



HILLINGDON  
LONDON

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

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

### Members of the Committee:

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



### Other Voting Representatives for Education Issues:

Anthony Little - Roman Catholic Diocesan Representative



INVESTOR IN PEOPLE

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

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## **CHAIRMAN'S FOREWORD**



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

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

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

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

**Cllr Catherine Dann**

## **INTRODUCTION**

### **SEN – a definition**

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

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

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

### **Background**

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

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

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

## **History**

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

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

**(Community strategy 2005/15)**

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

### **National Agenda**

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

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

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

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

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

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

## **National Context**

*(Future national policies and proposals be included here)*

### **The legal framework**

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

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

## **Connections with Other Strategies**

Other strategies and developments which impact on this plan include:

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

## **Reason for the Review**

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

## **Aim of the Review**

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

## **Terms of Reference**



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

## **METHODOLOGY**

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

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

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

The Committee sought to gain information on the following issues:

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

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

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

## **EVIDENCE & FINDINGS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Additional interventions to enable children to work at age related expectation or above (2009/10)
- Additional, highly personalised interventions (2010/11).
- The Inclusion Development Programme (IDP) was 3 year programme:
  - **Year 1** focused on Speech Language and Communication Dyslexia;
  - **Year 2** focused on Autism;
  - **Year 3** focusing on Behaviour.

***Mr Steve Foot (Head of Minet Junior School) and Mrs Gerry Foot (Minet School Language Manager) said:***

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

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

- Rosedale College focused on raising the issues of quality learning, vocational qualifications availability and workforce remodelling. Specialists were brought in for children who had fallen through the net and needed extra help. 71.5% of the children at the school were from ethnic minorities, and 25% of the children had special education needs.
- Nurturing a child with special education needs was of utmost importance. In usual circumstances, this child would be accustomed to being nurtured at primary school level and this continued into their secondary education. A balance and consistency needed to be struck to enable the child to be comfortable in their surroundings.
- Inclusion was based on understanding the child, their parents and their situation very well. It also concerned the community where the children were from and their school community.
- The Senior Management Team met every morning to discuss individual children, day to day tasks and arising situations. Some staff attended forums with other schools to share best practice and ideas.
- The school was open 50 weeks of the year, which meant children were not forced to take holiday periods, as many of them preferred being at school.

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



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

Mr Neathy said that children were moved into the next class up if they had shown signs of fast learning and capability to deal with more work. Children were never demoted.

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

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

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

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

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

## **CONCLUSIONS**

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

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

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

**RECOMMENDATIONS:**

**The Committee recommends that .....**

## Appendix A:

### Statistics for Pupils with SEN attending schools in Hillingdon

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

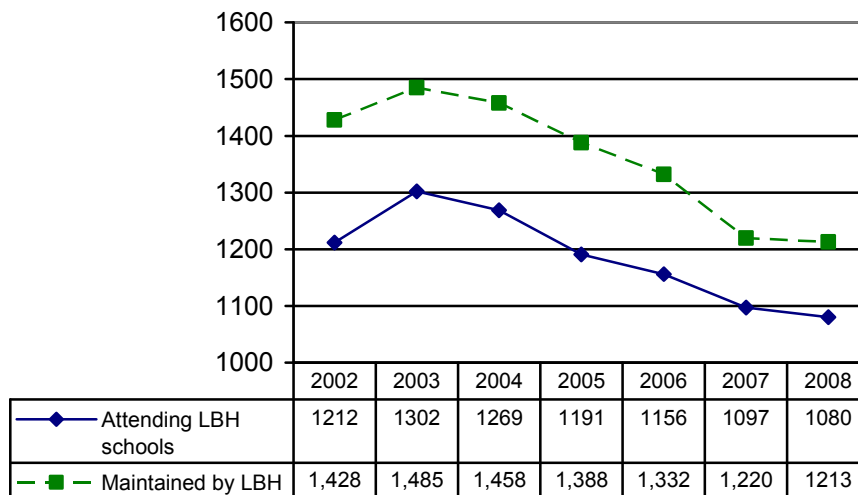


Figure 1 shows the number of pupils with statements who attend maintained schools in Hillingdon (the blue line) or who have their statement maintained by the authority, regardless of where they attend school (the green broken line).

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

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

**Table 2: Placement of young people with statements maintained by Hillingdon 2003-2008**

|   | 2003  | 2004  | 2005  | 2006  | 2007  | 2008  |
|---|-------|-------|-------|-------|-------|-------|
| Maintained Mainstream/ Academies        | 55.2% | 56.6% | 56.3% | 53.1% | 49.9% | 50.4% |
| Maintained Special/ Pupil referral unit | 32.6% | 31.7% | 31.9% | 33.9% | 37.5% | 37.2% |
| Independent or non-maintained           | 10.5% | 10.0% | 9.3%  | 9.2%  | 9.3%  | 9.6%  |

|  |      |      |      |      |      |      |
|--|------|------|------|------|------|------|
| special  |      |      |      |      |      |      |
| Educated other than in school/<br>awaiting provision | 1.7% | 1.7% | 2.4% | 3.9% | 3.3% | 2.8% |
| Total  | 1485 | 1458 | 1388 | 1332 | 1220 | 1213 |

Source: Form SEN2

Table 2 shows placements for pupils with a statement maintained by Hillingdon. Since 2004, there has been a decline in the proportion of pupils with statements attending mainstream schools- in any local authority- and an increase in the proportion attending special schools. Over this period, the number of statements maintained by Hillingdon has reduced by 245, and the number of pupils with statements placed in mainstream schools has fallen from 782 to 612.

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

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

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

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

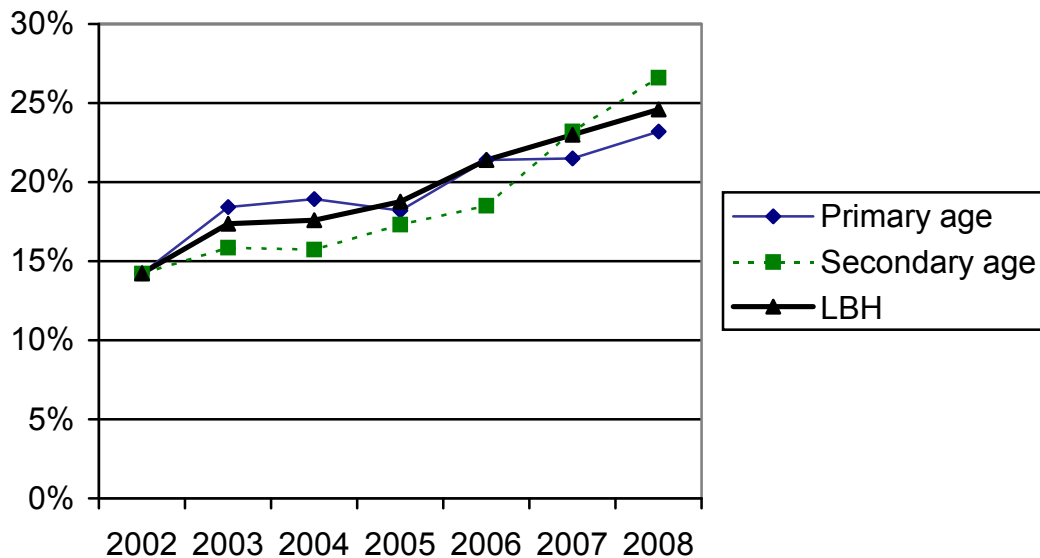
Compared to 2007, this represents a reduction of 17 in the number of pupils with a statement, but an increase of 307 in the number with needs met by school action and an increase of 365 in the number with needs met by school action plus.

**Table 3: Percentage of pupils with special needs attending mainstream schools (includes nursery and Sixth form)**

|                          |              | %Statement | % School Action Plus | % School Action | % with SEN |
|--------------------------|--------------|------------|----------------------|-----------------|------------|
| <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       |

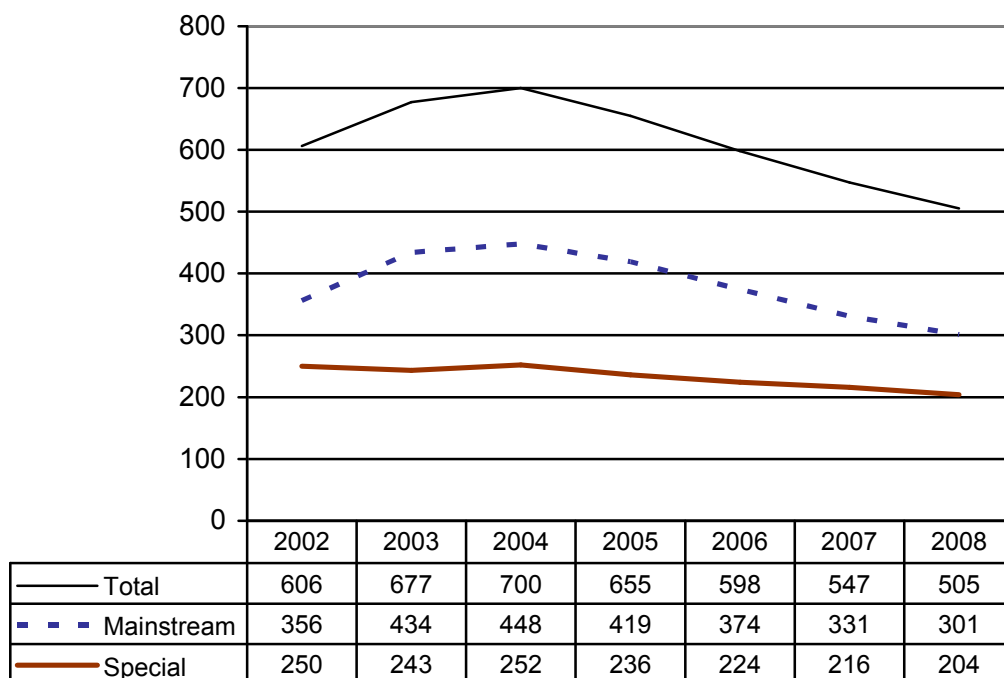
The incidence of recorded special educational needs in Hillingdon is broadly average in mainstream primary schools but above average in mainstream secondary schools. However, proportionately fewer pupils in Hillingdon’s mainstream schools have needs met by a statement.

**Figure 4: Percentage of compulsory age school population on SEN register by sector, London Borough of Hillingdon, 2002-2008**



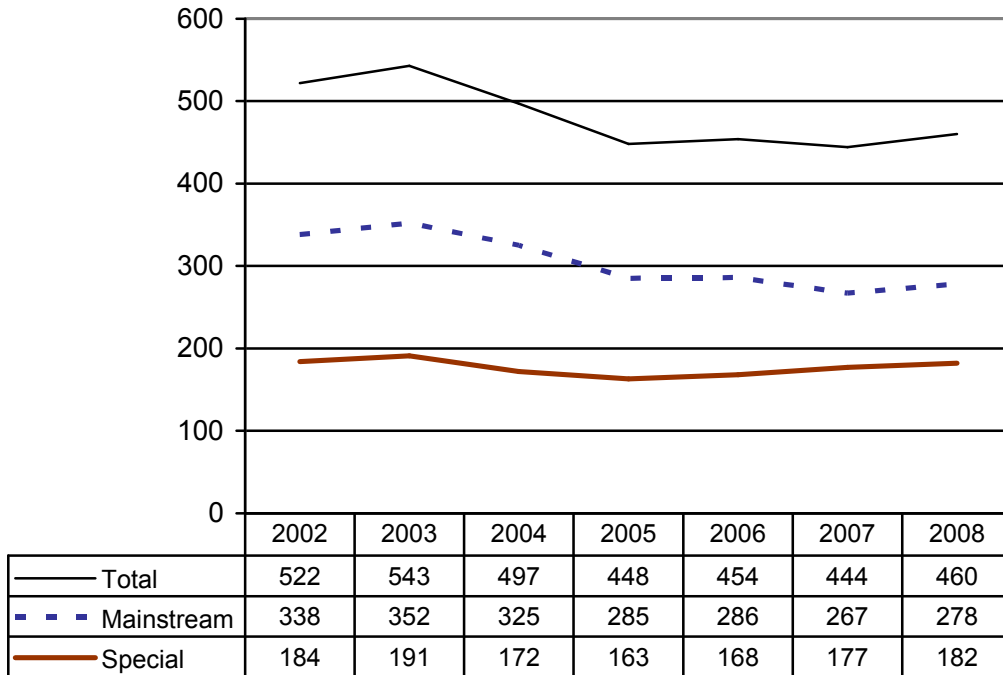
In 2008, there was again an increase in the proportion of compulsory age pupils identified by schools as having special educational needs, rising from 17.6% in 2002 to 26.6% in 2008. This largely occurred in the secondary sector, with 26.6% of compulsory-aged pupils (11 to 16) now recorded as having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

**Figure 5: Number of pupils with statements of compulsory secondary school age attending schools in Hillingdon 2002 to 2008**

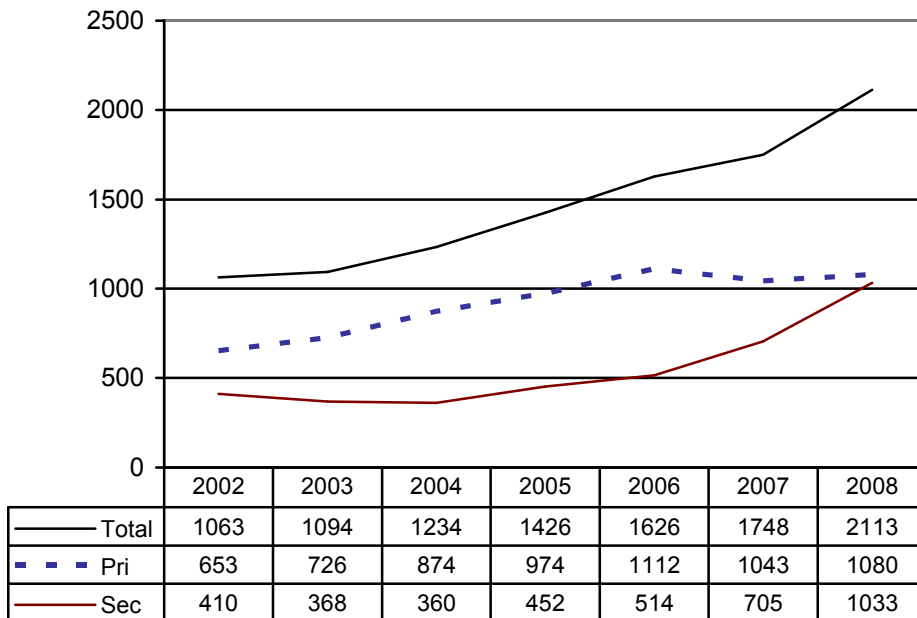


**Figure 6: Number of pupils with statements of compulsory primary school age attending schools in Hillingdon 2002 to 2008**





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



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

**Table 8: Primary need: Primary age Pupils with SEN met by School Action Plus 2006 to 2008**

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

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

**Table 9: Primary need: Secondary age Pupils with SEN met by School Action Plus 2006 to 2008**

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

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

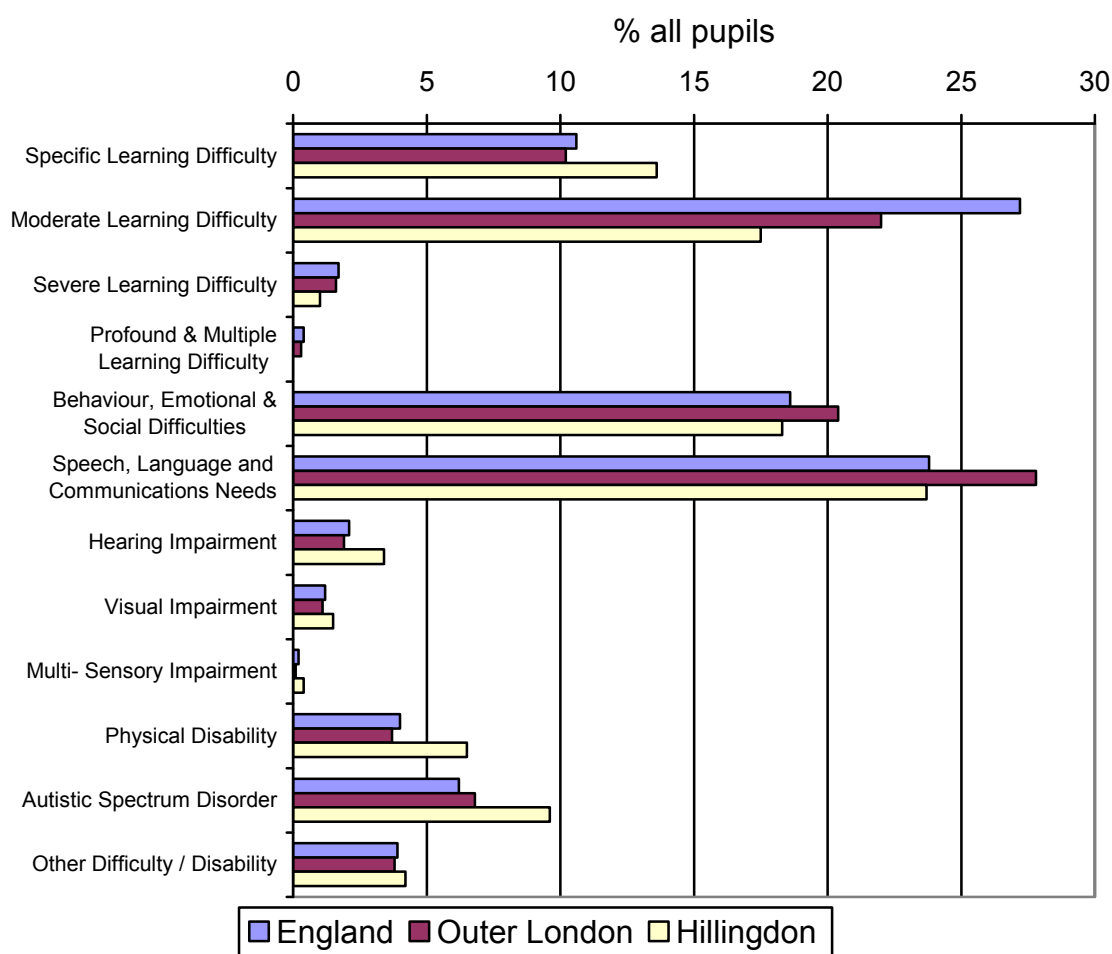
For a number of pupils with needs met by school action plus, a secondary difficulty is also identified. In Table 10, pupils in the 5 to 9 and 10 to 14 age bands are shown according to primary and secondary difficulties. The 0 to 4 age group is not shown because the majority of pupils in that age band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

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

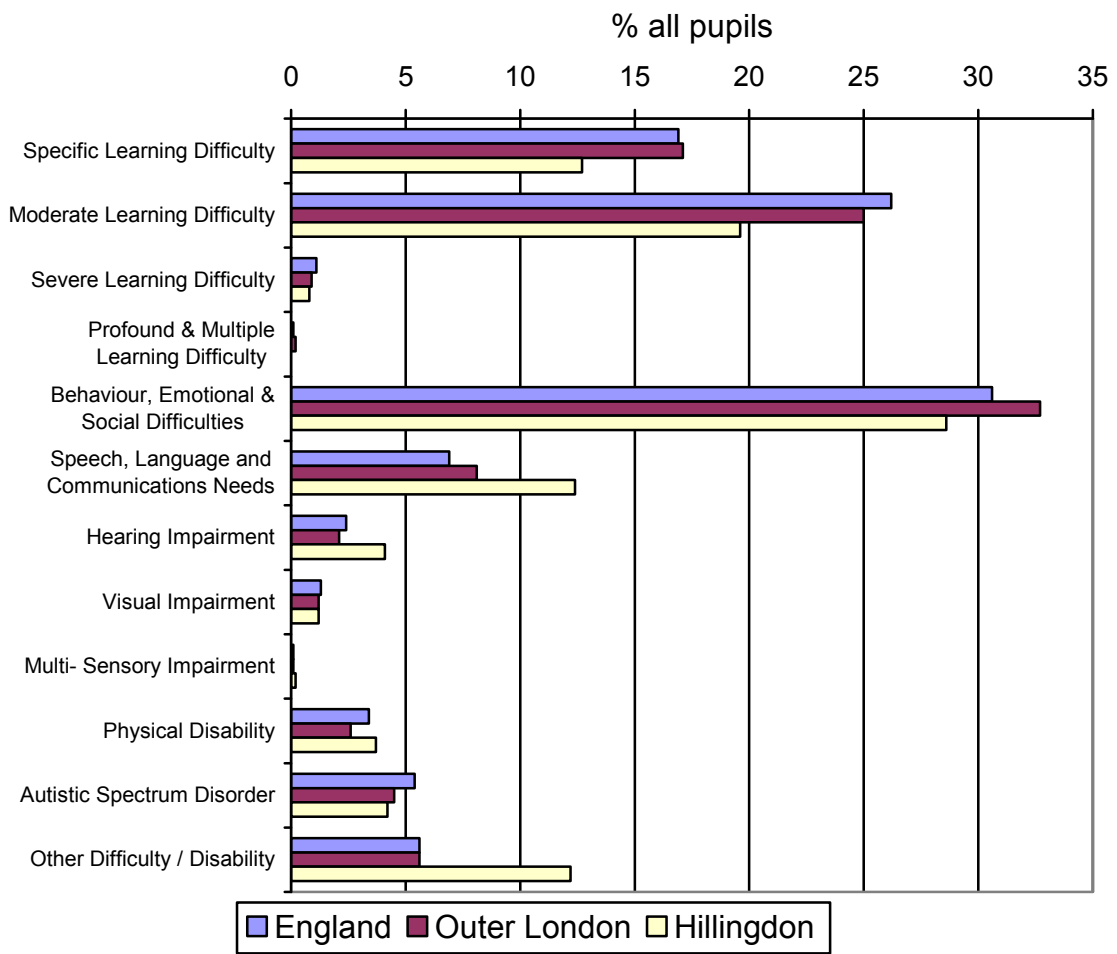
|  | 5 to 9             |                      |            | 10 to 14           |                      |            |
|--|--------------------|----------------------|------------|--------------------|----------------------|------------|
|  | Primary difficulty | Secondary difficulty | Total      | Primary difficulty | Secondary difficulty | Total      |
| Autistic Spectrum Disorder                 | 45                 | 4                    | <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 8) in Hillingdon compared to the national average, but a higher prevalence of dyslexia, physical disability and autistic spectrum disorder. Data for secondary schools (figure 9) is slightly skewed by the proclivity to use the “other disability” classification. That aside, there is a higher prevalence of speech, language and communication needs.

**Figure 11: Maintained primary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need**



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



## Glossary of terms:

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