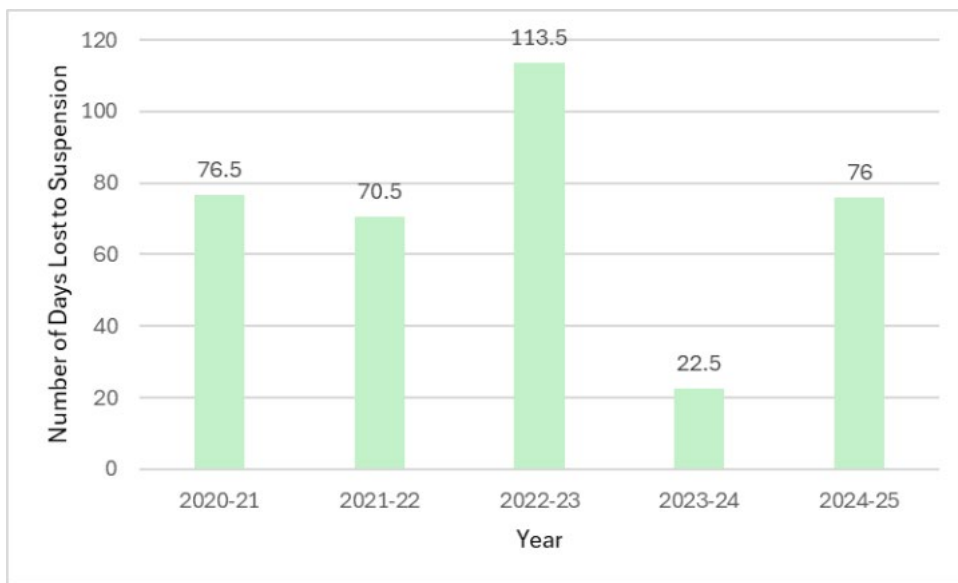
Over recent years professionals have recognised that Emotionally Based School Non-Attendance (EBSNA) has increased, especially amongst vulnerable learners. The Virtual School team has developed a strong resource bank including external professionals, who can support building confidence and self-esteem for this cohort. This includes a Boxing Mentor and a Behaviour Consultant. Hillingdon Virtual School were also able to re-commission mentoring support through Power 2; this provides a valuable direct service to looked after children.

The graph below shows the average attendance of our statutory school aged looked after cohort across the academic year.



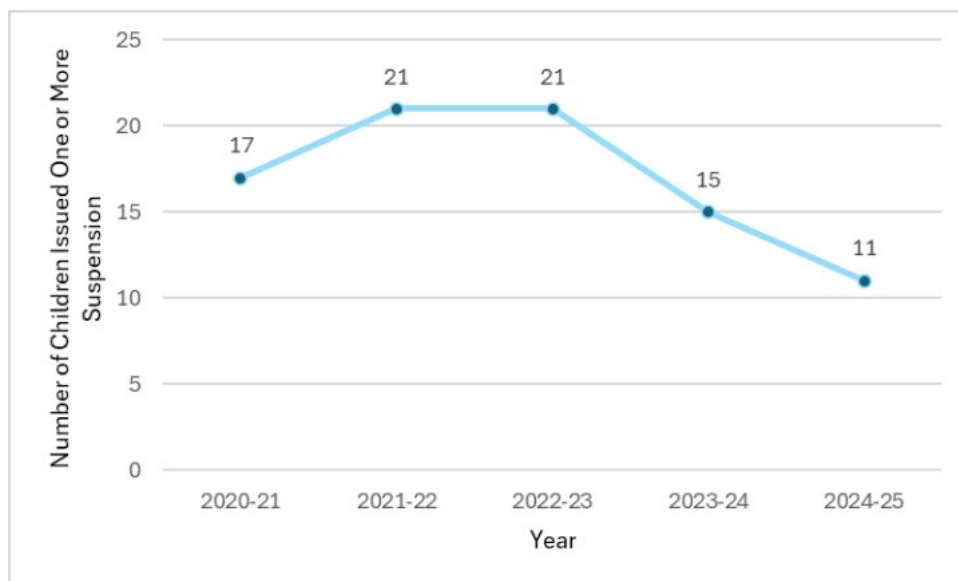
Source: Internal data

During the academic year, 11 looked after children received a suspension while in care, resulting in a total loss of 76 learning days.



Source: Internal data

There has been effective collaboration between the Virtual School Team and wider Education colleagues, including Access to Education and the Exclusion Support Team, aimed at reducing suspensions among vulnerable learners. Consequently, the number of looked after children receiving one or more suspensions has decreased from 15 to 11 this year.



Source: Internal data

In the 2024-25 academic year, two Permanent Exclusions were issued to looked after children in Hillingdon. Both decisions were robustly challenged, with Virtual School representatives attending the respective Governors’ Meetings. As a result, one exclusion was overturned, while the other was upheld. For the child whose exclusion was upheld, a tailored education package was swiftly put in place, enabling her to continue learning and successfully complete a full suite of GCSEs. Pupil Premium Plus was utilised in this package.

Looked After Children Who are Not in Education, Employment or Training (NEET)

Reducing the number of NEET children within Hillingdon’s looked after child population remains a high priority. Each year, the Virtual School works proactively to secure meaningful post-16 destinations for as many children as possible. This includes targeted support before and after Key Stage 4 results day, multi-agency coordination, and bespoke interventions for those at risk of becoming NEET. The table below outlines NEET trends over the past four academic years:

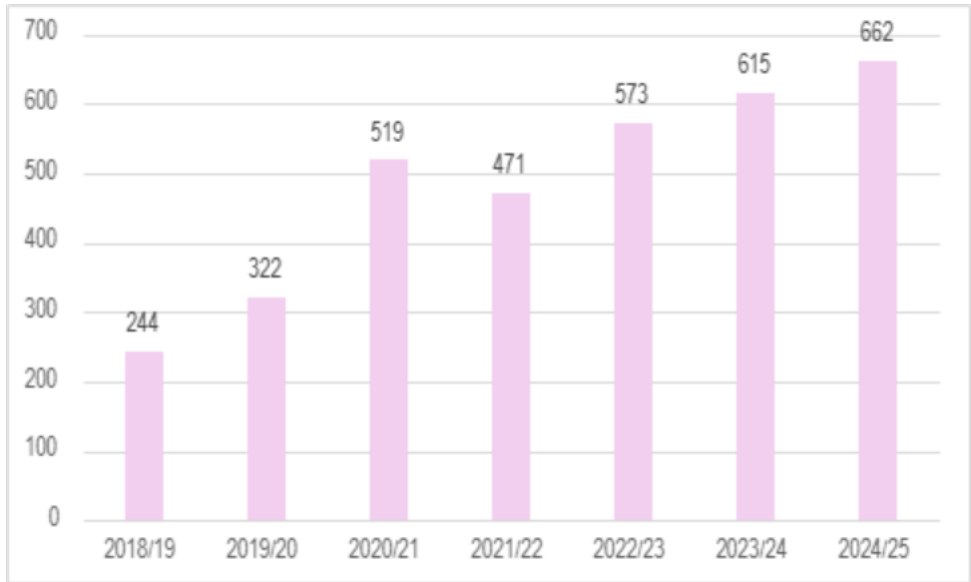
	2021-22	2022-23	2023-24	2024-5
NEET Average %	10.09	17	20	22
Minimum %	10	13	15	10
Maximum %	15	23	25	25

Among Hillingdon’s looked after children who remained NEET for two or more terms, a recurring theme was the presence of significant social, emotional, and mental health (SEMH) needs, often alongside increased vulnerability to Child Criminal Exploitation (CCE). In response, the Virtual School team continued its partnership with the Sweet Science Foundation’s boxing mentorship programme, which offers intensive, tailored support to those most at risk.

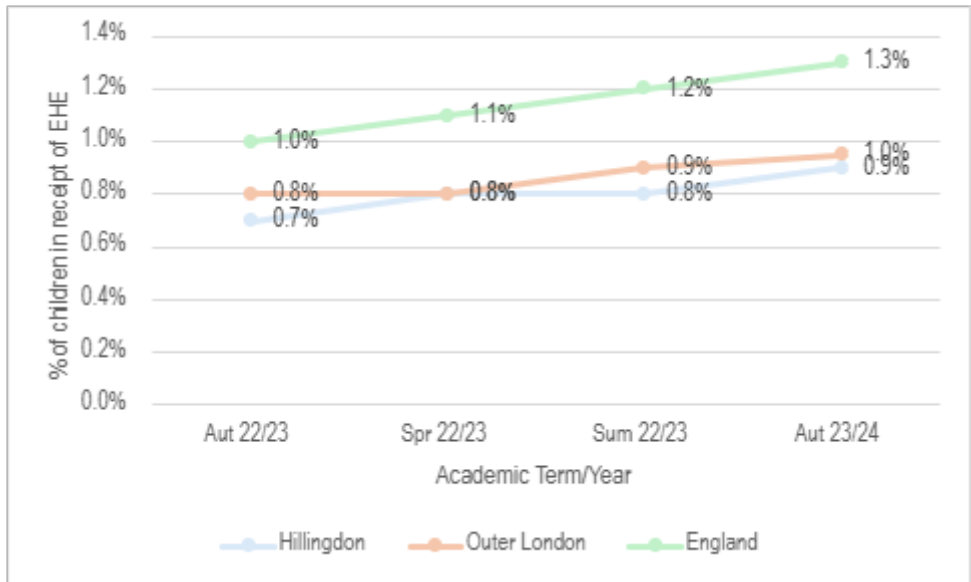
Each term, four persistently NEET children were enrolled in a structured initiative delivered twice weekly, pairing them with a dedicated boxing mentor-coach. The programme focused on building resilience, discipline, and positive engagement through sport and trusted relationships. Outcomes were encouraging with over half of participants transitioning into education, employment, or training, while the remainder showed clear progress toward EET readiness.

Elective Home Education

Elective Home Education (EHE) is a right for all parents to provide education for their children at home, or elsewhere, which does not involve them being registered on a school’s roll. During academic year 2024/25, Hillingdon’s EHE team worked with 662 children in receipt of Elective Home Education. This increase follows a trend which has been noted over recent years.

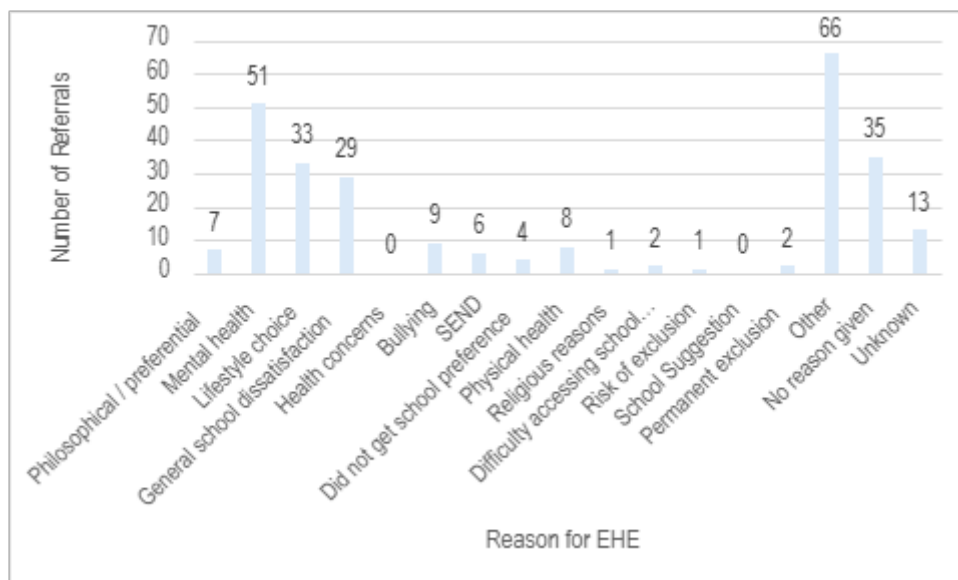


Whilst data for this academic year has not yet been published, the graph below shows how Hillingdon’s numbers of children in receipt of EHE compares to other Outer London boroughs and England.



This data highlights that Hillingdon’s rate of children in receipt of EHE has remained largely stable and has not risen at the same rate as figures nationally.

During academic year 2024/25, Hillingdon processed a total of 267 referrals for children receiving EHE. 70 of these were referred by primary schools and 140 were referred by secondary schools. The remaining referrals were received from other professionals or directly from parents. The chart below shows the reasons stated for choosing EHE by parents for the referrals received during this academic year.



Source: internal data

The most common reason for an EHE referral in Hillingdon was related to mental health followed by lifestyle choice. A focus for the team in the next academic year will be to try to reduce the number of parents who choose not to share their reasons for EHE so a greater understanding of the cohort can be built.

Over the last academic year, the Elective Home Education team has continued to meet the local authority’s statutory responsibilities by ensuring that children educated at home are identified, remain visible and are subject to appropriate oversight. Clear processes, consistent decision-making and strengthened recording and tracking have supported the authority in assuring itself of the suitability of education arrangements and responding appropriately where this could not be evidenced.

The team has adopted a proportionate approach that combines constructive engagement with appropriate challenge, supporting the early identification of concerns and effective joint working with schools and partner agencies. This has strengthened the authority’s ability to safeguard children educated otherwise than at school and to promote their educational wellbeing, while informing ongoing service development in response to an increasingly complex cohort.

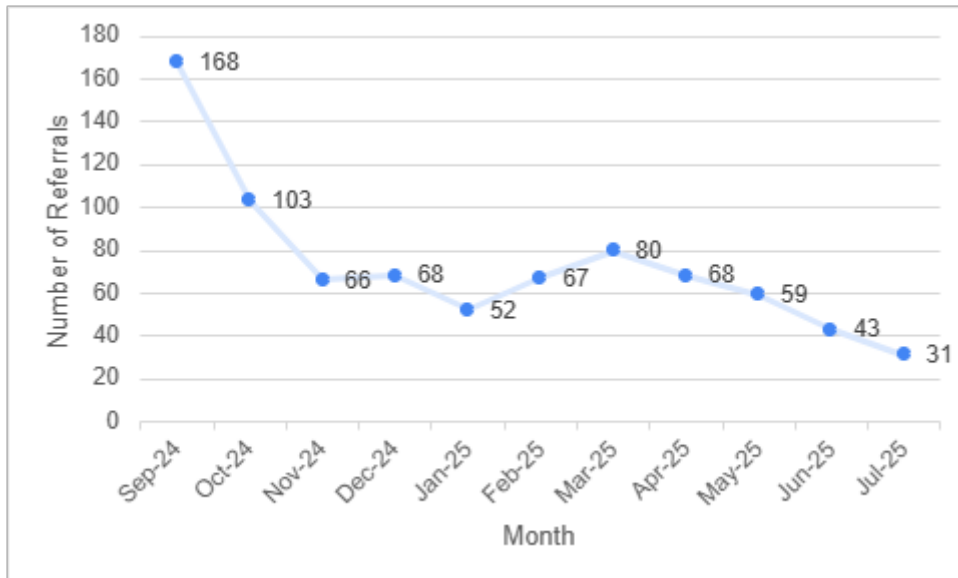
Children Missing Education

The Local Authority has a duty to identify children not registered at school or otherwise receiving suitable education. All Local Authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these children, including ensuring there are effective tracking and enquiring systems in place. Children Missing Education (CME) are categorised as follows:

- A child of statutory school age (5-16) not on roll at a registered school.
- A child allocated a place at a school but has not attended.
- A child listed as being educated at home but not receiving an education.

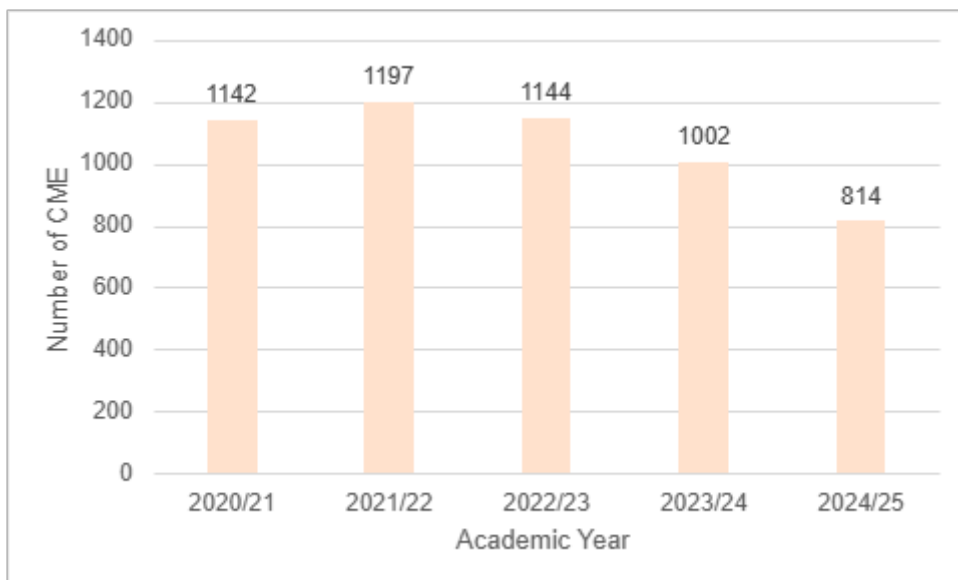
During academic year 2024/25, Hillingdon processed a total of 805 referrals for children missing education. 277 of these were referred by primary schools and 209 were referred by secondary schools.

The chart below shows the breakdown of referrals received across the year.



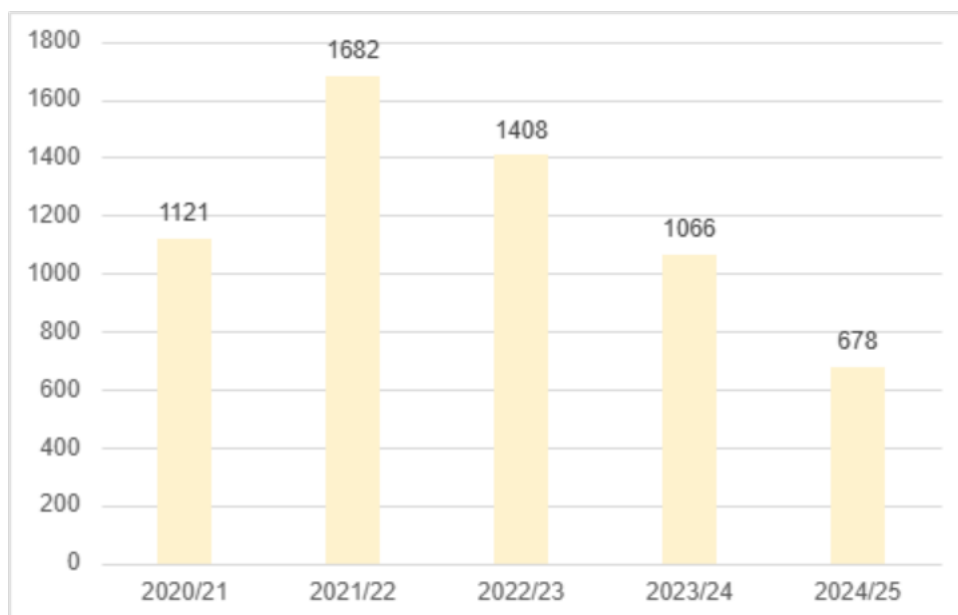
Source: Internal data

The chart below shows the number of referrals received over the last five years. Whilst numbers are largely consistent, they are decreasing slightly in more recent years. This could be attributable to the strengthened partnership working and increased training being offered to ensure schools are conducting all reasonable checks themselves before making a referral.



Source: Internal data

During academic year 2024/25, Hillingdon closed 698 cases of children missing education. The chart below shows the number of closures made over the last five years, the decline of which is in line with the overall decline in the numbers of CME known to the team.



Source: Internal data

Through the operation of clear enquiry pathways and robust tracking arrangements, the Children Missing Education (CME) team has maintained effective oversight of children not accessing suitable education over the last academic year. Consistent case management and timely follow-up have enabled the local authority to meet its statutory duty to identify children missing education, establish their circumstances and support their return to appropriate provision wherever possible.

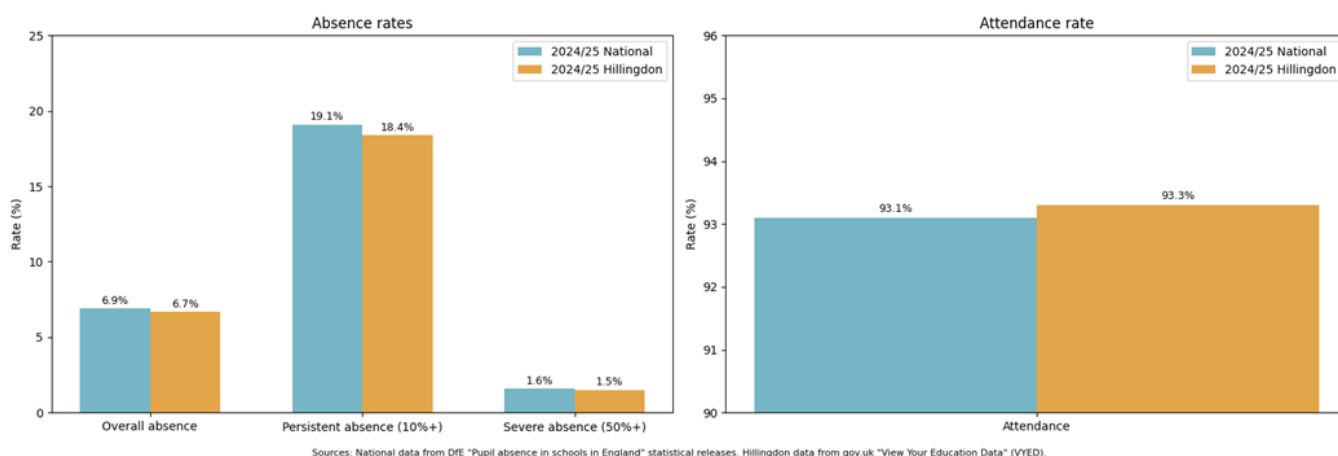
Improved partnership working and targeted training for schools have strengthened understanding of CME responsibilities and improved the quality of referrals, contributing to a gradual reduction in CME numbers and sustained case closure rates. This approach has reinforced shared accountability, supported earlier resolution of cases and strengthened the authority's ability to safeguard children and secure their access to education.

Absence

2024/25 saw the biggest year-on-year improvement nationally in a decade with over 5 million additional school days last year and 140,000 fewer children were persistently absent. The attendance rates in the chart below outlines the percentage point (PP) increases nationally and for Hillingdon where figures have continued to rise following the Covid 19 aftermath.

Challenges remain with severe absence nationally being on an upward trajectory, especially amongst vulnerable groups, with FSM and SEND pupils being disproportionately affected highlighting the requirement for targeted support and early intervention. Hillingdon data for 2024/25 tracks -0.20% behind the national figure of 6.90% for overall absence, -0.30% for persistent absence and -0.54% for severe absence as shown in the chart below.

Statutory School Age Attendance & Absence: National vs Hillingdon (2024/25)



Support to schools is provided by the Attendance Support Team to promote and maintain good school attendance. Core statutory duties are delivered through a combination of activities and interventions that include:

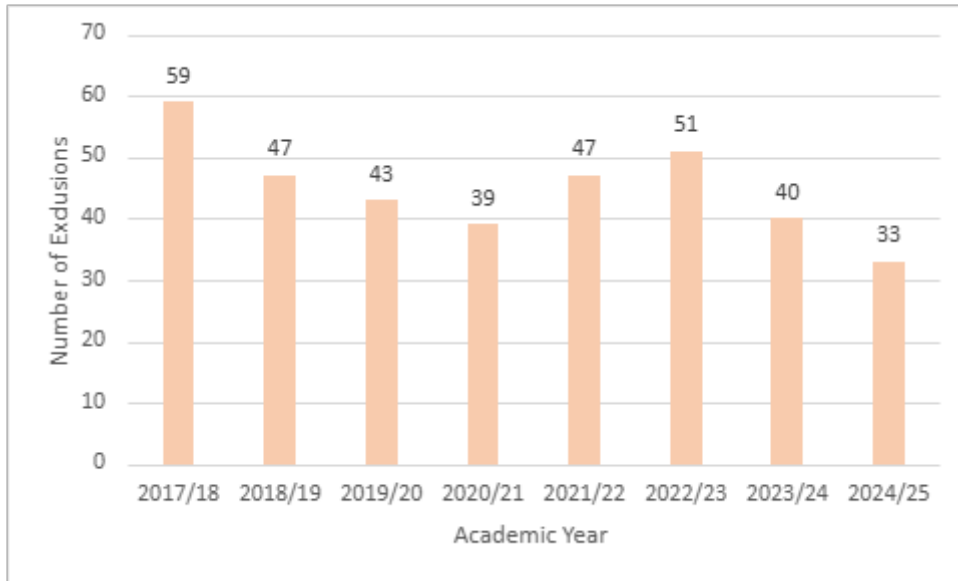
- **Monitoring and Analysis of Attendance Data:** tracking and analysing local attendance data to identify trends and areas for improvement.
- **Communication and Advice:** bringing schools together to share consistent messages, offer professional advice and promote best practice across the borough.
- **Targeted Support Meetings (TSMs):** hosting regular meetings with all schools, using attendance data to identify at-risk pupils and cohorts: together, developing and agreeing on targeted actions to improve attendance outcomes.
- **Multi-Agency and Family Support:** collaboration with other local authority teams and community services to provide holistic, joined-up support for families in need.
- **Legal Intervention:** where necessary, we uphold attendance legislation by issuing Penalty Notices and pursuing prosecutions in cases of persistent non-attendance.

The above provides challenge and support to schools to ensure optimum levels of attendance and support to vulnerable cohorts.

Exclusions

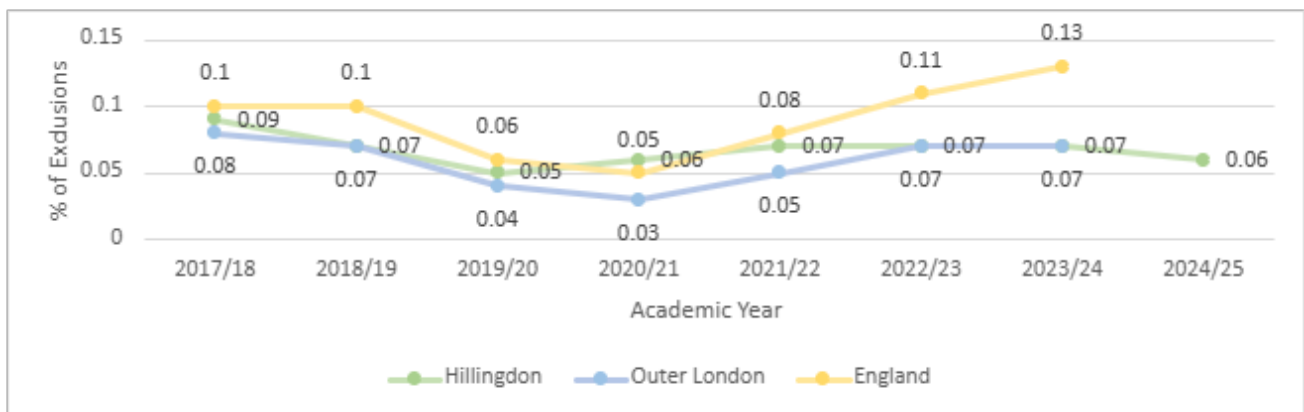
During academic year 2024/25, Hillingdon’s Exclusions and Reintegration team received a total of 44 permanent exclusions. 39 of these were issued by Hillingdon schools and four were from out of borough (OOB) schools but the child was resident in Hillingdon. Of the 44 permanent exclusions, 11 were either rescinded or retracted by the school, meaning Hillingdon recorded a total of 33 exclusions for this academic year.

The number of permanent exclusions issued this year has, therefore, decreased by 23% compared to the previous year and is the lowest rate ever recorded in Hillingdon, including during the year of the COVID-19 pandemic.



Source: Internal data

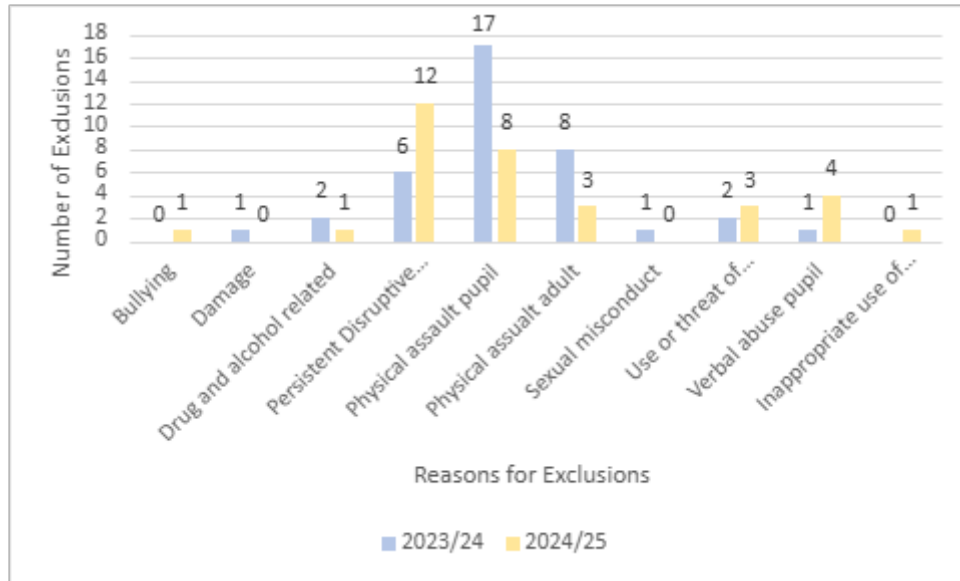
Whilst data for this academic year has not yet been published, the graph below shows how Hillingdon’s rate of permanent exclusion compares to other Outer London boroughs and England.



Source: DfE data: Permanent exclusions and suspensions in England. 2023/24

This data clearly highlights that whilst all other demographics have seen an increase in the number of permanent exclusions being issued, Hillingdon’s figure is decreasing and now significantly below the national rate.

The graph below shows the reasons provided by schools in Hillingdon for the permanent exclusions issued during this academic year. This year’s data shows that for the first time in three years, Hillingdon’s most common reason for a permanent exclusion was persistent disruptive behaviour.

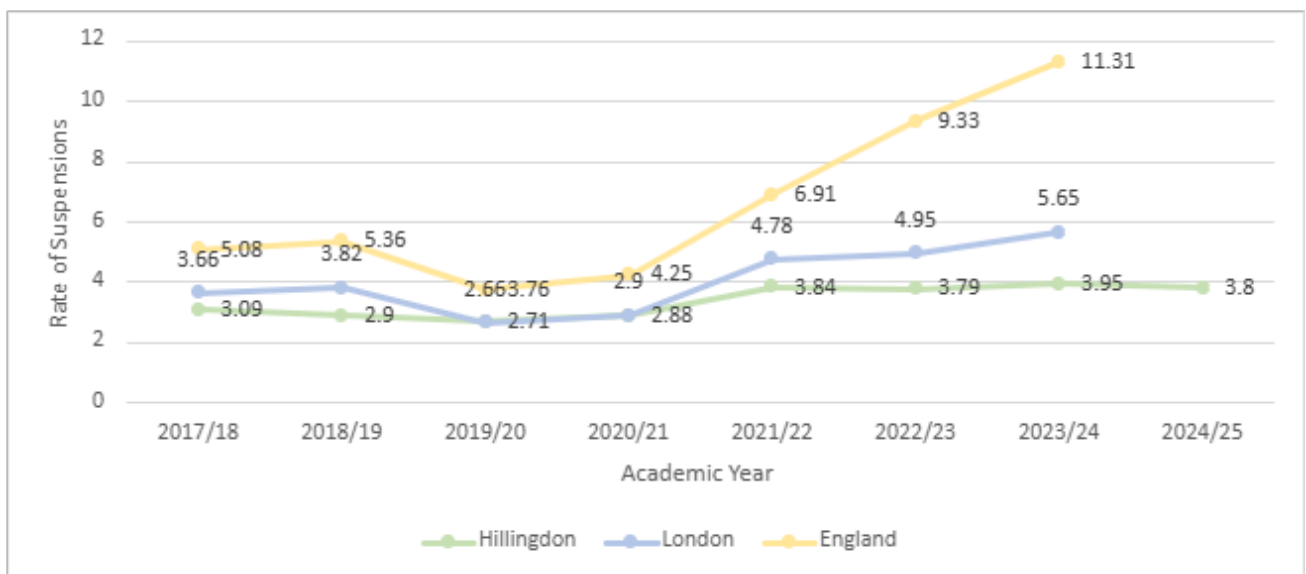


Source: Internal data

It is positive to see the rates of exclusion for physical assault falling for the first time in four years (by over 50%). Similarly, the rate of exclusions for drug or alcohol related offences has reduced by 86% since 2023 and there were no permanent exclusions for damage or sexual misconduct during this academic year.

In the same year, Hillingdon’s Exclusions and Reintegration team received a total of 1,977 notifications of suspensions. The number of suspensions issued this year has therefore decreased by 9% compared to the previous year which is testament to the hard work of the team and our schools to improve behaviour management strategies and provide targeted support for our most vulnerable children.

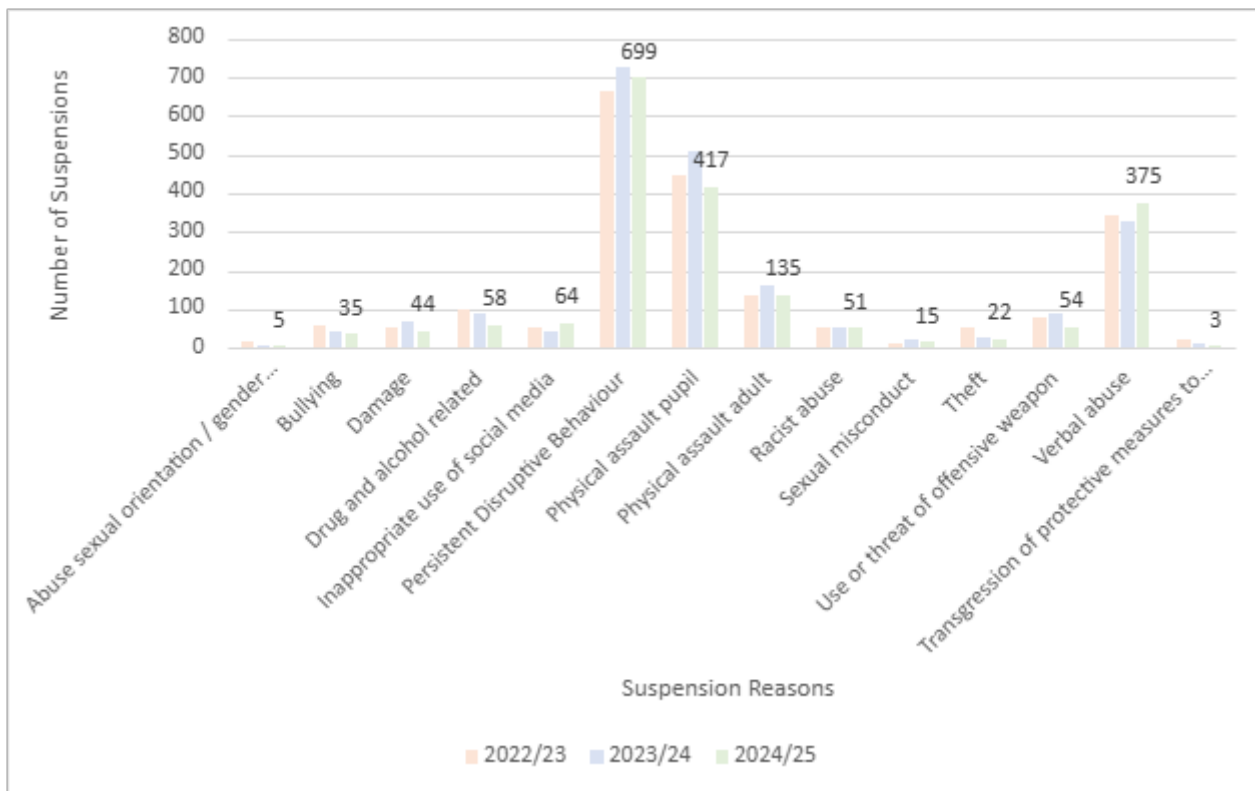
Whilst data for this year has not yet been published, the graph below shows how historically Hillingdon’s rate of suspensions compares to other London boroughs and England.



Source: DfE data: Permanent exclusions and suspensions in England. 2023/24

This data clearly highlights that whilst all other demographics have seen an increase in the number of suspensions being issued, Hillingdon’s figure has remained stable for a number of years.

The graph below shows the reasons provided by schools in Hillingdon for the suspensions issued during this academic year. As is the case nationally, the most common reason for a suspension in Hillingdon was Persistent Disruptive Behaviour, followed by Physical Assault against a Pupil and Verbal Abuse.



Source: Internal data

It is positive to see the rates of suspension in categories of bullying, drug and alcohol related offences and use or threat of use of an offensive weapon have almost halved since the last academic year. Whilst still one of the highest categories for suspensions, incidents of physical assault against a pupil have also decreased by 18% and those for Persistent Disruptive Behaviour by 4%.

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

National data indicates a continued rise in the proportion of young people who are not in education, employment or training (NEET), particularly among those aged 18–24. In calendar year 2024, 13.6% of young people aged 16–24 in England were recorded as NEET, including 4.6% of 16–17-year-olds, representing an increase compared to the previous year. This increase has been driven primarily by reduced employment opportunities and rising economic inactivity, often linked to mental health and long-term health conditions.

Against this national trend, Hillingdon continues to demonstrate strong post-16 participation outcomes. Department for Education data for the 2024/25 academic year shows that 2.5% of Hillingdon’s 16–17-year-old cohort were recorded as Not in Education, Employment or Training (NEET), based on National Client Caseload Information System (NCCIS) management information. This indicates a low level of disengagement locally, supported by high overall participation in education and training across the borough. Nonetheless, evidence shows that specific groups—

including young people with SEND, care experience, mental health needs or low attainment—remain at higher risk of becoming NEET and continue to require targeted support.

Increasing Pathways for Young People into Education, Employment or Training (EET)

National participation data shows that over 95% of young people aged 16–17 in England remain in education or training, with the majority in full-time education. Participation in apprenticeships and work-based learning, while smaller in scale, is increasingly important for young people who do not follow academic pathways and for reducing the risk of disengagement.

In Hillingdon, sustaining a low NEET rate is underpinned by continued investment in a broad range of post-16 pathways. This includes strengthening vocational and technical provision, expanding apprenticeship and employment-linked opportunities, and ensuring flexible re-engagement routes are available for young people who are at risk of disengaging. Local evidence and national research both demonstrate that outcomes are strongest where pathways are clearly structured, supported by high-quality careers guidance, and aligned with local labour market demand.

Priorities for Young People to Access Education, Employment or Training

DfE guidance highlights that early identification of risk, robust tracking through NCCIS, and timely intervention are critical in preventing young people from becoming NEET. National analysis shows that around half of young people who become NEET remain disengaged after one year, reinforcing the importance of prevention and sustained participation rather than short-term re-engagement.

Hillingdon's priorities for supporting access to Education, Employment or Training (EET) therefore focus on:

- Early identification and prevention, using attendance, attainment and wellbeing indicators to identify risk ahead of key transition points
- Targeted support for vulnerable groups, including young people with SEND, care experience and mental health needs, who are over-represented in NEET statistics nationally
- High-quality careers guidance and transition planning, supporting informed decision-making at age 16 and beyond
- Sustained engagement and progression, maintaining Hillingdon's low NEET rate by supporting young people to remain in EET and move successfully into further study, training or employment

Together, these priorities aim to sustain and improve on Hillingdon's 2024/25 position, ensuring that all young people are supported to engage in meaningful education, employment or training and progress positively into adulthood.

Progress against Priority Two

- The Universal Preparation for Adulthood strategy is being finalised to go out to consultation.
- Good progress is being made on reducing exclusions and attendance which ensures young people continue to make progress to adulthood, rather than dropping off the system.
- Health, careers and other key stakeholders have been involved in producing the strategy.
- We are planning to launch this with schools in summer 2026.

Priority 3: Education Outcomes

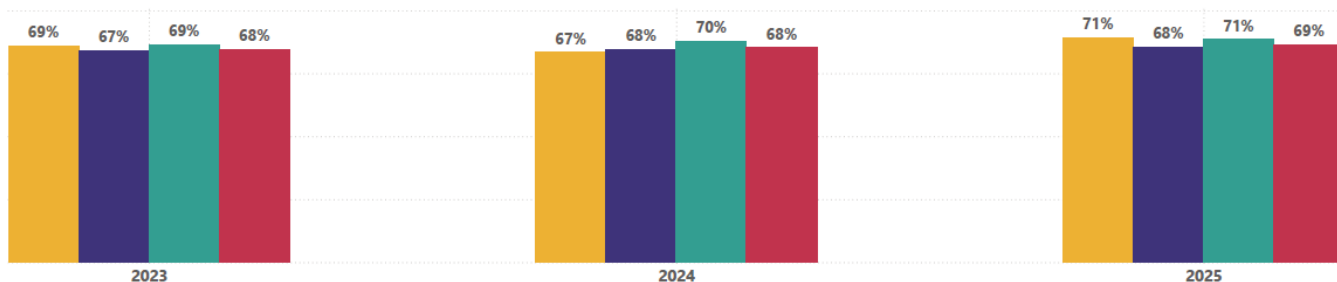
Early Years

- Good Level of Development can be defined as a child achieving the expected level of development by the end of their reception year.
- There are 17 Early Learning Goals (ELG) in Early Years. The second graphic shows the average number of ELGs reached at 'expected level'.

All Pupils - Good Level of Development

by LA, National, Regional and Statistical Neighbours

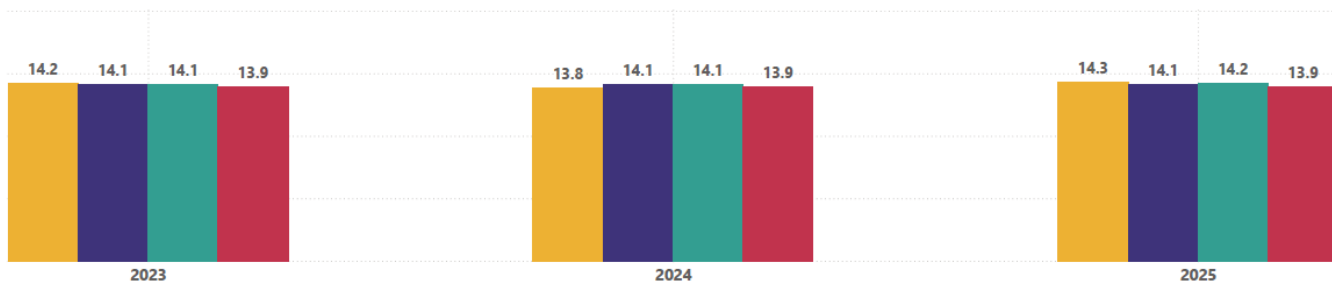
● LA ● National ● Regional ● Statistical Neighbours



All Pupils - Average no ELGs at expected level

by LA, National, Regional and Statistical Neighbours

● LA ● National ● Regional ● Statistical Neighbours



Good Level of Development Outcomes for Disadvantaged and SEND Children

Year	LA	National	Regional	Statistical Neighbours
2023				
01 Male	63.00%	60.60%	62.80%	60.50%
02 Female	74.40%	74.20%	75.70%	74.80%
03 Disadvantaged	54.90%	52.00%	58.30%	55.50%
04 Non-Disadvantaged	71.00%	69.90%	70.90%	69.20%
05 SEN EHCP	3.70%	3.80%	5.20%	4.90%
06 SEN Support & EHCP	21.80%	19.90%	21.50%	21.60%
07 SEN Support	24.50%	24.50%	26.40%	26.40%
08 SEN No Recorded Provision	75.90%	74.30%	77.10%	75.50%
2024				
01 Male	61.50%	60.70%	63.50%	61.60%
02 Female	72.20%	75.10%	76.80%	75.00%
03 Disadvantaged	52.90%	51.70%	58.30%	54.00%
04 Non-Disadvantaged	68.60%	70.60%	72.10%	70.30%
05 SEN EHCP	3.20%	3.90%	4.60%	3.70%
06 SEN Support & EHCP	25.10%	19.80%	22.40%	21.60%
07 SEN Support	29.60%	25.00%	28.80%	27.80%
08 SEN No Recorded Provision	74.70%	75.80%	79.20%	77.40%
2025				
01 Male	64.90%	61.60%	64.30%	62.80%
02 Female	78.10%	75.40%	77.30%	76.00%
03 Disadvantaged	58.40%	51.40%	58.90%	54.40%
04 Non-Disadvantaged	73.50%	71.50%	72.50%	71.70%
05 SEN EHCP	1.40%	3.90%	5.10%	4.80%
06 SEN Support & EHCP	28.30%	20.60%	23.80%	22.90%
07 SEN Support	33.30%	26.40%	30.70%	29.20%
08 SEN No Recorded Provision	79.60%	76.70%	80.00%	78.60%

Analysis & Priorities in Early Years

- This year's improvement in Good Level of Development (GLD) outcomes is very positive as Hillingdon is on a par with the rest of London and outperforming national and statistical neighbours.
- There has also been a positive improvement in outcomes for disadvantaged pupils, and pupils with SEND.
- The number of Early Learning Goals achieved is higher than all comparators.
- We are prioritising Early Years for the next four years as part of our education strategy. This is being delivered through the government's Best Start in Life initiative and the Achievement for All Young People programme (AfA), which focuses on disadvantaged, SEND and other vulnerable pupils. We are one of only three Local Authorities working with the Education Endowment Foundation (EEF) on a fully funded initiative to develop better speech, language and communication outcomes for our children as the bedrock for their later learning. A pilot with 21 schools and early years settings is taking place in 2025-27. This is part of a wide focus on improving speech, language and communication in young people across all phases of education.

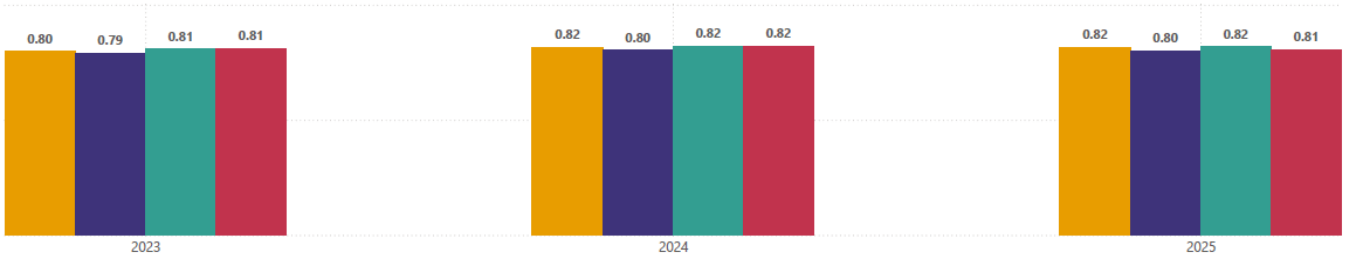
- We are also working closely with our Private, Voluntary and Independent nurseries to improve the quality of provision to support our aims to improve GLD outcomes.
- We are also extending the wrap around care offer for settings to extend the school day and expand nursery provision to younger children.

Phonics Development

All Pupils - Expected Standard (Year 1) - Phonics

by LA, National, Regional and Statistical Neighbours

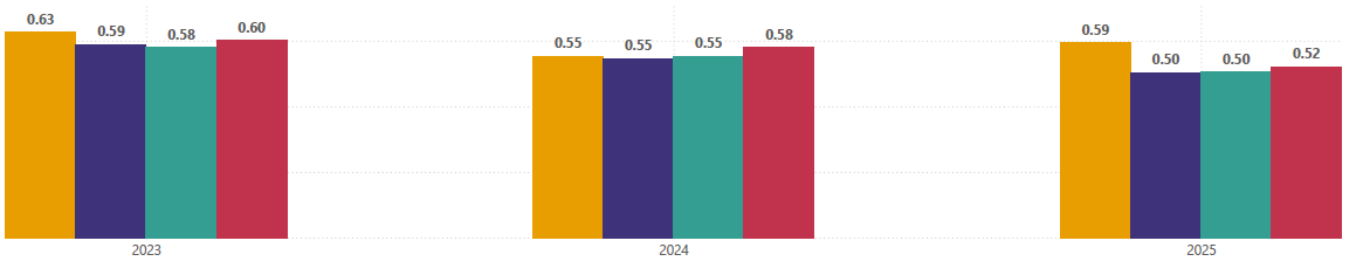
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - Expected Standard (Year 2) - Phonics

by LA, National, Regional and Statistical Neighbours

● LA ● National ● Regional ● Statistical Neighbour



Analysis & Priorities for Phonics

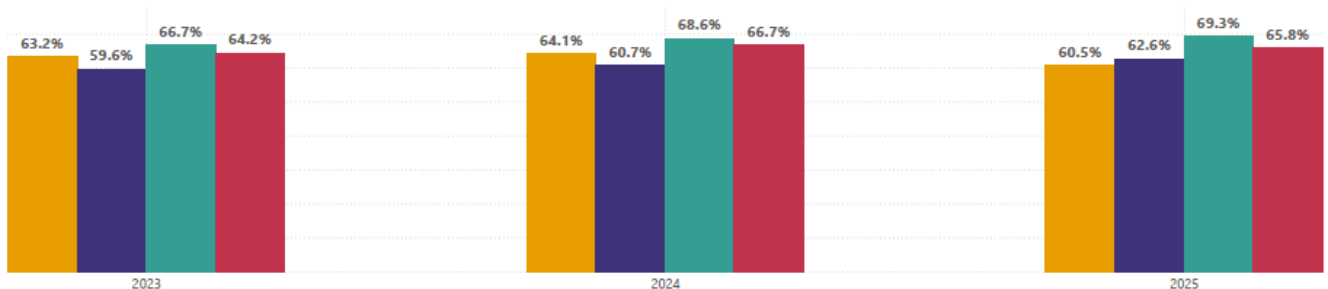
- Phonics outcomes continue to be strong against all comparators.
- We hope to see these outcomes increase even more over the next few years as we continue to focus on developing the quality and capacity of the school workforce to ensure all children achieve their phonics goals.

Key Stage 2

All Pupils - RWM Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

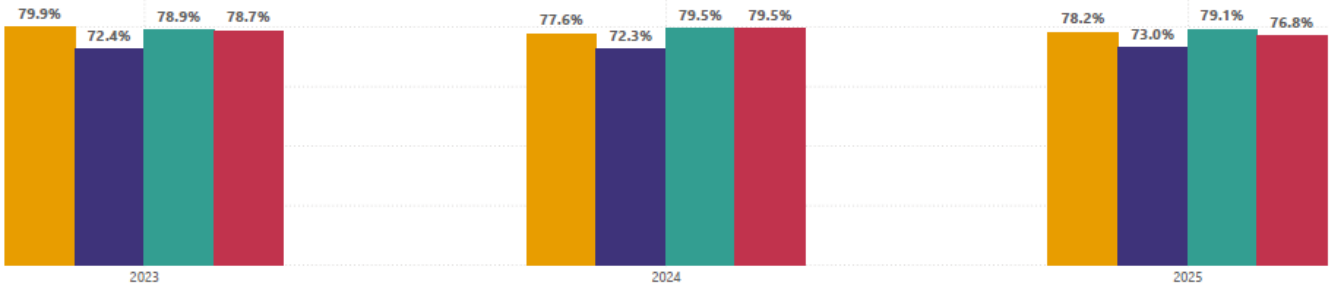
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - GPS Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

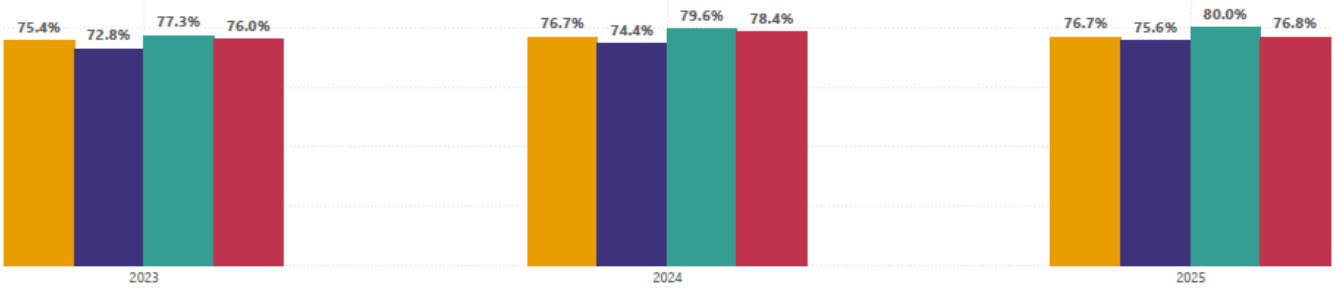
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - Reading Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

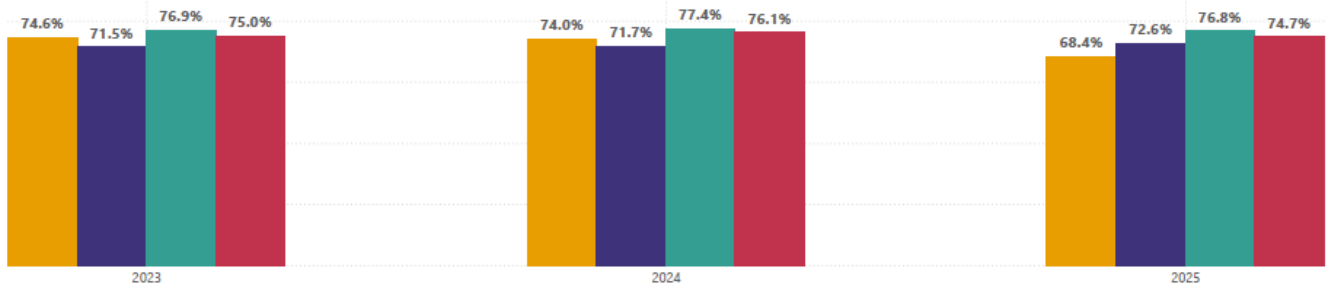
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - Writing Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

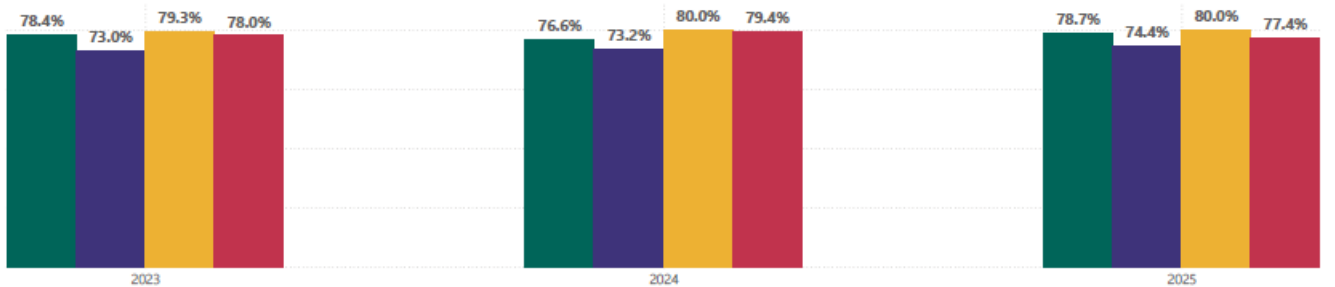
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - Maths Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

● LA ● National ● Regional ● Statistical Neighbour



Reading, Writing, Maths Expected Standard Outcomes for Disadvantaged & SEND

Year	LA	National	Regional	Statistical Neighbour
2023				
01 Male	60.30%	56.30%	63.30%	60.40%
02 Female	66.30%	63.00%	70.30%	68.00%
03 Disadvantaged	47.30%	44.00%	54.50%	49.00%
04 Non-Disadvantaged	69.20%	66.30%	72.90%	70.20%
05 SEN EHCP	9.60%	8.40%	10.80%	8.50%
06 SEN Support & EHCP	22.40%	20.10%	27.60%	22.20%
07 SEN Support	26.70%	23.60%	33.80%	26.70%
08 SEN No Recorded Provision	73.00%	69.90%	76.60%	74.60%
2024				
01 Male	61.10%	57.10%	64.80%	62.60%
02 Female	67.30%	64.40%	72.60%	70.90%
03 Disadvantaged	45.90%	45.50%	56.70%	52.00%
04 Non-Disadvantaged	71.00%	67.40%	74.60%	72.60%
05 SEN EHCP	11.30%	8.80%	12.70%	10.00%
06 SEN Support & EHCP	25.80%	21.50%	30.40%	25.40%
07 SEN Support	31.60%	25.60%	37.40%	30.90%
08 SEN No Recorded Provision	74.40%	71.60%	78.80%	77.20%
2025				
01 Male	57.50%	59.50%	65.80%	62.30%
02 Female	63.70%	65.90%	73.00%	69.50%
03 Disadvantaged	47.00%	47.80%	58.50%	52.90%
04 Non-Disadvantaged	65.40%	69.40%	74.80%	71.80%
05 SEN EHCP	11.50%	9.40%	12.10%	9.20%
06 SEN Support & EHCP	24.80%	23.90%	32.10%	27.20%
07 SEN Support	30.00%	28.80%	40.50%	33.80%
08 SEN No Recorded Provision	70.60%	74.00%	80.00%	76.30%

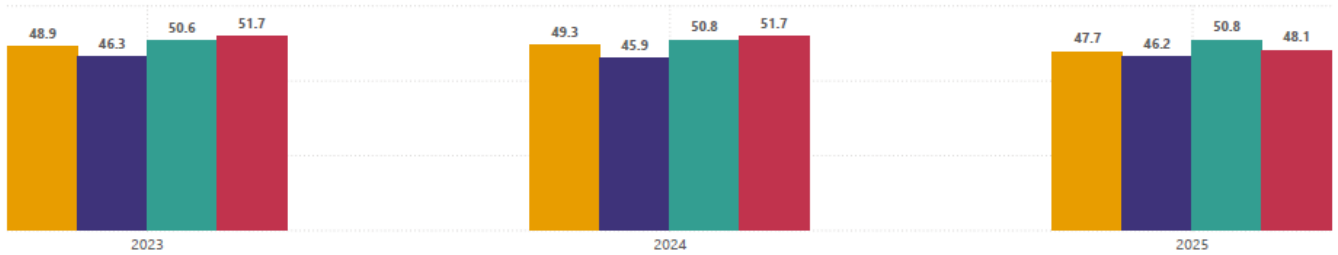
Analysis & Priorities for Key Stage 2

- The number of children achieving expected standards in reading, writing & maths combined still lags behind national, regional and statistical neighbour benchmarks.
- When each area is broken down, outcomes for reading, maths and grammar, punctuation and spelling are robust compared to comparators.
- Writing is an area for development.
- The outcomes of disadvantaged, SEND and other vulnerable pupils has not changed significantly from previous years. The impact of the AfA programme targeting these groups has yet to be felt in the outcomes.
- To improve outcomes, a broad package of development modules have been offered to schools for 2025-26 as part of the AfA offer. These cover writing, oracy and communication as the underpinning themes. We will be tracking the implementation and impact of these initiatives in schools.

Key Stage 4

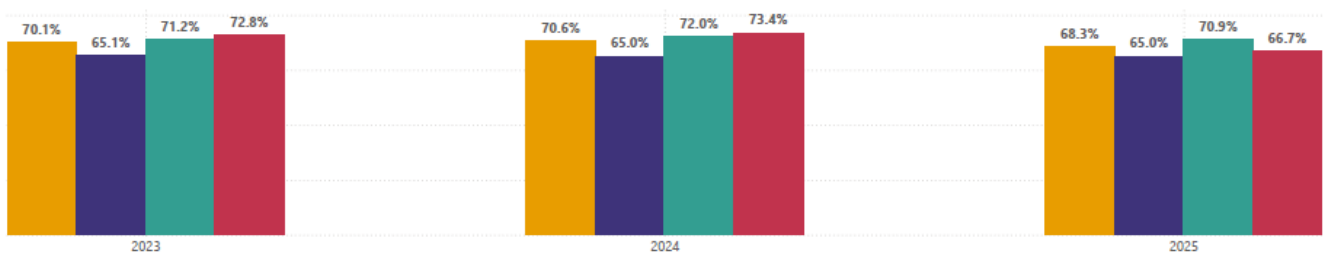
All Pupils - Attainment 8 - Key Stage 4

by LA, National, Regional and Statistical Neighbour



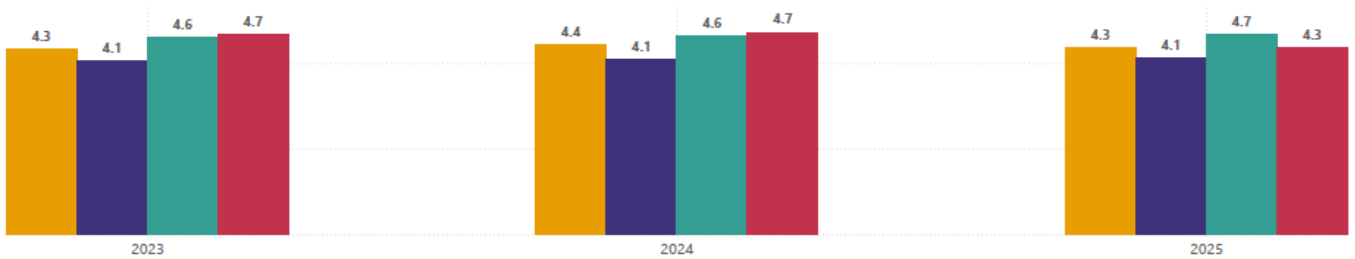
All Pupils - English & Maths 4+ - Key Stage 4

by LA, National, Regional and Statistical Neighbours



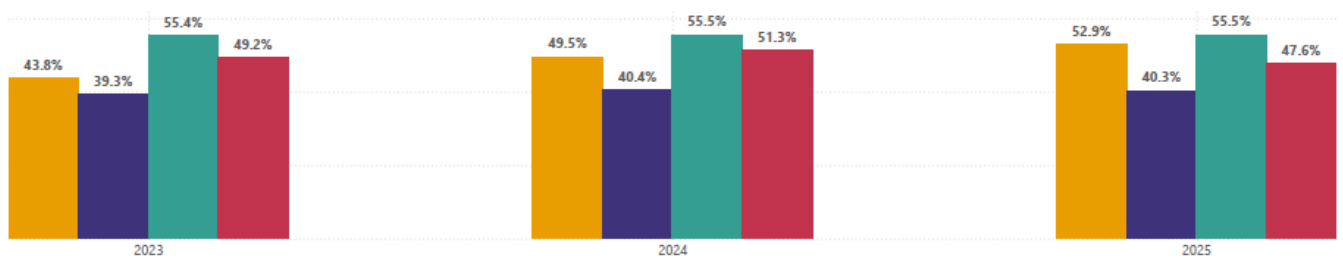
All Pupils - EBacc APS - Key Stage 4

by LA, National, Regional and Statistical Neighbour



All Pupils - EBacc Entered - Key Stage 4

by LA, National, Regional and Statistical Neighbours



Attainment 8 Outcomes for Disadvantaged & SEND Children

Year	LA	National	Regional	Statistical Neighbour
2023				
01 Male	47.50	44.00	48.40	50.00
02 Female	50.30	48.60	52.90	53.60
03 Disadvantaged	39.50	35.00	41.90	41.00
04 Non-Disadvantaged	52.40	50.30	54.60	55.30
05 SEN EHCP	14.00	14.00	16.40	16.00
06 SEN Support & EHCP	27.90	28.10	31.80	31.10
07 SEN Support	34.30	33.30	38.10	37.40
08 SEN No Recorded Provision	52.40	50.00	54.50	55.50
2024				
01 Male	47.20	43.70	48.60	49.60
02 Female	51.50	48.20	53.00	53.90
03 Disadvantaged	39.90	34.60	42.00	40.70
04 Non-Disadvantaged	53.00	50.00	54.90	55.50
05 SEN EHCP	17.20	14.20	17.40	16.80
06 SEN Support & EHCP	28.70	27.80	32.20	32.20
07 SEN Support	33.70	33.10	38.40	37.70
08 SEN No Recorded Provision	52.90	49.80	54.70	55.60
2025				
01 Male	45.10	44.30	48.90	45.70
02 Female	50.40	48.20	52.80	50.60
03 Disadvantaged	37.20	34.70	41.60	38.40
04 Non-Disadvantaged	51.80	50.50	55.10	52.30
05 SEN EHCP	13.20	14.80	17.70	14.90
06 SEN Support & EHCP	28.50	28.20	32.40	29.40
07 SEN Support	35.70	33.70	38.70	35.00
08 SEN No Recorded Provision	51.20	50.40	54.90	52.20

Analysis & Priorities for Key Stage 4

- Outcomes at KS4 are generally robust across the benchmark measures. Hillingdon compares well against national and statistical neighbour outcomes. However, regional outcomes are better.
- A key factor in this is that our outcomes for disadvantaged, SEND and other vulnerable groups has not markedly improved. This is the key area we need to focus on.
- Outcomes by subject can be found at the end of this report in the appendix.
- The AfA programme is offered to help address this moving forward to encourage schools to share best practice.
- In addition, the impact of attendance/ absence is key because there is a big disparity in outcomes between those with attendance 90% plus and those below. Therefore, we must continue to work hard on promoting better attendance amongst our residents.

Key Stage 5

- Outcomes are expressed as an overall grade (C+, B-).
- A Level outcomes by subject can be found at the end of this report in the appendix.

Average Result by Exam Type

Indicator	Category	2020/21	2021/22	2022/23	2023/24	2024/25
☐ APS per 'Best 3' entries (grade)	Hillingdon	B	B-	C+	C+	C+
☐ Average A level result	Hillingdon	B	B-	C	C	C+
☐ Average academic result	Hillingdon	B	B-	C+	C	C+
☐ Average applied general result	Hillingdon	Dist-	Merit+	Merit+	Merit	Merit
☐ Average tech level result	Hillingdon	Dist	Merit+	Merit+	Merit+	Merit+
☐ Average technical certificate result	Hillingdon	L2Pass	L2Merit	L2Merit	L2Pass+	L2Pass+

Average Result by Exam Type

Indicator	Category	2020/21	2021/22	2022/23	2023/24	2024/25
☐ APS per 'Best 3' entries (grade)	National	B+	B	B-	B-	B-
☐ Average A level result	National	B+	B	B-	B-	B-
☐ Average academic result	National	B+	B	B-	B-	B-
☐ Average applied general result	National	Dist	Dist	Dist-	Dist-	Dist-
☐ Average tech level result	National	Dist	Dist	Dist-	Dist-	Dist
☐ Average technical certificate result	National	L2Pass-	L2Merit+	L2Pass+	L2Pass+	L2Pass+

Average Result by Exam Type

Indicator	Category	2020/21	2021/22	2022/23	2023/24	2024/25
☐ APS per 'Best 3' entries (grade)	Regional	B	B	B-	B-	B-
☐ Average A level result	Regional	B	B	C+	B-	B-
☐ Average academic result	Regional	B	B	B-	B-	B-
☐ Average applied general result	Regional	Dist-	Dist-	Merit+	Merit+	Merit+
☐ Average tech level result	Regional	Dist-	Merit+	Merit+	Merit+	Merit+
☐ Average technical certificate result	Regional	L2Pass	L2Pass+	L2Pass+	L2Pass+	L2Pass

Analysis & Priorities for Key Stage 5

- Hillingdon's overall academic grade for A Levels has stayed at C-, slightly behind national and regional outcomes.
- Hillingdon's vocational outcomes are in line or slightly behind national and regional outcomes.
- Destination data is not available currently.
- Our priority is to focus on pedagogy and practice at Key Stage 5, particularly developing independent study skills and academic literacy.

Progress against priority 3 is included in the analysis and priorities sections above.

Music Service

The Hillingdon Music Service (HMS) receives grant funding from the Arts Council (ACE) to meet the objectives set out in the National Plan for Music. This looks at the participation and engagement of schools with HMS and support within the curriculum. It also looks at the engagement of a broader range of young people in music related orchestras, ensembles and tuition. Overall, 93.9% of schools engaged with HMS across the academic year.

Engagement Summary: Hillingdon Music Service

LLP4		ACE A1 - School Engagement	ACE A2 - Curriculum Support	ACE A3 - CPD	ACE A4 - School Music Development Plan Support	ACE A5 - Model Music Curriculum Support	ACE Element A1a - Lessons	ACE Element A1b - Ensembles	ACE Element A1c - Classroom Instrumental Learning (CIL)	ACE Element A1d - Performing or creative opportunities or projects	ACE Element A1e - Access to instruments, equipment or venues	ACE Element A1f - Expert Music Leadership
Headline totals	ACE core schools engaged	93	55	52	13	6	62	36	27	49	61	0
	ACE schools not engaged	6	44	47	86	93	37	63	72	50	38	99
	Percentage of ACE core schools engaged	93.9%	55.6%	52.5%	13.1%	6.1%	62.6%	36.4%	27.3%	49.5%	61.6%	0.0%
Engagement by school type	Mainstream Primary	68	45	43	10	0	46	22	25	30	45	0
	Mainstream Secondary	19	7	6	2	0	17	15	1	16	16	0
	FE / Sixth Form colleges	1	7	6	2	0	17	15	1	17	16	0
	Special	6	4	4	1	0	0	0	2	3	1	0
	AP	0	0	0	0	0	0	0	0	0	0	0
%age engagement by type	Mainstream Primary	100.0%	66.2%	63.2%	14.7%	0.0%	67.6%	32.4%	36.8%	44.1%	66.2%	0.0%
	Mainstream Secondary	86.4%	31.8%	27.3%	9.1%	0.0%	77.3%	68.2%	4.5%	72.7%	72.7%	0.0%
	FE / Sixth Form colleges	100.0%	700.0%	600.0%	200.0%	0.0%	1700.0%	1500.0%	100.0%	1700.0%	1600.0%	0.0%

	Special	75.0%	50.0%	50.0%	12.5%	0.0%	0.0%	0.0%	25.0%	37.5%	12.5%	0.0%
	AP	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total ACE Core schools in area	Total ACE core schools	99	99	99	99	99	99	99	99	99	99	99
	Mainstream Primary*	68	68	68	68	68	68	68	68	68	68	68
	Mainstream Secondary*	22	22	22	22	22	22	22	22	22	22	22
	FE / Sixth Form colleges	1	1	1	1	1	1	1	1	1	1	1
	Special	8	8	8	8	8	8	8	8	8	8	8
	AP	1	1	1	1	1	1	1	1	1	1	1

Learn Hillingdon Adult Community Education

Learn Hillingdon Adult Community Education provides adult residents aged 19+ with courses that lead to qualifications, e.g. to become Teaching Assistants, and courses that do not lead to qualifications, e.g. supporting adults with mental health issues.

Total number of grant-funded learners/enrolments	1517 learners	5521 enrolments
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Learners' Residency (by enrolment)	2021-22	2022-23	2023-24	2024-25
Hillingdon resident	3275 90%	3117 91%	4065 91%	5007 91%
London resident, (outside LB Hillingdon)	291 8%	230 7%	337 8%	373 7%
Out of London resident	73 2%	70 2%	49 1%	141 2%
Total enrolments	3639	3417	4451	5521

- 70% of learners who are Hillingdon residents live in the most deprived areas in the south of the borough.
- Learners from the south are most likely to study English for Speakers of Other Languages, Childcare and Digital Skills.
- 80% are women.
- Over 99% of learners are fully funded, meaning they pay no costs towards their courses.

The impact of learning on learners is very good. Although learner numbers remain largely stable, enrolment numbers significantly increased this year (up by over 1000). This is because some learners also enrol in English, maths, or digital skills courses due to underpinning, focused English, maths and/or digital skills interventions introduced for learners undertaking qualification courses.

Service overall	Learners	Enrolments	Retention	Pass *	Achievement**
2024-25	1518	5521	94.9%	97.2%	92.3%
2023-24	1526	4451	93.7%	97.1%	91.0%

2022-23	1505	3417	94.7%	96.0%	91.0%
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Ofsted inspected Learn Hillingdon this year and awarded a Grade 2 (Good) inspection result. The report included the following comments:

- 'Leaders and managers make sure that the curriculum offer meets local needs effectively.'
- 'Courses that promote good mental health and wellbeing have a strong social impact such as reducing feelings of isolation; ESOL courses help learners in their everyday lives, for example, to communicate with teachers' at their child's school or their doctor.'

Appendix: KS4 & 5 Outcomes by Subject

Hillingdon

2025 KS4 VA

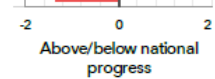
Subjects

LA KS4 subject performance 2025

			Actual results			Pupil progress			High-to-low chart
Pupils			Avg Point Score	% Grade 4+	% Grade 7+	Avg Point Score	% Grade 4+	% Grade 7+	Pupil progress in Avg Point Score visually from high to low
English and maths	English Language GCSE	3603	4.8 ↕	73% ↕	19% ↓	+0.05	+0%	+1%	
	English Literature GCSE	3543	5.0 ↕	77% ↕	23% ↕	+0.15 ↕	+1%	+4%	
	Mathematics GCSE	3607	4.9 ↕	75% ↕	25% ↕	+0.24 ↕	+2%	+6%	
	Maths (Statistics) GCSE	36	5.3	83%	22%	+0.79 ↕	+13%	+8%	
Ebacc Subjects	Arabic GCSE	41	7.3	93%	73%	+0.77	+13%	+5%	
	Bengali GCSE	4	8.0	100%	100%	+1.95	+8%	+31%	
	Biology GCSE	726	6.2 ↕	93% ↕	46%	+0.25 ↕	+3%	+6%	
	Chemistry GCSE	715	6.5 ↕	93% ↓	52% ↕	+0.51 ↕	+3%	+14%	
	Chinese GCSE	18	8.7 ↕	100%	100%	+0.88	+9%	+29%	
	Com.Stds/Comp uting GCSE	757	4.1 ↕	54% ↕	22%	-0.57 ↕	-13%	-2%	
	French GCSE	982	4.8 ↕	68% ↕	25%	+0.06	-3%	+3%	
	Geography GCSE	1710	4.6	66% ↕	20%	-0.01	-1%	+0%	
	German GCSE	111	5.3	82%	29%	+0.66 ↕	+9%	+17%	
	History GCSE	1537	4.6 ↓	64% ↓	25% ↓	+0.13	+2%	+2%	
	Italian GCSE	22	7.8 ↕	95%	86%	-0.14	-7%	+19%	
	Japanese GCSE	2	4.5	50%	50%	-	-	-	
	Modern Greek GCSE	5	4.8	60%	40%	-2.21	-44%	-22%	
	Persian GCSE	10	6.8	90%	70%	+0.79	+7%	+28%	
	Physics GCSE	714	6.4 ↕	93% ↕	52% ↕	+0.35 ↕	+3%	+11%	
	Polish GCSE	47	7.6	91%	85%	-0.75 ↕	-9%	-10%	
	Portuguese GCSE	17	6.1	88%	47%	+0.10	+3%	+7%	
	Punjabi GCSE	128	5.6	83%	38%	-1.25 ↕	-10%	-27%	
	Russian GCSE	10	8.0	90%	90%	+2.11	+13%	+43%	
	Science Double Awd GCSE	2855	4.5 ↕	68% ↕	15% ↕	+0.34 ↕	+4%	+7%	
Spanish GCSE	979	4.8	68%	26%	-0.31 ↕	-8%	-1%		
Turkish GCSE	13	8.4	100%	92%	+0.48	+3%	+9%		
Urdu GCSE	16	5.9	81%	50%	+1.65	+11%	+48%		
Other High Value Subjects	Additional Math FSM Non-GCSE	15	4.4	67%	33%	+0.20	-2%	+4%	
	Applied Info Tech Non-GCSE	267	3.4 ↕	51% ↕	7% ↕	-0.85 ↕	-20%	-3%	
	Art & Design (Photo) GCSE	182	4.7	68% ↕	20%	-1.33 ↕	-31%	-14%	
	Art & Design GCSE	421	4.8 ↓	74%	22%	-0.56 ↕	-10%	-2%	
	Art & Design Non-GCSE	50	2.9 ↕	38% ↕	10%	+0.46	+8%	+7%	
	Building Non-GCSE	51	3.5	49%	6%	-0.54 ↕	-6%	-9%	
	Business Studies: Single GCSE	1060	4.5 ↓	64%	15% ↕	+0.18 ↕	+3%	+1%	
	English Language								

FFT Aspire 2025: Hillingdon, DfE No. 312. Produced 30/12/2025

	Pupils	Actual results			Pupil progress		
		Avg Point Score	% Grade 4+	% Grade 7+	Avg Point Score	% Grade 4+	% Grade 7+
Business Studies:Single Non-GCSE	80	3.9	64%	14%	-	-	-
Catering Studies Non-GCSE	186	4.1	61%	15%	-0.35	-9%	-4%
Childcare Skills Non-GCSE	81	4.0	↓ 57%	17%	↓ +1.05	+17%	+15%
Citizenship GCSE	529	4.7	↕ 70%	20%	↕ +0.90	+13%	+14%
Classical Civilisation GCSE	51	3.6	↕ 45%	12%	-0.63	-14%	-5%
D&T Food Technology GCSE	203	4.6	65%	19%	-0.22	-7%	-1%
D&T GCSE	381	4.1	↕ 57%	14%	-0.56	-11%	-6%
Dance GCSE	28	4.6	75%	18%	+0.09	+3%	+2%
Dance Non-GCSE	5	3.6	40%	0%	-	-	-
Drama GCSE	137	4.7	↕ 72%	15%	+0.03	+0%	+3%
Drama Non-GCSE	58	4.2	72%	12%	-1.12	-8%	-18%
Economics GCSE	159	4.9	↕ 79%	16%	+0.18	+10%	-2%
Engineering Studies Non-GCSE	136	4.1	56%	18%	-0.34	-16%	+6%
Health & Social Care Non-GCSE	149	4.8	↕ 75%	24%	↓ +0.67	+13%	+7%
Home Economics: Food Non-GCSE	18	4.8	↕ 89%	6%	-	-	-
Law GCSE	17	0.4	12%	0%	-	-	-
Media/Film/Tv Studies GCSE	257	5.1	↕ 73%	26%	-0.17	-6%	-5%
Multimedia Non-GCSE	172	3.5	↕ 45%	10%	-0.62	-4%	-6%
Music GCSE	172	4.8	↕ 66%	24%	-0.55	-14%	-8%
Music Non-GCSE	32	4.3	63%	19%	+1.97	+10%	+43%
Music Technology Non-GCSE	14	3.6	57%	7%	-1.23	-15%	-22%
Physical Education/Sport Studies GCSE	359	4.9	72%	21%	+0.13	-5%	+8%
Physical Education/Sport Studies Non-GCSE	192	3.9	↕ 63%	7%	-0.40	+2%	-12%
Psychology GCSE	226	4.5	60%	23%	-0.02	-0%	+1%
Religious Studies GCSE	1767	4.9	↕ 69%	26%	+0.07	+1%	+1%
Retailing Non-GCSE	9	2.4	↕ 11%	0%	-	-	-
Science: Astronomy GCSE	14	4.8	79%	21%	-	-	-
Sociology GCSE	440	5.0	↕ 73%	24%	+0.32	+7%	+7%
Sports Science Non-GCSE	85	5.5	↕ 81%	44%	-0.17	+1%	-5%
Travel & Tourism Non-GCSE	53	3.0	↕ 38%	6%	-0.32	+0%	-8%
GCSE (1532)							
Drama GCSE (50)							
Geography GCSE (658)							
Psychology GCSE (109)							
Italian GCSE (6)							
Media/Film/Tv Studies GCSE (56)							
Sports Science Non-GCSE (31)							
D&T Food Technology GCSE (120)							
Spanish GCSE (496)							
Travel & Tourism Non-GCSE (28)							
Engineering Studies Non-GCSE (63)							
Catering Studies Non-GCSE (115)							
Physical Education/S...							
Building Non-GCSE (41)							
Music GCSE (67)							
D&T GCSE (224)							
Art & Design GCSE (196)							
Com.Stds/Computing GCSE (405)							
Multimedia Non-GCSE (120)							
Classical Civilisation GCSE (47)							
Polish GCSE (23)							
Applied Info Tech Non-GCSE (43)							
Drama Non-GCSE (16)							
Music Technology Non-GCSE (11)							
Punjabi GCSE (98)							
Art & Design (Photo) GCSE (77)							



Subjects

LA KS5 subject performance 2024

			Actual results		Pupil progress		High-to-low chart	
Pupils			Average Point Score	% A*-C	Average Point Score	% A*-C	Pupil progress in Average Point Score visually from high to low	
A Level Subjects	Accounting/Finance	25	29	64%	+0.5	+5%		
	Arabic	2	50	100%	-1.7	+2%		
	Art & Des(3D Stds)	9	41	89%	+3.5	+4%		
	Art & Des(Graphics)	13	42	85%	+0.6	-8%		
	Art & Des(Photo.)	47	34	74%	-0.7	-5%		
	Art & Des(Textiles)	2	45	100%	+3.7	+8%		
	Art & Design	23	34	83%	-0.1	+9%		
	Art&Des : Fine Art	59	42	92%	+2.2	+3%		
	Biology	343	30	62%	-1.7	-3%		
	Bus. Stude:Single	373	29	66%	-1.8	-3%		
	Chemistry	321	33	68%	+0.4	-0%		
	Chinese	1	20	0%	-20.5	-86%		
	Class.Civilisation	11	39	91%	+2.0	+2%		
	Com.Stds/Computing	169	30	63%	-0.5	+2%		
	D&T Product Design	53	31	66%	+2.0	+5%		
	Dance	4	50	100%	+11.8	+15%		
	Drama & Theat.Stds	20	37	85%	+1.5	-1%		
	Economics	324	32	68%	-1.9	-7%		
	English	35	36	91%	+1.8	+15%		
	English Language	15	27	73%	-3.0	+6%		
	English Literature	253	33	77%	-0.5	+1%		
	Film Studies	39	31	79%	-1.6	-0%		
	French	7	43	100%	+8.9	+25%		
	Geography	125	34	73%	+0.8	-3%		
	German	1	20	0%	-3.3	-42%		
	Govt & Politics	141	30	65%	-0.1	+0%		
	History	234	33	76%	+0.5	+4%		
	Italian	10	41	90%	-3.9	-0%		
	Law	127	28	60%	-0.9	+1%		
	Logic / Philosophy	9	22	56%	+0.5	+15%		
	Mathematics	679	34	71%	-0.4	+1%		
	Maths (Further)	91	42	89%	-1.5	+0%		
	Media/Film/TV Stds	142	31	70%	-0.5	-4%		
	Modern Greek	1	40	100%	-6.3	+7%		
	Music	8	33	63%	-1.8	-16%		
	Music Technology	17	13	12%	-13.9	-47%		
	Persian	2	40	100%	-3.2	+10%		
	Physics	272	28	54%	-3.2	-9%		
	Polish	5	38	80%	-5.9	+5%		
	Portuguese	1	10	0%	-28.1	-84%		
	Psychology	592	30	67%	-0.3	+0%		
	Punjabi	9	50	89%	+2.9	-4%		
	Religious Studies	94	29	64%	-0.3	-1%		
	Russian	1	50	100%	+5.0	+8%		

			Actual results		Pupil progress	
Pupils			Average Point Score	% A*-C	Average Point Score	% A*-C
	Sociology	398	34	76%	+1.7	+4%
	Spanish	15	37	80%	+1.6	+1%
	Sport/P.E. Studies	55	28	60%	-1.4	-3%
	Turkish	1	40	100%	-0.2	+14%
	Urdu	1	60	100%	+10.4	+4%

Music Technology (15)	
Average Point Score	-13.9
% A*-C	-47%

End of Report

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UPDATE ON SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND ALTERNATIVE PROVISION (AP) STRATEGY 2023-2028 - MARCH 2026

Committee name	Children, Families & Education Select Committee
Officer reporting	Abi Preston – Director of Education & SEND Dominika Michalik – Assistant Director of SEND & Inclusion Kathryn Angelini – Assistant Director for Education
Papers with report	Appendix A – Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young People 0-25 years 2023 - 2028 Strategy Appendix B – The Hillingdon SEND Local Area Partnership Improvement Plan Appendix C – SEPB Highlight Report January 2026
Ward	All

HEADLINES

The purpose of the report is to provide the Select Committee for Children, Families and Education with an update on Special Educational Needs and Disability (SEND) and Alternative Provision (AP) Strategy 2023-2028 which has been published three years ago.

The strategy sets out how Hillingdon Local Area Partnership continues to develop and strengthen the local SEND and AP offer over the five-year period, delivering our shared vision for Hillingdon to be a place where children and young people with SEND and those accessing Alternative Provision, and their families, are supported to lead happy and fulfilled lives from early years through adolescence into adulthood, within communities that understand and include them.

RECOMMENDATION

That the Select Committee notes the update.

SUPPORTING INFORMATION

Background information

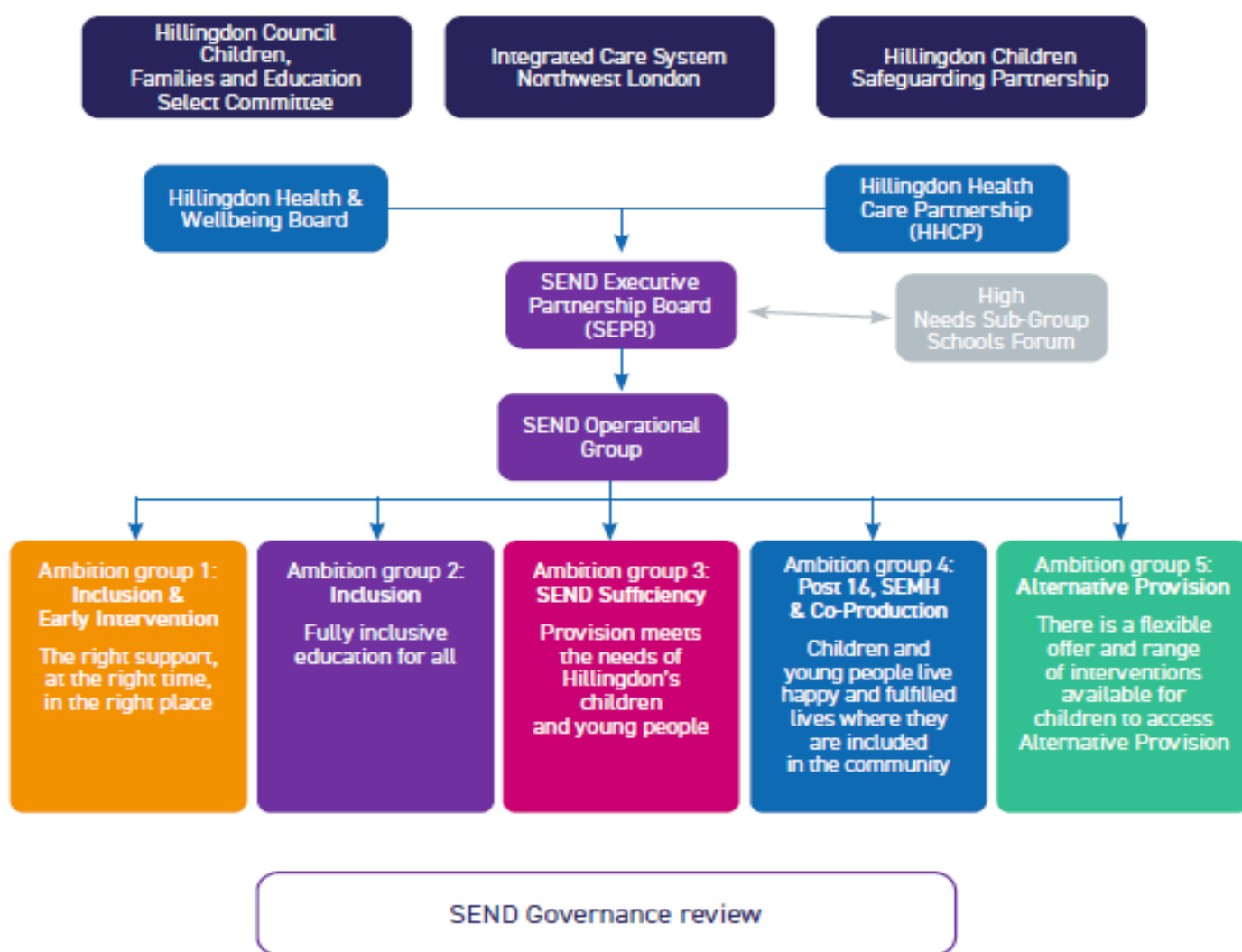
[The Hillingdon SEND and Alternative Provision \(AP\) Strategy 2023–2028](#), launched in December 2023, is now in its third year of implementation and continues to provide the overarching framework for SEND improvement across the local area. The Strategy was coproduced with children and young people, families, schools, the Hillingdon Parent Carer Forum (HPCF), health partners (ICB), voluntary and community organisations, and the Local Authority, reflecting a shared commitment to inclusive practice and improved outcomes.

The vision remains for Hillingdon to be a place where children and young people with SEND and those who access Alternative Provision are supported to lead happy, fulfilled lives in inclusive communities, with the right support provided at the right time and in the right place. The Strategy also supported in the last three years the borough's wider responsibilities, including delivery of the

DSG Safety Valve Agreement, by strengthening early intervention, improving mainstream inclusion and ensuring a more sustainable SEND system.

SEND & AP Strategy Governance

Governance arrangements for the SEND & AP Strategy are well established and embedded. Delivery is structured around multi-agency Ambition Groups aligned to the Strategy’s five ambitions, supported by dedicated project working groups responsible for driving specific areas of delivery. Clear oversight and challenge are provided through the SEND Operational Group (SOG), with strategic leadership and accountability resting with the SEND Executive Partnership Board (SEPB). This governance model is operating effectively and provides clear lines of responsibility, escalation and assurance. It enables partners to monitor progress of each ambition, address risks and ensure that improvement activity remains focused on outcomes for children and young people. Recent SEPB Highlight Reports, including January 2026, confirm that delivery remains on track, with actions progressing as planned and strong evidence of collaborative system leadership.



Ofsted and the Care Quality Commission undertook a joint inspection of Hillingdon’s Local Area Partnership between 29 April and 3 May 2024. The inspection identified inconsistencies in experiences and outcomes for children and young people with SEND; however, inspectors also highlighted the partnership’s robust self-evaluation, high ambition and strong multiagency working. Importantly, the inspection recognised that the SEND and AP Strategy had been developed and launched shortly before the inspection and that its priorities were closely aligned with the areas for

improvement identified. This provided a strong and credible foundation for post inspection improvement planning.

The inspection identified four key areas for improvement, relating to:

- Strengthening multi-agency quality assurance of EHCPs and annual reviews
- Improving information sharing and the use of data across the partnership
- Further developing workforce confidence and capability across education, health and social care
- Improving Preparation for Adulthood (PfA) outcomes

These priorities are directly reflected within the Strategy's ambitions and workstreams and are now being taken forward through structured improvement activity.

Improvement Plan and Ongoing Progress

Following the inspection, the partnership published the Hillingdon Local Area SEND & AP Partnership Improvement Plan 2024–2028 in November 2024. The Improvement Plan operationalises the Strategy, setting out clear actions, milestones and success measures while maintaining the original strategic ambitions.

Implementation continues through existing governance arrangements, with Ambition Groups, project working groups, SOG and SEPB collectively ensuring oversight, pace and accountability. The alignment between the Strategy, the Improvement Plan and national SEND reform provides a coherent and resilient framework for sustained improvement.

Alignment with the National SEND White Paper (2026)

Hillingdon's SEND and Alternative Provision (AP) Strategy is closely aligned with the Government's Schools White Paper: [*Every Child Achieving and Thriving \(February 2026\)*](#) and the emerging SEND reform proposals. This alignment is reflected not just in ambition but in delivery, as evidenced through the actions and progress set out in the SEND & AP Partnership Improvement Plan and routinely monitored through the SEND Executive Partnership Board (SEPB).

A central theme of the White Paper is earlier identification and timely intervention, particularly in the early years. In Hillingdon, this is being actively progressed through SEPB reported actions including the strengthening of early years SEND pathways, the rollout of the Early Identification Toolkit via LEAP and the Local Offer, and a clearer graduated response supported by SEND reviews and pre-statutory support pathways. These measures are designed to ensure children receive support at the earliest opportunity, reducing escalation and improving long term outcomes.

The White Paper's focus on inclusive mainstream education strongly aligns with Ambition 2 of Hillingdon's SEND & AP Strategy and is a consistent priority within SEPB oversight. Local actions include the development of clearer Ordinarily Available Provision (OAP) guidance, the Inclusion Consistency Framework, peer support and challenge through the Inclusion Network, and targeted workforce development. Together, these actions support schools and settings to take greater ownership of inclusion and deliver more consistent practice across the borough.

National reform also seeks to reduce overreliance on EHCPs by strengthening universal and targeted support. In Hillingdon, SEPB has overseen a programme of activity including expanded SEND reviews, early intervention funding, outreach offer development, bespoke advisory and training models, and a strengthened SEN Support offer through PINS Pilot Programme, OAP Workshops, Language Link offer and CAAS (Centre for ADHD and Autism) Transition Support

Project. These actions aim to meet needs earlier and more effectively, reducing unnecessary escalation to statutory processes while maintaining confidence in decision-making.

Improving system navigation and transparency for families is another key feature of the White Paper. Locally, this is being addressed through the redevelopment of the Local Offer (HELLO – Hillingdon Empowering Lives Local Offer), coproduced guidance documents and health directory as well as the continued role of Parent Carer Forum involvement in all Ambition Groups work. These improvements, reported through SEPB, are intended to provide clearer, more accessible information and improve families' experience of the SEND system.

Workforce capability across education, health and social care is a further shared priority. SEPB reported actions include the expansion of the partnership training offer, the Inclusion Network, and strengthened educational psychology and therapy pathways, supporting a more confident and skilled workforce across the local area.

Preparation for adulthood and improved Post 16 outcomes also align closely with both national reform and Ambition 4 of the local strategy. Progress reported to SEPB includes strengthened Preparation for Adulthood pathways, high number of supported internships, improved transitions planning, and continued coproduction with young people to ensure their voices shape services and support.

Finally, the White Paper's emphasis on financial sustainability and system efficiency aligns with Hillingdon's DSG Safety Valve commitments delivery. SEPB continues to oversee key actions including sufficiency planning, reform of the banding framework, expansion of local provision, and a sustained focus on reducing reliance on high-cost independent non-maintained specialist placements, ensuring that improvements to inclusion and outcomes are delivered within a sustainable local system.

Overall, the SEND & AP Strategy, underpinned by effective multiagency governance and strong partnership leadership, provides a robust response to inspection findings and national reform, with demonstrable progress in improving systems, practice and outcomes for children and young people with SEND in Hillingdon.

Strategy Implementation through Ambition Groups

The five ambitions outlined in our SEND and AP Strategy 2023-2028 focus on the delivery of local area services for children and young people with SEND and their families are:

- **The right support, at the right time, in the right place**

We will improve children's and parents' experience of the SEND system by delivering the right support in the right place at the right time.

- **Fully inclusive education for all**

We will support all schools and settings in Hillingdon to be inclusive and welcome children and young people with SEND.

- **Provision meets the needs of Hillingdon's children and young people**

We will deliver a new, ambitious, and innovative provision that enables children and young people with SEND to receive excellent education in their local community.

- **Children and young people live happy and fulfilled lives where they are included in the community**

We will enable all children and young people to achieve independence, take part in activities they want to be part of, build good relationships and have meaningful outcomes in adulthood.

- **There is a flexible offer and range of interventions available for children to access alternative provision**

We will create a 3-tiered model for alternative provision that offers flexible interventions and supports children back into mainstream where possible.

Ambition 1 - The right support, at the right time, in the right place

Objective 1: Review and refine early intervention offer

- Early Identification Toolkit completed, published on LEAP website for schools and the HELLO Local Offer, with training developed alongside the My Support Plan -positive feedback.
- Support Information Guidance for families awaiting neurodiverse assessments co-produced with PCF input, commissioned via Family Hubs and Children’s Centres, with QR code access through the Local Offer and sharing at first CDC contact.
- Parent information events delivered (second event took place January 2026) with high engagement and multiagency input, responding directly to parent survey. Feedback comments included:
 - *“The event was excellent. I learned about services I didn’t know existed and will keep attending to find the right support for my daughter.”*,
 - *“Very good presentations. Everything was clear and easy to understand.”*,
 - *“The event was very useful in helping me understand how to access services for my son’s needs.”*,
 - *“I really appreciated the event, learned a lot, and will attend future events.”*,
 - *“The information provided was relevant to my enquiry.”*
- Strong progress has been made with PINS 2 project moving from development into commissioning and delivery, informed by shared materials and joint work with four partner boroughs.

Objective 2: Review and refine approaches to early identification, assessment and reviewing of EHCPs

- QA Framework for EHCPs in final draft stage, developed through co-production, with robust templates in place and monthly audit cycles using Invision 360.
- New Annual Review templates co-produced with schools, families and young people and moving into implementation.
- SEND EHC Team workforce strengthened, including recruitment of additional Annual Review Coordinators and EHC Coordinators as well as Data Information Management Officer and additional Resolution Officer.
- EYES system being implemented, supporting improved data capture and monitoring for SAS and EPS as well as other educational teams.
- Improved processes for early years tracking and health notifications, reducing risk of children falling through the net (robust monthly EY Tracking Panel in place).

Objective 3: Develop clear pathways for support and promote inclusive practice

- Inclusion Network (formerly SENCO Forum) redesigned and embedded, with consistently positive feedback and increased peer mentoring. Inclusion Network sessions fully co-produced and themed in response to school feedback.

- SEND Reviews and revisits expanded, with more schools participating and progress towards increased coverage.
- *Waiting Well* pathways implemented, supported by the Care and Support Directory from health now live on the Local Offer.
- Data sharing and dashboards progressed, including SEPB dashboard being in final draft stage and improved monitoring of statutory processes.

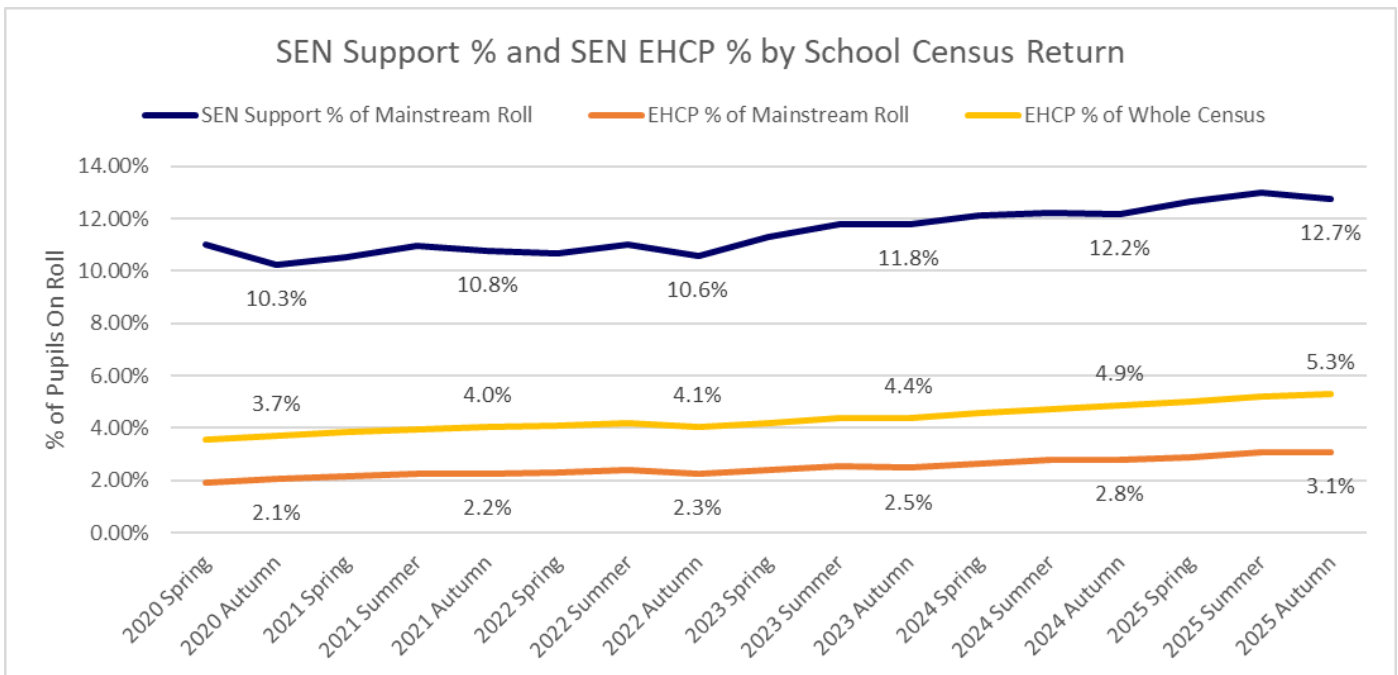
Objective 4: Develop new collaborative agreement for Children’s Integrated Therapies

- CITS collaborative agreement signed and in operation, with ongoing monitoring and joint problem-solving around delivery challenges (therapist shortages).

Objective 5: Improve outcomes for children with EHCPs and SEND Support.

- EHCP outcomes tracking configured in EHM database (met / partially met / not met).
- My Support Plan for CYP on SEN Support reviewed and finalised collaboratively with settings to ensure it is fit for purpose.

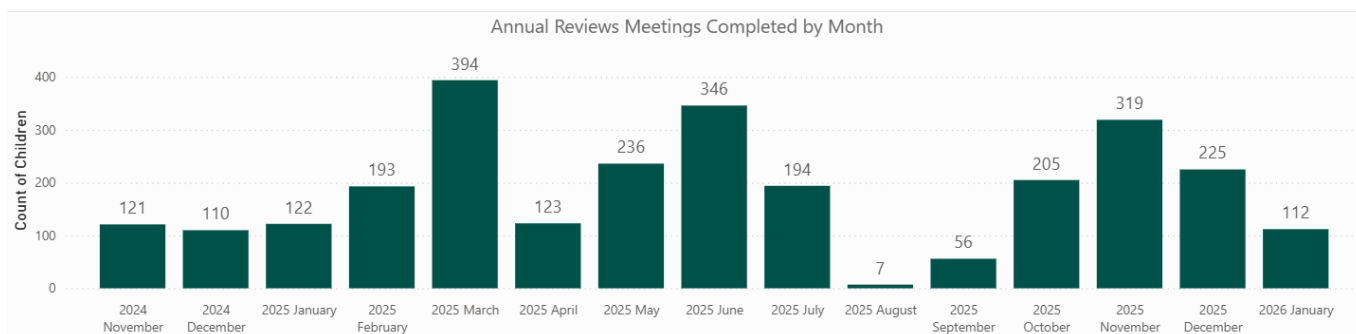
Graph 3. SEN Support % and Sen EHCP Support % by Census Return



Children with SEND Support and EHCPs in mainstream have increased term on term since we launched the strategy. In Autumn 2024, 12.2% of our children and young people in mainstream settings were receiving SEND Support, and 2.8% of our children and young people in mainstream settings were in receipt of an EHCP. In Autumn 2025, 12.7% were in receipt of SEND Support (national – 14.2%), up by 0.5%, and 3.1% were in receipt of an EHCP in mainstream schools, up by 0.3%. This evidences that more children and young people on SEN Support and with EHCPs are being educated in mainstream schools. There is still a significant difference between primary and secondary SEND children attending mainstream schools across the borough – primary children with EHCPs are currently at 3.3% (national – 3.5%) and secondary is 2.7% (national – 3.1%).

Changes in SEND Support and EHCP levels in mainstream schools (based on Autumn census data for each year):

	2022-23		2023-24		2024-25		2025-26	
	SEN Support	SEN EHCP	SEN Support	SEN EHCP	SEN Support	SEN EHCP	SEN Support	SEN EHCP
Primary Phase	11.8%	2.4%	13.0%	2.6%	13.4%	3.0%	14.1%	3.4%
Secondary Phase	9.1%	2.2%	10.3%	2.3%	10.7%	2.5%	11.4%	2.7%
All Through	7.5%	1.5%	7.8%	1.9%	8.4%	2.2%	7.6%	2.5%
Mainstream Total	10.6%	2.3%	11.8%	2.5%	12.2%	2.8%	12.7%	3.1%



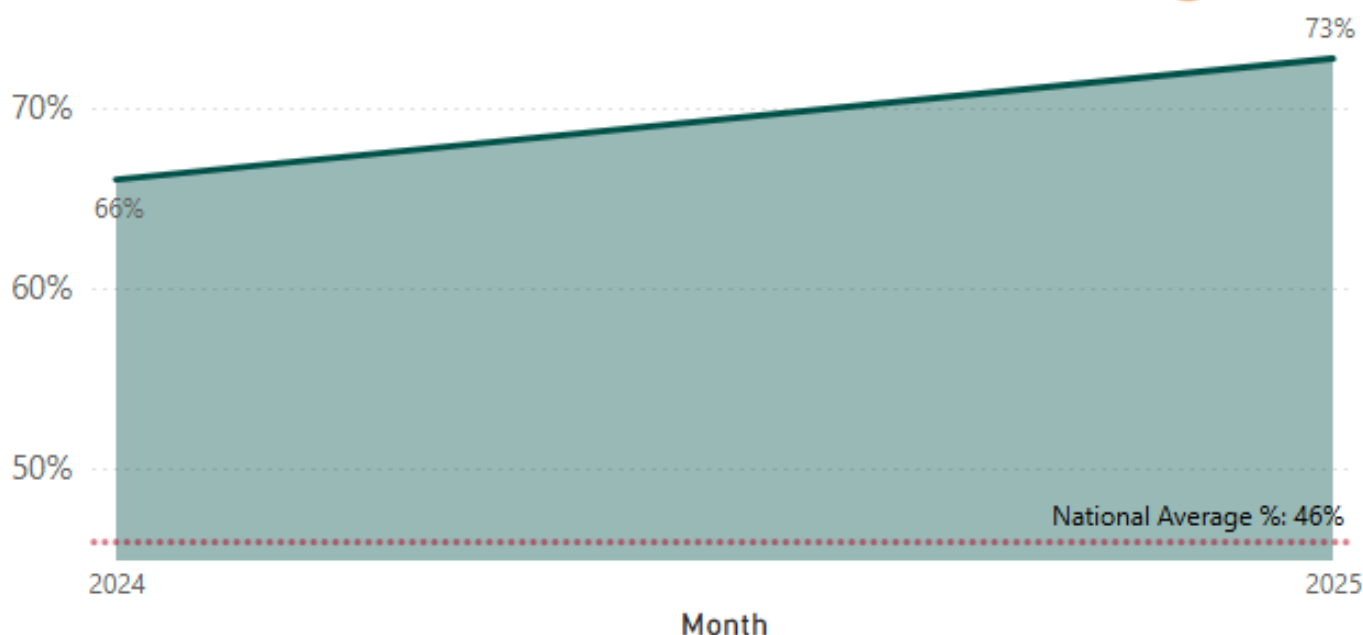
(Source - Annual Review v2. PBI report)

20-week timeframe:

Following a refinement in methodology to closely align to SEN2 methodology, by excluding cases subject to mediation and tribunals, Hillingdon has demonstrated continued improvement in timeliness. 20-week performance increased from 66% in Calendar Year 2024 to 73% in 2025 for new EHCPs issued within 20 weeks. Hillingdon continues to perform significantly above the national average, where only 46.4% of new EHCPs were issued within 20 weeks in calendar year 2024.

This positive position has been maintained despite a 9% increase in new assessment requests from last year and ongoing staffing challenges arising from vacancies, alongside a robust managerial approach to spend that has limited the use of agency cover.

% 20 week compliance for finalised EHCPs (incl exeptions)



Objective 6: Develop training opportunities across the partnership

- Partnership training programme developed and rolling out, including OAP training, SEND finance workshops and EHCP/Annual Review processes. SAS and EPS training offer for schools refreshed, aligned to outcomes, banding and inclusive practice.
- Designated Social Care Officer has been in post since October 2025 and working across agencies to support SEND social care function as well as developing the training offer across various social care teams, educational teams and educational settings.

Ambition 2 - Fully inclusive education for all

Objective 1: Promote Hillingdon's approach to inclusion, including increasing uptake of SEND Reviews

Hillingdon continues to promote a strong, systemwide approach to inclusion through the SEND Advisory Service (SAS), supporting schools to strengthen early identification and inclusive practice. The SEND Advisory Team works closely with schools to deliver SEND Reviews and the Inclusion Commitment programme, enabling settings to reflect on their SEND practice, identify areas for development, and implement timely, needs led support at SEND Support level.

In line with the ambition focused on early intervention and reducing escalation to statutory processes, the Council is actively increasing the number of schools undertaking SEND Reviews, to an additional 12 schools. Schools proactively engaged through their linked SEND Advisor and Education Improvement colleagues, with targeted recommendations provided to support improvement.

Schools that have completed SEND Reviews are encouraged to share learning and best practice through peer mentoring, the Inclusion Network, and wider partnership forums. This peer led model supports consistency, shared ownership, and collective improvement across the system.

In addition, SAS training offer includes bespoke whole school training tailored to a setting's identified needs, alongside universal training offers linked to ordinarily available provision and inclusive practice.

The impact of SEND Reviews and associated training is monitored throughout the year, ensuring continuous improvement and alignment with SEND & AP Strategy ambitions for inclusive, sustainable practice.

SEND Reviews:

April 2024 – March 2025 School SEND Reviews completed	
Primary	11
Secondary	1

Top 3 next steps themes:

Theme	%
OAP/QFT/Adaptive Teaching	88%
Co-production with parent/carers	50%
Meta-cognitive strategies	25%

Progression towards next steps:

0 = None 1 = Partial progress 2 = completed

- At the start of the SEND Review, schools scored an average of 0.16 out of 2
- At the midterm review settings scored an average of 1.21 out of 2
- At the one-year review settings scored an average of 1.4 out of 2.

This indicates that SEND reviews are supporting the identification of school development needs and ensuring attention is directed towards making changes, thus resulting in positive progress scores.

Data from 2024/25 shows that the services continue to have a positive impact. 44 permanent exclusions were issued, of which 11 were rescinded, leaving 33 upheld. This is the lowest number ever recorded in Hillingdon since 2017/18, including during the pandemic year. Of the upheld exclusions, 12 involved pupils with SEND (36%). Although this is a slight increase from the 11 SEND exclusions recorded in 2023/24, it remains broadly in line with the overall downward trend seen over recent years.

Among the 12 pupils with SEND excluded in 2024/25, one had an EHCP and one was undergoing an EHC Needs Assessment (EHCNA), mirroring the profile seen in 2023/24, when one pupil with an EHCP was excluded. Improved multidisciplinary working continues to help prevent exclusions through earlier and more coordinated intervention.

However, limited alternative provision especially for primary aged children remains a significant challenge, restricting early preventative options at a time when primary exclusions are rising locally and nationally. Work is under way to expand access to high-quality alternative provision, particularly for younger pupils, supported by enhanced trauma-informed practice and targeted interventions to help children remain successfully in mainstream settings.

Objective 2: Improve functionality of the Local Offer

The Hillingdon Empowering Lives Local Offer (HELLO) was fully rebranded and launched in September 2025 following co-production with young people and their families as well as with professionals, creating a clearer, more accessible single point of information for children, young people, families and professionals.

An evaluation and improvement plan for the Local Offer is in place, informed by Parent Carer Forum and Young People's feedback, which has been published and shared publicly. A Local Offer steering group has been established to oversee continuous improvement and ensure regular updates to content.

All key guidance documents (including Ordinarily Available Provision, banding related guidance and inclusion resources) have been reviewed, branded and published on both HELLO and LEAP website for schools, improving consistency and ease of access for settings.

Objective 3: Support and empower settings to play their part in a fully inclusive system

An Inclusion Consistency Framework is being co-produced with schools to establish a shared understanding of inclusive practice across Hillingdon. This is supported by a suite of aligned initiatives rather than a single intervention.

Key inclusion projects under this objective include:

- Emotionally Based School Non-Attendance- (EBSNA) Response and Outreach Service

(EROS) pilot following successful LIIA grant funding (£25,000). The initiative focuses on early psychological insight, outreach consultation, and capacity building within mainstream education, with the aim of sustaining engagement in school and preventing escalation into more specialist provision. The EBSNA and attendance workstream links closely with AP and early intervention activity, supporting earlier, more coordinated responses to prevent escalation to exclusion or specialist placement.

- Parttime timetables protocol, implemented to promote lawful, time limited use with clear reintegration expectations
- Adaptive Teaching Framework is being coproduced supporting schools to strengthen inclusive classroom practice and mainstream teaching.
- Accessibility Strategy, under development to clarify expectations on reasonable adjustments and access across the local area.
- A self-evaluation and QA tool aligned to the new Ofsted framework is being developed to support schools in evidencing inclusive practice and identifying areas for improvement.
- Ordinarily Available Provision (OAP) guidance and checklists have been fully reviewed, updated and published, with training workshops taking place to support consistent implementation across schools and partners.

Objective 4: Review and refine support for SEND children with transitions, attendance, exclusions and vulnerable groups

The CAAS Transition Pilot supporting pupils with ADHD/ASD transferring to mainstream secondary schools has been extended for a further year and expanded to every Hillingdon secondary mainstream schools, reflecting positive early impact on inclusion and transition stability. This should support families and children to feel more confidence in their transition to a local secondary school as specialist support will be available before and after the transition for children with ADHD and ASD.

Fair share arrangements continue to be used during phase transfer to support inclusive placements in line with parental preference, alongside direct engagement with mainstream schools to challenge and support consultation responses and identify training needs.

Annual Review guidance has been reviewed in response to stakeholder feedback and will be aligned further with SEND reforms. The updated templates for Annual Review have been coproduced with schools and all agencies and moving towards republication.

SEND Youth Forum (Aim High) contributes directly to this ambition through participation in projects such as Dragon SEND, SEND version of *Walking in Our Shoes* Training ensuring young people's experiences inform inclusion, transition and attendance work.

This year Ambition 2 has moved from policy and guidance development into system-wide implementation, with a strong emphasis on consistency, inclusion and prevention. The focus is on equipping mainstream settings with clear expectations, practical tools and ongoing support, while embedding co-production and young people's voice across all strands of work.

Ambition 3 - Provision meets the needs of Hillingdon's children and young people

Objective 1: Review SEND funding approach

- The mainstream banded funding framework has been implemented, with learning from early delivery incorporated into updated guidance, now published on LEAP and the HELLO Local Offer.
- A structured process to convert existing EHCPs to the new banding framework is being completed, ensuring consistency and equity across cohorts.
- The Special Schools Banded Funding Framework has been fully implemented, with:
 - All pupils allocated a band under the new descriptors.
 - Termly moderation panels established with special schools to consider new admissions, changes in need and in year adjustments.
- Early Support Funding (ESF) and SEN Inclusion Funding (SENIF) methodologies have been coproduced with settings, finalised and published, aligning pre-statutory funding with the wider banding model. Following Schools Forum consultation and the Minister's decision on Schools Block transfer for the new financial year 26/27 the ESF funding has been paused however the Local Authority is committed to inclusive practice, early identification, and meeting all statutory SEND duties, and continuing to work with schools on longer-term solutions while awaiting SEND reform details.
- In-year adjustment processes are operational, providing a clearer, more transparent route to respond to changing need.
- Funding decisions are now clearer, more consistent and transparent, supporting confidence across mainstream and special settings.
- Alignment between SEN Inclusion Funding and EHCP funding strengthens early intervention and sustainability.

Objective 2: Develop new SRPs, Designated Units and assessment provision with appropriate quality assurance

- The SRP/DU Quality Assurance pilot has concluded and informed the implementation of a co-produced QA model across SRPs and Designated Units.
- QA templates and review documentation have been updated to reflect the new banding framework and feedback from the pilot.
- A new SRP/DU network group has been established, providing:
 - Peer support between provisions,
 - A forum to share practice,
 - Ongoing quality assurance oversight.
- Audit activity has commenced, with:
 - One SRP/DU audit completed,
 - Further audits scheduled for Summer Term 2026 to ensure consistency across settings.
- Admission guidance for SRPs, DUs and special schools has been extensively coproduced and is nearing publication, with final amendments following engagement with schools. There is now a clear QA infrastructure in place to ensure specialist provision is consistent, accountable and aligned to local expectations. Improved confidence that specialist places are being used appropriately and effectively.

Objective 3: Create additional places in local special school provision

- Pinn River School opened in January 2026, providing additional local special school capacity and supporting children to be educated closer to home.
- Meadow High satellite provision is under construction, with completion scheduled for August 2026.
- Progress continues on specialist FE provision, including developments at the Barra Hall HRUC campus, with opening planned for Summer 2026.
- The SEND Sufficiency Strategy has been published, providing a clear, evidence-based framework for future place planning and investment.

- Ongoing development of the SEND Power BI dashboard, enabling improved reporting on:
 - Cohorts and trends,
 - Refusals to assess and outcomes of mediation/appeals,
 - Placement types, age and primary need.
- Increased local capacity reduces reliance on independent non- maintained provision.
- Strategic planning is now underpinned by live data and forward-looking sufficiency analysis.

Objective 4: Develop a SEND school outreach offer

- Outreach and in reach models from SRPs and specialist settings to mainstream schools have been initiated.
- Outreach has been embedded as a standing agenda item within the SRP/DU network, ensuring it develops consistently.
- The Local Authority is working with special schools to develop more established Outreach offer to all schools to provide support, expert advice and guidance.
- Early evidence of specialist expertise being used preventatively, supporting mainstream schools to meet needs and reduce escalation.

The Centre for ADHD and Autism Support (CAAS) Transition Project is a targeted, borough-wide initiative led by the Centre for ADHD and Autism Support to support children and young people with ASD and ADHD who have EHCPs as they move from primary into mainstream secondary education. The project provides early, structured and proactive transition support to reduce anxiety, prevent placement breakdowns and help pupils remain successfully engaged in mainstream settings during a known point of vulnerability. Building on evidence from an initial successful pilot, the expanded programme now works across all Hillingdon secondary schools, strengthening mainstream capacity, promoting placement stability and contributing to wider SEND and inclusion priorities set out in the SEND and AP Strategy.

Ambition 4 - Children and young people live happy and fulfilled lives where they are included in the community

Objective 1: Develop further opportunities for children with SEND to take part in clubs and activities

The Care and Support Directory has been completed and launched, providing a single, accessible source of information on SEND related activities, services and community support. SEND Youth Forum (Aim High) is actively contributing to identifying gaps in activities and shaping priorities, ensuring opportunities reflect the lived experience of children and young people. Activities and services are now being regularly updated on the Local Offer, improving visibility and participation.

Engagement with young people has included direct dialogue with senior leaders, allowing CYP to share experiences, successes and barriers relating to participation, education and employment. Children and young people have improved access to information and opportunities, with their voices directly influencing what is developed and promoted. Community participation is increasingly shaped by coproduction rather than service led design.

Objective 2: Development of Preparation for Adulthood (PfA) outcomes

The Preparation for Adulthood Strategy is being developed working with young people on accessible version, coproduced with the Aim High Youth Forum.

PfA has been embedded into revised Annual Review templates, ensuring consistent focus on adulthood outcomes from Year 9 onwards.

Multi-professional co-production workshops (November–December 2025) have shaped PfA content within EHCP processes.

The Transition Panel has been reviewed, involving a Transition Nurse, strengthening multiagency representation and improving operational pathways for young people approaching adulthood. Young people’s aspirations are increasingly central to planning, review and transition decisions.

Objective 3: Further develop post-16 pathways, employment and supported internships

Based on the latest DfE NEET by characteristics data, 6.5% of all young people with an EHCP in Hillingdon are recorded as NEET. This is 21% reduction from the last year.

The Supported Employment Forum (SEF) and Supported Internship (SI) work continue to function very effectively, with promising initiatives. Opportunities have been created through collaborative efforts to support further pathways. The SEF has benefitted from increased representation from businesses, health and several new schools. The forum has regularly more than 35 representatives meeting in person with the aim of ensuring improved pathways to employment for young people with SEND. As a result, the borough now has 6 large businesses hosting a supported internship/ Project SEARCH with capacity for at least 50 young people for the upcoming academic year 2026/2027 and recruitment is underway. For academic year 2024/2025 approximately 45% of Hillingdon young people achieved paid employment following their SI/ Project SEARCH programme. As a result of Hillingdon’s success in delivering Supported Internships, the LA was approached by the DfE to deliver on their behalf a supported internship pilot for young people of Hillingdon with SEN who do not hold an EHCP. This pilot is funded in full by the DfE with no cost to the local authority and it is hoped to continue into 2026/2027. Once the DfE complete their evaluation of the pilot programme, findings will be shared.

The Pathways Guide has been co- reviewed by Project SEARCH interns to ensure it reflects lived experience and has now been published on the HELLO Local Offer.

Careers related activity includes:

- Careers Leads Network established and meeting termly.
- Training delivered to Careers Leads and SENCOS focused on CEIAG for SEND learners.
- Supported internship delivery and outcomes are being monitored and evaluated, including through independent research.

This resulted in:

- Post16 pathways are more diverse, inclusive and employment focused.
- Young people without EHCPs now have new routes into supported employment, addressing a previously unmet need.

Objective 4: Regularly gather feedback from SEND children and embed co-production

SEND Youth Forum (Aim High) is established and embedded within local area SEND governance. Young people have contributed to:

- PfA strategy development,
- SEND training (e.g. “Walk in Our Shoes”),
- Autism strategy consultation materials.

A Co-production Charter has been developed and formally launched at the Inclusion Conference (March 2026). Mechanisms are being developed to evidence and evaluate co-production across services. CYP voice is increasingly embedded in governance, strategy and service design, not

limited to consultation. Co-production is moving towards systematic monitoring and accountability.

Objective 5: Improve support for children with Social, Emotional and Mental Health needs

EBSNA Protocol is being developed and expanded through the EROS (EBSNA Response and Outreach Service) following successful LIA funding (£25,000). EROS is a multiagency, early intervention outreach model that supports children and young people experiencing emotionally based school nonattendance by strengthening schools' existing inclusive practice. Through early psychological input, consultation, training, and family support, it helps prevent escalation into specialist provision, sustain engagement in mainstream education, and promote coordinated, preventative responses across the system.

EROS pilot launched, with:

- Dedicated induction period
- Joint training with partner services (e.g. P3),
- Strong collaboration between education and health.

SEMH Educational Psychologist appointed to the EHCP Plus Team (since January 2026). Thrive Directory development progressing, improving clarity of SEMH pathways.

Initial multi-agency "Pathways in Place" meetings held, producing actionable next steps for individual CYP.

SEMH support is shifting towards earlier, coordinated intervention, particularly for EBSNA.

The Local Area Partnership is working to develop support system to ensure that schools have clearer pathways and specialist support for complex SEMH needs.

Ambition 5 - There is a flexible offer and range of interventions available for children to access alternative provision

Objective1: Create a three-tier alternative provision system

Development of the three- tier alternative provision (AP) model is ongoing, with different components progressing at varying stages. Time- limited AP is developing steadily and is beginning to be used more consistently across the local area. Other aspects of the model, including early intervention and targeted support in schools, are less developed and will require sustained focus to achieve the intended level of consistency and impact. Work is also ongoing to clarify expectations and processes for transitional and longer- term AP placements, recognising that these pathways are not yet fully defined.

Work to establish a central AP Hub within LEAP is also progressing and is intended to support implementation as the model develops. The Hub will provide a single point of access for schools and professionals, bringing together referral routes, guidance, case studies and training materials. Its purpose is to improve understanding of available provision and to support schools in navigating the system more consistently as the AP offer becomes more clearly established.

Progress on the AP infographic and visual guide has resulted in a draft set of materials designed to provide an accessible overview of the emerging AP system. These resources are intended to support greater clarity around expectations, thresholds and pathways once they are finalised. Further refinement is planned to ensure they align with the developing model and input will continue to be sought from partners as the system evolves so that the guidance is effective and fit for purpose.

Vulnerable Learners Clinics (VLCs) are now operating as an early intervention mechanism, with participation from schools continuing to increase. The clinics provide structured, multidisciplinary problem-solving at an earlier stage, helping to identify needs before they escalate. Continued monitoring of their impact will support further refinement as part of the wider AP and early intervention approach.

As these developments progress, schools are beginning to access clearer and more appropriate routes into AP. This is supporting a shift towards earlier intervention and more purposeful use of AP as a short-term, targeted support mechanism, rather than as a default or longer-term placement. Further work is required to embed this consistently, but early signs indicate movement in the intended direction.

A clear, three-tier alternative provision (AP) model has been defined and is now being embedded consistently across the local area. This model sets out graduated pathways of support, ensuring that children and young people are matched to the most appropriate provision at the earliest possible point, based on need and risk.

Objective 2: Reduce exclusions and suspensions

Updated exclusions and suspensions guidance has been published and made accessible via LEAP, ensuring schools have clear, consistent advice aligned with statutory guidance and local expectations. This has supported greater confidence and consistency in decision-making across the system.

Schools are increasingly making use of preventative support offers, including Vulnerable Learners Clinics, commissioned alternative provision and trauma-informed approaches, to reduce the need for suspensions and permanent exclusions. These approaches focus on addressing underlying need and behaviour proactively, rather than responding only at crisis point.

Exclusion numbers have continued to reduce, with evidence that schools are seeking advice and support earlier. Practice is shifting away from reactive exclusion towards earlier, planned and supported intervention. As a result, children, particularly those with SEND, are increasingly being retained in education with appropriate support in place.

Objective 3: Increase reintegration into mainstream education

A Team Around the Child (TAC) framework to support reintegration into mainstream education is being developed, providing a structured, multi-agency approach to planning and oversight. This framework supports shared accountability and coordinated support around individual pupils.

Reintegration planning is now a core expectation within AP placements and is embedded within commissioning arrangements. Providers are expected to work actively with schools and professionals to plan for return to mainstream education wherever appropriate, rather than reintegration being treated as an informal or secondary consideration.

Recruitment of Stronger Schools Officers strengthens capacity to deliver reintegration work, ensuring sufficient resource and expertise to support pupils, families and schools through transition back into mainstream settings.

As a result, reintegration is becoming more planned, structured and outcome focused, rather than incidental.

Objective 4: Improve commissioning and quality of alternative provision

Commissioning arrangements have strengthened further. The Dynamic Purchasing System (DPS) has expanded to 39 approved AP providers, widening the number of high-quality, specialist support available.

Standardised Service Level Agreements (SLAs) are now in place, setting clearer expectations for providers around support planning, progress monitoring and reintegration responsibilities. This has improved consistency and transparency in commissioned provision.

A quality assurance framework for AP providers has been implemented, with further refinement planned. This framework supports ongoing monitoring, improvement and accountability, ensuring that provision meets agreed standards and delivers positive outcomes for children and young people.

Overall, AP commissioning is now more robust, transparent and accountable, with improving quality and consistency across the provider landscape.

Objective 5: Reduce the number of children requiring tuition

Increased AP capacity has reduced reliance on individual tuition, particularly through the development of new in borough AP offer and the expansion of the DPS provider base. This has enabled more children to access structured provision rather than isolated, short-term tuition.

Providers are working closely with the local authority to develop age-appropriate pathways, including for primary aged children, ensuring that provision is developmentally appropriate and aligned with longer-term educational outcomes.

As a result, more children are accessing purposeful, planned provision with clearer learning and reintegration objectives. AP pathways are increasingly aligned to reintegration into mainstream education and improved long-term outcomes, reducing dependency on tuition as a default response.

Challenges

1. Neurodevelopmental demand and capacity
 - ASD and ADHD waiting times remain the most significant system pressure, with waits of up to three years.
 - This persists despite additional assessments, “Waiting Well” approaches and planned AI diagnostic tools and pathway reforms.
 - Demand continues to exceed capacity, impacting children and families and placing additional pressure on schools to meet needs without timely diagnoses.
2. Mainstream inclusion and placement patterns
 - Reliance on specialist provision remains high, with around 35% of children with EHCPs educated in special schools, above London and national averages.
 - Some mainstream schools report lower confidence in supporting complex SEMH and EBSNA needs, contributing to attendance issues, placement instability and increased parental requests for Alternative Provision.
3. SEMH complexity and workforce development
 - Rising SEMH need, alongside delayed diagnoses and fragmented pathways, places sustained pressure across education, health and social care.

- Delivery of initiatives such as Thrive, EROS and Mental Health Support Workers are constrained by workforce capacity and cross agency availability.
 - Ongoing upskilling and workforce development across education, health and social care remain critical.
4. Data integration and system maturity
- Progress has been made through EYES and local dashboards, improving visibility of trends.
 - Data sharing across the local authority, ICB and providers remains complex, limiting timely insight and system-wide oversight and requiring further coordination and investment.
5. Alternative Provision and reintegration
- Reintegration from Alternative Provision into mainstream remains variable across schools.
 - Capacity constraints, inconsistent practice and parental confidence issues continue to delay reintegration in some cases.
 - Further development of reintegration frameworks and quality assurance for AP providers is planned.

Summary of achievements

1. Strong partnership delivery and embedded co-production

The SEND & AP Partnership Improvement Plan (2024–2028) remains Green, with delivery on track across all five Ambition Groups and strong, visible joint leadership through the SEND Operational Group (SOG). Governance arrangements are well embedded, enabling shared ownership, challenge, and accountability across education, health, social care, and wider partners.

Co-production is now embedded system-wide, extending well beyond strategy development into the operational tools that shape everyday practice. Parents, carers, children and young people, schools, and partners have actively co-designed:

- Annual Review templates,
- Quality assurance frameworks,
- Mainstream and special school banding guidance,
- Ordinarily Available Provision (OAP) documents,
- The Preparation for Adulthood (PfA) strategy
- Local Offer content.

The Aim High SEND Youth Forum continues to grow in influence, with young people directly shaping PfA activity, EHCP experience surveys, workforce training content, and broader inclusion initiatives, ensuring lived experience meaningfully informs system improvement.

2. Earlier support, clearer pathways and stronger system tools

Significant progress has been made in strengthening early identification and consistency of support. The Early Identification Toolkit is complete and published on both LEAP and HELLO, supported by a developing training programme that has received positive early feedback from schools and settings.

Support for families awaiting neurodevelopmental assessment has improved through the near completion of clear, accessible Support Information and Guidance, coproduced with the Parent

Carer Forum (PCF), commissioned by the ICB, and designed for easy access via QR code at first contact with the Child Development Centre.

SEND reviews and peer support arrangements have expanded, with:

- Increased coverage of SEND reviews across settings, including more revisits and improved consistency of practice.
- Strengthened SENCO peer learning through PINS and Inclusion Network activity.

Quality assurance across EHCP processes has been significantly strengthened. A robust QA framework for draft EHCPs is now embedded, underpinned by monthly audits. New education, health, and social care advice templates have been implemented, including CAMHS and CDC, with social care templates progressing following the DSCO appointment. Co-produced Annual Review templates are ready for implementation.

The EYES system is live, improving data capture, monitoring, and reporting, with further benefits anticipated once the EHCP family portal is implemented.

3. Inclusion, mainstream confidence and Local Offer transformation

The refreshed Local Offer, HELLO – Hillingdon Empowering Lives, launched in September 2025 and is now actively managed through a steering group, with continuous improvement driven by Parent Carer Forum feedback and user insight.

The Inclusion Consistency Framework is progressing well, bringing together a coherent set of tools and expectations, including:

- The EBSNA Protocol (now strengthened and expanded through EROS),
- The Adaptive Teaching Framework,
- Part-time timetables protocol,
- Accessibility Strategy, and
- Inclusion self-evaluation aligned to the new Ofsted framework.

Transition support has strengthened, particularly through the extension of the CAAS Transition Pilot to additional secondary schools, the embedding of a fair share approach to mainstream placements, and revised Annual Review and transition guidance to improve planning and continuity.

4. Provision sufficiency, funding reform and quality assurance

SEND funding reform has been delivered at pace. New mainstream and special school banding frameworks have been implemented, with all special school pupils re-banded. Termly moderation panels and in year adjustment panels are now embedded, strengthening consistency and financial oversight. ESF and SENIF methodologies have been reviewed and coproduced with settings.

Capital and place planning has progressed well, including the opening of Pinn River School in January 2026, construction underway for the Meadow High satellite site (due August 2026), and approval of secondary SRP expansion alongside further feasibility work. The SEND Sufficiency Strategy has been published and is under active review.

Quality assurance of SRPs and Designated Units has been strengthened through a co-produced QA model, routine audits, and a newly established SRP/DU network, supporting shared learning and consistency across settings.

5. Preparation for Adulthood, SEMH and community inclusion

Preparation for Adulthood has moved decisively from concept into ongoing delivery improvement through career pathways aligned to PfA outcomes. Dedicated Local Offer content is in place, the PfA strategy is nearing finalisation, and a young people's version is in development. PfA is now embedded within new Annual Review templates and workforce training offers.

Supported Internships have expanded, building on continued Project SEARCH success and a DfE funded pilot for young people without EHCPs, which is independently evaluated.

SEMH support has been strengthened through the successful launch of EROS (EBSNA Response and Outreach Service) with £25k LiiA funding, recruitment of a dedicated SEMH Educational Psychologist to the EHCP Plus Team, and ongoing development of the Thrive directory alongside Pathways in Place meetings.

6. Alternative Provision and exclusion reduction

The Alternative Provision offer has expanded and strengthened, with 39 providers now on the DPS, increasing flexibility and choice for schools. Vulnerable Learners Clinics are increasingly used, supported by improved commissioning arrangements, strengthened SLAs, and a clear QA framework.

Exclusions have reduced year on year, supported by revised exclusions and suspensions guidance, clearer early intervention pathways (including VLCs and TAC), and more effective use of AP to prevent permanent exclusion.

Next steps

1. Maintain focus on system pressures and outcomes

- Continue to monitor neurodevelopmental waiting times and SEMH demand, recognising system-wide constraints and the limits of local control.
- Seek assurance on whether recent interventions are stabilising demand and mitigating risk, even where full resolution is not yet achievable.

2. Strengthen oversight of inclusion and placement trends

- Track whether investment in inclusive practice and early intervention is beginning to influence:
 - Placement patterns,
 - Attendance and exclusion trends,
 - Reliance on specialist provision.
- Request clear evidence of impact in future updates.

3. Assure delivery of SEND reforms and quality

- Maintain oversight of the implementation and embedding of:
 - Better quality EHCP, Annual Review and QA frameworks,
 - SEND funding and banding reforms,
 - System improvements (EYES, dashboards).

4. Monitor sufficiency and future readiness

- Continue to receive updates on new provision and capital delivery, ensuring risks to timescales and interim mitigations are visible.
- Ensure sufficiency planning remains aligned to emerging demand and trends.

5. Track effectiveness of Alternative Provision and reintegration

- Seek assurance that improvements in Alternative Provision commissioning are translating into: Reduced exclusions, Improved reintegration outcomes, Reduced long-term reliance on tuition and AP.
6. Champion co-production and lived experience
- Note progress in embedding co-production across the SEND system.
 - Request assurance that the Co-production Charter is influencing decisions and service change in practice, not just policy

PERFORMANCE DATA

- **Increased Mainstream Inclusion:** There has been an 10.3% increase in EHCP caseloads in mainstream provision (from 44% in 2022/23 to 54.3% in January 2025).
- **Increased Supported Internships:** 45 YP with EHCPs attend work-based learning activity in line with their PfA outcomes which is 7% increase (from January 2025 to January 2026).
- **Reduction in EHCP Growth:** The number of open EHCPs has slightly decreased last year: -1.0% change in January 2025 (*SEN2 data 2025*) and now increased by 8% (*January 2026*) but still below national average at 11% of growth (*SEN2 data 2025*), reflecting improved early intervention and support despite 25% increase in EHCNA requests in Hillingdon since 2022. It is important to note the anticipation of the new SEND reforms has led to a sustained increase in EHCNAs, which other LAs have also reported.
- **Reduced Reliance on Independent Provision:** Placements in Independent, Non-Maintained Special Schools (INMSS) have dropped from 11% to 9.5% (*SEN2 data 2025*) and currently (as of March 2026) is at 7.2%.
- **Reduced number of CYP with EHCP declared as NEET** (Not in education, training or employment aged 16-25): 21% decrease from January 2025 to January 2026.
- **Expansion of Local Provision:** Four new Specialist Resource Provisions/Designated Units have opened, with another school due to open a new secondary SRP from September 2026, and special school capacity is being expanded, despite some initial construction delays.
- **Improved Early Identification and Support:** More children are being identified and supported earlier, with new panels, and an assessment centre ensuring *right support at the right time* for those who need it. There is a 40% increase from last year of children with SEND (SEN Support/EHCP) whose recorded educational placement is an Early Years Provider.
- **Annual Reviews and EHCP Quality:** The backlog of annual reviews has been addressed, and a new quality assurance tool is improving EHCP quality and timeliness. There was a 44% increase (from January 2025 to January 2026) in EHCPs ceased thanks to improved outcomes, with young people's ongoing education or training needs now met without an EHC plan and 55% increase in ceased EHCPs as young people moved to higher education.
- **Inclusive Practice in Schools:** The SEND Advisory Team has increased SEND Reviews in schools, and the Inclusion Commitment programme is widely adopted. New funding models and exceptional funding support highly inclusive schools. The new CAAS project is being rolled out to every Hillingdon secondary school ensuring a more successful transition experience for our families moving to secondary school.
- **Alternative Provision:** A three-tiered AP system is being developed, with new clinics,

improved commissioning, and a focus on reintegration and reducing exclusions.

- **Reduction in Exclusions:** Permanent exclusions for pupils with SEND have dropped by 21% compared to the previous year.
- **Young People’s Voice and Co-Production:** Young people’s voices are increasingly embedded in governance and service design, with the “Aim High” youth forum leading on various forums, training sessions and consultations. The co-production charter is in place with all local area agencies’ commitment to ensure coproduction at all levels.

RESIDENT BENEFIT

Through the consultation process Hillingdon residents and particularly those with children and young people with SEND and who access AP were given the opportunity to share their views on the identified key priorities and approach. We listened to residents and the Parent Carer Forums and shaped the Local Area SEND & AP Strategy in light of their comments and views.

The strategy outlines the Local Area’s commitment to improving the outcomes for children and young people with SEND and those who access AP and will encourage active engagement and participation from parents, carers, and young people in strategic developments.

FINANCIAL IMPLICATIONS

Implementing the SEND and AP Strategy has significant financial implications but is demonstrably improving the sustainability of the High Needs system. As at Month 9 in 2025/26, the DSG is forecasting an in- year High Needs overspend of £9.6m, which is £2.9m lower than originally budgeted, contributing to a cumulative DSG deficit of £75.5m. This improved position reflects the impact of strategic reforms set out in the SEND and AP Strategy, including reducing reliance on high-cost independent placements, expanding local maintained and mainstream specialist provision, revising banding and top-up frameworks, and strengthening early intervention. Without these reforms, demand led pressures and provision costs would have continued to rise unchecked, resulting in a materially higher in-year overspend and a significantly larger DSG deficit. The Strategy therefore represents a critical mechanism for cost containment, value for money, and longer-term financial recovery, while maintaining statutory provision and improving outcomes for children and young people.

LEGAL IMPLICATIONS

There are no legal impediments to the recommendation set out at the beginning of the report. The strategy assists the local authority with complying with its duty under s27 Children and Families Act 2014. Local authorities must keep their educational and training provision and social care provision for children and young people with SEN or disabilities under review. Local authorities must place children, young people and families at the centre of their planning, and work with them to develop co-ordinated approaches to securing better outcomes.

BACKGROUND PAPERS

NIL.

APPENDICES

Appendix A – Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young People 0-25 years 2023 - 2028 Strategy

Appendix B – The Hillingdon SEND Local Area Partnership Improvement Plan

Appendix C – SEPB Highlight Report January 2026



Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young People 0-25 years 2023 - 2028 Strategy



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Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young People 0-25 years 2023 - 2028 Strategy



Foreword

In Hillingdon, our aspiration is for every child and young person to be and feel safe, enjoy good physical, emotional and mental health, have pride in their unique identities, feel that they belong and have opportunities to thrive.

Working in partnership, under the SEND Executive Partnership Board, the Local Authority, Integrated Care Board (ICB) and our Parents and Carers Forum have developed a strong vision to reflect our belief that Special Educational Needs and Disabilities (SEND) is everyone's business. The Hillingdon SEND and Alternative Provision Strategy 2023 – 2028 outlines our vision, aspirations, and priorities for children and young people with SEND and their families to lead happy and fulfilled lives from early years through adolescence to adulthood, in communities that accept and understand them.

To achieve this, we want our children and young people to always be at the heart of everything we do. In developing this strategy, we listened to the experience and views of children who told us what they liked, what worked well, as well as what they would like to change and where we need to improve. We are grateful to the children and families who responded to the consultation and who helped us develop an ambitious strategy for the Local Area that reflects the experiences and needs of our children, young people and families in the true spirit of co-production. We want to also thank everyone who contributed to this strategy representing schools, service providers and voluntary sector partners. We would particularly like to recognise the efforts and involvement of our Hillingdon Parent Carers Forums who, through regular meetings with the Local Area Partnership as well as through consultation and survey contributed to this strategy and we look forward to continuing to work with them over the next few years.

We consulted on an initial draft strategy from July 2022 to August 2022 with an online consultation survey and Easy Read versions made available. The consultation focused on asking respondents if we had the right vision and whether the three key priorities were the right ones. However, it was clear that the original priorities needed further consideration in light of the feedback. Local area partners worked together to create five new shared ambitions which include a new focus on improving outcomes for children who access Alternative Provision (AP) as well as children with SEND. This enabled us to ensure we could align our work to the national developments in the new SEND and AP Improvement Plan whilst also sharply focusing on what our stakeholders fed back and what our data told us we needed to do to improve outcomes further.

We believe that our children and their families play a continuing, central role in helping us to achieve the outcomes in our strategy, to feedback on progress and to tell us what they need to improve their experiences. We are committed to continuing to engage and consult with our children and their families on a regular basis.

We look forward to working in collaboration with our partners and families to ensure that our children and young people with SEND and those who access AP achieve their aspirations.

Abi Preston - Director of Education & SEND



2. Background and Context

Hillingdon's children and young people are the future of Hillingdon. We are just as ambitious for children and young people with Special Educational Needs and Disabilities (SEND) and those who access Alternative Provision (AP) as for every other child. They are entitled to the best possible life opportunities that we can give them at every stage through from their birth and early childhood through education and as they transition into adulthood and employment.

Our vision for children and young people with Special Educational Needs and Disability (SEND) and those who access Alternative Provision (AP) is the same as for all children and young people in Hillingdon:

We want Hillingdon to be a place where children and young people with special educational needs and/or disabilities and their families lead happy and fulfilled lives from early years through adolescence to adulthood, in communities that accept and understand them.

The purpose of this strategy is to set out how we will do this for those children and young people with SEND and those who access AP. It has been informed by and aligned with the following:

We believe that our children and their families play a continuing, central role in helping us to shape the strategy, to offer guidance on how to make it accessible and in helping us to develop it further. We are committed to continuing to engage and consult with our children and their families on a regular basis.

- [Local Area Joint SEND Needs Assessment \(JSNA\) 2022](#)
- [Local area SEND Inspection November 2016](#)
- Co-production meetings, workshops and consultation

This SEND and AP strategy is aligned with various strategies/plans across the local area including the:

- [Hillingdon Council Strategy 2022-2026](#)
- [CNWL Strategy for 2022-2025](#)
- [Hillingdon Council Draft School Improvement Strategy](#)
- [Hillingdon Council Joint Health and Wellbeing Strategy 2022-2025](#)
- Hillingdon Joint Autism Needs Assessment 2022
- Hillingdon Autism Strategy 2023
- [Hillingdon Family Hub Strategy](#)

- [Hillingdon Council Carers Strategy 2023-2028](#)
- [Hillingdon Early Help Strategy 2021-2025](#)
- [Hillingdon Safeguarding Children Education Inclusion Toolkit](#)
- [Hillingdon Safeguarding children and young people with complex needs and disabilities](#)
- Hillingdon SEND Sufficiency Strategy

This document describes our vision and the outcomes we want for our children and young people with SEND and those who access AP.

It describes the context within which we work, the principles underlying how we will work and our strategic priorities for the next five years to help deliver improved outcomes for children and young people with SEND and children accessing Alternative Provision.

This strategy builds on the work of the previous strategy and has been jointly developed by the London Borough of Hillingdon, the NHS in collaboration with children and young people, Hillingdon Parent Carer Forum and other key stakeholders.



3. National Strategic Context

The legal framework

The following primary legislation and guidance specifies or duties and governs our practice:

- SEND Code of Practice (0-25 years) 2015
- Special Educational Needs and Disability Regulations 2014
- SEND and Alternative Provision Improvement Plan 2023
- Equality Act 2010
- Education Act 1996/2011
- Children Act 1989/2004
- Mental Health Act 2010
- Care Act 2014
- Mental Capacity Act 2005
- Chronically Sick and Disabled Persons Act 1970
- Breaks for carers of disabled children regulations 2011

- Children and Families Act, 2014 established a clear programme of SEND reforms which developed best practice in service quality and service delivery into a set of robust requirements:
 - a person-centred, joined-up approach to identifying and meeting the needs of children, young people and their families
 - increased engagement and participation of young people and families so that they have greater choice and control, are listened to and their concerns are resolved swiftly
 - a published Local Offer of support, services and provision, how to access it and how to raise concerns or seek redress
 - the use of effective practice, data and wider intelligence and independent assessment to drive improvement
 - clearly defined and understood roles and responsibilities
 - increased integration of services and joint commissioning across the LA and Health

This legislation sits in the context of the Equality Act 2010.

Public bodies must give due regard to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

4. What are Special Educational Needs?

A child or young person can be described as having special educational needs and disabilities (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child and young person is considered to have a learning difficulty if they have:

- significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

For children aged two or over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

- Children and young people may have needs in one or more broad areas of need and these can change over time:
- communication and interaction including children with autistic spectrum disorder
- cognition and learning
- social, emotional and mental health difficulties
- sensory and physical difficulties

Most children and young people will have their needs met at an early stage and they will access support through their school or setting (in schools this is called SEND support). Children and young people with the most complex needs will have an Educational Health and Care Plan (EHCP). This plan is statutory and sets out clearly the child or young person's SEND, along with the provision they need to help them overcome the barriers to learning that these needs present.

5. What is Alternative Provision?

The definition of alternative provision is education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period suspension; and pupils being directed by schools to off-site provision to improve their behaviour.

Alternative Provision can take many different forms, depending on the individual needs of the child. It is important the school or Local Authority service commissioning the provision is clear on whether the provision is a registered school with a DfE number, or an unregistered setting as this will have considerations regarding how many hours a pupil can access the provision. In all cases, the provision should be both efficient in its delivery of education and suitable to the child's age, ability, and aptitude; and to any special educational needs they may have.

Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools, particularly in English, mathematics, and science (including IT), with appropriate accreditation and qualifications
- that the specific personal, social, and academic needs of pupils are properly identified and met to help them to overcome any barriers to attainment
- improved pupil motivation and self-confidence, attendance, and engagement with education; and clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment

Alternative provision should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience, and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment. Where an intervention is part-time or temporary, to help minimise disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable, and qualification route.

6. The Aim of the Strategy

Our SEND and AP Strategy is aligned to the five desired outcomes for all our children and young people in the borough, as per our Hillingdon Children and Young People's Plan 2021 -2024:

Five desired outcomes for our children

- To be the best versions of themselves.
- To enjoy good physical, mental and emotional health.
- To have pride and understanding of their unique identities.
- To have a stable home where they feel they belong.
- To be and feel safe and loved and empowered.

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Our ambition for residents

- Live active and healthy lives.
- Enjoy access to green spaces, leisure activities, culture and arts.
- Live in a sustainable borough that is carbon neutral.
- Be/feel safe from harm.
- Live in good quality, affordable homes in connected communities.
- Stay living independently for as long as they are able.
- Achieve well in education, with opportunities for learning at all ages.
- Have opportunities to earn an income that supports their families.

Our strategy is in line with current legislation and with the aims of the SEND Reforms that, through the Children and Families Act 2014 and supporting SEND Code of Practice, January 2015, required Local Areas (made up of the Local Authority and Integrated Care Board) to implement a set of reforms to support children and young people with SEND and their families. The Act aimed to fundamentally change the relationship between professionals and children and young people with SEND and

their families while maintaining the existing protections in the system. Whilst the Act did not change the definition of SEND, it placed the views of children, young people and parents at the heart of the system. Education, health and social care services working together to ensure that we achieve the best possible outcomes for young people, including the skills and confidence to live and work independently.

7. ICS Integrated Health and Care Strategy

The ICS Integrated Health and Care Strategy includes a focus on babies, children and young people. Childhood is a critical time to get things right for families. Needs and risks change as we grow from babies, into infants, children, and young people. Rarely can changes be made in children's health services without considering the impact on education, social development, and families. Inequalities in childhood shape our long-term health outcomes, and our later independence in society. Having a supportive family, and a good education are some of the biggest protective factors for health outcomes.

NW London Integrated Care Partnerships can now bring together key people within our health, education, and care systems with responsibilities across prevention, early years, education and children's social services. The NW London ICS programme for babies, children and young people (BCYP) will tackle childhood inequalities in a systematic way and will challenge the status quo where necessary to co-produce improved services and deliver better health outcome for children and families.

NWL ICS principles

Our strategy for babies, children, and young people (BCYP) is underpinned by these key principles:

- Listen with humility to children and their families; involve them in decisions about themselves.
- Use local, multi-agency qualitative and quantitative evidence to coproduce service improvements with families.
- Enable families to have better access to advice, preventative care, and early help, particularly in the first 1,000 days from conception.
- Consider the childhood and family health inequalities, holistic needs of the child, their physical, emotional, and mental health, and the wider determinants of health by working with agencies across health, social care and voluntary sector. (Detailed child mental health plans are in the chapter on Mental Health, Learning disabilities, and Autism).
- Balance the focus on reactive care with the proactive care to prevent later development of ill health in adulthood.
- Deliver care in the most appropriate setting; locally where possible, centralised where necessary, and making best use of the health and care estate.
- Improve equity of access, experience and outcomes across all ages, places, protected characteristics and other vulnerable groups.
- Integrate our publicly funded resources in North West London to the benefit of all children.

Child with a single long-term health condition: Children and their parents in NW London with long-term conditions have told us it is difficult to navigate the health, education, and care system. As children grow, their care transitions to adult services. This occurs at a vulnerable time of their lives. Experience of transition is often poor. Health education can help maximise self-care and independence.

The following are priority areas of focus for children with a single long-term condition:

Asthma is significantly more common in black and minority ethnic groups. For children requiring admission to hospital, there is a widening difference between the least and most deprived population deciles. Environmental factors such as air pollution, access to second-hand smoke and poor-quality housing all contribute to poorer outcomes for children and young people.

Diabetes Type 1 diabetes is affecting rising numbers of children and young people in the UK. Poor management of the condition in childhood can have severe long-term health implications. CYP with Type 1 Diabetes from minority ethnic backgrounds and those in more deprived areas have consistently poorer blood glucose control.

Epilepsy: Optimal management of epilepsy improves health outcomes and can also help to minimise other impacts on social, educational and employment activity. Poor management of epilepsy can be life-threatening and may lead to children and young people requiring unplanned emergency care. Epilepsy is the most common cause of treatable death in children and young people with a learning disability aged 4-18. 27% of CYP aged 0-24 diagnosed with epilepsy are in the most deprived quintile, compared with 17% in the least deprived quintile. Epilepsy affects an estimated 112,000 CYP in the UK.



Child with Complex Health Needs: Advances in paediatric care mean that more children with complex medical problems (for example, heart disease or neurodevelopmental problems) are surviving their early years. Given the susceptibility of these children to poor health outcomes, these advances in medical care have important knock-on implications for the design and delivery of community healthcare, and the forecasting of 'special school' places and the health workforce needed in schools. Importantly, their medical needs must also be understood and addressed within the context of the child and family's life circumstances. There is growing recognition that many other factors contribute to a child's complex health needs for example, family problems, fragmentation of health, education, and care provision, psychological difficulties or social issues. Supporting children with complex health needs is a priority area of focus for NW London ICS. This includes supporting their social development and maximising their independence and decision-making as they grow older.

When a child or young person has **Special Educational Needs and Disabilities (SEND)**, we will meet the statutory requirements as a minimum. We will spread best practice across NW London ICS. NW London ICS BCYP programme will work to co-produce a framework for speech and language therapy to improve equality of access, experience, and outcome.



8. Our Shared Principles

To achieve this vision, families, support services and educational settings in Hillingdon have agreed the principles we expect each other to adopt when working with or caring for children and young people with SEND and those accessing Alternative Provision.

We will work together to ensure that children, young people, and young adults with SEND and those accessing Alternative Provision will:

- be able to achieve the best they can in early years, at school and in Further Education including training, supported internships and employment and beyond into their adult lives.
- have greater confidence and trust in the support we offer reporting better experiences of a system which is based on dignity and affirmation.
- have services that work in partnership to offer families joined up offers to improve outcomes and the achievements of their children and young people.
- have their needs identified early, with appropriate support put in place at the earliest opportunity to empower children to achieve to the best of their abilities.
- have opportunities to attend inclusive local good quality education settings that meet the needs of our children, with seamless transitions throughout their academic career.
- be supported to develop the skills necessary for independence, in learning and everyday life.
- have access to support, in order to gain and sustain employment.
- have their health, social care and education needs understood, identified, and met in line with their aspirations.
- live in a society where people understand, respect, and accommodate differences and promote inclusion.
- have good quality support to live as independently as possible.
- Be given access to a diverse, imaginative and engaging curriculum that is relevant and appropriate.
- Be involved in developing a plan which focuses on their reintegration back into mainstream school, where appropriate.

Our aspiration is that all children in Hillingdon feel included, understood and welcomed regardless of their needs. We understand that the barriers felt by children and young people with SEND are a result of the way society is organised, rather than something intrinsic to the child. It is our roles to remove the barriers children face to enable them feel part of their community and ensure inclusion is at the heart of all we do.

Through the co-production of this strategy, we want to:

- Ensure joint ownership of the SEND and AP Strategy, its vision and aims.
- Ensure there is a multi-agency integrated approach where children and families are engaged and families and carers feel they only need to tell their story once.
- Share and align our practice to have stronger joined up services working with families and carers in response in key areas such as early identification, assessment, transition, person centred and outcomes-oriented approaches, to ensure our workforce have the skills and knowledge required and access appropriate professional development.



9. Engagement

Through this strategy we are committed to listening to and hearing the voices of all our children to ensure they are a part of our journey and that in making our plans and in developing our strategies we include what our children and young people want from services in the local area. During this strategy we are committed to work in partnership with all the stakeholders to find the best ways to engage more frequently and effectively with our younger residents.

Meaningful co-production happens when all voices are actively listened to from the start and throughout the planning process. This involves mutual respect for each other's views, with an open and honest relationship that is transparent and continually evolving to achieve meaningful and positive outcomes.

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Our Hillingdon Local Area co-production Charter underlines the way in which we work together to create a culture where professionals and families:

- 1. Are open and honest**
- 2. Value the lived experience**
- 3. Do what matters**
- 4. Are accountable and responsive**
- 5. Work together**

The next steps will lead to producing an Engagement Plan in collaboration with our children and young people and the existing Children Rights and Participation teams and engagement groups. In 2024-25 we will survey our children and their families on what is the best way to listen to them in a way that promotes meaningful participation, inclusion and equality to inform our Engagement Plan.



10. COVID impact

The impact of COVID on children and young people with SEND and those accessing Alternative Provision and their families has been significant. There were inevitably changes to children's daily routines, caused by home schooling and reduced availability of therapeutic services.

Although some children and young people with SEND and those accessing Alternative Provision reported valuing the opportunities afforded by online learning and smaller in-person classes, more often we heard of families under intense pressure not being able to access their usual support networks, children and young people's increased isolation, disrupted routines and backlogs in treatments and services. Moreover, there may be some underlying needs that have gone undetected during the period when children were not attending school. Situations like these can have a negative impact on children's emotional and mental wellbeing. For some, it may have led to increased agitation, anxiety, and more challenging behaviours.

We did learn from the challenges we had to face during the lockdown experience, and we implemented successfully more flexible ways in which families can be supported using virtual platforms (Children's Integrated Therapy Service) and a range of other technologies.

The use of virtual tools has had a positive impact on the way we engage with our families and children making it easier for them to tell us their experiences and ensure services are responding accordingly. Equality, our partnership working with colleagues has improved and became

more efficient and effective as we are increasingly able to meet virtually. A good example of this is the Multidisciplinary Panels which have good representation from all agencies and schools.

Despite the challenges, the pandemic also created opportunities. It enabled flexibility for both families and staff to meet and interact online and improve coproduction as well as to work more effectively together with SEND processes. This communication is improving relationships between families, schools and SEND services. Many of these adaptations have been continued post COVID. The local area SEND partnership uses a mixed approach of in person and online meetings and events to make the most of the partnership working opportunities.

The Council teams realigned also to place a greater focus on joined up working, partnership approaches and early intervention. SEND, education and social care moved to sit under one central directorate enabling the service to have a more holistic approach to supporting our children and families across the Borough.

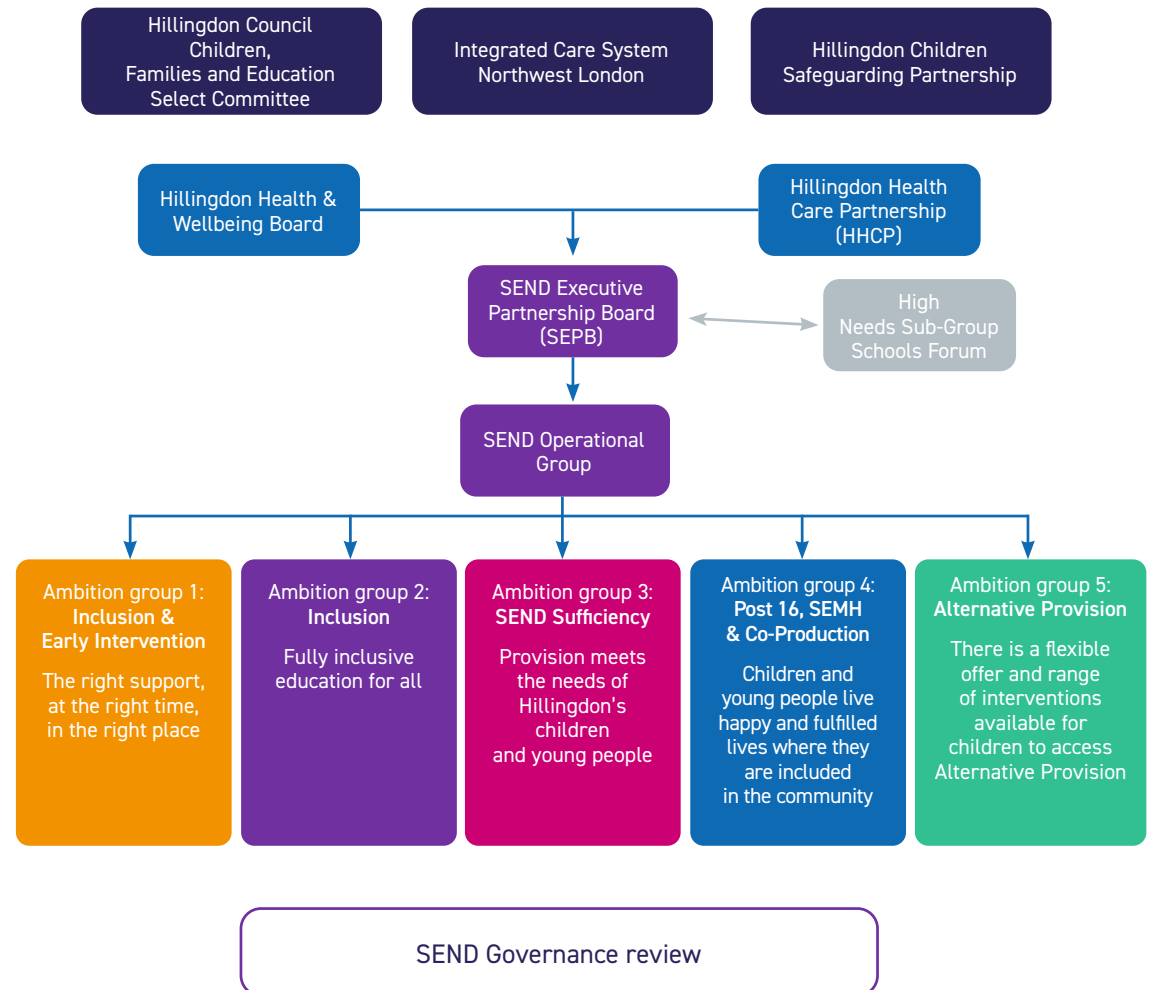
There is a clear long term impact that our children and families will face as a result of COVID however there has been significant learning from this crisis and many opportunities for the local area to improve outcomes for all children and young people with SEND and those accessing Alternative Provision.

11. Leadership and Governance of SEND in Hillingdon

Planning and delivering the priorities outlined within this strategy will require close collaboration and planning across partner agencies, parent carers and schools. Strong governance, accountability and challenge will be provided through the Hillingdon SEND Strategic Executive Board and the Hillingdon Health and Wellbeing Board. Good governance will be key to how we drive forward improvement for children with special educational needs and/or disabilities. The following groups, boards and individuals are accountable to ensure we meet our aims for children and young people.

This strategy identifies our ambitions which are delivered through our multi-agency SEND Strategic Executive Board. The Board oversees our multi-agency SEND Operational Group and the priority groups that sit underneath it. The groups meet regularly and drive changes and improvements in their areas.

These Priority Groups have a dual role in delivering the vision of the Local Partnership at operational level and feedback to the Board any developments, learning and issues that inform the strategic plans. The groups and the board continue to review the action plans to ensure that we remain focussed on the right priorities and make solid progress to achieve them and improve outcomes for children and young people with SEND in Hillingdon.



12. Consultation – Key Messages

12.1. What have our children and parents/carers told us?

In developing the strategy, we have listened to the views of parent, carers and children and young people. The consultation was responded to by 74% of parents and carers of children and young people with SEND. There was a consensus among respondents that the aim and priorities described in the strategy were appropriate and welcomed. However, it was clear that the original priorities needed further consideration in light of the feedback. Originally, we shared our plans to have 3 priorities:

Early support, additional places and transition. However, in light of some of the themes that came out of both the parent feedback and professional feedback, we decided to amend our priorities in light of this – we now have four 'ambitions'. Close working with our Hillingdon Parent Carers Forums in the delivery of this strategy, will continue to ensure family's voice remain central to achieving our ambitions.

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'For our young people transitioning and moving into the borough, more early intervention support is needed. We found it difficult to navigate the systems once we arrived in Hillingdon and we would like planning to happen much earlier.'

'Some SENDCos do not understand of the needs of our children and this can impact on them getting the right type of support within school.'

'We know there is increased pressure on mainstream schools to support some children who should otherwise require specialist provision, due to a lack of school places in borough. This delay in moving can be stressful.'

'We feel more training and understanding is needed in mainstream settings of children and young people with unmet autism or Social Emotional and Mental Health needs, which is often played out in their behaviour.'

'Teachers in mainstream schools lack awareness of how ASD is presented in girls which has a detrimental effect on their mental health.'

'We still feel we have to tell our story again and again, so there needs to be a more integrated approach, with professionals working together.'

'Increase SEN trained LSA's.'

'Better understanding of SEND behaviours and triggers so teacher manage classroom situations more productively.'

Listening to Autistic People: What Autistic People have told us

Consultation by North West London Clinical Commissioning Group in 2021 with experts by experience identified the following key areas where improvements were required to support autistic people:

- Meaningful co-production with autistic people as equal partners in training and service design.
- Reducing waiting times for diagnosis with support whilst people wait.
- Adaptations to the autism assessment process (including use of language) so that it is a more positive experience.
- Provision of person-centred post diagnostic support – a combination of face to face and remote.
- Developing autism aware communities.
- Using autism flags to identify autistic patients so that reasonable adjustments can be made.
- Developing autism expertise in mental health services.
- Improved access to GPs.
- Access to practical and peer-led support.
- Adapting the current Talking Therapies (also known as Improving Access to Talking Therapies or IAPT) model to meet the needs of many autistic people.
- Shifting to service provision based on needs so that autism does not become a diagnosis of exclusion.

HACS (Hillingdon Autistic Core & Support) undertook consultation about post-diagnostic support in 2022 and this identified six key areas of concern that are listed below in order of priority to consultees:

- Development of a peer support programme
- Social relationship building opportunities
- Employment support
- Clinical support
- Benefit support
- Independence and life skills



12.2. What have professionals told us?

- Mainstream Headteachers and SENDCo's are concerned that they are being asked to continue with provision for children and young people with SEND when it is felt that specialist provision is more appropriate but there is no capacity to meet this need in borough.
- It is felt that there remains a lack of special school places in Hillingdon to provide for young people with autism or SEMH and more skilled and trained staff are needed to meet the needs of children and young people with SEMH needs.
- The Children's Integrated Therapy Service is not able to offer early intervention and non-statutory support for children and young people with emerging therapy needs.
- Earlier identification of complex learners at phase transfer stage is needed, so that suitable provision can be identified.

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'Would be interested to know what work you would do with school to prevent FTE and PEXs.'

'Specialist provisions are full but recent place planning figs. showed that primary schools are not all full. Having spaces does not always mean that a school can meet needs of all SEND children.'

'I think work needs to be done with local businesses and organisations to enable them to offer employment to young adults with SEND.'

'More social skills and life skills training should be provided for those children leaving school to allow them to be safe and more independent as adults.'

'Build better links with CAMHS and other local services.'

'Particularly agree with the need for pre-statutory support and pathways.'

13. The Hillingdon context

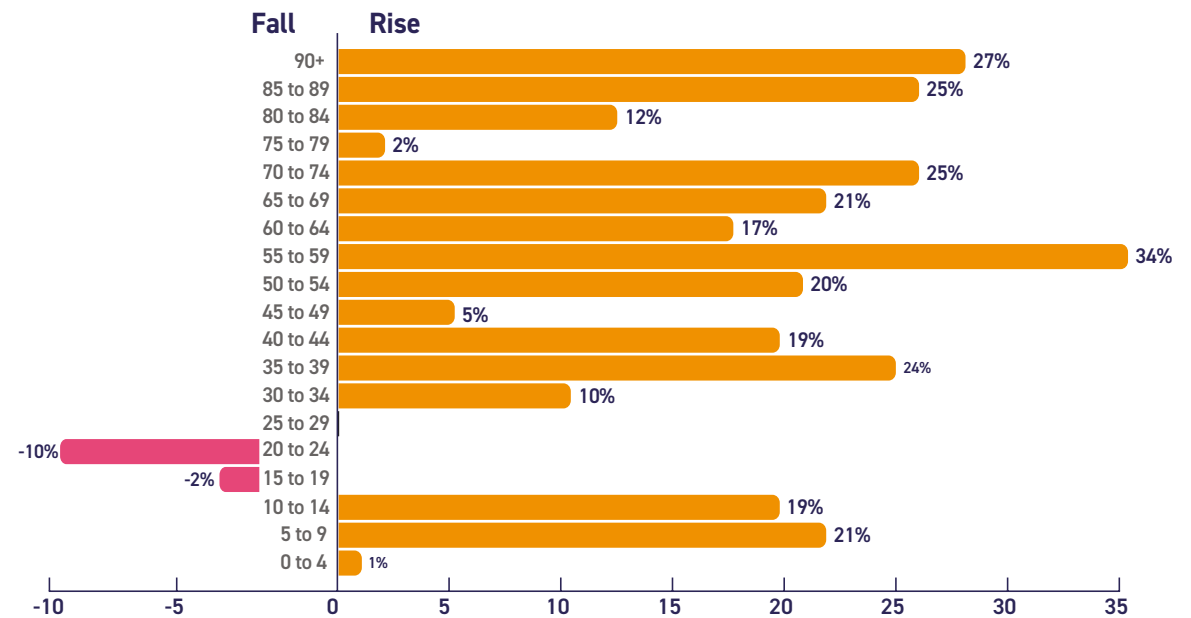
The Hillingdon Joint Strategic Needs Assessment informs this strategy at Borough and Ward level.

13.1. Population

Hillingdon is the second largest of London's 32 boroughs covering an area of 42 square miles over half of which is a mosaic of countryside including canals, rivers, parks and woodland, interspersed with historic towns and villages. It shares borders with Hertfordshire, Buckinghamshire, Surrey, Hounslow, Ealing, and Harrow.

In Hillingdon, the population size has increased by 11.7%, from around 273,900 in 2011 to 305,900 in 2021. This is higher than the overall increase for England (6.6%), where the population grew by nearly 3.5 million to 56,489,800 (source: [ONS](#)). The 2021 Census showed that in the last 10 years Hillingdon's population has grown overall by 11.7% with a 12.9% increase in children under 15 years. 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 approx. 10% of our children.

The table below shows the changes in population in the last 10 years (2020 census).



The population is diverse and growing and people are living longer. It 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. The proportion of 17% of children is below London and England proportions of 18% and 19%. Townfield and Yeading have the highest percentage of children (under 16 years old) in low-income families.

Hillingdon's rate of Looked after children is currently 50 per 100,000 – this is higher than both statistical neighbours and England. This is also double the rate the borough had in 2020-21. This growth is due to the recent spike in arrivals of unaccompanied asylum seeker children. Of the 185 looked after children who became looked after in the last 6 months - 128 were unaccompanied asylum seeker children.

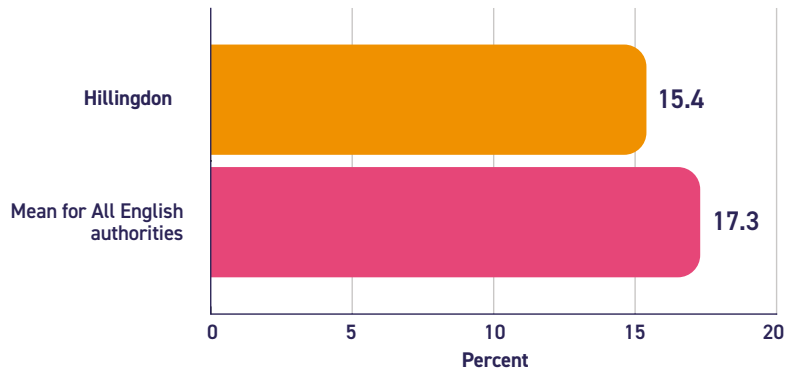


13.2. Special Educational Needs and Disabilities (SEND)

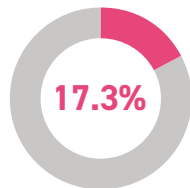
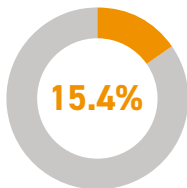
During 2022-23, Hillingdon identified 15.4% of pupils who have either an EHC Plan or are receiving SEND support. This compares to an average of 16.9% in London.

Hillingdon historically had higher levels of children with EHCPs than the national average but the gap has closed more recently in 2022-23. In June 2023, there were 3400 EHCPs.

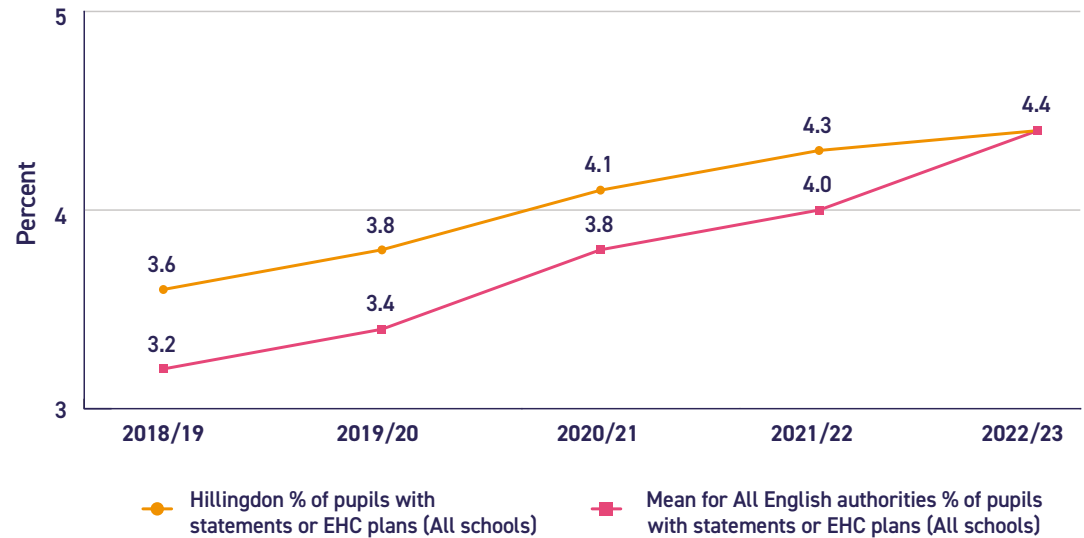
% of pupils with SEN (2022/23 (academic))



(source: LG Inform)

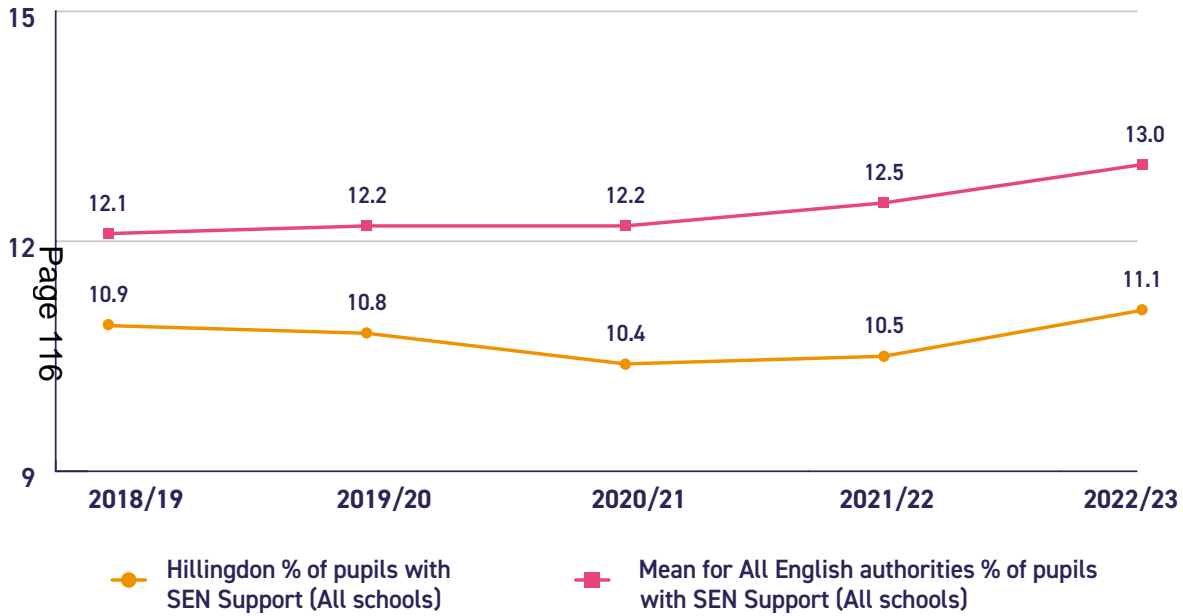


% of pupils with a statement or EHC Plan (from 2018/19 (academic) to 2022/23 (academic))



However, the percentage of children receiving SEND support is below the national average across England. Hillingdon had 11.1% of children with SEND support compared to 13% nationally.

% of pupils with SEND Support in all schools (from 2018/19 (academic) to 2022/23 (academic))

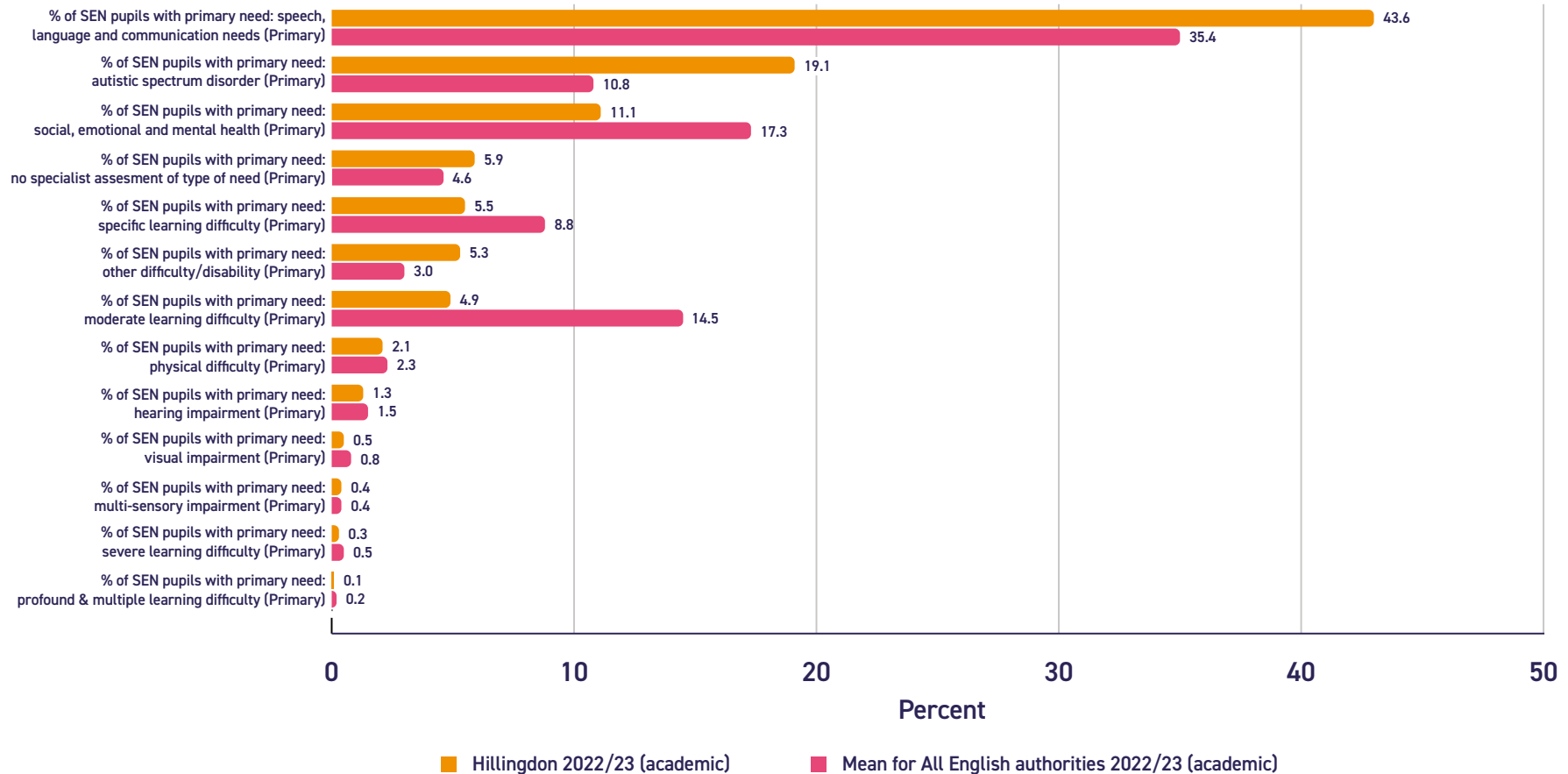


In Hillingdon, 16.3% of looked after children receive SEND support, compared to 26.3% nationally. 34.1% of Looked After Children in Hillingdon have an EHCP, compared to 31.5% nationally.

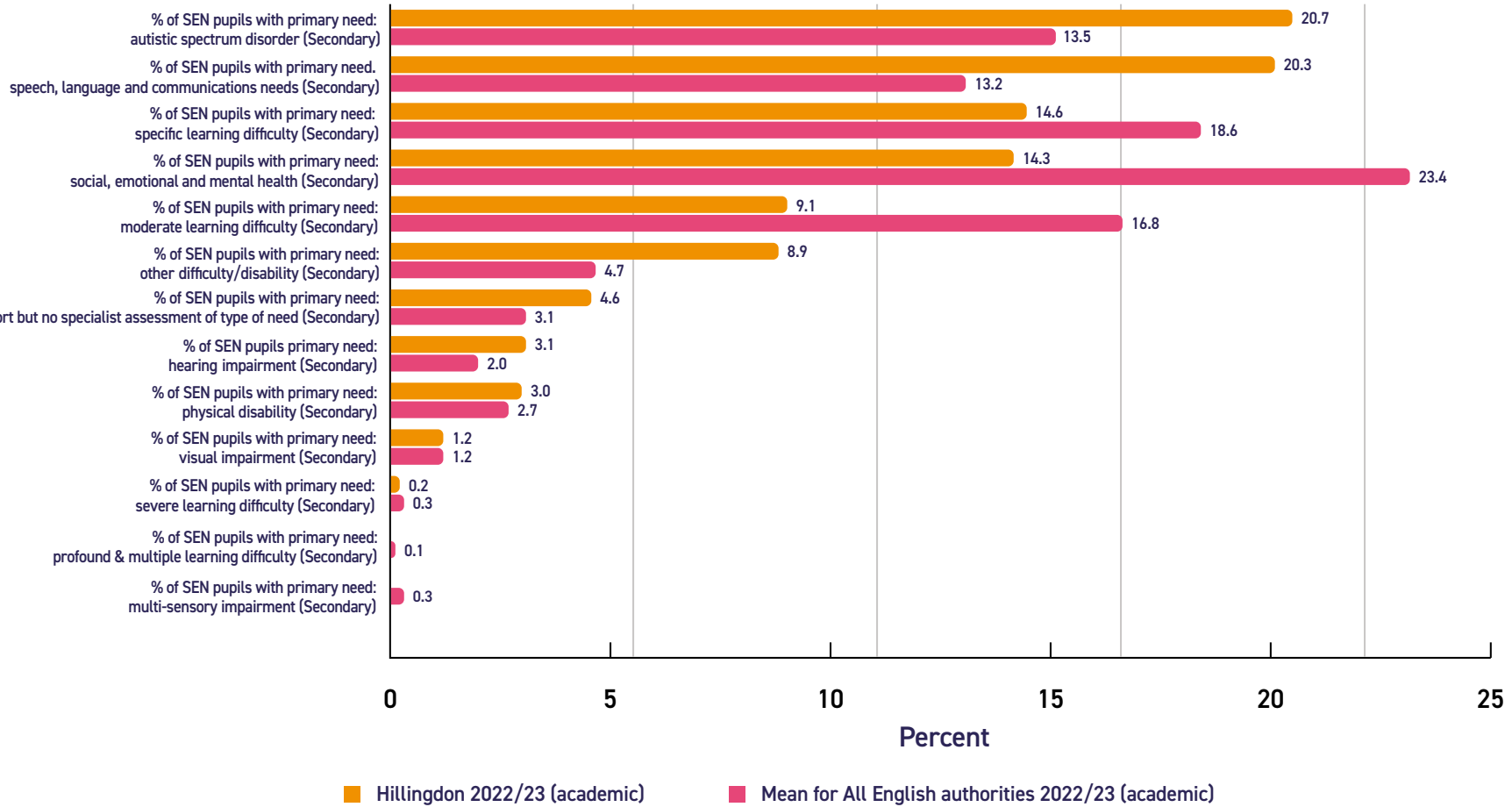
The primary need for children with SEND in Hillingdon is Speech, Language and Communication Needs (SLCN), followed by Autism

Spectrum Disorder (ASD). This is followed by Social, Emotional and Mental Health needs (SEMH). The table below shows the primary needs for children across Hillingdon compared to national (The following charts show the breakdown of need in Hillingdon by primary, secondary and special school, compared to the national averages and ranked by prevalence):

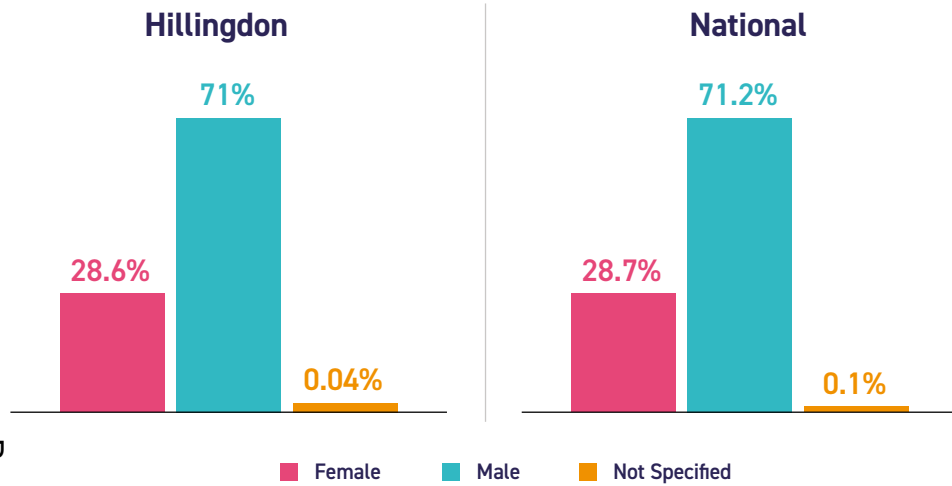
Primary need in primary schools (2022/23 (academic))



Primary need in secondary schools (2022/23 (academic))



The majority of children with EHCPs in Hillingdon are male, which is in line with national statistics.



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(source: SEN2)

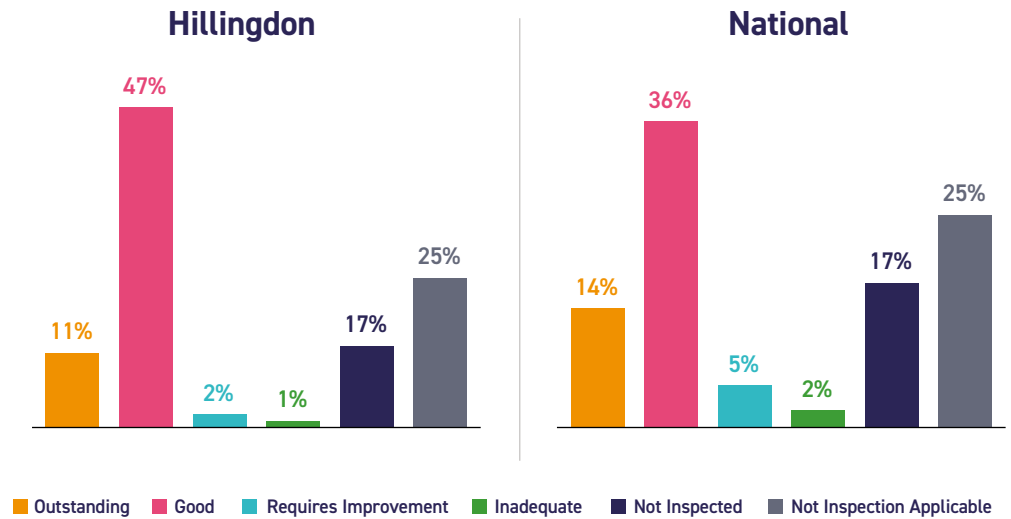


13.3. Hillingdon's Schools

In Hillingdon, 11.0% (410) of children are in Outstanding schools. This is 3.0% lower than the national (14.0%). However, 47.0% (1,780) of children attend Good schools, 11.0% greater than the national (36.0%).

More children attend good or outstanding schools in Hillingdon than the national average. The percentage of children attending schools that have a grading of Requires Improvement and Inadequate percentages are 2.0% (90) and 1.0% (50) respectively. That is 3.0% lower than the national cohort for Requires Improvement (5.0%) and 1.0% lower than the national for Inadequate (2.0%).

Ofsted ratings



(source: SEN2)

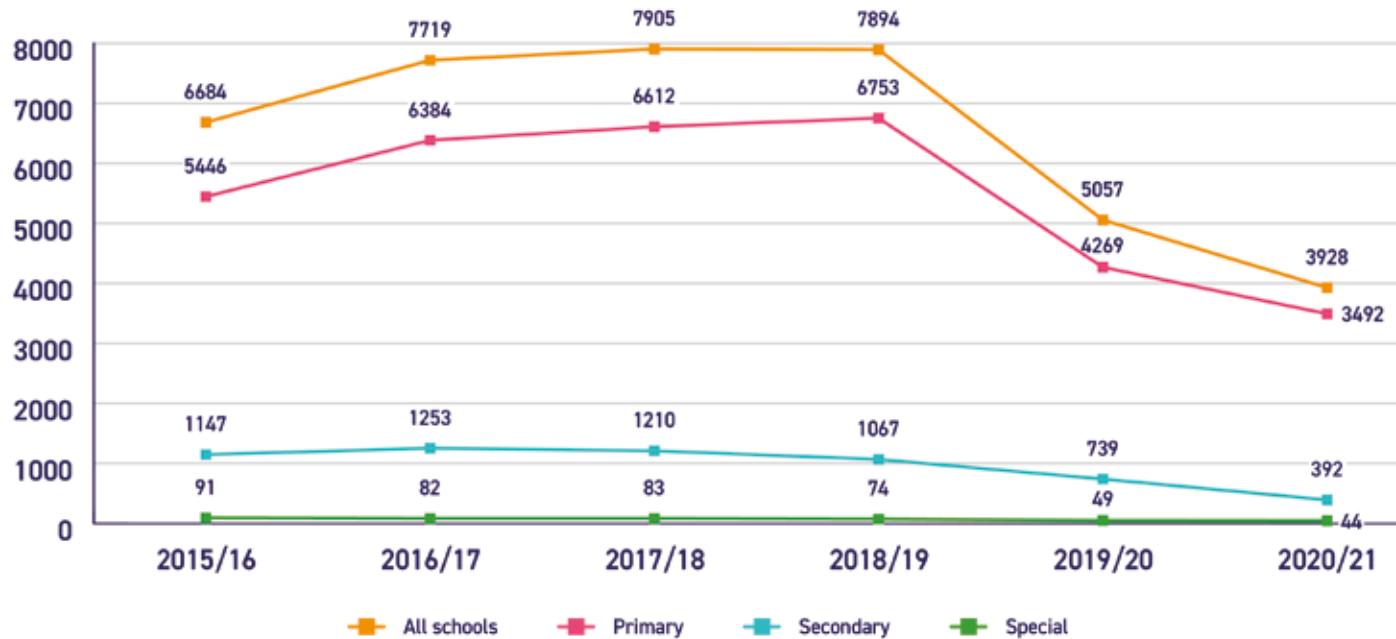
13.4. Alternative Provision in Hillingdon

DfE statistics on pupil numbers show there were 12,785 pupils on roll in AP schools (pupil referral units and alternative provision free schools / academies) in January 2021 compared to 15,396 the previous year.

On average in Hillingdon there are around 145 children who require access to an AP at any given time. The need for this access can vary from their SEND, being issued with a permanent exclusion, being medically unfit to attend school, being newly arrived to the borough or a place may be commissioned directly by a school for a time-limited period to address a specific need. Of these 145 children, the majority require access to an

AP either for their SEND or because they have been permanently excluded from their mainstream setting.

There were 3,928 permanent exclusions in the 2020/21 academic year in England. This is over 1,000 permanent exclusions lower than in the 2019/20 academic year and around half the number of permanent exclusions in the last full academic year before the pandemic. This gives a permanent exclusion rate of 0.05, this is the equivalent of 5 permanent exclusions for every 10,000 pupils.



Source: DfE data: Permanent exclusions and suspensions in England. 2020/21

The permanent exclusion rate for pupils with an Education, Health and Care Plan (EHCP) is 0.08%, and for pupils with SEN with no EHCP (SEN support) is 0.15%, compared to 0.03% for those without SEN. The suspension rate is also higher at 12.98% for pupils with an EHCP and 11.86% for pupils with SEN support, compared to 2.80% for those without SEN.

During academic year 2022/23, Hillingdon processed a total of 58 permanent exclusions. 51 of these were issued by Hillingdon schools and 7 were from out of borough (OOB) schools but the child was resident in Hillingdon. 48 of these children went on to require an AP place.

The number of children requiring access to an AP and their needs changes month by month, therefore the AP offer in Hillingdon is broad and flexible. Providers currently commissioned by the local authority and our schools include:

- AP Free Schools
- AP Units
- Further Education Colleges
- Sixth Form Centres
- Online learning
- Tuition Centres
- Personal tutors



14. SEND Support and Early Identification

In 2022, nationally 12.6% of the school population are on SEND Support, from 12.2% in 2021. In London, 11.4% of the total school population are on SEND Support, however in Hillingdon this position is lower with 10.3% of the school age population. It is a strategic priority for the Local Partnership to continue to work closely with the local schools and partners to ensure that we identify early and accurately children who may have a SEND need and we aim to provide proportionate and effective support at point of need. The strategy endorses the work the partners are doing to promote early identification and create a framework where the findings and the evidence produced by these initiatives are assessed and included in future plans.

From 2021, the way in which professionals and families apply for an EHCP changed. All requests now go through the Stronger Families Hub in order for applications to be triaged and assessed holistically. This offers a single point of contact for families to access support from: Social Care, Early Help, SEND, Adolescent Development Services, Portage, Stronger Families (Locality Key working teams), SEND Key Workers, attendance and Children Missing from Education (CME) teams. It now enables health professionals to submit SEND Early Health Notification, once they have identified that a child may have long term SEND. Schools, post 16 and early years providers can request support for children with SEND.



To promote early identification and proportionate and effective intervention for our children, we have invested in our SEND Early Help and intervention model. This model sets out how pre-statutory support will be offered and how this will support demand management. As part of the model, we reconfigured our SEND Specialist Advisory Service (SAS) enabling it to better identify emerging SEND needs earlier and offering pre-statutory support to our children and families. This leads to the right support being offered at the right time. This approach is supported by the development and implementation of a multiagency developed Early Identification Toolkit that promotes a graduated approach that achieves effectiveness through working in partnership with families and education providers, engagement with outside agencies and applications for additional funding where needed.

Another area of focus was to develop a comprehensive multiagency Early Years pre-statutory support offer. Our offer now includes an array of services that aim at providing proportionate support and intervention to our children as soon as need is identified and by working together with the families and education providers.

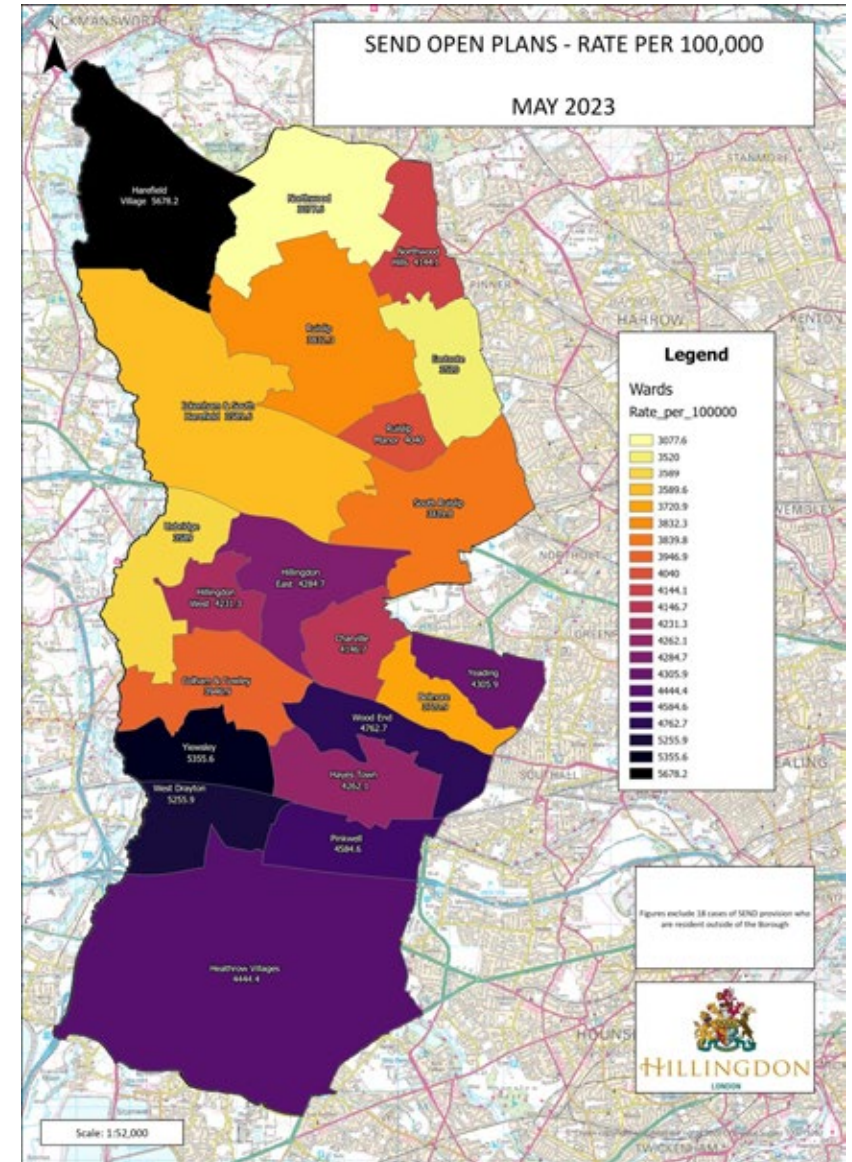
One example is the introduction of Early Support Funding (ESF) for those children who require additional support but, with the right support, can close the gap with a time-limited source of support. This is one of a few pre-statutory funding streams the Council offers to support schools without requiring an EHCP.

15. Education Health and Care Plans

In the last 5 years, there has been a significant increase in numbers of pupils with EHCPs, SEND support has remained fairly stable; DfE statistics for 2022-23 show 4.4% of pupils with an EHCP in Hillingdon schools (4.4% nationally). In June 2023, there were 3400 EHCPs in Hillingdon.

An analysis of the distribution of SEND needs across the Borough demonstrates that the highest incidence of EHCPs is in the south of the Borough along with higher levels of EHCPs in Harefield ward.

The statutory assessment process for an EHCP takes place over a 20-week period, from the request being received to an EHCP being finalised. Nationally, over the past year 55.6% of assessments were completed within the 20-week timescale, a decline from the previous year at 58.7%. As of January 2022, SEN2 data, the cumulative average in Hillingdon for completing assessments within 20 weeks has significantly increased in the calendar year (2021) from 22.7% in 2019 and 34.1% in 2020 to 87% in 2021.



The number of children and young people with an EHCP with Autistic Spectrum Condition (ASC) as a prime need has increased from 584 in 2017/18 to 896 in 2021/22. Our projections indicate further growth of 20% in the next coming 5 years. Hillingdon has an extensive and rich range of inclusive education provision, from Early Years through to Further Education with dedicated and tailored specialist provision. We recognise that we need to continually improve our services and to be flexible in the offer so we can adapt to changing and increasing needs. Our ability to develop, adapt and increase provision in line with demand will be essential to meet the outcomes of our children and young people in the future.

We know that children and young people achieve better outcomes when we have a clear focus on working together. We are proud of our collaborative working with our education provisions that provide exceptional education and pastoral care for our children and young people with SEND.

Our Hillingdon Safeguarding Children's Partnership recognises that children and young people with SEND are more vulnerable to risk of harm. Our joined-up approach seeks to deliver support and intervention at the earliest stage to ensure they are protected. We recognise that many service providers, partners and community groups play an important part in supporting our young people into adulthood.



16. SEND Data Outcomes

Key Stage 1 outcomes

Our SEND Data outcomes for Key Stage 1 have historically been in line with or above national for SEND Support, however, our outcomes for children with EHCPs has historically been below national until 2022 outcomes. At this point, children achieved roughly in line with national for reading and above national outcomes for writing and maths.

	2019/2020			2020/2021			2021/2022		
Achieving ARE	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Hillingdon Pupils									
All	76.2%	70.1%	78.4%	74.6%	69.5%	77.7%	69.7%	59.2%	71.4%
SEND Support	44.3%	31.9%	49.9%	40.9%	32.1%	50.3%	43.6%	31.2%	49.3%
EHCP	12.1%	8.3%	14.6%	12.7%	7.8%	15.6%	11.8%	9.7%	17.4%
National									
All	75.5%	70.0%	76.1%	74.9%	69.2%	75.6%	66.8%	57.6%	67.6%
SEND Support	38.0%	28.7%	41.3%	35.0%	26.0%	38.8%	29.6%	19.7%	33.2%
EHCP	17.8%	11.5%	18.1%	15.6%	9.4%	16.6%	12.0%	7.3%	13.7%

Key Stage 2 outcomes

For Key Stage 2 outcomes, it is a similar picture where outcomes are above national for reading, writing and maths for children with SEND Support. For children with EHCPs, outcomes are higher than national in all aspects except for reading (in 2020 and 2022).

	2019/2020			2020/2021			2021/2022		
Achieving ARE	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Hillingdon Pupils									
All	77.6%	81.0%	78.5%	75.9%	81.7%	82.9%	76.0%	72.7%	76.4%
SEND Support	50.2%	43.4%	48.4%	44.7%	46.6%	51.5%	51.5%	39.0%	47.6%
EHCP	15.5%	14.7%	20.9%	20.9%	16.5%	24.1%	14.6%	13.0%	15.1%
National									
All	75.3%	78.3%	75.5%	73.2%	78.4%	78.7%	74.6%	69.4%	71.5%
SEND Support	43.1%	37.6%	41.8%	40.9%	38.8%	46.2%	43.8%	30.5%	39.8%
EHCP	17.0%	13.3%	15.6%	16.4%	13.6%	17.0%	16.2%	10.6%	14.8%

Key Stage 4 outcomes

At key stage 4, the gap between children on SEND support and non-SEND children's outcomes are similar to national in 2020 and 2021 but the outcomes in 2022 show a slightly smaller gap than national outcomes. For children with EHCPs, the gap was historically larger and this has closed somewhat by 2022 where the gap is roughly in line with national.

However, the gap between the outcomes at SEND support and EHCPs are significant and need further consideration when setting our priorities.

	2020		2021		2022	
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5
Not SEN	81.2	61.1	80.2	56.1	80.8	60.2
SEN Support	42.4	20.6	42.8	20.9	45.3	26.7
LBH Gap - not SEN & SEN Support	38.8	40.5	37.4	35.2	35.5	33.5
National gap - Not SEN & SEN Support	38.1	35.3	36.9	35.8	37.9	34.0
EHCP	16.8	4.0	12.4	7.0	15.2	7.3
LBH Gap - Not SEN & EHCP	64.4	57.1	67.8	49.1	65.6	53.9
National gap - Not SEN & EHCP	49.3	48.1	63.2	50.2	62.5	53.9

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17. DSG Safety Valve Agreement

Hillingdon is one of many Local Authorities that have successfully secured a Dedicated Schools Grant (DSG) Safety Valve Agreement. The Council reports quarterly to the Department of Education to monitor progress against our objectives:

- Early intervention including standardising good practice and inclusivity across the mainstream sector by promoting the use of SEND reviews, Early Support Funding, Early Health Notifications, the use of the Educational Psychology service, outreach support and pre-statutory family support services.
- Developing consistent processes for support through EHCPs and stakeholder engagement.
- Updating the Council's approach to top-up funding to ensure the right support at the right time is provided to our children and young people.
- Developing further specialist provision in schools and reducing reliance on out of Borough placements whilst optimising the use of mainstream settings.
- Explore different models for alternative provision and continue to review existing commissioned places whilst quality assuring the provision that is in place.
- Further develop the collaboration between agencies when supporting children and young people.
- Having robust data sets to base strategic planning on and appropriate governance.

Hillingdon's Safety Valve Agreement was agreed in March 2022 and a strong governance framework was established along with a delivery plan.

Progress is monitored through the DSG Delivery Group and reported to the DSG Programme Board. Specific Priority Groups are set up and they are contributing to the evaluation of services, ensuring the sustainability of service delivery and the delivery of priorities outlined in the SEND & AP Strategy and in the Safety Valve Agreement.

Our Safety Valve plan is fully interwoven into our strategic objectives for ensuring effective SEND support is in place across our Borough.

18. Previous Inspection Outcomes

The previous inspection of the local area took place in November 2016. There were many strengths identified across the services, such as 'Leaders in the local area are dedicated to developing strong joint working practices that result in improved outcomes for all groups of children and young people who have special educational needs and/or disabilities.'

A number of areas of development were identified as part of the inspection and this strategy aims to address these along with our own self-evaluation of where we need to further develop key aspects of our offer:

Key themes that were identified for areas of development are as follows:

- EHCP targets and desired outcomes provided by health and social care
- Processes to identify additional needs in those who are home educated or out of school
- Involvement of GPs in carrying out health assessments for people who have learning disabilities
- Waiting times for CAMHS
- Improvements to the Local Offer
- Designated Medical Officer capacity
- Provision of specialist equipment
- Attainment of children on SEND Support
- Threshold for social care support from the Children with Disabilities team
- Use of reliable information

The majority of these areas have been improved since the last inspection but we have included many of these in our ambitions for improving the provision and services for children with SEND and families.



19. Our Ambitions

Local Area Ambitions for Children, Young people, and Young Adults with SEND

Our strategy is underpinned by five key 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 intervention for children
to access alternative provision



Ambition 1



The right support, at the right time, in the right place

We will improve children's and parents' experience of the SEND system by delivering the right support in the right place at the right time

Context:

There is clear evidence in research that helping families as early as possible and providing support at the right time can reduce the likelihood of problems escalating (and the need for more intensive interventions) and improve long term outcomes. NASEN reported on the importance of early intervention services, as reported by Cerebra. A recent study of over 600 families found that less than 30% of children had received targeted early intervention support in the preceding 12 months.

In Hillingdon, early intervention services are delivered through a multitude of ways. The SEND Advisory Service (SAS) offer a range of support free of charge for schools to support children with SEND needs (without an EHCP). Support is provided by specialist advisors as well as a range of funding streams to close the gap early. Referrals for EHCPs are managed centrally through one front door within the Stronger Families Hub. This enables the Council to offer support from a range of services prior to and alongside an EHCNA. The Council offers an early years SEND

advisory service, supporting nurseries and PVI's with specialist advice and guidance, as well as services such as portage and key working support.

Health services are provided via an integrated therapy agreement with CNWL, in collaboration with the Integrated Care System (ICS). The current agreement is historic and needs updating in light of the substantial increase in demand over the past few years. Through this agreement, early interventions are offered to support children without an EHCP.

Our current outcomes data for children with SEND in 2022 shows that this group perform well compared to national in most areas of outcomes, however, there is more we can do to ensure our children achieve more at their statutory assessment points and have the best opportunities to succeed. In line with the SEND & AP Improvement Plan, we aim to focus further on early intervention in order to close the gap before it widens, where possible.



Ambition 1



The right support, at the right time, in the right place

We will achieve this by:

Review and refine early intervention offer

- Increasing awareness of Early Help, intervention and inclusion across schools, community and families
- Reviewing our current early intervention offer and refining it to meet the needs of our families
- Further developing & implementing the Early Identification Toolkit (EI Toolkit) that promotes a graduated approach
- Provide more support to our early years settings via the SEND Advisory Service, EPS and health services to ensure that needs are identified early, and appropriate interventions are in place. New EPS Early Years advisor role to commence to support this

Review and refine approaches to early identification, assessment and reviewing of EHCPs

- Offer support, advice and resources for families while they might be waiting for assessment and diagnosis
- Ensure annual reviews are up to date and high quality, appropriately planning for the next phase of education and completed in expected timeframes
- Provide high quality training and support to schools
- Ensure high levels of compliance to timelines for new EHCPs

Develop clear pathways for support

- Make more support and resources available without the need for a diagnosis, and without needing an EHCP
- Create clear pathways which families and professionals can easily navigate to arrange support and assessment
- Further developing the Early Health Notification Panel to improve the identification of SEND from birth to ensure services are provided in a timely manner
- Develop an Early Years Assessment Base

Ambition 1



The right support, at the right time, in the right place

Develop new collaborative agreement & ways of working for Children's Integrated Therapies

- Develop new ways of working to meet the current demand of health services and support whilst also ensuring more children receive the support they need at the right time
- Create a collaborative agreement between health and the Council to demonstrate how key aspects of the local area will work together to meet needs

Improve outcomes for children with EHCPs and SEND Support

- Working closely with the Education Improvement team, SAS, schools, governors and the Hillingdon Learning Partnership, develop effective training, evidence-based interventions and support for schools to have high ambitions for children with SEND and to tailor support to close the gaps
- Support schools to identify needs early and appropriately with support put in place without delay



What does success look like?

- Parents have confidence in the local area SEND services available in Hillingdon, and know how to get support, whether that is within health, education, social care or the voluntary sector, as evidenced in surveys
- Numbers of children and young people identified with SEND will be in line with population expectations and fewer children require an EHCP to meet their needs, due to successful early intervention
- Quality of all assessments reflect a child centred approach and show joined up working
- Education, Health and Care assessments are completed in a timely manner and are high quality
- Reviews are on time, thorough, and support providers to enable improvements in the outcomes for the child or young person.
- Parents report that access to health services has improved and their health needs are being identified and met earlier
- There are clear pathways for support which parents understand and report being effective
- A new collaborative agreement with Childrens Integrated Therapies is in place and effective and appropriate to meet the needs of the local area
- More children with SEND will achieve the expected standard in reading, writing and maths at the end of Key Stage 2, and the Attainment 8 and Progress 8 scores of young people with SEND show a sustained improvement

Ambition 2



Fully inclusive education for all

We will support all schools and settings in Hillingdon to be inclusive and welcome children and young people with SEND

Context:

There has been a substantial increase in SEND needs in England over the past decade, which has been compounded by the lasting impact of COVID-19, leading to more children with speech and language delays, increased SEMH needs and wider SEND needs nationally. More children are being placed in special school provision and requiring specialist support than ever before. Hillingdon has a range of specialist provision and a wide range of mainstream schools who support children with SEND needs. The most recent census data demonstrates there are significant variances in the levels of inclusion in different schools across the borough, ranging from schools having 0.3% of children with EHCPs in mainstream schools to around 6%. [Warnes \(2021\)](#) researched mainstream teachers' concerns about inclusive education for children with SEND and identified there was a varied understanding of what was meant by inclusive education and varying levels of confidence amongst teachers in supporting children with a variety of needs. Parent feedback, as part

of the development of this strategy, demonstrated similar concerns were felt by parents in Hillingdon, where they saw that mainstream teachers needed more support to better understand how they can improve outcomes for their children. The DfE reported on this as part of research informing the SEND reforms. It was found that some schools subtly dissuade parents of children with SEND, stating they cannot meet their needs. Not all schools in Hillingdon welcome children with SEND as much as others, whilst some schools are very inclusive. Refocusing intervention and quality inclusion within mainstream schools will also enable our specialist settings to concentrate on those learners with the most complex of needs as the bar in terms of severity continues to rise. In line with the SEND & AP Improvement Plan, we aim to create a skilled workforce and excellent leadership of SEND. As a local area, it is vital that we support our schools to feel empowered to support more children with a variety of needs and that they have the tools to do so.



Ambition 2



Fully inclusive education for all

We will achieve this by:

Promote Hillingdon's approach to inclusion including increasing uptake in SEND reviews & peer mentoring

- Identify, model and share good inclusive practice in schools (i.e., where CYP with SEND feel they belong, feel valued, supported to make progress to achieve their ambitions through high quality teaching and a challenging, broad curriculum)
- Promote peer reviews of inclusion with an identified focus on SEND provision
- Increase uptake and impact of SEND reviews across all settings

Improve functionality of the Local Offer

- Review current effectiveness and ease of use of the existing local offer, listening to feedback from families, practitioners and schools
- Improve content and signposting within the Local offer so families feel they can make effective use
- Raise awareness of the Local Offer with the community and regularly promote the website

Support and empower settings to play their part in a fully inclusive system

- Establishing frameworks to support settings with the identification of SEND and how to best put support in place through Ordinarily Available Provision
- Provide all schools with a contextualised overview of inclusion data in mainstream schools to help identify areas for development and measure impact
- Include schools with low levels of EHCPs when consulting on settings, as they have resources and capacity to meet needs

Ambition 2



Fully inclusive education for all

We will achieve this by:

Develop training opportunities for LBH staff, health, social care and schools

- Create a workforce training plan across the local area to share expertise, improve consistency and to ensure all partners work together to improve outcomes for SEND
- The SEND Executive Partnership Board will monitor impact and outcomes collectively through regular monitoring of data across the area

Review and refine support for SEND children with transitions, attendance and exclusions and vulnerable group

- The Council, working collaboratively with schools, to develop strategies to reduce the numbers of children who are excluded from education
- Monitor children with SEND who are part of the YJS, analyse ethnicity breakdown and other factors to ensure support is appropriately targeted to improve outcomes
- Create a map for parents around key ages and stages, with core information about what to expect at common transition points, including videos and lived experiences of what the next stage of education, health or social care support looks like



What does success look like?

- Parents report the Local Offer is easy to navigate and offers a wealth of information and signposting which meets their needs
- The majority of children and young people with an EHCP are educated in their local mainstream school – nationally published data shows the proportion of CYP with an EHCP in mainstream is at least in line with national, regional & statistical neighbour
- Schools report increased levels of confidence in supporting a range of needs and are more inclusive
- Schools, families and the local area workforce report effective training programmes are available and are improving practice
- Children with SEND with wider needs have appropriate support holistically to improve outcomes and trends in data are used to target support accordingly. Barriers to health or education support are removed for key groups where inequalities were evident
- Parents are clear on the choices available for transition points and children are supported through transitions to have successful placements in their next phase of education – leading to a reduction in the number of requests for a change of placement
- There is a reduction year on year in the number of suspensions and permanent exclusions of children and young people with SEND
- More children and young people with SEND attend school regularly and less children and young people with SEND are attending school on a reduced timetable
- Our local area partners tell us that that they have the right skills and knowledge and access to appropriate training

Ambition 3



Provision meets the needs of Hillingdon's children and young people

We will deliver new, ambitious and innovative provision that enables children and young people with SEND to receive excellent education in their local community



Context:

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Nasen recently reported on the importance of early intervention services to close the gap on children's needs at the earliest opportunity. A recent report, 'Investing in Early Intervention', referenced the impact this can have on the types of settings children are placed in:

"Many of the children and young people currently in residential special schools and colleges could be educated in their local communities if better support was available." (Lenehan, 2017)¹⁰ (page 5)

We have a shared vision with children, parents and stakeholders that Hillingdon children should be educated locally wherever possible within their communities, enabling children to be with other children in their

local area and access wider curriculum opportunities locally. Therefore, we continue to create additional specialist school places in Hillingdon, both in special schools and in Specialist Resource Provision (SRP's) as well as Designated Units (DU) and Early Years Assessment Centre (EYAC) in mainstream schools. Hillingdon places a higher than average number of children in high cost independent schools, leading to budget pressures as well as increased journeys for children attending school. There are also large differences between the number of children with EHCPs attending each mainstream school in the Borough. We hope to provide a continuum of provision to meet a range of needs and provide the best possible support for our children in Hillingdon.



Ambition 3



Provision meets the needs of Hillingdon's children and young people

We will achieve this by:

Review SEND Funding approach

- Review Hillingdon's banded funding model and create a new banding matrix to better support needs and the provision required to achieve this
- Review funding of existing EHCPs to ensure it enables effective support
- Ensure high quality annual reviews take place to ensure support is appropriate to meet the needs

Develop new SRP, Designated Units and Assessment bases with appropriate quality assurance

- Quality assure existing provision to create a consistent approach to supporting children with SEND
- Develop more provision to meet the range of needs locally in the Borough, including additional SRP places and Designated Units
- Review all independent and non-maintained schools to optimise the use of mainstream settings

Create additional places in local Special School provision

- Review current SEND school provision and ensure it meets the current needs of children
- Further develop more SEND school places as required to meet the current and future demand
- Develop clear admissions criteria for our local provision in partnership with the settings

Ambition 3



Provision meets the needs of Hillingdon's children and young people

We will achieve this by:

Develop a SEND school outreach offer

- Create a new SEND outreach model to support mainstream settings with a range of needs
- Tailor support to enable mainstream schools to increase confidence in meeting SEND needs

Strengthen our provision around Alternative Provision

- Quality assure current AP provision and review existing provision, including all SLAs with AP providers
- Review AP offer and commissioning arrangements and revise as required to ensure children are supported effectively and transitioned back into mainstream at the earliest opportunity
- Explore different models for Alternative Provision

Ambition 3



Provision meets the needs of Hillingdon's children and young people

What does success look like?

- The proportion of children with EHCPs in mainstream and SEND schools is in line with national
- Children who require specialist provision are placed without delay in appropriate local provision
- Children and young people and their families are positive about their experiences of the SEND provision in Hillingdon and tell us the services are meeting their needs
- Review of banding is completed through co-production with stakeholders and a new model created which is fit for purpose long term, ensures equity and supports children appropriately in all settings
- The number of placements in SRPs increases, developing areas of expertise and outstanding practice across the borough
- Mainstream settings access outreach support from local SEND schools to further develop outstanding inclusive practice
- Alternative Provision in Borough meets needs and is used effectively to improve outcomes by supporting transition back into mainstream at the earliest opportunity
- A reduction in SEND transport demand as more children will be attending their local school

Ambition 4



Children and young people live **happy and fulfilled** lives where they are included in the community

We will enable all children and young people to achieve independence, take part in activities they want to be part of, build good relationships and have a meaningful outcomes in adulthood

Context:

Our ultimate goal for children in Hillingdon is for them to be happy and live fulfilled lives. Children and families should feel they can access a range of extra-curricular activities to ensure children and young people with SEND can access the same opportunities as children without SEND. We know parents do not feel this is the case.

We also know that parents and children find transitions to the next phase of their education or moves from one school or service to another a time of anxiety and disruption. We strive to aim high for our young people and to support them in their aspirations. We will work closely with schools to improve phase transition processes and we will work collaboratively with our social care and health colleagues to deliver smooth transition points for young people on the journey to adulthood.



There is an increase in the prevalence of SEMH needs across the Borough which is leading to more children being out of formal education and children requiring specialist support as their needs are not met early enough. COVID-19 has exacerbated the need for targeted support for schools and children and their families with supporting SEMH needs. Hillingdon has a strong SEMH provision within the Borough but more needs to be done to support children who do not need specialist provision.

As referenced in the SEND & AP Improvement Plan, Hillingdon is keen to ensure our children and young people are supported successfully move through education and into adulthood, regardless of whether they have an EHCP, through the wide variety of routes available.

Ambition 4



Children and young people live **happy and fulfilled** lives where they are included in the community

We will achieve this by:

Develop further opportunities for children with SEND to take part in clubs & activities

- Review our current offer across the local area for children with SEND to take part in wider opportunities
- Share information with parents in one place so they can access a range of opportunities
- Monitor uptake of provision and listen to feedback from children and families

Development of Preparation for Adulthood outcomes

- Strengthening 'Preparing for Adulthood' offer for young people with SEND to be healthy, remain within their communities, continue with their education or employment and promote greater independence
- Ensuring smooth transition planning between Children's & Adult Social Care, where we start planning transition at 14 years so that support can be planned in advance

Further develop options for Post 16 through supported internships, provision, work and employment

- Working with employers and FE providers, create more opportunities and pathways to support wider education, employment and training opportunities, including Supported Internships
- Work with schools to identify pupils at risk of NEET
- Working with Hillingdon PCF, develop a transitions or 'pathway' guide using examples of good practice from other LAs

Ambition 4



Children and young people live **happy and fulfilled** lives where they are included in the community

We will achieve this by:

Regularly gather feedback from SEND children to understand what is working and what isn't

- Involve children and young people at all stages so they are clear on their options and can make the best choices for them, linking with their aspirations
- Ensuring that parent/carers and young people are active participants in designing service delivery and represented on the SEND Executive Partnership Board

Improve support for children with Social, Emotional and Mental Health support

- Develop an outreach service for children who have SEMH needs to support them in mainstream settings for longer with appropriate support
- Work with CAMHS to provide effective support earlier, including further developing the Mental Health Support Worker service in all schools
- Recruit an SEMH EP specialist to support schools and families with SEMH needs

Ambition 4



Children and young people live **happy and fulfilled** lives where they are included in the community

What does success look like?

- Interventions and support to improve children and young people's emotional wellbeing and mental health are having a positive impact
- Activities and opportunities are accessible, no longer preventing children and young people's participation in locally based activities
- Children with SEND report they feel included and are active in their local community
- Families and children are supported at Year 9 to consider options for post 16 choices and report smooth transitions between services
- The percentage of children with SEND who are NEET decreases
- Children report feeling heard and can influence the SEND provision and processes within Hillingdon to improve outcomes and meet their needs
- Schools report feeling supported with SEMH needs and mainstream schools can meet the needs of the majority of children with SEMH needs
- There is well-coordinated transition for children and young people at all key points, through to adulthood and beyond
- All agencies have high aspirations for all children and young people with SEND and work effectively together to support them through key transitions to be independent and well-prepared for adult life
- Children and young people with SEND and their families are involved in designing and evaluating services

Ambition 5



There is a **flexible offer** and **range of intervention** for children to access alternative provision

We will create a three tiered model for Alternative Provision that offers flexible interventions and supports children back into mainstream where possible.

Alternative provision in Hillingdon must be a collective system in which educational settings, community services, health and education support services all play a crucial part in responding to vulnerable children and assisting with reintegration to school; this moves away from viewing alternative provision as a 'market' with a selection of services, or a number of places to be commissioned.

Demand for alternative provision is driven by a combination of how schools approach inclusion, the support available to enable inclusion, a collective understanding of how to respond to social, emotional and mental health needs and behaviour that schools find challenging and children for whom a standardised route to GCSEs is not appropriate. It has been well documented that 'the more alternative provision that exists, the more it is filled' (Integrated report, pg. 64) – solutions need to come from a whole system approach to meeting needs.

We share the DfE's vision that:

"Every child deserves an excellent education and the chance to fulfil their potential, whatever their background, needs or location in the county. Children in alternative provision deserve these opportunities too". (Creating Opportunity For All, March 2018).

Every child accessing Alternative Provision in Hillingdon will be:

- Given access to a diverse, imaginative and engaging curriculum that is relevant, appropriate and includes core subjects
- Involved in developing a plan which focuses on their reintegration back into mainstream school, where appropriate
- Supported by a flexible, multi-disciplinary intervention according to need which considers the whole child within their family context
- Educated in their local community, where possible and appropriate



Ambition 5



There is a **flexible offer** and **range of intervention** for children to access alternative provision

We will work collaboratively across schools, the local authority, and health services to ensure that where possible, we respond to children's needs before they escalate and require alternative provision. Many children currently accessing alternative provision require a special school placement as outlined in their Education Health and Care Plan (EHCP). If it becomes apparent a child needs specialist education, it is our aspiration they are swiftly moved to the right specialist school according to their needs.

Our ambition for alternative provision in Hillingdon is to:

Create a three-tiered alternative provision system

- Create a three-tier alternative provision system, focusing on targeted early support within mainstream school, time-limited intensive placements in an alternative provision setting, and longer-term placements to support return to mainstream or a sustainable post-16 destination

TIER 1

Targeted support in mainstream schools

AP specialist early interventions and support to help at-risk pupils stay in mainstream school.

TIER 2

Time-limited placements

Short-term placements in AP schools to assess and address pupil's needs, with the expectation of return to their mainstream school.

TIER 3

Transitional placements

Placements in AP schools for pupils who need support to move on to a new mainstream school or sustained post-16 destination.

Effective reforms would move the system's emphasis upstream, away from expensive long-term places

Source SEND and AP Improvement Plan, DfE

Ambition 5



There is a **flexible offer** and **range of intervention** for children to access alternative provision

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Reduce the number of exclusions and suspensions from and within schools

- Continue to reduce the number of exclusions from and within schools (including suspensions) through a focus on developing trauma-responsive practice in our schools and providing the right support at the right time to our children and families

Increase the number of children successfully reintegrated back into mainstream

- Increase the number of children and young people supported in mainstream provision, reducing the need for off-site provision
- Increase the number of pupils successfully reintegrated into mainstream provision through an increased focus on establishing unmet needs and how these can be addressed

Improve commissioning of independent providers to have a more flexible approach

- Improve commissioning of independent providers to have a more flexible approach, offering a range of support tailored to children and young people's needs
- Gain a better understanding of alternative provision pupils needs and outcomes and apply consistency of opportunity across the borough

Reduce the number of children requiring tuition

- Reduce the rising number of young people receiving independent tuition as there will be appropriate provision in place within local settings

Ambition 5



There is a **flexible offer** and **range of intervention** for children to access alternative provision

We will achieve this by:

- Working with schools to promote inclusion and tap schools into new models of support and therefore have less children needing alternative provision
- Establishing a database for all children accessing alternative provision so that a single register of children using alternative provision can be maintained, and the data gathered to understand the impact of alternative provision on children and young people's educational and wellbeing outcomes
- Setting out our alternative provision 'offer' clearly as part of the local offer
- Evolving SAS as a preventative service which is aligned to support in-school settings for children who are at risk of exclusion or in need of personalised education
- Developing new service level agreements with our AP providers which will ensure the emphasis will be on providing temporary education with a view to reintegration to mainstream settings or swift transition to special schools

20. Next Steps

Our SEND Priority Group Actions Plans have been updated and these will be reviewed through the SEND Operational Delivery Group, and progress reported to the SEND Executive Partnership Board on a quarterly basis.

The feedback received during the consultation was incorporated all updating our SEND Priority Group Action Plans. We are committed to continue doing this and to keep listening in line with our Hillingdon Local Area Co-production Charter.



21. Appendices

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Appendix 1: Glossary of Terms

Primary Needs:

- ASC/ASD: Autism Spectrum Condition/Disorder/Autism
- SEMH: Social, Emotional and Mental Health
- Deaf - HI: Hearing Impairment
- MLD: Moderate Learning Difficulties
- MSI: Multi-Sensory Impairment
- PD: Physical Difficulties
- PMLD: Profound and Multiple Learning Difficulties
- SeLD/SLD: Severe Learning Difficulties
- SpLD: Specific Learning Difficulties
- SLCN: Speech, Language and Communication Needs
- VI: Visual Impairment

Broad Categories of SEND:

- **Social, Emotional and Mental Health Difficulties (SEMH):** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours

may reflect underlying mental health difficulties, such as anxiety or depression, self-harming, substance misuse eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided in a mainstream setting. This includes pupils with visual impairment (VI), who are deaf or a multi-sensory impairment (MSI) who are likely to require specialist support and/or equipment to access their learning or support. It also includes those with a severe physical disability (PD).
- **Cognition and Learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication - through to profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD), which encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

- **Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. This area includes those children and young people with autism who also are likely to have difficulties with social interaction, and with language, communication and imagination, which can impact on how they relate to others.

Other Terms or Acronyms:

- **Academy:** Schools controlled and funded directly by the Secretary of State for Education and include academies, free schools, UTC schools, studio schools, academy special schools, alternative provision academies and academy boarding schools.
- **Alternative Provision:** Alternative provision is usually a temporary placement for a child until they can return to mainstream education or move to specialist provision. For some pupils it may be a longer-term solution. The provision can be part time and be part of a broader curriculum delivered alongside education at a school, further education college or other provider (i.e., when specialist facilities are required for vocational courses).
- **Annual Review:** a meeting that takes place at least once a year to look at the details of a child's Education, Health and Care Plan (EHCP) and to record the child's progress and plan for the year.
- **CAMHS - Child and Adolescent Mental Health Services:** These services assess and treat children and young people up to the age of 17 with emotional, behavioural or mental health difficulties.

- **Co-production:** Co-production is a way of working which builds on the strengths of families, communities and services and involves everyone from the beginning as equal partners.
- **CYP – Children and Young People.**
- **Designated Unit -** Designated SEND Units provides targeted support which enables students to make progress, achieve their identified outcomes and continue to access the mainstream curriculum whilst being provided with specialist intervention programmes. Students within a DU spend the majority of their time within the unit, only attending mainstream classes for a few lessons dependent on needs, such as PE, assembly or for lunch.
- **DfE - Department for Education:** The government department that is responsible for education and children's services in England.
- **Early Help:** Early Help means providing support as soon as a problem emerges, at any point in a child's life from birth through 25 years.
- **Education, Health and Care Plan (EHCP):** An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority, after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
- **Educational Psychologist (EP):** a professional employed to assess a child or young person's special educational needs and to give advice to schools and settings on how the child's needs can be met.

- **Graduated Response:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
- **Hillingdon Parent Carers Forum (HPCF):** The parent carer/forum in Hillingdon representing the voice of families of children and young people with SEND.
- **ICB** – Integrated Care Board - NHS England established 42 statutory integrated care boards (ICBs) on 1 July 2022 in line with its duty in the Health and Care Act 2022. This was as part of the Act's provisions for creating integrated care systems (ICSs). ICSs are partnerships of NHS bodies and local authorities, working with other relevant local organisations, that come together to plan and deliver joined up health and care services to improve the lives of people in their area. Each ICS has an integrated care board, which is a statutory NHS organisation responsible for developing a plan in collaboration with NHS trusts/ foundation trusts and other system partners for meeting the health needs of the population, managing the NHS budget and arranging for the provision of health services in the defined area.
- **Independent Mainstream School:** Schools that charge fees instead of being government funded.
- **Independent Special School:** The DfE defines an independent special school as a private school that specialises in teaching children with special educational needs. Key Stages: the different stages of education that a child passes through:
 - Early Years Foundation Stage - age 0-5 - Nursery and Reception
 - Key Stage One - age 5-7 - Years 1 and 2
 - Key Stage Two - age 7 - 11 - Years 3, 4, 5 and 6
 - Key Stage Three - age 11 -14 - Years 7, 8 and 9
 - Key Stage Four - age 14 - 16 - Years 10 and 11
 - Key Stage Five - age 16+ - Sixth form or college
- **Looked After Child (LAC):** A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer.
- **Mainstream School:** School provision other than special schools, hospital schools, alternative provision, i.e., mainstream community schools, voluntary-aided, trust, foundation, or grammar schools.
- **Maintained School:** A school that is funded by a local education authority.
- **Mediation:** a method of seeking to resolve disagreements by going to an independent mediator. Mediation must be offered to a parent or young person in relation to an EHC Plan. Mediation is not compulsory for the parent or young person but they will need to consider mediation before appealing the education section of an EHC plan in most cases.
- **NEET:** Not in Education, Employment or Training.

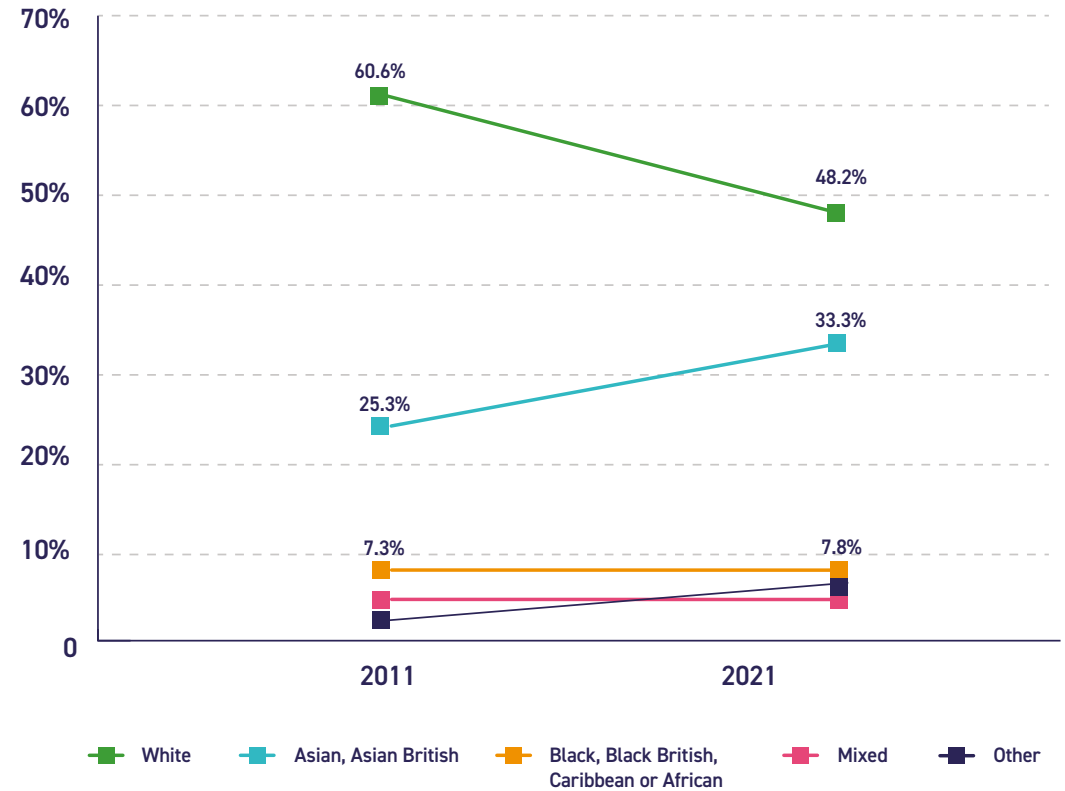
- **Non-maintained Special School:** Non-maintained special schools are defined by the Department for Education as schools for children with special educational needs that the Secretary of State for Education has approved under Section 342 of the Education Act 1996. They are independent of the local authority and operate on a not-for-profit basis.
- **ONS:** Office for National Statistics.
- **Personal Budget:** is money set aside to fund support as part of an Education, Health and Care (EHC) plan for a child or young person with special educational needs or disabilities. It can include funds from Education, Health and Social Care
- **Pupil Referral Unit (PRU):** A type of alternative provision that caters for children and young people who are not able to attend a mainstream school and may not otherwise receive suitable education. This could be as a result of illness, or they may have been excluded or need more specialist intervention or support.
- **Satellite Classrooms:** A classroom or series of classrooms, within a school, designed specifically to provide education for supported learners who cannot be accommodated within inclusive education – usually a satellite site that is part of a larger SEND school.
- **SENCo:** Special Educational Needs Co-ordinator. Every school is required to have a teacher responsible for special educational needs to enable children and young people to achieve the best educational outcomes.
- **SEND Information, Advice and Support (SENDIAS) Service:** All local authorities, by law, have to provide free impartial information, advice and support to children and young people with SEN or disabilities, and their parents/carers. Hillingdon SENDIAS Service is the information, advice, and support service here. The service is free, confidential, impartial and at arm's length from Hillingdon Council.
- **SEND Local Offer:** Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. Local authorities must consult locally on what provision the Local Offer should contain.
- **SEND Sufficiency Report:** Hillingdon has a statutory duty to ensure there is sufficiency of school places available to meet the needs of all children and young people within the borough, including those with SEND. To ensure the best educational outcomes for all children and young people the report reviews historic demand for school places. This enables future demand to be assessed and monitored to ensure the correct provision is in place to continue to best meet the needs of all children and young people within Hillingdon.
- **SEND Support:** SEND support is the approach that all education settings are required to provide for children with SEND. It has four stages of action: assess, plan, do and review. This graduated approach aims to ensure that progress is regularly monitored, and appropriate interventions are made to support the child or young person to achieve their goals.
- **Specialist Resource Provision (SRP):** Special provisions within a mainstream school where the children are taught mainly within separate classes.
- **Special School:** A school which is specially organised to make special educational provision for pupils with SEN.

Appendix 2: Contextual Information about Hillingdon

a) Ethnicity

Hillingdon is a diverse Borough and the Local Partnership celebrates and embraces the richness that comes from diversity. At the same time, we know that the population profile is an important consideration for our strategic plans, for engagement and for the way in which we deliver services. Ethnicity, culture, language spoken, are all important consideration in our planning. 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:

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b) Languages Used

English is spoken as a main language by 74.9% of borough residents, followed by Punjabi 4.5%, Romanian 1.7% and Polish 1.6%. overall, our residents speak over 90 languages which is an important consideration for engaging and communicating.

When considering engagement strategies is it important to note that the 2021 census was conducted online and over 97% of Hillingdon residents submitted responses which gives a good indication that vast majority of our residents communicate and access information online and make use of Information Technology.

montenegrin ukrainian
vietnamese german marathi croatian
serbian lithuanian turkish cantonese
tiginya spanish pashto somali
tagalog farsi tamil italian kurdish russian
flipino gujarati polish hindi dutch urdu
greek persian arabic bsl latvian slovak
sinhala bengali punjabi romanian nepalese
thai albanian portuguese japanese english
telugu malayalam french bulgarian
bosnian amharic mandarin hungarian

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c) Health

People in Hillingdon are relatively healthy in comparison to England as a whole.

The average life expectancy for both men and women in Hillingdon is higher than the average for England and is on a par with the London averages. Women in Hillingdon have a life expectancy at birth of 84 years, men can expect to live for 80.4 years.

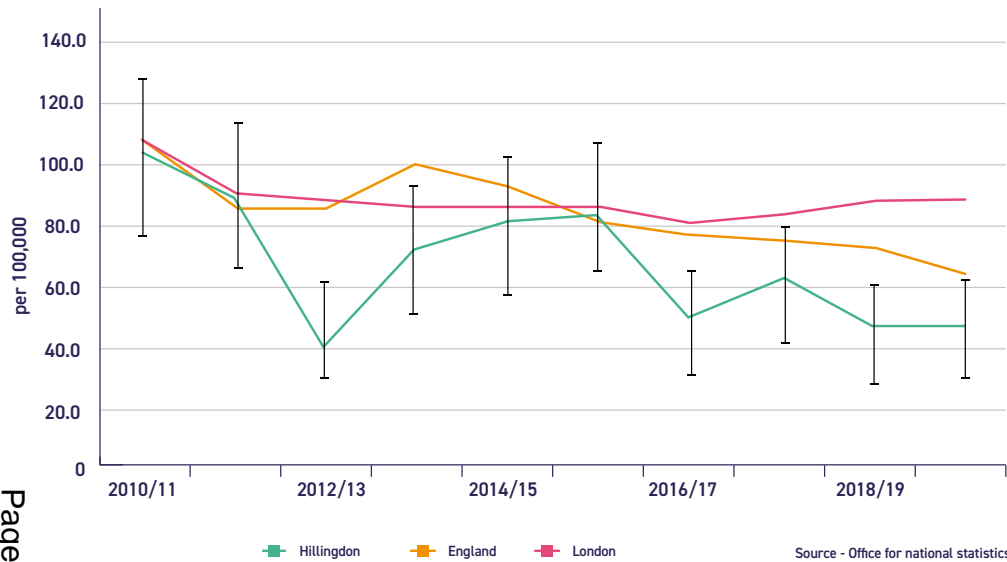
As well as longevity, the number of years people live healthy lives without the onset of disease is important. Men in Hillingdon have a healthy life expectancy at birth of 62 years, slightly below the England average of 63 years. Women in Hillingdon have a healthy life expectancy at birth of 60 years, below the England average of 64 years.

Poor air quality increases the incidence of acute asthma and Chronic Obstructive Pulmonary Disease (COPD) and contributes to the onset of heart disease and cancer. Respiratory disease is the third highest cause of death in Hillingdon. Nitrogen dioxide levels caused by road traffic continue to be above recommended levels.

The percentage of low birth-weight babies in 2020 was higher at 4% than the averages for London and England.

Hospital admissions for self-harm in children have increased in recent years for England. In Hillingdon, 85 young people aged between 10-19 were admitted to hospital following self-harm during 2020/21.

Hospital admissions for mental health conditions (<18yrs) from 2010/11 to 2019/20



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Teenage pregnancies have decreased steadily in Hillingdon over recent years. The most recent figure for 2019 was 2.4 per 1000 births, compared to a rate of 8.2 per 1000 in 2010.

1 in 5 children in Hillingdon are measured as overweight or obese when they start school. By Year 6, 1 in 3 children is overweight or obese.

Population immunisation coverage has improved across a number of areas in 2020/21 (latest data) relative to previous years. Thus whether Flu for 2-3 year olds, MMR, PCV or Hib/MenC – rates of coverage have steadily increased. However, despite this progress – Hillingdon, like the rest of London, performs less well when it comes to vaccine coverage – with rates of coverage below the national average and below CIPFA neighbours.

A third of children aged 5 in Hillingdon have visually obvious dental decay. This is worse than the averages for London and England.

Hillingdon is home to one acute hospital trust with two sites in the borough, a GP confederation that includes 43 of the borough's 45 practices, a single community health and community mental health provider and an established consortium of the five larger third sector organisations in the borough.

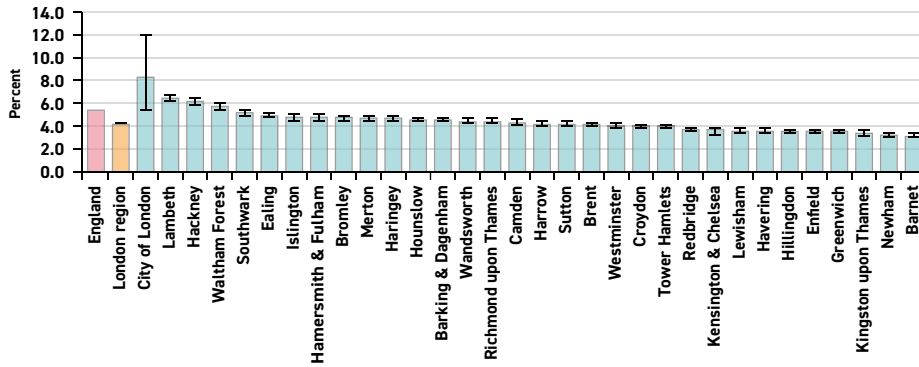
According to data in 2019/2020, about 62% of the adults that registered on the GP learning disability register in Hillingdon are receiving long-term support from local authorities which was around 50% for England for the period.

d) Disability

Information from our JSNA and Census 2021 shows that 27.6% of borough households have people disabled under the Equality Act in the household; 21.8% have one person disabled under the Act in the household, and 5.8% have two or more people disabled under the Act in the household.

Around 4% of school age pupils in Hillingdon were identified as having a learning disability in 2017, and this was about 6% for England.

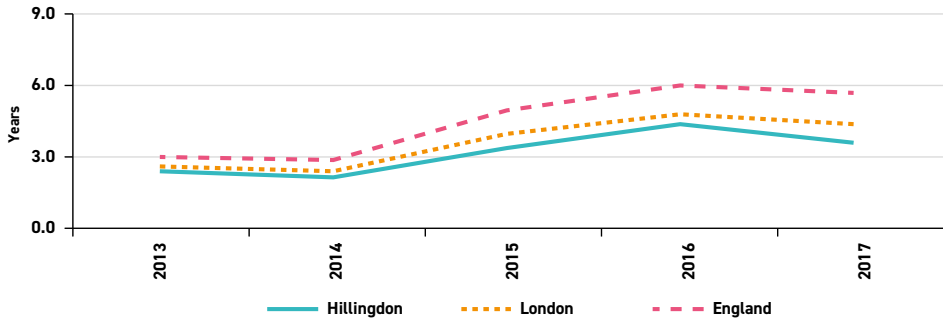
Pupils with Learning Disability: % of school age pupils in 2017



Source: NHS Digital (Open Exeter)/ Public Health England

The trend shows that the pupils identified as learning disabled have increased in Hillingdon since 2013 to 2017 which is in line with England and London.

Pupils with learning disability: % of school aged pupils in 2017



Source: Public Health England (based on ONS source data)

We will build on existing good practice to ensure that young people with SEND are aware of the importance of annual health checks and are supported to take up the offer of annual health checks with their GP. As a young person makes the transition to adulthood, the focus of health services is to enable them to be as independent as they can in maintaining a healthy lifestyle. Many young adults are able to manage their health needs through universal services. Where they have more complex health needs, these are supported via a health care plan and specialist healthcare. Annual health checks for young people with learning disabilities help to detect and treat long-term conditions. In Hillingdon 78% of people with Learning Difficulties aged 14 and over received an annual health check in 2021/22, exceeding the national target (75%). Our primary care clinical leads communicate with all GP practices outlining the importance of providing annual health checks for people with LD and reinforce the importance of face-to-face appointments.

Appendix 3: Legal requirements underpinning the Local Area SEND Strategy

In relation to special educational needs and disabilities, statutory services are currently bound by three pieces of legislation and the associated statutory guidance:

- (i) The Children and Families Act 2014, The Carers Act 2014 and the Equality Act 2010.

The Carers Act mirrors the Children and Families Act in relation to SEND as this legislation applies to young people with SEND from the age of 18, and wholly so from the age of 25. The Children and Families Act 2014 (Part 3 relates to SEN) and the SEND Code of Practice set out the following:

- The strategic planning duties apply to all disabled children and young people and those with SEN
 - The individual duties generally apply to children and young people with special educational needs and disabilities. Individual duties related to children and young people with a disability are also contained in the Equality Act 2010.
- (ii) The Equality Act 2010 brought together a range of existing equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PSED) or 'general duty'. This applies to public bodies, including maintained schools and academies, free schools etc. It covers all protected characteristics

- race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. This combined equality duty came into effect in April 2011.

The duty has three main parts. In carrying out their functions, public bodies (including educational settings) are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

Early years providers, schools/academies, FE colleges, sixth form colleges, 16-19 academies and independent special schools approved under Section 41 of the Children and Families Act 2014 all have duties under the Equality Act 2010.

All publicly funded early years providers must promote equality of opportunity for disabled children. Schools, academies and colleges have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Appendix 4: Child and Adolescents Mental Health Service

There has been an increase in demand for CAMHS services during the COVID pandemic and referrals were at their highest level ever, impacting on the ability to see children and young people quickly and resulting in a long waiting list. However, waiting times have reduced significantly, which is a positive for our children and young people.

Hillingdon CAMHS is a Tier 3 Specialist Child and Adolescent Mental Health Service funded by NHS England to support children and young people (aged 0 to 18) presenting with moderate to severe mental health concerns that are registered with a Hillingdon GP. The service offer includes supporting children and young people with SEND.

Like many of the Hillingdon services, the multiagency and multidisciplinary approach is evident in CAMHS. There is a team of professionals, including Consultant Child and Adolescent Psychiatrists, Clinical/Counselling Psychologists, Family Systemic Therapists, Registered Mental Health Nurses, Child and Adolescent Psychotherapists, Behaviour Analysts, Child and Wellbeing Practitioners (CWPs) and Assistant Psychologists (APs). The service has distinct care pathways to support the delivery of mental health services. CAMHS skilled clinicians benefit from regular access to supervision and advice from colleagues regarding ways in which they can adapt assessments and therapeutic interventions for children with varying learning/ cognitive or neurodevelopmental profiles.

The partnership ethos is evident in the relationships with the children and families who are supported to understand their rights and are invited to be part of the decision-making process in relation to their care and treatment options (including intended outcomes). Partnership working is integral in all pathways and support is offered within a multi-agency context. The wider needs of the child or young person's family are considered, along with relevant signposting or inviting other professionals working with the family to support joint planning or reviewing.

A good example are the interventions for the "core features" for children and young people with behavioural concerns within the context of neurodevelopmental conditions such as Autism or ADHD. In these situations, CAMHS will encourage families to access support from Brilliant Parenting, Stronger Families, HACS or CAAS for challenging behaviour in the context of ASD through the Local Authority Offer. However, if there are concurrent and significant mental health difficulties CAMHS teams will offer intervention or advice to other professionals.

Hillingdon CAMHS include an array of teams and services that are developed around the identified needs of the children in the borough and some (like MAPS and YJS Support) have been developed in partnership with the local authority to promote joint intervention and support.

Emotional Disorders Team (EDT) provides specialist assessments and evidence-based interventions for moderate to severe mental health concerns such as anxiety, depression, OCD, PTSD, adjustment disorder, self-harm for children and young people.

At Tier 3, CAMHS work closely with Tier 4 inpatients and **Adolescent Community Treatment Team (ACTS)** should the young person's need require more in-depth assessment or treatment that Tier 3 is unable to provide either due to the complexities of needs or the level of risk being too high.

CAMHS work closely with our **Urgent Care Team CAMHS (UCT)** colleagues who are based in the acute hospital and assess and make recommendations for children and young people who present to A&E in crisis.

Neurodevelopmental Team (NDT) is commissioned to provide specialist ADHD assessments and ADHD medication monitoring (including medication psychoeducation groups), with parenting, educational and behavioural support being provided by other agencies in the community.

Social Communication / Autistic Spectrum Disorder (ASD) assessments are generally carried out by our colleagues in the **Child Development Centre (CDC)**. Referrals are made by GP or, more recently, directly by the school's SENDCo to the CDC if there are concerns regarding possible presentation of ASD.

Specialist CAMHS Learning Disabilities (LD) Team provides specialists assessments and evidence-based interventions to children and young

people with moderate to severe LD suffering with mental health/ challenging behaviour.

Trainee Children Wellbeing Practitioners Team (T-CWP) offers low intensity Cognitive Behaviour Therapy (CBT) to children/young people and their families suffering from mild to moderate low mood and anxiety. This can include individual work, group-based interventions and workshops.

Multi-agency Psychological Services (MAPS) and CAMHS Youth Justice Team (YJS). The MAPS team provide consultation to social workers, Foster Carers and residential homes who work with looked after children or those with CIN/CP plans in the borough. MAPS team, on some occasions, meet with young people and their families to provide advice and support as part of the child's social care plan. There is also a Tier 3 CAMHS worker in the Youth Justice Service who provide bespoke support and advice to young people supported by YJS and to their families and professionals.

Mental Health in Schools Teams (MHST) provide psychological interventions for young people presenting with mild low mood and anxiety in 8 Hillingdon primary and secondary schools.

CAMHS now offer **telephone triages** for new referrals. This is a new process that is being embedded. Most families will receive a telephone triage appointment within 2-3 days. This has improved the ability to quickly identify those who have SEND in a timely manner.

In addition to the range of services there is continuing development and review of the existing provisions. For example, CAMHS are developing/ streamlining a neurodiverse pathway for ASD and ADHD assessments where there are mental health co-morbidities, by working collaboratively with health partners. Over the last years, with the support of partners, CAMHS have been undertaking a quality improvement project that reduced the waiting times through use of Goal Based interventions.

The working together approach taken by CAMHS in line with Hillingdon's ethos, has led to numerous partnership initiatives like:

CAMHS LD team offering meetings to children to develop their own health passport to ensure shared understanding and more consistent responses by health, social care or educational professionals.

CAMHS LD have a liaison nurse from Hillingdon hospital who ensures better joined up working and increased communication regarding children known to CAMHS or being transferred.

A joint project was set up with Adults LD team to ensure young people are prepared for transition, by starting the transfer discussions up to 6 months before the child's 18th birthday.

Partnership working with charities and other services (e.g. P3).

CAMHS LD team now offer school consultations with a designated clinician who is assigned to the school.

CAMHS impact on children's outcomes

Early data suggests supporting good outcome delivery (50% discharged and indicating that intervention was adequate, impact with reducing waiting list) but needs to be further evaluated.

Early indicators suggest that the newly initiated NDT pathway for ASD and ADHD assessments reduced assessment time and result in better joint formulation/care plan.

CAMHS LD team's meeting with children to develop their own health passports, has recently commenced and it's particularly helpful for those attending A&E to communicate their needs to staff quickly. It is envisaged that it will help when in contact with various professionals and teams in the community.

Next steps

CAMHS in Hillingdon are committed to continuing the development of services and provisions and to working in partnership with other professionals and the families. One area of focus is the response time to providing information for the EHCP requests to ensure this is done in a timely way. CAMHS are currently monitoring the requests received, with plans to look at response time frames. Strategic planning focused on streamlining pathways is underway (i.e. LD & NDT Consultant Psychologist role across 3 boroughs is in post).

CAMHS are committed to listen to children and their families and to develop the provision together. To that end there are plans to ensure children with SEND and their parents/carers are represented in Young People's CAMHS participation group and in the parents' group. Active steps are being taken to identify families to participate in service development.

Appendix 5: ICS Pyramid of care for improving health outcomes for babies, children, and young people



We will deliver this through:

1. **Implementing new 'models of care'**, for example: changing the way integrated neighbourhood teams of GPs, social workers, and community paediatric teams work with residents to identify and reach out to families at risk of missing out on preventative care; acute paediatric hospitals working together to ensure children receive consistent standards of care.
2. **Establishing 'system enablers'**, for example: regularly listening to the ideas, concerns, and experiences of parents with new babies, infants, adolescents, and young adults through a range of age-appropriate engagement activities; using the diversity of communities and number of health and care children's services to create more attractive opportunities for professional recruitment, development, and retention; changing some of the contract arrangements for child health services to incentivise more preventative care for families at risk of poor health outcomes.
3. **Coordinating 'programmes of work'** across NW London ICS, for example: reducing waiting times for children with Special Educational Needs and Disability (SEND) to access assessments and care improving access to remote monitoring equipment for children with diabetes; work with schools and families to ensure all children with asthma know what to do if they have an asthma attack, and how to reduce their risks; improve the oral health advice and access to dental care for children at risk of tooth decay, thereby reducing the number of children who need tooth extraction in hospital; supporting paediatric hospitals and community health services to increase their

capacity to treat common childhood diseases, so that children and families get better care locally.

To support all segments of the population in a proactive way, NW London ICS will use the 'Whole System Integrated Care' (WSIC) dataset to share intelligence between health, education, and social care to proactively identify and prioritise care for children and families who have the highest level of need, and highest risk of health inequality.

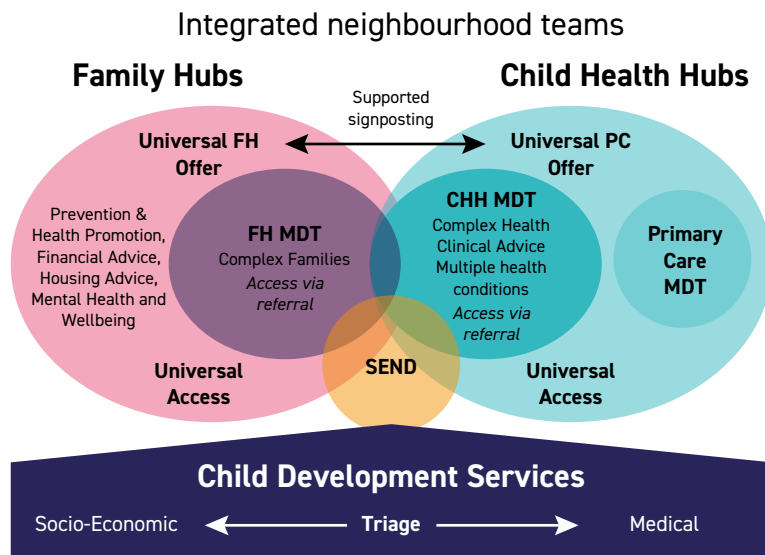
- Fewer children sent outside NW London for specialist hospital care or multi-agency placements – Regular review of BCYP referred to services outside NW London used to identify **opportunities to invest in improving local services**, for example: specialist foster-care; specialist cardiac and respiratory care.
- BCYP 'provider alliances' will be established, enabling provider collaboratives and Borough Based Partnerships to **level-up children's services in each borough and plan for future workforce skill mix and capacity** to be on par with the best global cities.
- Quantify and optimise the use of **digital platforms, local resources, community assets**, and neighbourhood expertise to ensure BCYP receive care within NW London ICS, at home or close to home whenever possible; and increase the opportunities for NW London children and families to participate in clinical research.
- Co-locating services and coordinating appointments to **reduce travel and time away from school** for children, and reducing the number of in-person appointments needed to deliver clinically appropriate care.
- **Multi-disciplinary teams including schools** to support early intervention, holistic care of long-term conditions and complex needs; including dedicated focus on reducing health inequalities in mental health, SEND, asthma, diabetes, and epilepsy.

- Improve the work of integrated neighbourhood teams to **tackle health inequality for children growing up in the poorest areas**, or in households with the lowest income.

- **Extend the NW London ICS roll-out of 'Family Hubs'** to all eight boroughs, so that multiagency support is optimal for pre-school children; with dedicated workstreams to tackle inequality in outcomes around oral health, SEND and healthy weight.
- **Extend the NW London ICS roll-out of 'Child Health Hubs'** to all 45 Primary Care Networks, so that all BCYP registered with a GP practice have improved-access to specialist child health resources, earlier intervention and holistic care; with dedicated workstreams to cover areas of focus such as asthma, mental health, immunisations and complex health.

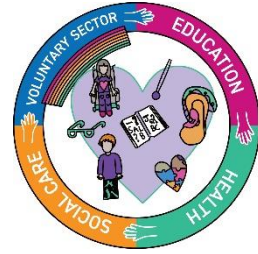
- Helping **families to be more active**, supporting physical activity to benefit children's physical development, such as strengthening bones.

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Aligning BCYP work streams with ICS core purposes

NHS England's four core purposes of Integrated Care				
Systems:				
a) improve outcomes in population health and healthcare;				
b) tackle inequalities in outcomes, experience and access;				
c) enhance productivity and value for money; and				
d) help the NHS support broader social and economic development.				
Top 20 proposed work streams for child health	a	b	c	d
NHS-LA linked data & qualitative analysis for BCYP	Very high	Very high	High	Medium
Coordinated hospital care	High	High	Very high	Medium
Integrated neighbourhood teams (CHH & FH)	High	High	Very high	Medium
Special Educational Needs & Disabilities (statutory)	High	High	High	High
Complex care packages	Medium	High	Very high	Medium
BCYP core community offer	High	Very high	Very high	Low
Looked After Children (statutory)	High	Medium	High	Medium
Healthy weight	High	High	High	Medium
Supported care at home (PATCH)	Medium	High	Very high	Medium
Unscheduled care (SDEC)	Medium	High	Very high	Medium
Oral health	High	High	High	Low
Emotional wellbeing, social development	High	Very high	Medium	High
Asthma (implement care bundle)	High	High	High	Medium
Mental illness (in physical care settings)	High	High	High	Medium
Inclusion health groups of children	Medium	Very high	Medium	Low
Specialist care outside NWL	Medium	Medium	Very high	Medium
Diabetes	High	High	Medium	Medium
Epilepsy	High	High	Medium	Low
Preventable child death	Medium	Very high	Low	Low
Palliative & end-of-life care for babies and children	Medium	High	Medium	Low



Hillingdon SEND
and AP Partnership

Hillingdon Local Area SEND & AP Partnership Improvement Plan 2024-2028

October 2024

Hillingdon SEND & AP Strategy 2023-28



Working in partnership with:

- London Borough of Hillingdon
- North West London Integrated Care System
- Hillingdon Parent Carers Forum
- Central and North West London NHS Foundation Trust
- SENDIAS Service
- Schools and education settings
- Third sector organisations

Context

SEND (Special Educational Needs and Disability) is a key priority for the Hillingdon Local Area and is owned strategically and politically across the system by senior leaders who are collectively ambitious for children and young people with SEND and their families.

Ofsted and the Care Quality Commission (CQC) have recently undertaken a joint inspection of Hillingdon's Local Area Partnership between 29th April and 3rd May 2024. The purpose of inspection was to:

- Provide an independent, external evaluation of the effectiveness of the local area partnership's arrangements for children and young people with SEND.
- Where appropriate, recommend what the local area partnership should do to improve the arrangements.

The inspection outcome was that "the local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership must work jointly to make improvements and publish its plan based on the recommendations set out by inspectors".

Our Commitment and strategic vision

This Hillingdon SEND Local Area Partnership Improvement Plan aims to take forward the learning from the Ofsted/CQC inspection process and will set out how the Partnership will address the priority actions for improvement identified through the inspection. The Partnership will also incorporate actions required to fulfil ambitions from [Hillingdon SEND and Alternative Provision Strategy 2023 – 2028](#). This Plan has been co-produced with all partners through a series of workshops and various meetings.

The Hillingdon Local Area Partnership, led by the Hillingdon Council and the NHS Integrated Care Board, accept the findings of the inspection report. We recognise that some children and young people with SEND and their families have not received the service and outcomes they need and deserve. The Local Area Partnership are continuing to take action to address the areas for development highlighted in the report, alongside our broader SEND and AP ambitions, to lead to improved lived experiences for all.

Working in partnership, under the SEND Executive Partnership Board (SEPB), the Local Authority, ICS and our Parents and Carers Forum have developed a strong vision to reflect our belief that SEND is everyone's business. The Hillingdon SEND and Alternative Provision Strategy 2023 - 2028 outlines our vision, aspirations, and priorities for children and young people with SEND and their families.

The five ambitions outlined in our SEND and AP Strategy 2023-2028 focus on the delivery of local area services for children and young people with SEND and their families are:

- **The right support, at the right time, in the right place**
We will improve children's and parents' experience of the SEND system by delivering the right support in the right place at the right time.
- **Fully inclusive education for all**
We will support all schools and settings in Hillingdon to be inclusive and welcome children and young people with SEND.
- **Provision meets the needs of Hillingdon's children and young people**
We will deliver a new, ambitious, and innovative provision that enables children and young people with SEND to receive excellent education in their local community.
- **Children and young people live happy and fulfilled lives where they are included in the community**
We will enable all children and young people to achieve independence, take part in activities they want to be part of, build good relationships and have meaningful outcomes in adulthood.
- **There is a flexible offer and range of interventions available for children to access alternative provision**
We will create a 3-tiered model for alternative provision that offers flexible interventions and supports children back into mainstream where possible.

Coproduction

The Hillingdon SEND Local Area Partnership Improvement Plan has been coproduced during dedicated stakeholder sessions delivered between July and October 2024. The overarching governance sits with the SEND Executive Partnership Board (SEPB). Terms of Reference have been approved for this partnership work with specific objectives for leaders.

The views of parents, carers and young people have been included in the development of this plan via established forums:

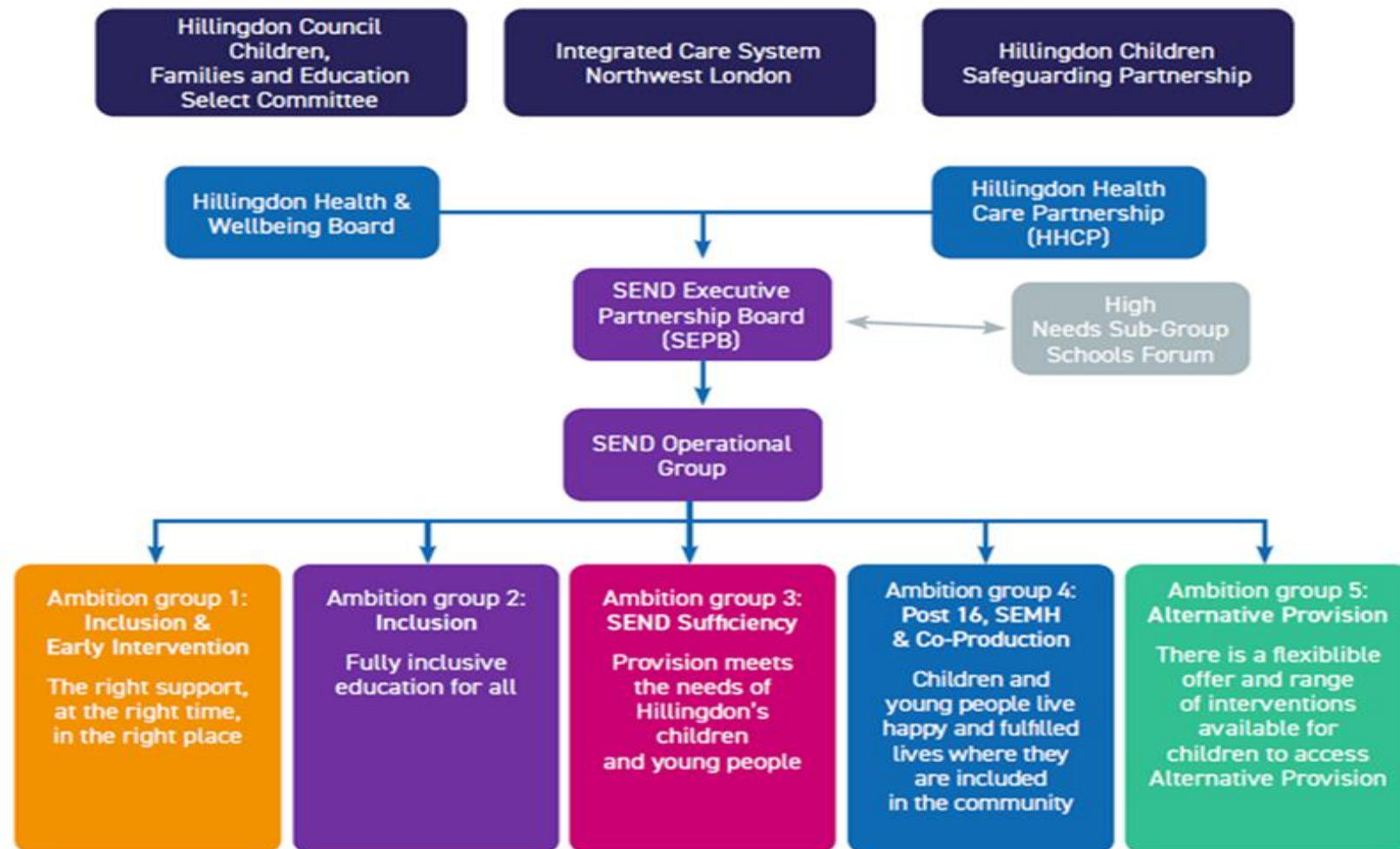
- Parent carer representatives have shared their thoughts about what families would expect to see in this plan and, more importantly, the changes that families want the plan to urgently deliver, in terms of improved service delivery and better outcomes for children and young people with SEND.
- Children and young people gave feedback on their experiences and shared improvement ideas through targeted sessions and have selected a new name for their SEND Youth Forum: "Aim High".

Educational settings have been involved in developing this plan through a dedicated Schools' Leaders Coproduction Session, with 70 representatives from a range of educational settings across Hillingdon. A Schools' SLT survey and School Governors' survey captured feedback and provided actions for improvement across all areas identified during the inspection.

Social Care and Health have actively participated in Leader Improvement sessions to build on the stakeholder feedback and shape them into joint system wide actions with clear timelines and success metrics.



Governance



The Hillingdon SEND Local Area Partnership Improvement Plan will be monitored by the SEND Executive Partnership Board (SEPB) within an established SEND governance structure. The board will ensure there is integrated leadership for all aspects of SEND, with the involvement of parents, carers and young people. This board will also provide both high support and high challenge across the partnership, facilitating solution-focused practice to resolve issues and barriers which impact on the timely delivery of actions. The board will remain within existing governance structures to ensure clear lines of accountability and oversight by local councillors, via the Select Committee, and the ICB's governing body. This board, together with the SEND Operational Group, will provide effective governance, leadership and oversight to address the priority actions and areas for improvement identified in the inspection report.

The SEPB will ensure the objectives of the programme are clearly defined, and Key Performance Indicators and Quality Assurance activity measures are set to track progress and achieve the desired impact. The operational delivery of the improvements will be implemented through reviewed action plans of the Ambition Groups and scrutinised by the SEND Operational Group.

To fulfil this plan's objectives and to ensure the effective working relationship across the partnership, SEPB will remain jointly chaired by Directors in Health and Children's Services. Membership of this Board also includes members of Hillingdon Parent Carer Forum.

Monitoring Progress

The progress against targets and outcomes against success measures will be monitored bi-monthly by the governance groups. The SEPB will receive reports from the leads of Ambition Groups and the SEND Operational Group providing assurance to members of the Board and to enable any emerging concerns to be raised. The effectiveness of these monitoring arrangements will be kept under review.

Each of the Ambition Group members will be responsible for monitoring their specific action plans and providing evidence of impact to demonstrate improvement. Actions will be signed off by the SEND Operational Group and included in the updates to the SEPB. Leaders will be held to account for the areas they lead on and will provide detailed changes and mitigations when actions are not being progressed as expected, and to take the steps necessary to improve outcomes. Updates on progress will be communicated to children and young people, families and wider stakeholders via existing communication channels, such as the PBH Forum of Parent Carer Representatives & Family Support Agencies, and the Local Offer.

The performance dashboard will incorporate key measures identified within each of the improvement priorities such as key performance indicators and quality assurance activities.

Areas for improvement identified during inspection

Ofsted and CQC SEND inspection of Hillingdon Local Area took place between 29th April and 3rd May 2024. During the inspection there were identified four main areas of improvement, and these are addressed within this action plan.

These are:

1. Leaders in education, health and social care should collaborate in a multi-agency approach to strengthen and embed their quality assurance framework of existing, amended EHC plans and annual reviews. This includes:

- improving the quality and timeliness of contributions from health and children's social care practitioners into the plans
- improving the quality and timeliness of annual reviews
- more effectively using the voice and aspirations of children and young people when shaping their EHC and/or amended EHC plan
- ensuring that PfA is more effectively planned from Year 9 onwards
- improving the specificity of outcomes, ensuring that they help the child or young person in readiness for transfer through to their next phase of education
- significantly increasing the timeliness with which final amended EHC plans are issued.

2. Leaders should improve how well information about children and young people and their families is shared and used between and across all those involved in the partnership. This should focus on ensuring that:

- systems to share information about children and young people are more robust and prevent them from ‘falling through the net’
- when children and young people move between settings, schools and colleges, information is shared in a timely way so that everyone works together to ensure that the support for children and young people is implemented quickly
- leaders use a wider range of information to inform how they evaluate children and young people’s needs and understand families’ lived experiences.

3. Leaders need to refine their strategies for training the workforce across education, health and social care in better understanding and supporting children and young people and their families. This should include how well mainstream schools identify children’s needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent exclusion.

4. Leaders across the partnership need to further improve their support for young people in PfA. They should focus on:

- ensuring that those young people with a learning disability under the age of 18 can receive a formal diagnosis when required to ensure a smooth and planned transition through to adult services
- ensuring that all children and young people benefit from an effective and timely presentation to the transition panel
- more robustly capturing the voice of children and young people and their lived experience about the partnership’s approach to PfA.

Improvement Plan

REFERENCE TABLE

Areas of Improvement from Inspection:	Ambition Group Objective & Actions
1.1 improving the quality and timeliness of contributions from health and children's social care practitioners into the plans	1.2
1.2 improving the quality and timeliness of annual reviews	1.2 & 1.6
1.3 more effectively using the voice and aspirations of children and young people when shaping their EHC and/or amended EHC plan	4.2 & 4.4
1.4 ensuring that PfA is more effectively planned from Year 9 onwards	4.2 & 4.3
1.5 improving the specificity of outcomes, ensuring that they help the child or young person in readiness for transfer through to their next phase of education	1.5
1.6 significantly increasing the timeliness with final amended Plans issued following Annual Review	1.2
2.1 systems to share information about children and young people are more robust and prevent them from 'falling through the net'	1.1
2.2 when children and young people move between settings, schools and colleges, information is shared in a timely way so that everyone works together to ensure that the support for children and young people is implemented quickly	1.1 & 2.3
2.3 leaders use a wider range of information to inform how they evaluate children and young people's needs and understand families' lived experiences.	1.1 & 4.4
3.1. training the workforce across education, health and social care in better understanding and supporting children and young people and their families.	1.6
3.2 how well mainstream schools identify children's needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent Exclusion	2.2 & 5.2
4.1 ensuring that those young people with a learning disability under the age of 18 can receive a formal diagnosis when required to ensure a smooth and planned transition through to adult services.	4.2
4.2 ensuring that all children and young people benefit from an effective and timely presentation to the transition panel	4.2
4.3 more robustly capturing the voice of children and young people and their lived experience about the partnership's approach to PfA.	4.2
Integrated two-year-old review	1.2
Strengthen early identification of needs	1.1 & 2.2
Children and young people in Hillingdon wait too long for Neurodisability assessments. In Hillingdon, CYP are assessed on different pathways for Autism and ADHD, and in some cases, this means CYP having to wait twice for a full assessment of their needs.	1.3
the short break offer is not well developed. Some children and young people wait too long to access provision, for example due to a lack of appropriate equipment.	4.1
the local offer is not well established, many CYP and their families do not know about it	2.1
CYP are not directly represented on the local offer steering group or in SEND governance groups	4.2

Local Area Partnership Improvement Plan to implement SEND and AP Strategy 2023-2028

Actions are based on strategic ambitions and recommendations following Local Area Ofsted Inspection

Ambition Group 1

Objective 1: Review and refine early intervention offer

Areas of Improvement from Inspection:

Leaders should improve how well information about children and young people and their families is shared and used between and across all those involved in the partnership. This should focus on ensuring that:

- systems to share information about children and young people are more robust and prevent them from 'falling through the net'
- when children and young people move between settings, schools and colleges, information is shared in a timely way so that everyone works together to ensure that the support for children and young people is implemented quickly (see also 2.3).
- leaders use a wider range of information to inform how they evaluate children and young people's needs and understand families' lived experiences

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	Key Areas	Actions (with timeliness)	Lead role & organisation
1.1.1	Education settings, children and families have access to clear, understandable information to enable access to Early Help Services.	Coproduce Support Information Guidance for CYP and their families while awaiting neurodiverse assessments. → To commence project in <u>January 2025</u> for completion <u>by May 2025</u>	CYP Delivery Manager Hillingdon ICB DCO CDC Consultant Paediatrician
1.1.2		Training and information sessions for parent/carers/CYP to be designed as per parental/CYP's feedback → 2 parent information days will take place by <u>October 2025</u>	SEND Advisory Team Manager & PEP
1.1.3		Review current early intervention offer and refining it to meet the needs of CYP their families and educational settings. EI toolkit will be developed further. → Reviewed EI toolkit to be published <u>by July 2025</u>	SEND Advisory Team Manager & PEP
1.1.4		Strengthen multidisciplinary Early Intervention by increased accessibility to SEND specialist advice and support within Specialist Inclusion Services. → SEND Advisory Team and Educational Psychology Service joint school visits to commence <u>by February 25</u> → To lead on one year pilot with Harrow LA and ICB for Partnership in Neurodiversity for Schools (PINS) project to be implemented in 20 Hillingdon primary schools. Pilot to finish <u>by September 2025</u>	SEND Advisory Team Manager & PEP CYP Delivery Manager Hillingdon ICB

1.1.5	There is effective multiagency working across the Partnership in supporting CYP with SEND, especially at transition points in their education, through joint plans, effective and timely information sharing and evaluation of families' lived experiences. Effective information sharing across Partnership agencies supports early intervention, prevents CYP 'falling through the net'.	<ul style="list-style-type: none"> → The Partnership will develop protocols for information sharing, confidentiality and merged multidisciplinary meetings (where appropriate) across partnership to be established and implemented <u>by March 2025</u> → Configure EHM database system and build in reports to share information between SEND EHCP team, social care and health teams regarding Annual Review due dates. Report to be build and securely shared across partnership. <u>by January 2025</u> and every term thereafter. → The Partnership will utilise existing Early Years Tracking Panel that includes Early Health Notifications to prevent children 'falling through the net' by reviewing the membership of the panel and ensuring robust case monitoring system is in place <u>by February 2025</u> → Based on CYP's 'lived experiences' feedback <i>the Holistic Support</i> process map across education, health and social care to be developed <u>by June 2025</u> and implemented <u>by September 2025</u> → Develop surveys for CYP and their families to evaluate services. Surveys will be developed and implemented <u>by October 2025</u> 	<p>Borough Director Hillingdon NWL ICB DCO</p> <p>Director of Education & SEND</p> <p>AD of SEND & Inclusion</p>
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Ambition Group 1

Objective 2: Review and refine approaches to early identification, assessment and reviewing of EHCPs

Areas of Improvement from Inspection:

Leaders in education, health and social care should collaborate in a multi-agency approach to strengthen and embed their quality assurance framework of existing, amended EHC plans and annual reviews by:

- Improving the quality and timeliness of contributions from health and children's social care practitioners into the plans
- Improving the quality and timeliness of Annual Reviews (see also 1.6)
- Significantly increasing the timeliness with final amended Plans issued following Annual Review

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.2.1	Improved quality of statutory advice for EHCP (EHCNA) and advice for Annual Reviews through processes that are rigorous, sustainable	<p>The Partnership will co-develop the EHCP Quality Assurance Framework based on views and experiences of CYPs and their families. Both health and social care agencies will ensure accurate quality monitoring is built into operational service delivery.</p> <ul style="list-style-type: none"> → The EHCP education, health and social care advice templates to be developed to support better quality of information within statutory advice (for both EHCNA and Annual Review) <u>By January 2025</u> 	<p>CYP Delivery Manager Hillingdon ICB</p> <p>DCO</p>

	and lead to plans of consistent quality.	<ul style="list-style-type: none"> → The Partnership will utilise new EHCP Annual Review tool within Invision 360 to regularly audit the Plans following Annual Reviews and monitor the quality of amended plans. Annual Review Invision 360 tool to be in use <u>by May 2025</u> → Partnership Task & Finish Group will be established to design QA Framework. <u>by February 2025</u> → QA Framework and templates to be published by <u>September 2025</u> 	AD of SEND & Inclusion LBH
1.2.2	Improved timeliness of statutory advice for EHCNA and Annual Reviews	<p>The SEND EHCP Team will increase workforce establishment to ensure there are sufficient officers to respond to annual reviews in a timely manner and will provide appropriate ongoing training to upskill the officers to ensure the review is high quality.</p> <ul style="list-style-type: none"> → Recruit 6 substantive Annual Review Coordinators <u>by February 2025</u> → Recruit 2 additional EHC Coordinators to lower caseloads and ensure an increase in timeliness in issuing final EHCPs following reviews <u>by February 2025</u> → Configure EHM database system and build in report to monitor timeliness of the statutory advice. Report will inform health and social care of Annual Review due dates to enable them to participate in the process and monitor relevant agencies meeting the 6 weeks (EHCNA) and 2 weeks (Annual Review) statutory timeframe. Report will be shared with schools to support their timely planning of the Annual Reviews. Report to be build and securely shared across relevant agencies within partnership. <u>by January 2025</u> and every term thereafter. → Capture planned dates of Annual Reviews to be held by schools annually and monitor paperwork expected from each school with follow up communication where necessary <u>by September 2025</u> <ul style="list-style-type: none"> → <i>As per action in 1.1.5</i> Annual Review due report will be created and shared with health and social care teams to improve internal monitoring of timeliness of the statutory advice for Annual Reviews. 	AD of SEND & Inclusion LBH
1.2.3	Ensuring that Educational Settings work in close collaboration with health and social care to inform Annual Review contributions from these agencies.	<p>Both Annual Review Guidance with checklist for schools and Annual Review Proformas will be reviewed in consultation with CYP to enable settings to ensure relevant professionals' involvement.</p> <ul style="list-style-type: none"> → Reviewed Annual Review Guidance with checklist be published <u>by March 2025</u> → Coproduced new Annual Review Proformas to be published <u>by June 2025</u> 	AD of SEND & Inclusion LBH

1.2.4	Early years providers and 0-19 Healthy Child Programme Health Visitors work together to deliver the 2.5-year developmental review, initially for children with known SEND or significant developmental delay.	0-19 Healthy Child Programme will work together with the wider partnership to introduce a method of integrating 2-2.5-year developmental reviews between health and early years settings, initially for children with identified developmental delay or identified SEND. → To develop methodology utilising Systm1 data to measure progress against this plan. To commence discussions <u>by November 2024</u> → To launch pilot of agreed integrated model with selected early years providers <u>by March 2025</u>	CNWL HCP Lead DCO AD Children Family Support Services LBH
1.2.5	0-19 Specialist Public Health Nurses (Health Visitors) will receive 100% referrals of known vulnerable pregnancies from The Hillingdon Hospital via the 0-19 children's contact centre.	All referrals will be triaged and allocated to a HV who will offer a face-to-face antenatal contact. Systm 1 will be reconfigured to identify the nature of contact (face-to-face or remotely), reasons if not seen and referral source in order to capture measurable data. → To commence monitoring of referrals from THH <u>by December 2024</u> → To have agreed Systm1 updates related to capturing this data <u>by April 2025</u>	CNWL HCP Lead DCO AD Children Family Support Services LBH

Ambition Group 1

Objective 3: Develop clear pathways for support

Promote Hillingdon's approach to inclusion including increasing uptake in SEND reviews & peer mentoring

Areas of Improvement from Inspection:

- Children and young people in Hillingdon wait too long for Neurodiversity assessments. In Hillingdon, CYP are assessed on different pathways for Autism and ADHD, and in some cases, this means CYP having to wait twice for a full assessment of their needs.

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.3.1	ICB will work to create consistent alignment of resourcing and development of a standard core common offer to improve services and reduce variation in CYP neurodevelopmental (ND) services.	<u>Pre-assessment and 'waiting well':</u> → NWL ICB will work with referrers and families to ensure the service has information for triage and signposting during 'waiting well'. → NWL ICB will provide parents / carers and CYP with a roadmap of assessment pathway and estimated timelines <u>by April 2025</u> → Referral and signposting process for parents / carers to 'waiting well' support to be implemented <u>by April 2025</u>	MHLDA NWL ICB

		<p>→ ICB will launch a procurement exercise <u>in November 2024</u> to commission a peer-led service for CYP with Autism and ADHD and their families. The service will offer pre and post diagnostic signposting and support to enable CYP and their families to 'wait well'. Service will be implemented <u>by April 2025</u></p> <p><u>Assessment and diagnosis:</u></p> <p>→ Joint assessments which are multi-disciplinary and simultaneously assess ASD / ADHD / Tics if multiple are indicated <u>by April 2025</u></p> <p>→ Share diagnosis following the joint assessment with relevant education provider / referrer / GP with CYP / parental consent to commence <u>by April 2025</u></p>	
1.3.2	CNWL will expand their current data capture to include a greater depth of information regarding numbers of CYP and waiting times for assessment on ASD and ADHD referral pathway	<p>CNWL Service Leads, Business Intelligence Team and ICB representatives will work together to implement increased breadth of data capture.</p> <p>→ BI to commence implementation of changes to IT systems <u>by March 2025</u></p>	<p>CYP Delivery Manager Hillingdon ICB CNWL Business Intelligence CNWL Service Leads</p>
1.3.1	Parents/carers have access to information regarding health services and are offered support for their CYP while awaiting diagnosis.	<p>The Hillingdon ICB and CNWL will work within Partnership to develop 'Waiting Well' support through informal cafe style respite, introduction to Autism programme, Brilliant Parents programme and School Transition Workshops for families awaiting ASD diagnosis.</p> <p>→ 'Waiting Well' initiatives will be implemented as a part of Pilot scheme <u>from April 2024 to March 2025</u></p>	<p>DCO CYP Delivery Manager Hillingdon ICB</p>
1.3.2	The Partnership has clear pathways of support which all professionals and parents understand and report being effective.	<p>Hillingdon early years settings and mainstream schools will increase their uptake in SEND reviews and peer mentoring to strengthen inclusion.</p> <p>→ SEND Advisory Team will undertake more SEND reviews, or revisits. There will be an increase from 62% to 93% of all Hillingdon settings undertaking SEND reviews to support schools' improvement around inclusion. Plan for SEND review visits or revisits to be created and monitoring of outcomes Reviews to be completed <u>by March 2026.</u></p> <p>→ SENCO Hubs will be set up to support peer mentoring <u>by June 2025</u></p>	<p>SEND Advisory Team Manager & PEP</p> <p>Head of Education & Lifelong Learning</p>

Ambition Group 1

Objective 4: Develop new collaborative agreement & ways of working for Children's Integrated Therapies

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.4.1	New collaborative agreement with Children's Integrated Therapies is in place and effective and appropriate to meet the needs of the local area.	<p>The LA, ICB and CNWL will create a Collaborative Agreement to demonstrate how key aspects of the local area will work together to meet the therapeutical needs of CYP with SEND (age 0-19). Outcomes will be monitored regularly.</p> <ul style="list-style-type: none"> → New Collaborative Agreement will be signed off by <u>March 2025</u> → Quarterly reviews of outcomes will commence by <u>June 2025</u> 	<p>Head of Children's Services & Operations CNWL</p> <p>SEND Lead Commissioner LBH</p>

Ambition Group 1

Objective 5: Improve outcomes for children with EHCPs and SEND Support

Areas of Improvement from Inspection:

- 1.5 improving the specificity of outcomes, ensuring that they help the child or young person in readiness for transfer through to their next phase of education.

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.5.1	All CYP with SEND have SMART outcomes outlined in their EHCP or My Support Plan. All stakeholders measure the outcomes and intervene where outcomes are not improving.	<p>The Partnership will monitor outcomes of EHCPs and My Support Plans to ensure they are improving.</p> <ul style="list-style-type: none"> → All will have systems in place to QA the outcomes of EHCNAs & EHCPs including transition points which will be implemented via QA EHCP Framework, training offer, and regular internal auditing systems. <u>by September 2025</u> → Develop further training offer for schools, along with a traded coaching offer for SENCOs or teachers, to improve confidence in creating SMART outcomes and in delivering differentiated curriculums and support to meet CYP's needs. <u>by September 2025</u> 	<p>DCO Service leads for CDC, CAMHS and CITS</p> <p>Director of Education & SEND LBH</p>

1.5.2	Monitor the outcomes of amended EHCPs via Annual Reviews and new EHCPs across the Partnership to ensure swift action can be taken if not sufficient progress is made towards outcomes.	<p>All agencies across the Partnership will work on improving outcomes for CYP with SEND within their internal processes as part of QA Framework and outcomes will be monitored at the point of Annual Review to ensure that CYP make sufficient progress.</p> <ul style="list-style-type: none"> → Report from EHM on EHCP outcomes (met/partially met/not met) to be created <u>By March 2025</u> → EYES (database) will be implemented to enable more effective data management <u>by Autumn 2025</u> 	<p>Borough Director NWL ICB CYP Delivery Manager Hillingdon ICB</p> <p>DCO</p> <p>CNWL Head of Children's Services & Operations</p> <p>AD of SEND & Inclusion LBH</p>
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Ambition Group 1

Objective 6: Develop training opportunities for LBH staff, health, social care and schools

Areas of Improvement from Inspection:

- training the workforce across education, health and social care in better understanding and supporting children and young people and their families

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	Key Areas	Actions (with timeliness)	Lead role & organisation
1.6.1	There is an improved knowledge and confidence in identifying and effectively supporting SEND across Partnership agencies: education, health and social care as well as educational settings. This leads to improved quality of the EHCPs, better inclusive	<p>Partnership Training Programme and information sessions to be designed for schools, education, social care and health staff, tailored to partnership priorities and professionals' feedback. The impact and outcomes of training session will be monitored through feedback.</p> <ul style="list-style-type: none"> → Task & Finish Group will be set up to develop Partnership Training offer. <u>by March 2025</u> → First part of the Partnership Training Programme to be implemented <u>by September 2025</u> and second part of the training programme to be implemented as rolling programme <u>by September 2026</u> 	<p>AD of SEND & Inclusion LBH</p> <p>DCO</p>

<p>1.6.2</p>	<p>practices and smarter outcomes for CYP with SEND.</p>	<p>The Partnership will coproduce a series of information workshops, webinars, training sessions on EHCNA and AR processes to ensure all relevant agencies and educational settings have the knowledge and resources required to improve the EHCPs.</p> <ul style="list-style-type: none">→ Information workshops and webinars to be fully developed and implemented <u>by March 2026</u>→ Termly SENCo Forums will continue to be delivered on themes related to early identification and preventative work as well as EHCP processes and inclusive practice as per school professionals' feedback. More bespoke sessions will be developed <u>by February 2025</u> and continue on regular basis.	<p>AD of SEND & Inclusion LBH</p> <p>SEND Advisory Team Manager & PEP</p>
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	SUCCESS MEASURE FOR Ambition 1	Baseline performance	Target				Source
1.1.2& 1.1.3& 2.2.1 & 2.2.2	SEN Support in Hillingdon is in line with national averages	<i>Baseline 23/24 census data</i> Hillingdon SEN Support <u>11.86%</u> <i>National 13.41%</i>	24/25 12.00%	25/26 12.50%	26/27 13.00%	27/28 13.50%	Census Data
1.1.4	The impact of ESF increases leading to CYP's needs being met earlier and closing the gap leading to 3-6% decrease of children applying for EHCP after receiving ESF within 1 year	<i>Baseline FY 23/24 29%</i>	By April 25 24%	By April 26 20%	By April 27 17%	By April 28 14%	DSG PBI dashboard
1.2.1 & 1.2.2 a	% of <u>health advice</u> that meet the 6 weeks and 2 weeks reporting deadlines for EHCNA and Annual Review will increase	<i>New measurement no baseline yet</i> 6 weeks performance for EHCNA 2 weeks performance for AR	By Oct 25 6 weeks at 70%	By Oct 26 6 weeks at 80%	By Oct 27 6 weeks at 90%	By Oct 28 6 weeks at 100%	EHM / PBI
1.2.1 & 1.2.2 b	% of <u>social care advice</u> that meet the 6 weeks and 2 weeks reporting deadlines for EHCNA and Annual Review will increase	<i>New measurement no baseline yet</i> 6 weeks performance for EHCNA 2 weeks performance for AR	By Oct 25 6 weeks at 70%	By Oct 26 6 weeks at 80%	By Oct 27 6 weeks at 90%	By Oct 28 6 weeks at 100%	EHM / PBI
1.2.1 & 1.2.2 c & 1.2.3	Annual reviews 4 -week and 12-week timeline improved	<i>Baseline 23/24</i> 4-week decision met at 17% 12-week final amended date met is 38%	By Oct 25 4-week decision at 50%	By Oct 26 4-week decision at 60%	By Oct 27 4-week decision at 70%	By Oct 28 4-week decision at 85%	EHM / PBI
1.2.3 b & 1.6.1 & 1.6.2	Overall Quality of new Plans and Final Amended Plans following AR will improve	<i>Baseline April 24</i> (based on monthly audit cycle of 20 EHCPs) Baseline for: overall quality of EHCPs	By Apr 25 Based on 25 EHCPs per month	By Apr 26 Based on 30 EHCPs per month	By Apr 27 Based on 30 EHCPs per month	By Apr 28 Based on 30 EHCPs per month	Audit Tool Invision 360

		<ul style="list-style-type: none"> • <i>G 'good' - 40% (43% national average)</i> • <i>RI 'require improvement' - 37% (42% national average)</i> • <i>IN 'inadequate' - 23% (14% national average)</i> 	G 43%	G 45%	G 50%	G 60%	
			RI 32%	RI 30%	RI 27%	RI 25%	
			IN 18 %	IN 15%	IN 12%	IN 9%	
1.3.3	Increase in the number of Hillingdon early years settings taking part in SEND Reviews or revisits.	<i>Baseline 23/24 30%</i> There will be 10% increase each year from the baseline	By Apr 25		By Apr 26		SAS database
			+ 10%		+ 10%		
	Increase the percentage of Hillingdon mainstream <i>primary</i> schools taking part in first SEND Reviews or revisits.	<i>Target 100% of all identified schools 68</i> <i>Baseline 23/24 75%</i>	By Apr 25		By Apr 26		SAS database
			+ 15%		+10%		
1.3.3	Increase the percentage of Hillingdon mainstream <i>secondary</i> schools taking part in first SEND Reviews or revisits.	<i>Target 100% of all identified schools 22</i> <i>Baseline 41%</i>	By Apr 25		By Apr 26		SAS database
			+41%		+ 18%		
	Schools' SEND Reviews outcomes will increase	<i>Baseline Outcomes measure (scale 0-2)</i> <i>Baseline Average 1.4 schools performance following SEND Review</i>	By Apr 25		By Apr 26		SAS database
			1.6-1.7		1.8-1.9		
	Number of early years settings and schools being part of Inclusion Commitment will increase.	<i>Baseline 11% of early years settings</i> 11% of schools	By Apr 25	By Apr 26	By Apr 27	By Apr 28	SAS database
			+10%	+10%	+10%	+10%	
			+10%	+10%	+10%	+10%	
1.4.1	Waiting times for the therapeutic input CYP receiving therapy (1:1 or group session, workshop, training) within 12 weeks of receipt of referral by therapy type: SALT, OT, Physio.	<i>Baseline</i>	By April 25	By Apr 26	By Apr 27	By Apr 28	CNWL database
			SALT 75%	SALT 75%	SALT 75%	SALT 75%	
			OT 75%	OT 75%	OT 75%	OT 75%	
			Physio 100%	Physio 100%	Physio 100%	Physio 100%	
			May 24	June 24	Baseline Quarterly		
			SALT 62%	63%	74%		
			OT 24%	57%	61%		
			Physio 100%	100%	100%		

1.5.1 & 4.2.1	Quality of EHCP Outcomes in Sections C, D & E will increase	<i>Baseline April 24</i> (based on monthly audit cycle of 20 EHCPs)	<ul style="list-style-type: none"> ▪ Section C 50% rating as ‘Good’ or ‘Outstanding’ ▪ Section D 18% rating as ‘Good’ or ‘Outstanding’ ▪ Section E 87% rating as ‘Good’ or ‘Outstanding’ 	By Apr 25 Based on 25 EHCPs per month	By Apr 26 Based on 30 EHCPs per month	By Apr 27 Based on 30 EHCPs per month	By Apr 28 Based on 30 EHCPs per month	Invision 360
				C 55%	C 65%	C 70%	C 75%	
				D 55%	D 65%	D 70%	D 75%	
				E 87%	E 88%	E 89%	E 90%	

Ambition Group 2
Objective 1: Improve functionality of the Local Offer

Areas of Improvement from Inspection:

- the local offer is not well established, many CYP and their families do not know about it.

	Key Areas	Actions (with timeliness)	Lead role & organisation
2.1.1	Local Offer is well established, regularly reviewed and many CYP and their families can easily access it.	<p>The Partnership will review all information currently on the Local Offer to check it is still relevant and up to date and identify gaps. The Local Offer will be rebranded to help residents understand what it is and will be marketed more widely, monitoring the level of engagement over time and involving young people in the design and content. The Partnership will work in collaboration to raise awareness of the Local Offer with the community and to regularly promote the website.</p> <ul style="list-style-type: none"> → New branding for the Local Offer will be in place with a new name through coproduction <u>by December 2024</u> → Task & Finish Group will be set up to collate feedback from Families, CYP and other Professionals to evaluate the Local Offer and address all the gaps. Evaluation and improvement plan for LO to be implemented <u>by March 2025</u> → First draft of new Local Offer <u>by October 2025</u> → Regular survey on functionality of Local Offer to be coproduced and implemented <u>by October 2025</u> → Promotion of the Local Offer will be led by the above Task & Finish Group through social media platforms, information forums for parents/carers and YP and by identifying LO champions across all agencies. Promotional activities to be designed and implemented <u>by October 2025</u> and thereafter termly reviewed by AG2. 	<p>AD Children and Family Support Services LBH</p> <p>AD of SEND & Inclusion LBH</p>

Ambition Group 2

Objective 2: Support and empower settings to play their part in a fully inclusive system

Areas of Improvement from Inspection:

- how well mainstream schools identify children’s needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent Exclusion.

	Key Areas	Actions (with timeliness)	Lead role & organisation
2.2.1	There are established frameworks across the Partnership to support educational settings with the identification of SEND needs, inclusion and putting support in place through Ordinarily Available Provision to strengthen inclusion in local mainstream settings.	<p>The Partnership will review and update the OAP framework, create OAP checklists to support settings in strengthening inclusion in local mainstream settings.</p> <ul style="list-style-type: none"> → OAP guidance to be reviewed and published. <i>(please see also actions 1.6.1 & 1.6.2)</i> <u>by December 2024</u> → OAP checklists are published and promoted to schools and settings <u>by January 2024</u> 	PEP
2.2.2		<p>The schools’ community will coproduce an Inclusion Consistency Framework to ensure that an inclusive environment across the Partnership educational settings is transparent and coordinated.</p> <ul style="list-style-type: none"> → The Task & Finish Group will be created <u>by January 2026</u> → Inclusion Consistency Framework will be coproduced & implemented <u>by March 2026</u> 	Head of Education & Lifelong Learning LBH

Ambition Group 2

Objective 3: Review and refine support for SEND children with transitions, attendance and exclusions and vulnerable group

	Key Areas	Actions (with timeliness)	Lead role & organisation
<p>Page 190 2.3.1</p>	<p>Ensuring that agencies across education, social care and health are working collaboratively with educational settings to develop strategies to support CYP and their families through transition points in their education.</p>	<p>The Partnership will:</p> <ul style="list-style-type: none"> → coproduce relevant guidance documents and information for professionals, and CYP and their families, on transition points in education to prevent placement breakdown and reduce requests for a change of placement to specialist where mainstream deemed appropriate <p><u>by July 2026</u></p> <ul style="list-style-type: none"> → Implement transition Pilot programme (run by LBH education in partnership with CAAS) for 4 secondary schools to support transition of CYP with ADHD & ASD with EHCP transferring to secondary mainstream provision <p><u>by October 24</u></p>	<p>EHC Service Manager</p>

	SUCCESS MEASURE FOR Ambition 2	Baseline performance	Target				Source
			By Oct 25	By Oct 26	By Oct 27	By Oct 28	
2.1.1	Number of views and returns on Local Offer website	<i>Baseline (01.10.23- 01.10.24)</i> → Views 1330 → Bounce rate 40%	Views 1530	Views 1730	Views 1930	Views 2130	LBH Website
			Bounce 42%	Bounce 45%	Bounce 48%	Bounce 50%	
2.2.1 & 2.2.2	Increase by 2 % each year the number of CYP with EHCPs attending local mainstream to increase inclusion.	<i>Baseline 22/23 - 44%</i>	By April 25	By April 26	By April 27	By April 28	EHM / PBI
			48%	50%	52%	54%	
2.3.1	Total number of suspensions and exclusions for CYP with EHCPs or on SEN Support.	<i>Baseline Jul 24</i> occurrences <u>SEN Support</u> Susp. Number: 561 Excl. Number: 14 <u>EHCP</u> Susp. Number: 344 Excl. Number: 3 % decrease from baseline	By Jul 25	By Jul 26	By Jul 27	By Jul 28	Education internal data
			Susp. -10% Excl. -10%	Susp. -5% Excl. -10%	Susp. -2% Excl. -5%	Susp. -2% Excl. -5%	
			Susp. -10% Excl. -30%	Susp. -5% Excl. -30%	Susp. -2% Excl. -60%	Susp. -2% Excl. -10%	

Ambition Group 3
Objective 1: Review SEND Funding approach

	Key Areas	Actions (with timeliness)	Lead role & organisation
3.1.1	Hillingdon SEND funding framework is reviewed and provides fair and transparent allocation of HNB funding in line with CYP's needs.	<p>The Partnership will continue banding review to enable continuum of support for CYP on SEN Support as well as with EHCPs.</p> <ul style="list-style-type: none"> → Mainstream Banding Model implementation commenced in September 2024 and conversion to the new model will be completed <u>by September 2026</u> → Special Schools Banding model review to be completed <u>by February 2025</u> and implemented <u>by July 2027</u> 	Director Education and SEND LBH

Ambition Group 3
Objective 2: Develop new SRP, Designated Units and Assessment base with appropriate quality assurance

	Key Areas	Actions (with timeliness)	Lead role & organisation
3.2.1	Quality assuring existing SRP/DU/AB provision by regular reviews to create a consistent approach to supporting children with SEND.	<p>The Partnership will develop a quality assurance framework for SRPs, DUs and AB.</p> <ul style="list-style-type: none"> → Pilot on SRP Review to be completed <u>by March 2025</u> → Develop QA model for all SRPs, DUs, AB and carry out the reviews for all <u>by September 2027</u> 	SEND Education Advisor LBH
3.2.2	Developing more specialist provision within mainstream to meet the range of needs locally in the Borough, including additional SRP places, Designated Units (DU) and Assessment Base (AB).	<p>The LBH will continue developing provision following the opening of 2 new primary SRPs, 2 DUs and AB.</p> <ul style="list-style-type: none"> → Secondary SRP provision and specialist FE provision expansions will be developed <u>by September 2027</u> 	<p>Senior SEND & Inclusion Commissioner LBH</p> <p>School Place Planning Manager LBH</p>

Ambition Group 3
Objective 3: Create additional places in local Special School provision

	Key Areas	Actions (with timeliness)	Lead role & organisation
3.3.1	Reviewing current SEND provision and developing further SEND school places as required to meet the current and projected demand.	<p>The Partnership will ensure that the types of needs in special schools are fit for purpose for the current cohorts and that the needs are constantly reviewed through Early Years tracking panel, and regular reports on trends and cohorts.</p> <ul style="list-style-type: none"> → SEND PBI Dashboard to be further developed to enable regular reporting on trends and cohorts <u>by July 2025</u> → SEND Sufficiency Strategy to be published <u>by March 2025</u> → Admission Guidance to specialist provision will be developed and published <u>by July 2025</u> → Pinn River and Meadow High Schools expansion to be completed <u>By January 2026</u> 	<p>School Place Planning Manager LBH</p> <p>AD of SEND & Inclusion LBH</p>

Ambition Group 3
Objective 4: Develop a SEND school outreach offer

	Key Areas	Actions (with timeliness)	Lead role & organisation
3.4.1	Creating a new SEND outreach and in-reach model to support mainstream settings with a range of needs.	<p>The Partnership will work together to create outreach and in-reach offer for mainstream schools.</p> <ul style="list-style-type: none"> → Centre for ADHD and Autism Support (CAAS) pilot commissioned by the LA to strengthen transition for EHCP students transferring from primary to secondary mainstream. Review impact of pilot and consider next steps <u>by September 2025</u> → Outreach and In-reach offer from special schools and SRPs to mainstream will be developed to support with a range of needs. <u>by September 2026</u> 	<p>AD of SEND & Inclusion LBH</p> <p>Director Education & SEND LBH</p> <p>SEND Education Advisor LBH</p>

	SUCCESS MEASURE FOR Ambition 3	Baseline performance	Target				Source
3.2.1	Number of SRPs, DUs and AB that have regular reviews will increase. There will be ongoing review for all.	Baseline September 2024 - 3/15 reviews completed	By Sept 25	By Sept 26	By Sept 27	By Sept 28	EIP internal database
			6	10	15	15	
3.4.1 & 2.2.1 & 2.2.2	Increase by 2 % each year the number of CYP with EHCPs attending local mainstream to increase inclusion.	Baseline 22/23 - 44%	By April 25	By April 26	By April 27	By April 28	EHM / PBI
			48%	50%	52%	54%	

Ambition Group 4

Objective 1: Develop further opportunities for children with SEND to take part in clubs & activities

Areas of Improvement from Inspection:

- the short break offer is not well developed. Some children and young people wait too long to access provision, for example due to a lack of appropriate equipment.

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.1.1	Ensuring that activities and opportunities for CYP with SEND across local area are accessible and provide range of possibilities within their interests including respite offer.	The Partnership will work with CYP and their families to establish gaps in local area for activities. → The Partnership will ensure events and activities for CYP are update on the Local Offer regularly to widen participation. <i>(part of action 2.1)</i> <u>By October 2025</u>	SEND Education Advisor AD Child and Family Support Services
4.1.2		→ The Partnership will explore the development of short breaks offer through DPS and spot purchasing as well as a hub to ease access to short breaks to families. The Partnership will review the reasons for the delay in CYP accessing short breaks and will work across agencies to improve timely access to short breaks. Short breaks offer development plan informed by the review to be established by <u>October 2025,</u>	AD Permanence & Specialist Services

Ambition Group 4

Objective 2: Development of Preparation for Adulthood outcomes

Areas of Improvement from Inspection:

- ensuring that PfA is more effectively planned from Year 9 onwards
- ensuring that those young people with a learning disability under the age of 18 can receive a formal diagnosis when required to ensure a smooth and planned transition through to adult services
- ensuring that all children and young people benefit from an effective and timely presentation to the transition panel
YP are not always presented early enough to the transition panel and their views are often overpowered by parents.
- more robustly capturing the voice of children and young people and their lived experience about the partnership's approach to PfA.
- CYP are not directly represented on the local offer steering group or in SEND governance groups

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	Key Areas	Actions (with timeliness)	Lead role & organisation
4.2.1	There is a strong collaboration with CYP and their families to capture their voice, ensure YP's involvement in SEND governance, PfA is embedded across all agencies that work with CYP with SEND from Year 9 onwards and YP are presented to transition panel in a timely manner.	The Partnership will work in line with the coproduction charter to ensure effective use of the voice of CYP in shaping EHCPs and will develop partnership's approach to PfA by coproducing a PfA strategy document. New Annual Review Templates (<i>action 2.2</i>) will include coproduced part for PfA. Training for schools (<i>action 6.2</i>) will include PfA. The Partnership will monitor PfA implementation through EHCP QA Framework (<i>action 2.1</i>) → PfA Strategy to be coproduced and published by <u>October 25</u>	AD SEND & Inclusion
4.2.2		The Partnership will review transition panel to ensure there are representatives from all relevant agencies to make it more robust and review the ToR of the panel to improve operational pathways across agencies to enable smooth transition for YP while focusing on their personal PfA Outcomes. → Transition Panel Terms of Reference and membership will be reviewed by <u>March 2025</u>	AD Permanence & Specialist Services CNWL Transition Nurse/CCN Leads DCO

4.2.3		<p>The Partnership will work with CYP and their families to establish clear platforms for capturing YP's voice and involve them in the local area decision. Hillingdon Hospital LD Nurse supports CYP with SEND and complex health need to develop 'My Health My Plan' (Hospital Passport) that is PfA focused.</p> <ul style="list-style-type: none"> → SEND Youth Forum to be established <u>by January 2025</u> → YP with SEND to become members of Ambition Groups within Local Area SEND Governance <u>by February 2025</u> → 'Walking in our shoes' to be developed themed on CYP with SEND <u>by April 2025</u> 	SEND Education Advisor
4.2.4	Young People will have access to an assessment for Learning Disability to receive a formal LD diagnosis.	<p>NWL ICB will commission review of specialist services for people with LD</p> <ul style="list-style-type: none"> → To undertake a mapping exercise to highlight the gaps for MHLDA services. Findings will be presented to MHLDA Board and LDA Steering Group <u>by November 2024</u> → NWL ICB will investigate the scale of the issue, the impact on CYP and what is happening across other parts of the country. This will inform the decision to develop a business case seeking investment and service model options. <u>by November 2025</u> 	Head of Children's Services and Operations CNWL

Ambition Group 4

Objective 3: Further develop options for Post 16 through supported internships, provision, work and employment

Areas of Improvement from Inspection:

- 1.4 ensuring that PfA is more effectively planned from Year 9 onwards (see also 4.2)

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.3.1	All agencies across the Partnership are working with employers and FE providers to create more opportunities and pathways to support wider education, employment and training opportunities, including Supported Internships.	<p>The Partnership will involve YP with SEND in designing opportunities in local area for internships, work and employment.</p> <ul style="list-style-type: none"> → Supported Employment Forum to be further developed <u>By March 2025</u> → Pathways Guide to be further developed from existing Routes into Work Guide. <u>By July 2025</u> 	Work Inclusion Partnerships Manager

4.3.2

Strengthening practice in career advice and guidance for YP with SEND from Year 9 and onwards. Careers Leads/SENCOs have better understanding of their role in supporting YP with SEND in improving Careers, Education, Information, Advice, and Guidance (CEIAG).

The Partnership will raise awareness about the importance of planning PfA more effectively from Year 9 onwards and will provide support to Careers Leads/SENCOs around CEIAG through the following:

- Training Sessions to Careers Leads/SENCOs about supporting YP with SEND in improving CEIAG. First session will be delivered by May 2025 and thereafter 1 session per term.
- Careers Leads Network termly meetings are implemented where Gatsby Benchmarks are discussed with all schools with strong emphasis on involving SEND students. Meetings implemented and run termly.
- Pilot programme with few schools to implement vocational profiling as a part of the CEIAG for EHCP students and SEN Support students. Pilot to commence by November 2025

Head of Education & Lifelong Learning
LBH

Ambition Group 4

Objective 4: Regularly gather feedback from SEND children to understand what is working and what isn't To develop a shared vision and expectation of responsibility, through the development of a Co-production Charter, across all service providers who support children and young people with SEND

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Areas of Improvement from Inspection:

- 1.3 more effectively using the voice and aspirations of children and young people when shaping their EHC and/or amended EHC plan
- 2.3 leaders use a wider range of information to inform how they evaluate children and young people's needs and understand families' lived experiences. (see also 1.1)

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.4.1	Ensuring that CYP with SEND are involved at all stages of support offered by services within the Partnership so that they are clear on their options and can make the best choices for themselves in line with their aspirations.	Following the development of Coproduction charter, the Partnership will develop mechanism for coproduction charter implementation, ensuring that all agencies gather evidence of coproduction with CYP and their families. CYP's voice will be regularly evaluated to inform services' delivery. → Coproduction implementation contract to be developed and monitored <u>by May 2025</u>	AD of SEND & Inclusion LBH

Ambition Group 4

Objective 5: Improve support for children with Social, Emotional and Mental Health support

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.5.1			LBH SEMH Specialist EP & ICB CAMHS
4.5.2	Ensuring there is an outreach service for CYP with SEND who present with SEMH needs to support them in mainstream settings.	<p>The Partnership will develop SEMH Inclusion commitment and further develop Mental Health Support Worker service in schools.</p> <ul style="list-style-type: none"> → SEMH Inclusion Commitment to be developed <u>by December 2025</u> → The Thrive Partnership lead by NWL ICB Hillingdon in collaboration with the Local Authority will create a Thrive Directory for CYP and their families/carers/schools and professionals which will signpost to the right service to support their SEMH needs. Directory to be published <u>by March 2025</u> → EHCP Plus team to be created with LBH Education & SEND to offer specialist advice and guidance to mainstream schools for CYP with EHCP who have SEMH/ complex needs. EHCP Plus Team to be recruited <u>by March 2025</u> and support fully enrolled to schools <u>by September 2025</u> 	AD of SEND & Inclusion LBH

	SUCCESS MEASURE FOR Ambition 4	Baseline performance		Target				Source
4.2.1 & 1.5.1	Increased quality of PfA outcomes linked to YP's ambitions. Quality of EHCP Outcomes in Sections C, D & E will increase. (Themed audits specific on PfA)	<i>Baseline April 24</i> (based on monthly audit cycle of 20 EHCPs)		By April 25 Based on 25 EHCPs per month	By Apr 26 Based on 30 EHCPs per month	By Apr 27 Based on 30 EHCPs per month	By Apr 28 Based on 30 EHCPs per month	Invision 360
		<ul style="list-style-type: none"> Section C 50% rating as 'Good' or 'Outstanding' Section D 18% rating as 'Good' or 'Outstanding' Section E 87% rating as 'Good' or 'Outstanding' 		C 55%	C 65%	C 70%	C 75%	
				D 55%	D 65%	D 70%	D 75%	
4.2.2	Improved timeliness of YP with SEND (EHCP and non- EHCP) presented to Transition Panel (adult social care& health)	<i>Baseline FY</i>		E 87%	E 88%	E 89%	E 90%	Panel data
		Out of all CYP with SEND who potentially meet threshold for support under the Care Act Assessment are timely presented to the Transition Panel. 97% are presented on time (at the age of 17)		98%	99%	100%	100%	
4.3.1 a	Increased number of students with EHCP accessing Supported Internships	<i>Baseline September 2024</i>		By Sept 25	By Sept 26	By Sept 27	By Sept 28	Work Inclusion Partnership database
		18 students with EHCP accessing SI		+ 10%	+ 10%	+ 10%	+ 10%	
4.3.1b	% of YP who successfully move to employment following Supported Internships (SI)	<i>Baseline March 2024</i>		By Mar 25	By Mar 26	By Mar 27	By Mar 28	
		43% of YP who moved to employment following SI		45%	48%	51%	55%	
4.3.2	% of students with SEND in Education, Employment and Training (EET)	Baseline June 2024		By Oct 25	By Oct 26	By Oct 27	By Oct 28	Participation Team Database and EHM
		% of students: <u>on SEN Support</u> 16-17 year olds = 91.3%	SEN Support 16-17 year olds	92.5%	93%	94%	95%	
		Baseline October 2024 with <u>EHCP</u> :						

		16-17 year olds – 93.8% 16-25 year olds – 86.2%	EHCP 16-17 year olds	94%	94.5%	95%	96%	
			EHCP 16-25 year olds	88%	89%	90%	92%	

Ambition Group 5
Objective 1: Create a three-tiered alternative provision system

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.1.1	To ensure the three-tier alternative provision (AP) system is fully integrated into the local education landscape, with mainstream schools having a clear understanding of the system, how to access support, and how to make effective referrals.	<p>The Partnership will:</p> <ul style="list-style-type: none"> → Develop an easy-to-understand infographic or visual guide explaining the three-tier AP system, highlighting the types of support available at each tier <u>by October 25</u> → Establish a regular communication plan with schools to gather feedback on the AP system and address any gaps in awareness e.g. annual AP information sessions, feedback surveys to assess school satisfaction and identify areas for improvement. <u>by June 2025</u> → Develop an online hub on LEAP where schools can easily access information about the AP system, submit referrals, monitor student progress, and communicate with AP providers. Ensure it includes resources like case studies, guidance documents, and training videos. <u>by January 2025</u> 	AD for Education LBH
5.1.2	Ensure mainstream schools are equipped with resources and training to provide early, preventative interventions to reduce the need for alternative provision referrals.	<ul style="list-style-type: none"> → Provide additional resources to schools for early intervention program through Vulnerable Learners Clinics. Clinics to be implemented <u>by June 2025</u> 	AD for Education LBH

Ambition Group 5

Objective 2: Reduce the number of exclusions and suspensions from and within schools

Areas of Improvement from Inspection:

- 3.2 how well mainstream schools identify children’s needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent Exclusion (see also 2.2)

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.2.1	Ensuring that agencies across education, social care and health are working collaboratively with educational settings to develop strategies to reduce the numbers of CYP with SEND who are suspended or excluded from education.	<p>The Partnership will:</p> <ul style="list-style-type: none"> → Review existing guidance for educational settings to prevent suspensions and exclusions. <u>by February 2025</u> → Ensure that the Early Intervention and Inclusion Panel (EIIP) effectively links relevant professionals (from education, health, and social care) across the partnership to address cases at risk of suspension or exclusion for CYP with SEND. EIIP ToR to be reviewed <u>by December 2025</u> → Develop and implement strategies across the partnership to address the underlying causes of suspensions and exclusions for CYP with SEND (e.g., behavioural interventions, mental health support, family engagement). <u>by July 2026</u> → Develop and promote a directory of APs on the DPS, ensuring schools have access to a wide range of intervention options, including provisions for students with SEND. <u>by February 2025</u> 	<p>AD Education LBH</p> <p>AD SEND & Inclusion</p> <p>DCO</p> <p>CYP Delivery Manager Hillingdon ICB</p> <p>CAMHS Service Manager Hillingdon CNWL</p>

Ambition Group 5

Objective 3: Increase the number of children successfully reintegrated back into mainstream

	Key Areas	Actions (with timeliness)	Lead role & organisation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 204</p> <p>5.3.1</p>	<p>Alternative Provision is used as an intervention, not a destination. There is a reintegration process for CYP who receive a Permanent Exclusion (PEX) and children with SEND. Every CYP accessing AP has a support plan.</p>	<p>The Partnership will: establish clear reintegration (TAC) plans for each student placed in AP, co-developed with the student, their family, mainstream school staff, and AP providers:</p> <ul style="list-style-type: none"> → Reintegration Plans from AP to school to be implemented <u>by July 2026</u> → Explore reintegration processes for children with SEND <u>by July 2026</u> → Include requirement for support plans in all SLAs with providers <u>by July 2025</u> → Develop a process for assessing progress of children via their support plans <u>by July 2025</u> 	<p>AD Education LBH</p>

Ambition Group 5

Objective 4: Improve commissioning of independent providers to have a more flexible approach

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.4.1	There is functional, well developed Dynamic Purchasing System (DPS) for Alternative Provision (AP) with standardised Service Level Agreement (SLA) for all providers.	<p>The Partnership will:</p> <ul style="list-style-type: none"> → Regularly review and expand the list of approved AP providers within the DPS to ensure a diverse range of high-quality options <u>by July 2025</u> → Implement a Quality Assurance Framework for Alternative Provision providing structured QA process to regularly assess the performance and effectiveness of AP providers <u>by July 2025</u> → Offer information sessions for internal teams and AP providers on how to effectively use the DPS <u>by September 2025</u> → Create a standardised Hillingdon SLA for all providers <u>by January 2025</u> 	Senior SEND & Inclusion Commissioner LBH AD Education LBH

Ambition Group 5

Objective 5: Reduce the number of children requiring tuition

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.5.1	Reduced reliance on Home Tuition by increasing Alternative Provision Capacity and more bespoke pathways of support to strengthen CYP outcomes and reintegration to educational setting.	<p>The Partnership will:</p> <ul style="list-style-type: none"> → ensure a broad range of AP is available <u>by December 2025</u> → work with AP providers to create pathways tailored to younger children <u>by July 2025</u> 	AD Education LBH

SUCCESS MEASURE FOR Ambition 5		Baseline performance	Target				Source
5..2.1 & 2.3.1 & 2.3.2	Total number of suspensions and exclusions for CYP with EHCPs or on SEN Support.	<i>Baseline Jul 24</i> occurrences <u>SEN Support</u> Susp. Number: 561 Excl. Number: 14	By Jul 25	By Jul 26	By Jul 27	By Jul 28	Education database
		<u>EHCP</u> Susp. Number: 344 Excl. Number: 3	Susp. -10%	Susp. -5%	Susp. -2%	Susp. -2%	
			Excl. -10%	Excl. -10%	Excl. -5%	Excl. -5%	
5.3.1 a	% of PEx CYP (including those with SEND) who were successfully reintegrated from alternative provision (AP) into education.	<i>Baseline Jul 24</i> 16% of CYP who were reintegrated to education following PEx.	By Jul 25	By Jul 26	By Jul 27	By Jul 28	Education database
			+5%	+6%	+7%	+8%	
5.3.1 b	A reduction in the average length of time CYP with SEND (EHCP and non-EHCP) spend in alternative provision, with the majority transitioning back to education indicating efficient use of AP as a short-term intervention.	<i>Baseline Jul 24</i> Average time of CYP in AP - 9.5 months	By Jul 25	By Jul 26	By Jul 27	By Jul 28	Education database
		% decrease in duration of AP	+2%	+2%	+5%	+10%	

Terms or Acronyms:

- AB- Assessment Base
- AD- Assistant Director
- ADHD- Attention Deficit Hyperactivity Disorder
- AP- Alternative Provision
- AR- Annual Review
- ASD- Autistic Spectrum Disorder
- CAMHS- Child and Adolescent Mental Health Services
- CCN- Community Children Nurses
- CITS- Children Integrated Therapy Service
- CNWL- Central North West London
- CYP –Children and Young People
- DCO- Designated Clinical Officer
- DPS- Dynamic Purchasing System
- DU- Designated Unit
- EHCNA- Education Health Care Needs Assessment
- EHCP- Education, Health and Care Plan
- FY- Financial Year
- ICB- Integrated Care Board
- LA-Local Authority
- LBH- London Borough of Hillingdon
- LO- Local Offer
- MHLDA- Mental Health, Learning Disability and Autism
- OAP- Ordinarily Available Provision
- PEP- Principal Educational Psychologist
- PEx – Permanent Exclusion
- PfA- Preparation for Adulthood
- QA- Quality Assurance
- SEMH- Social Emotional Mental Health
- SENCo-Special Educational Needs Co-ordinator
- SI- Supported Internship
- SLA- Service Level Agreement
- SRP- Specialist Resource Provision
- TAC- Team Around the Child
- THH- The Hillingdon Hospital
- ToR- Terms of Reference
- YP- Young People

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Hillingdon Local Area SEND & AP Partnership

Improvement Plan 2024-2028

Highlight Report January 2026

Programme	Hillingdon Local Area SEND & AP Partnership Improvement Plan 2024-2028 implementation
Directors co- chairing SEND Operational Group (SOG)	LBH- Abi Preston, Director of Education and SEND ICB- Sue Jeffers, Borough Director Hillingdon
Project leads	LBH -Dominika Michalik, Assistant Director of SEND & Inclusion Rani Dady, Head of Programme Management ICB- Hilary Smith, Designated Clinical Officer
Programme delivery: current status	Green
Reasons for RAG	Plan initiated and all actions are on track for delivery
Report Completed By	Dominika Michalik, Assistant Director of SEND & Inclusion
Date	27.01.2026

Summary of Progress			
From	November 2025	To	January 2026

Ambition Group Headlines

AMBITION GROUP 1 The right support, at the right time, in the right place	
<ul style="list-style-type: none"> Review and refine early intervention offer Review and refine approaches to early identification, assessment and reviewing of EHCPs Develop clear pathways for support. Promote Hillingdon's approach to inclusion including increasing uptake in SEND reviews & peer mentoring Develop new collaborative agreement & ways of working for Children's Integrated Therapies Improve outcomes for children with EHCPs and SEND Support 	<ul style="list-style-type: none"> ➤ Work on Support Information Guidance for CYP and their families who are awaiting neurodiverse assessments is going well with completion expected by end of February 26. Feedback from PCF has been incorporated into the document's planning. The Family Hubs and Children's Centres Service Manager has been commissioned by the ICB to produce the document, which will include a QR code linking to the Local Offer. The QR code will be shared by the Child Development Centre at first contact. ➤ Second Parent Event took place on 26.01.26 with various speakers providing information and guidance. ➤ Early Identification toolkit is available on LEAP and Local Offer. Training is now being developed alongside the MSP which will be rolled out this year. ➤ PINS 2 Project has now progressed to the commissioning stage and is being developed collaboratively with four partner boroughs. This joint

<ul style="list-style-type: none"> • Develop training opportunities for LBH staff, health, social care and schools 	<p>approach aims to ensure consistency, shared learning, and improved outcomes across the region.</p> <ul style="list-style-type: none"> ➤ Inclusion Network developing further, positive feedback ➤ Partnership Training Offer is being further developed- OAP training sessions for schools are taking place now. SAS offers universal ones free of charge and bespoke training sessions as part of traded offer. ➤ Designated Social Care Officer (DSCO) is setting up pathways for social care statutory assessments and advice. First templates were created and now being implemented. DSCO provided information session to all SEND & Inclusion Services. ➤ EYES has gone live and now at the implementation stage. Awaiting EHCP Portal implementation. ➤ QA Framework: Annual Review Templates review workshops with schools and all other professionals took place and now working on drafts. YP contributed via Aim High and families through SENDIASS and PCF. ➤ New collaborative agreement with Children’s Integrated Therapies is in place. Commissioner liaising with CNWL about some challenges related to therapy delivery. ➤ ICB & CNWL ‘Waiting Well’ Pilot initiative continues. It enhances access to both pre- and post-diagnostic support. Waiting times for ASD and ADHD diagnosis remain a significant challenge, with waits extending up to three years and no joint assessments at this stage. ➤ Thrive is preparing to launch its dedicated website and has already published a landing page on the Hillingdon Council website. The initiative will require the reformation of the Thrive group, ongoing work.
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Major milestones

<ul style="list-style-type: none"> ➤ Positive Parent/Carer event took place ➤ Progress in building SEPB dashboard ➤ Progress in developing Thrive website ➤ Progress in developing social care statutory advice led by DSCO ➤ Early Identification Toolkit and OAP guidance branded and published with workshops scheduled to support further the implementation. ➤ Great success of the Inclusion Network for Education (previously SENCO Forum) <i>Feedback from the three meetings has been overwhelmingly positive, with participants describing the sessions as: “Interesting, inspirational, positive, informed, useful, multi-faceted, motivating, encouraging, and improved.”</i>

Risks

Action	Issues	Mitigation
Configure EHM database system and build in reports to share information between SEND EHCP team, social care and health teams regarding Annual Review due dates. Report to be built and securely shared across partnership.	New technology improvement to share data across the NHS - issues and effectiveness unknown until tested. With the new EHM EHCP portal, officers manually remind schools via an AR spreadsheet. Enhanced management monitoring is now in place. EHM issues deadline notifications and there is ongoing work to ensure correct report on key AR tasks. Full implementation should be completed by March	Work has been initiated to build in the report from LA to report on what SEND EHC Team received from school in terms of statutory advice. Currently manual AR due date sharing with schools to ensure improvement of Annual Review Timeline. This is holistic responsibility of all stakeholders.

	26, six months after launch, to address any issues.	
CNWL Service Leads, Business Intelligence Team and ICB representatives will work together to implement increased breadth of data capture.	Work is ongoing to obtain the data required and to find a way to share this effectively between all organisations. This work is underway but will not be completed by the end of March as it is complex. Challenges to staffing resources – implications for ICB.	Business Intelligence (BI) commenced implementation of changes to IT systems. DCO met with CNWL BI team and developed a new data set.
Waiting times for ASD / ADHD / diagnosis are at 2 years and not improving.	A pilot of AI tool <i>Anathem</i> in Brent CAMHS showed promising time savings of 1–2 hours per diagnostic report, and rollout to Hillingdon CDC and CAMHS is imminent. A collaborative proposal with the other three ND providers in NWL has been developed for a new integrated ND service specification, aiming to streamline ASD and ADHD assessments into a single pathway, establish borough-level triage hubs, enhance early intervention, and expand digital solutions including AI and shared website development.	Next steps include rolling out <i>Anathem</i> to Hillingdon services; presenting the integrated ND service proposal to the ICB; and seeking ND SDF funding to increase team capacity, acknowledging that demand will still exceed available resources.
Collaborative Agreement -CITS delivery	Challenges with OT delivery	Head of Commissioning is liaising with CNWL Leads to agree next steps and address challenges.

AMBITION GROUP 2 Fully inclusive education for all	
<ul style="list-style-type: none"> • Improve functionality of the Local Offer • Support and empower settings to play their part in a fully inclusive system • Review and refine support for SEND children with transitions, attendance and exclusions and vulnerable group 	<ul style="list-style-type: none"> ➤ Local Offer HELLO (Hillingdon Empowering Lives Local Offer) being developed further with updated information from various stakeholders. ➤ SEND Youth Forum Aim High developing well with participation in new project Dragon SEND (Working in partnership with Heathrow Airport, an event with schools to develop Entrepreneurial skills for young people with SEND). ➤ To support Inclusion: EBSNA Protocol (will be expanded to EROS Pilot through <i>London Innovation and Improvement Alliance</i> with grant funding of £25,000 that Hillingdon was successful in applying for. ➤ To further support Inclusion- Part-time timetables protocol implemented. Other projects have been initiated: Hillingdon Local Area Adaptive Teaching Framework, Accessibility strategy in being developed as part of inclusion commitment, EBSNA Protocol EROS - focus on ensuring CYP's voice is captured and support inclusion.

	<ul style="list-style-type: none"> ➤ Review of Annual Review templates have been done through co-production workshops and now finalising templates with tools to support AR process for YP themselves. ➤ Extension for another year Transition Pilot Programme run by LBH education in partnership with CAAS for 6 secondary schools to support transition of CYP with ADHD & ASD with EHCP transferring to secondary mainstream provision to ensure CYP have every opportunity to succeed in their school. ➤ Inclusion Consistency Framework – work progressing well on new QA Framework for Inclusion tool that has been developed to support schools with self-evaluation and improvement under Ofsted. Now we are merging this with Inclusive & Equity-Focused Self Evaluation Tool that SAS Developed for SEND. ➤ All guidance documents, including the OAP Framework, have been fully branded and published on Local Offer and LEAP.
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Major milestones

- Hillingdon being awarded grant (£25,000) through *London Innovation and Improvement Alliance* to support inclusion for EBSNA CYP through EBSNA Response and Outreach Team (EROS)
- QA Framework for Inclusion trial implementation- self-evaluation and improvement under new Ofsted framework
- Local Offer: HELLO (Hillingdon Empowering Lives Local Offer) is live from 5th September 2025 and being further developed
- Collaboratively reviewed and branded in line with SEND & AP Strategy guidance documents are now published and can be used by all stakeholders
- Part-time tables protocol is developed and being embedded.

Risks

Action	Issues	Mitigation
Support settings to ensure that CYP who do not require special school are not placed there.	SEN2 return indicated Hillingdon % of CYP in special schools in total remained 35% similar to the last year 34.4% which remains still significantly higher than national. Nationally there has been a decrease from 32.3% to 30.4% this year and regionally there is a decrease in London from 28.2% to 27.6%.	LBH Team working closely with special schools and SRP/DU network to support transitions and develop further guidance for mainstream schools about inclusion (EBSNA Protocol; Hillingdon Local Area Adaptive Curriculum, Inclusion Consistency Framework)

AMBITION GROUP 3
Provision meets the needs of Hillingdon's children and young people

- Review SEND Funding approach
- Develop new SRP, Designated Units and Assessment Centre with appropriate quality assurance
- Create additional places in local Special School provision
- Develop a SEND school outreach offer

- Banding review: Reviewed mainstream guidance in place and we are in the process of converting old banding to the new one. Special Schools Banding completed and in implemented with resource panels in place including in-year adjustment panel. Early Support Funding methodology reviewed to match the banding model and Early Years funding (SENIF) also reviewed through coproduction with EY settings.
- Quality Assurance: QA templates for SRPs and DUs created. Guidance document has been updated further to include all feedback.
- Expansion Projects: The Pinn River school has opened in January 2026. Construction has also commenced on the Meadow satellite site at Harefield, with completion targeted for August 2026. Barra Hall renovation within HRUC on track.
- Bishop Ramsey approved to develop secondary mainstream SRP for 24 CYP.
- Admission Guidance: Coproduced with SRPs/DUs and Special Schools, awaiting final amendments for guidance to be published.

Major milestones

- The Pinn River School has opened.
- SRPs and DUs network group set up with positive feedback from members
- Reviewed Mainstream Banded Funding Framework and Special Schools Banded Funding Framework published.

Risks

Action	Issues	Mitigation
Create additional places in local specialist provision	Delays with Barra Hall for FE students	HRUC senior leadership offered temporary solution at Uxbridge College and Harrow College to accommodate students for this academic year.

AMBITION GROUP 4

Children and young people live happy and fulfilled lives where they are included in the community

- Develop further opportunities for children with SEND to take part in clubs & activities
- Development of Preparation for Adulthood outcomes
- Further develop options for Post 16 through supported internships, provision, work and employment
- Regularly gather feedback from SEND children to understand what is working and what isn't

- Dedicated page on Local Offer for PfA has been created and being further developed with YP.
- Supported Internships Work grant has been extended until March 2026. LBH (as one of 3 in London) has been awarded grant funding to pilot a supported internship programme for young people under the age of 25 who have significant needs but do not hold an EHCP. This pilot will run for the duration of the current academic year.
- SEND Youth Forum: AIM High Youth developing well with subgroup of Aim High created at Meadow High

<ul style="list-style-type: none"> ➤ To develop a shared vision and expectation of responsibility, through the development of a Co-production Charter, across all service providers who support children and young people with SEND ➤ Improve support for children with Social, Emotional and Mental Health support 	<p>special school to allow representation from schools during school day.</p> <ul style="list-style-type: none"> ➤ Short Breaks- tender documentation is scheduled for release shortly, following a recent provider market engagement event and the completion of a draft service specification. The Short Breaks Statement is also undergoing a comprehensive review as part of this process. ➤ SEMH Support: EBSNA Protocol Task and Finish Group work continues on mapping exercise and scoping next steps now with EROS pilot in place. ➤ Thrive directory website is being developed. ➤ The SEMH Educational Psychologist has been successfully onboarded to EHCP Plus Team and started her role in January 2026 on a part time basis (3 days a week).
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Major milestones

<ul style="list-style-type: none"> ➤ Short Breaks offer review progressing well. ➤ Success of the Aim High SEND Youth Forum SEND version of the “walk in our shoes” training at Inclusion Network ➤ The SEMH Educational Psychologist in EHCP Plus Team in post ➤ Significant number of Supported Internships started in September 2025, success in receiving grant for SI for CYP without EHCP.
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Risks

Action	Issues	Mitigation
<p>The Partnership will develop SEMH Inclusion commitment and further develop Mental Health Support Worker service in schools.</p>	<p>Schools in Hillingdon face significant challenges in supporting CYP with SEMH needs, including a lack of clarity around available services and referral pathways, difficulties in identifying the underlying causes of SEMH issues, and long delays in ASD diagnoses. Rising cases of Emotionally Based School Non-Attendance (EBSNA) are compounded by limited early intervention capacity, while high suicide rates among young people, often linked to isolation and school non-attendance, highlight the urgency of the issue. Unmet SEMH needs are also contributing to increased exclusions and challenging behaviours in schools, and efforts to address these concerns are hindered by fragmented and duplicated services resulting from siloed working across agencies.</p>	<p>The ICB, CNWL and LBH officers met to discuss pathways of support for CYP in SEMH and agree next steps:</p>

AMBITION GROUP 5

There is a flexible offer and range of interventions available for children and young people to access Alternative Provision

- | | |
|--|---|
| <ul style="list-style-type: none"> • Create a three-tiered alternative provision system • Reduce the number of exclusions and suspensions from and within schools • Increase the number of children successfully reintegrated back into mainstream • Improve commissioning of independent providers to have a more flexible approach
Reduce the number of children requiring tuition | <ul style="list-style-type: none"> ➤ Schools have begun to utilise the Vulnerable Learners Clinics (VLC), further comms sent at regular intervals to encourage uptake. ➤ An easy-to-understand infographic and accompanying visual guide are nearing completion, and development of an online AP hub within LEAP is underway to consolidate resources, referral routes and case studies for schools. ➤ Dynamic Purchasing System (DPS) increased to 39 AP providers. Schools are also encouraged to engage with and use these providers as and when required. ➤ Further ongoing work is being completed on SLAs for the AP providers are being reviewed to include clear criteria for developing and reviewing support plans, ensuring accountability from AP providers to support effective provision planning that meets the needs of CYP. ➤ Reducing Suspensions and Exclusions: Working with schools to achieve this goal. Uptake of early intervention pathways, including the VLCs and Team Around the Child (TAC) processes, has continued to rise. Exclusion numbers decreased during the last academic year, supported by schools' enhanced engagement with AP options and trauma-responsive practice. ➤ A framework for Team Around the Child (TAC) meetings for reintegration is being further improved and linked where appropriate with part-time timetable protocol to ensure a person-centred approach. Working on details related to reintegration process and plans. |
|--|---|

Major milestones

- There is an increase in providers on the DPS since the last report - there are now 39 AP providers.
- Successful implementation of Exclusions and Suspensions Guidance. Schools continue to adopt more creative and collaborative approaches to meeting pupil needs, supported by updated Exclusions and Suspensions Guidance and improved AP signposting through LEAP, with growing uptake of early intervention pathways such as the VLCs and TAC processes.

Risks

Action	Issues	Mitigation
Review existing guidance for educational settings to prevent suspensions and exclusions.	Challenges related to consistency across schools in applying guidance so that it can lead to reduced reliance on exclusions and improved outcomes for SEND students. 3 schools	Working with schools through various meetings to support implementation of the reviewed guidance. LBH teams work together to offer whole school approach. Internal tracking system being developed

	reported that they will PEX students with EHCPs.	to ensure meaningful support offer to schools.
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CABINET FORWARD PLAN

Committee name	Children, Families & 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 & 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](#)

Ref	Business Item	Further information	Ward(s)	NEW ITEM	Decision-Maker			Cabinet Member Lead & Officers				Status	
					CABINET meeting	Cabinet Member	Shareholder Committee	Full COUNCIL	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author		Corporate Director Responsible
APRIL 2026													
126	Outcomes of the proposal for the Amalgamation of Whitehall Infant School and Whitehall Junior School	The Council are proposing to amalgamate Whitehall Infant School and extend the age range of Whitehall Junior School from 7 to 11-year-olds to 3 to 11-year-olds to form a single 3 form-entry Primary School. Cabinet will be asked to consider the outcome of the consultation and make a decision in relation to the proposed amalgamation of the schools.	Uxbridge	NEW ITEM	23 April				Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	James Rogers / Abi Preston	Julie Kelly	Public
SI	Reports from Select Committees	The Committee's recent fostering review will be going to Cabinet under this standard item.	All		23 April				Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Democratic Services		Public
131 Page 219	Hillingdon's Section 19 Education Policy	The Cabinet Member will consider approval of a Policy setting out how Hillingdon fulfils its duty under Section 19 of the Education Act 1996 to arrange suitable education for children unable to attend school, clarifying referral, decision-making and commissioning arrangements.	N/A	NEW ITEM		April			Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Kathryn Angelini	Julie Kelly	Public

Ref	Business Item	Further information	Ward(s)	NEW ITEM	Decision-Maker				Cabinet Member Lead & Officers				Status	
					CABINET meeting	Cabinet Member	Shareholder Committee	Full COUNCIL	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible		Public or Private (with reason)
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			April				Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Nav Minas / Abi Preston	Julie Kelly	Public
SI	Standards and quality of education in Hillingdon during 2024/25	The Cabinet Member will receive the Annual Report regarding children and young people's educational performance across Hillingdon schools, for publication.	N/A			April				Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Abi Preston / Michael Hawkins	Julie Kelly	Public

*** BOROUGH LOCAL ELECTIONS - 7 MAY 2026 ***

MAY 2026

Page 229	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	Various		28 May				TBC	TBC	Democratic Services		Public
	Annual Report of the Select Committees	This annual report sets out the important work undertaken by the Council's Select Committees during the previous Municipal Year. The Select Committee are responsible for monitoring and scrutinising council services and the Cabinet, holding to account external bodies and making recommendations on policy to the decision-making Cabinet.	N/A					14 May (AGM)	N/A	All	Mark Braddock		Public

Ref	Business Item	Further information	Ward(s)	NEW ITEM	Decision-Maker				Cabinet Member Lead & Officers				Status
					CABINET meeting	Cabinet Member	Shareholder Committee	Full COUNCIL	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	
JUNE 2026													
26	Biannual Performance Report	Cabinet will receive its biannual report performance report for the current year, looking back on how the Council is delivering on key service metrics and the Council Strategy - and looking ahead at planned actions.	All		25 June				TBC	TBC	Ian Kavanagh	Matthew Wallbridge	Public
63	Carers Strategy Update	Cabinet will receive a progress report on the Carers Strategy and Delivery Plan and the priorities going forward.	N/A	Def from Oct 25	25 June				TBC	TBC	Gary Collier	Sandra Taylor	Public
SI	Budget Outturn 2025/26	Cabinet will review the Council's budget outturn position for the previous financial year.	All		25 June				TBC	TBC	Andy Goodwin	Steve Muldoon	Public
66	Reports from Select Committees	A report from the Select Committee into Homelessness and the customer journey	All		25 June				TBC	TBC	Democratic Services	N/A	Public
69	Stronger Families / Family Help Strategy	The Cabinet Member will consider a strategy that aligns with emerging national reforms and strengthens the delivery of early help and family support across the borough. The strategy aims to modernise practice, improve operational effectiveness, and ensure services remain responsive to the diverse and evolving needs of children and families. A central element of this transformation is the redesign of the Stronger Families Early Help service in line with the Family Help model. This model emphasises earlier, more effective intervention; seamless multi-agency collaboration; and the empowerment of families to build resilience and reduce the need for statutory involvement. It also seeks to improve access to the right support at the right time, while embedding a child-centred and whole-family approach within all areas of practice.	All			June			TBC	TBC	Antony Madden / Vali Danciu / Tehseen Kauser	Julie Kelly	Public

Ref	Business Item	Further information	Ward(s)	NEW ITEM	Decision-Maker			Cabinet Member Lead & Officers				Status	
					CABINET meeting	Cabinet Member	Shareholder Committee	Full COUNCIL	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author		Corporate Director Responsible
JULY 2026													
132	Regional End to End Fostering model	Cabinet is being asked to approve Hillingdon's adoption of the Government's new end-to-end fostering model published in February 2026. This involves aligning the borough's fostering service with national reforms to grow the number of foster carers, strengthen support for families, simplify rules, improve assessments and allegations handling, and prioritise trusted relationships. Approval will allow Hillingdon to redesign its recruitment, assessment and approval processes to meet the new England-wide standards - such as the proposed six-month assessment timeframe and enhanced quality assurance. It will also enable fuller participation in strengthened regional arrangements, including expanded regional recruitment hubs and future Regional Care Cooperatives.	N/A	NEW ITEM	23 July				TBC	TBC	Alex Coman	Julie Kelly	Public
SI	Consideration of setting a licensed deficit budget for any schools in the Borough	A standard report each year, where Cabinet may consider whether it is required to set any licensed deficit budget for any schools that have applied.	TBC		23 July				TBC	TBC	Luisa Hansen	Steve Muldoon / Julie Kelly	Public
SI	Monthly Council Budget - monitoring report	The Cabinet receives a monthly report setting out in detail the Council's revenue and capital position.	All		23 July				TBC	TBC	Andy Goodwin	Steve Muldoon	Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		23 July				TBC	TBC	Democratic Services	N/A	Public

Ref	Business Item	Further information	Ward(s)	NEW ITEM	Decision-Maker				Cabinet Member Lead & Officers				Status
					CABINET meeting	Cabinet Member	Shareholder Committee	Full COUNCIL	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Public or Private (with reason)
Schedule of Individual Cabinet Member Decisions that may be taken each month (standard items non key-decisions)													
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, which may be ratified at Cabinet later.	Various						Cllr Ian Edwards - Leader of the Council	TBC	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	Helen Boundy		Public
SI	Release of Capital Funds	The release of all capital monies for capital spend and projects requires formal Member approval over £100k (or may be referred to the Cabinet)	TBC						Cllr Eddie Lavery - Finance & Transformation (in conjunction with relevant Cabinet Member)	All - TBC by decision made	various		Public but some Private (1,2,3)
SI	Petitions about matters under the control of the Cabinet	Each month, Cabinet Members will consider a number of petitions received by local residents and decide on future action. Some petitions may be referred to a Petition Hearing where the lead petitioner and ward councillors can have their say directly to the Cabinet Member. These hearings will be scheduled on the Council's meeting calendar.	TBC						All	TBC	Democratic Services		Public

Ref	Business Item	Further information	Ward(s)	NEW ITEM	Decision-Maker				Cabinet Member Lead & Officers				Status Public or Private (with reason)
					CABINET meeting	Cabinet Member	Shareholder Committee	Full COUNCIL	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	
SI	To approve compensation payments	To approve compensation payments in relation to any complaint to the Council in excess of £1000.	n/a			Cabinet Member Decision - date TBC			All	TBC	various		Private (1,2,3)
SI	Procurement Decisions	To accept quotations, tenders, contract extensions and contract variations valued between £100k and £750k in their Portfolio Area where funding is previously included in Council budgets.	n/a			Cabinet Member Decision - date TBC			Cllr Ian Edwards - Leader of the Council OR Cllr Eddie Lavery - Finance & Transformation / in conjunction with relevant Cabinet Member	TBC	various		Private (3)
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 Constitution.	TBC			Cabinet Member Decision - date TBC			All	TBC	various		Public / Private (1,2,3)
SI	School Redundancy Payments	To consider requests for School Redundancy Payments and council funding of it, and decide whether to approve them on behalf of the Local Authority	TBC			Cabinet Member Decision - date TBC			Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	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			Cabinet Member Decision - date TBC			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			Cabinet Member Decision - date TBC			All	TBC	various		Public

SI = Standard Item that may be considered each month/regularly

WORK PROGRAMME

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

SUPPORTING INFORMATION

The Committee's meetings will start at 19:00 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
16 June 2026	CR5
16 July 2026	CR5
22 September 2026	CR5
12 November 2026	CR5
14 January 2027	CR5
11 February 2027	CR5
11 March 2027	CR5
13 April 2027	CR5

PERFORMANCE DATA

N/A.

RESIDENT BENEFIT

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.

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.

APPENDICES

Appendix A – Work Programme

MULTI-YEAR WORK PROGRAMME 2022-2026

MULTI-YEAR WORK PROGRAMME 2022-2026		2025/26		2026/27				
Service Areas	Children, Families & Education Select Committee	March 12	April 14	May No meeting	June 16	July 16	August No meeting	September 22
	Review: Fostering							
Children's Social Care	Policy Review Discussion & Guidance				X	X		
	Topic selection/ scoping stage							X
	Witness/ evidence/ consultation stage							
	Findings, conclusions and recommendations							
	Final review report agreement	X						
	Target Cabinet reporting		X					
	Regular service & performance monitoring							
Children's Social Care	Reports/ minutes from the Corporate Parenting Panel	Jan mins			X			X
	Corporate Parenting Panel Membership to agree + subs				X			
	Corporate Parenting Panel - update to Terms of Reference							
	Overview of Corporate Parenting Responsibilities				X			
	Hillingdon's Youth Offer & Delivery Model - review of implementation of Cabinet decisions from Sept. 2023					X		
	Care Strategy for Children and Care Experienced Young People							
Education & SEND	Youth Justice Service Strategy 2024-2029 (& update)							
	Families First Reforms and Children's Wellbeing & Schools Bill							
	Learn Hillingdon Self-Assessment Review (annual)							
	School Place Planning: School Organisation Plan update	X						
	School Admissions update		X					
Education & SEND	Hillingdon Music Hub Annual Report		To include in Standards report					
	Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young People 0-25 Years 2023-2028 (& update)		X					
	SEND Sufficiency Strategy (& update)							X
Business Intelligence	Annual Standards of Education in Hillingdon Report 2024/25 (to include an update on progress of the Education Strategy priorities)		24-25					
	Bi-Annual Performance Monitoring							
Finance	Budget & Spending Report	X	X		X	X		X
	Cabinet budget proposals 26/27							
Democratic Services	Minutes of the AGM				X			
	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							
Education & SEND	School Admissions Arrangements - Whitehall Infant/ Junior							
	Move-ins to the Borough (in-year admissions)							
	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.							
	Outcome of the consultation for the proposal to amalgamate Grange Park Infant and Nursery School and Grange Park Junior School							
The proposal to amalgamate Harefield Infant School and Harefield Junior School								
Update on the Dedicated Schools Grant								
Proposed Changes to Published Admission Number of Field End Infant School								
Outcome of the consultation on lowering the age range of Whiteheath Infant School								
Proposal to Amalgamate Whitehall Schools		X						
Children & Families Support Services	Early help/ support available to young people Services available to low-income families							
Business Intelligence	Council Strategy 2022-2026 consultation							
Democratic Services	Select Committee Terms of Reference update							
External	Scrutiny Introduction (Democratic Services)				X			
	Witness session on Higher Education - Orchard Hill College							
	Witness session on Higher Education - Uxbridge College							
	Witness session on Higher Education - Brunel University London							
	Place2Be (external witness session on children's mental health)							
	Past review delivery							
Children's Social Care	Stronger Families Hub: 2022/23 - 2023/24							
	Fostering: 2025/2026							
Education & SEND	Adult & Community Learning Review: 2021/22							
	Persistent Absenteeism: 2024/25							X

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