

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

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

**Aim of Review**

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

Terms of Reference

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

Key Issues

**Where are we now**

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

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

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

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

### **The LA leadership role in narrowing the gap**

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

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

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

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

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

### **The key questions are:**

1. Are there any particular issues in Hillingdon affecting good inclusion?
2. How can the specialist expertise available in schools be used in supporting inclusive practice in mainstream schools?
3. How well are school staff equipped to meet the needs of a diverse group of children and young people?

## Methodology

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

## Consultation

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

## Documentation

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

*Inclusion strategy 2009 -11 (draft)*

*Outreach from special schools plan (draft)*

*Building schools for 21<sup>st</sup> century –Strategy for Change part 1*

*Inclusive secondary schools information gathering (April 2009)*

*Inclusion Development plans*

*One to One*

*Primary Schools Strategy*

*Access Strategy (2008-11)*

*Primary Capital Programme*

*Inclusion review report (due for completion April 09)*

*Disabled Children's Strategy (2009-11)*

*Links to National documentation (Appendix B)*

## Proposed Timeframe and Milestones

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

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

## Appendix A

### *Pupils with SEN attending schools in Hillingdon*

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

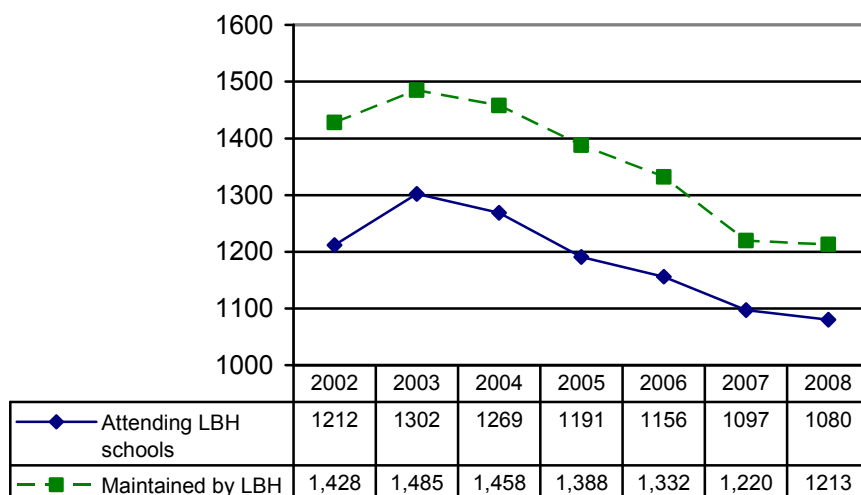


Figure 4 shows the number of pupils with statements who attend maintained schools in Hillingdon (the blue line) or who have their statement maintained by the authority, regardless of where they attend school (the green broken line).

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

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

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

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

Source: Form SEN2

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

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

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

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

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

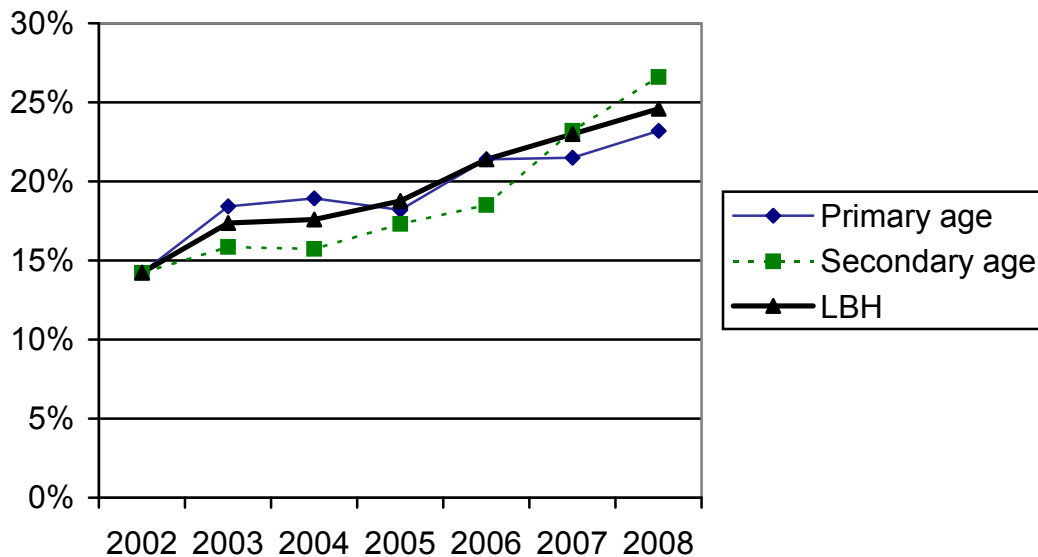
Compared to 2007, this represents a reduction of 17 in the number of pupils with a statement, but an increase of 307 in the number with needs met by school action and an increase of 365 in the number with needs met by school action plus.

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

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

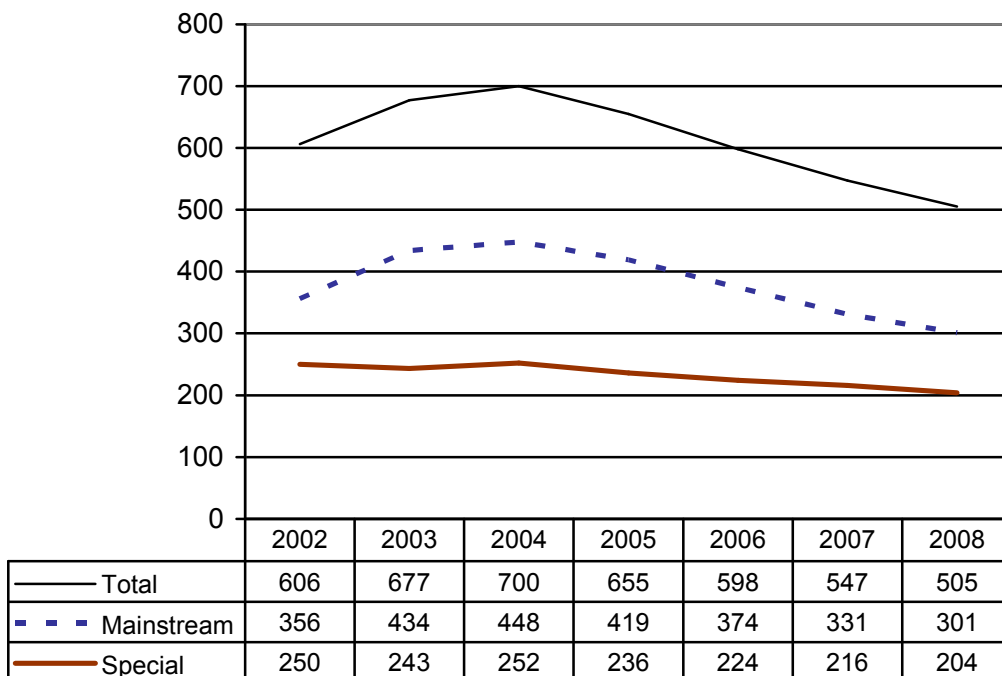
The incidence of recorded special educational needs in Hillingdon is broadly average in mainstream primary schools but above average in mainstream secondary schools. However, proportionately fewer pupils in Hillingdon's mainstream schools have needs met by a statement.

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

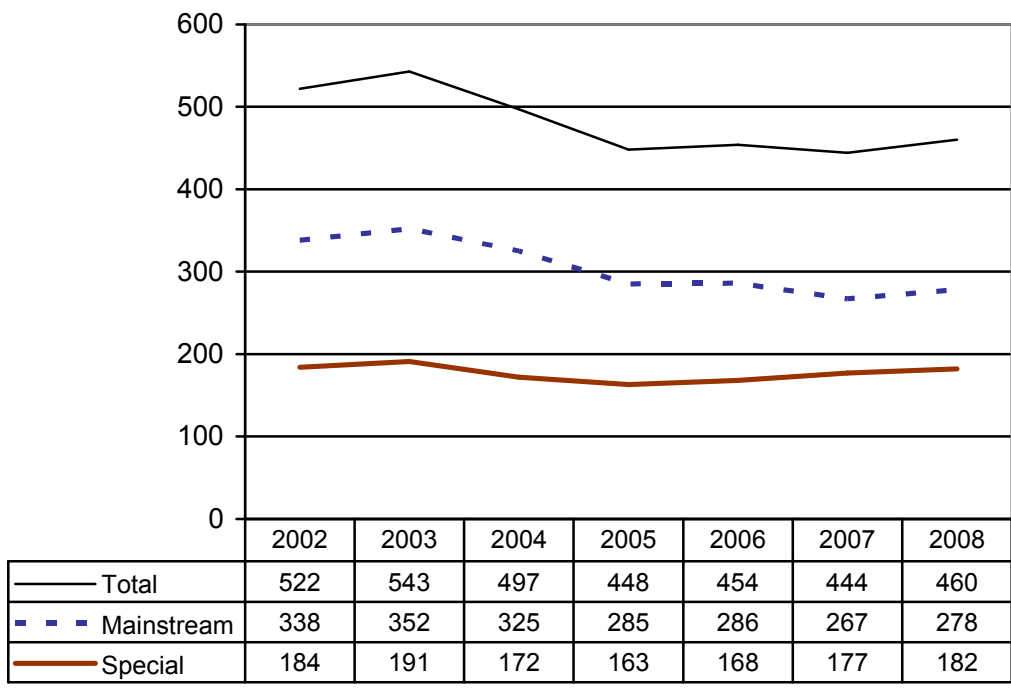


In 2008, there was again an increase in the proportion of compulsory age pupils identified by schools as having special educational needs, rising from 17.6% in 2002 to 26.6% in 2008. This largely occurred in the secondary sector, with 26.6% of compulsory-aged pupils (11 to 16) now recorded as having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

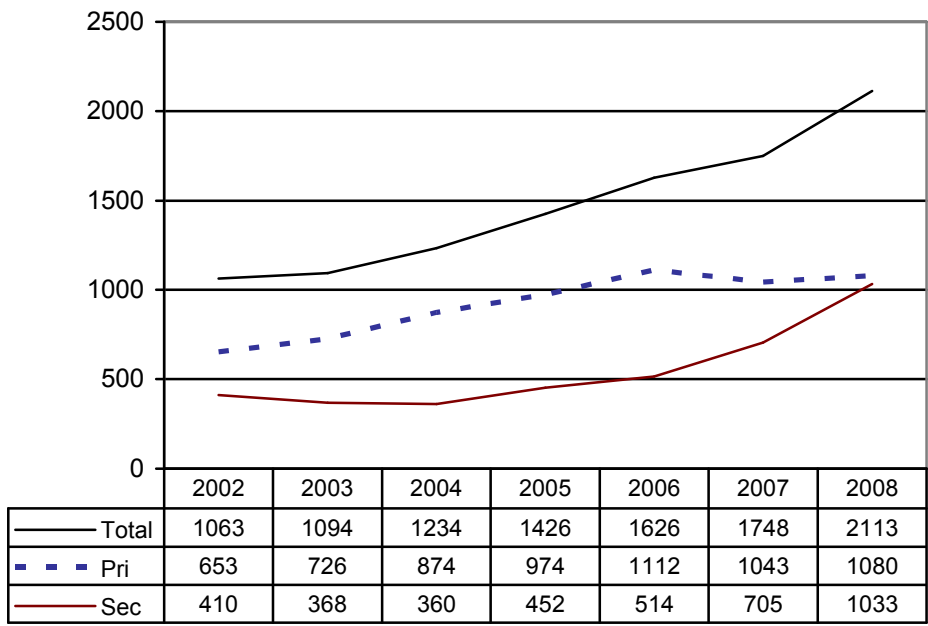
**Figure 6: Number of pupils with statements of compulsory secondary school age attending schools in Hillingdon 2002 to 2008**



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



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



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

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

	2006	2007	2008
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Autistic Spectrum Disorder	79	73	73
Behaviour, Emotional & Social Difficulties	275	251	243
Hearing Impairment	39	33	33
Moderate Learning Difficulty	186	189	197
Multi-Sensory Impairment	4	1	2
Physical Disability	34	39	54
Profound & Multiple Learning Difficulty	1	0	0
Severe Learning Difficulty	8	5	8
Specific Learning Difficulty (Dyslexia)	172	161	175
Speech, Language and Communication Needs	244	229	234
Visual Impairment	15	14	10
Other Difficulty/Disability	55	48	51
Total	1112	1043	1080

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

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

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

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

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

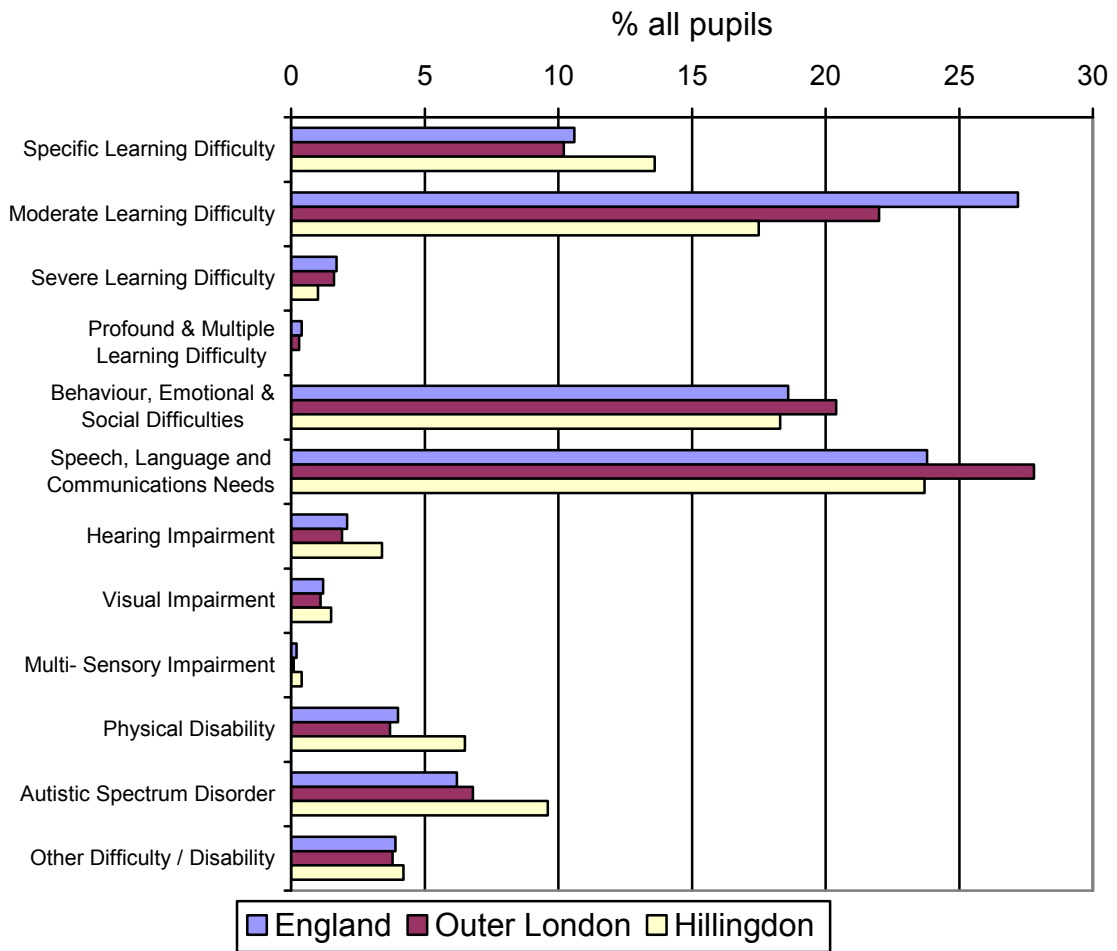


Table 14 - Primary and Secondary Difficulties of Pupils with SEN met by School Action Plus, 5 to 9 and 10 to 14 year olds attending schools in Hillingdon, January 2008

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

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

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



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

