



# HILLINGDON

LONDON

## ADDITIONAL NEEDS STRATEGY DEVELOPING LOCAL PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS IN HILLINGDON

### 1. EXECUTIVE SUMMARY

#### 1.1 Purpose

- 1.1.1 The purpose of this Additional Needs Strategy is to set out London Borough of Hillingdon's (LBH) priorities and proposals to develop local educational provision to meet predicted needs of children and young people (CYP) living in Hillingdon.
- 1.1.2 This Additional Needs Strategy builds on work undertaken over a number of years in developing a range of local provision within mainstream schools e.g. Specialist Resource Provision (SRPs) as well as more specialist provision together with the work on developing the capacity of mainstream settings to include children with a range of additional needs.

#### 1.2 Scope

- 1.2.1 The LBH is committed to the ongoing development of local provision to enable as many CYP as possible to have their additional needs met locally, supporting inclusion in the local community and avoiding the need to travel long distances to school.
- 1.2.2 The Local Authority (LA) aims to extend the local provision to meet the predicted increase in demand due to the general population increase and other factors such as increased levels of disability and greater inclusion leading to an increase in the number of CYP with additional educational needs living in Hillingdon.
- 1.2.3 The LA also aims to increase the ability of local mainstream schools to successfully include a greater range of CYP with additional needs and to enable them achieve good outcomes.
- 1.2.4 This Additional Needs Strategy is intended to provide a framework for the development of local provision and inclusive practice from 2014 to 2020 and will provide evidence to support any building programmes to facilitate expansion. *(It should be read in conjunction with the Accessibility Strategy, Inclusion Policy and Special Educational Needs Policy in particular).*

#### 1.3 Strategy Overview

- 1.3.1 This Strategy offers an overview of the provision required to support predicted needs over the next 5 years and the support that is required to develop the inclusive practices within mainstream settings.

1.3.2 It also offers an overview of the support that will be required by the LA, the specialist schools and partner agencies if implementation is to be successful in increasing access to local provision in Hillingdon.

#### 1.4 References to Legal, Central Government and Other External Documents, including Research

- Special Educational Needs and Disability Code of Practice: 0-25 years
- Planning and Developing Special Educational Provision: A Guide for Local Authorities and Other Proposers - [www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg)
- Equalities Act 2010
- Reasonable Adjustments for Disabled Pupils (2012)
- Children and Families Act 2014
- Inclusive Schooling - Children with Special Educational Needs  
<https://www.gov.uk/government/publications/inclusive-schooling-children-with-special-educational-needs>

#### 1.5 London Borough of Hillingdon References

- SEND Local Offer (to be published in September)
- Family Information Service
- Children and Young People's Plan
- *Accessibility Strategy & Action Plan 2009-2011(to be updated)*
- *Special Educational Needs Policy 2012 (to be updated)*

#### 1.6 Definitions

1.6.1 The Code of Practice 2014 provides a definition of a special educational need (SEN) as: *"A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- a. has a significantly greater difficulty in learning than the majority of others of the same age; or*
- b. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16.*

*A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if the special educational provision was not made for them (s20 Children & Families Act)."*

1.6.2 The Equality Act 2010 defines disability as *"...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities".* Long term is defined as a year or more and substantial is defined as more than minor or trivial.

## **1.7 Roles**

- 1.7.1 It is the duty of all those working within schools and the LA on areas associated with this Strategy to ensure it is implemented and adhered to.

## **2. BACKGROUND**

- 2.1 Over a long period, it has been acknowledged that there is a need to review and develop provision for pupils with additional needs. A programme to establish new specialist provision in mainstream schools took place as far back as the early 2000s. Provision has evolved over time, with some of the key drivers for development of provision being the principle of provision within mainstream schools, the greater and more complex needs being met by local special schools, changes in the profile of need (including increases in the numbers of pupils with complex health needs and pupils assessed as being within the autistic spectrum) and the general increase in overall pupil numbers of recent years.
- 2.2 The large increase in the school age population mainly reflects the large and sustained increase in birth-rates from 2008, which also means that there is expected to be at least a commensurate increase in the number of pupils with additional needs. Hence, there will also be an increase in the number of pupils who will need specialist provision. Increasing this provision in all phases of education has to be part of the overall school place planning strategy for the LA.
- 2.3 There is also a need for local provision to better meet the needs of children and families, to make the most effective use of resources in the interests of all children and to reduce the need for pupils to travel long distances.
- 2.4 Proposals for additional provision for pupils with special educational needs in the secondary sector were developed and agreed with schools within planning for the national Building Schools for the Future Programme (BSF) programme in 2009. The proposals included additional SRP provision and the re-provision of a special school within a reconfigured all-age campus. The 2008 Primary Strategy for Change (Primary Capital Programme) identified the need for additional provision in the primary phase, in particular to meet the needs of increasing numbers of children with complex needs and increasing numbers of pupils identified as within the autistic spectrum. However, the national investment programmes were cancelled before these plans could be implemented. In recent years, the main focus of capital investment has, of necessity, been to provide additional primary mainstream places to meet the significant growth in the school-age population.
- 2.5 Historically, improvements to access were supported through the national Schools Access Initiative programme. Funding provided through this programme enabled smaller-scale development of provision (e.g. soundfield systems) and building adaptations to enable specific pupils to remain in mainstream schools. In terms of physical accessibility, the age of the school building stock means that relatively few schools are fully accessible. However, in recent years, there has been huge investment in additional primary school places. The additional and replacement accommodation provided through this programme has also increased the number of accessible school buildings. Some additional accommodation has also been provided at special schools.
- 2.6 In 2012, a review of provision for pupils within the autistic spectrum took place, which confirmed the need for additional provision and which also identified options for development.
- 2.7 The 'Inclusion of Pupils with Additional Needs in Hillingdon Strategic Plan 2009-2013' identified eight strategic principles that would underpin the development of provision in Hillingdon. These principles included education in mainstream wherever this is possible and appropriate and early intervention and support. The report also analysed local needs and future trends.

2.8 An important aspect of the overall policy landscape is the greater freedoms of individual schools and, in particular, the conversion of schools to academy status and the establishment of new academies and free schools. Hence, in 2012, the LA gave its support to two applications to the DfE for new special free schools, one of which was successful. The new special free school, which is due to open in January 2015, will ultimately provide 140 places for pupils of all ages with moderate to severe learning difficulties and autism. Under the 'Academy presumption', generally, it is no longer possible for LAs to establish new maintained community schools. However, in its role of strategic commissioner of school places, a LA can invite academy proposals and determine the specification for the educational provision. The Council's Cabinet agreed in principle that new mainstream schools should have SRP provision. Hence, when academy proposals were invited in 2012 for three new primary schools, the specification for two of these schools included SRPs (at the third site this was not possible due to site constraints). Looking further ahead, within the next three years, there will be a need for additional secondary school places, as the larger primary cohorts reach secondary age. Planning for the secondary phase will include consideration of specialist provision.

### **3. CURRENT POSITION IN SPRING 2014**

#### **3.1 Children and Young People with Statements of SEN**

3.1.1 As at January 2014 there were 1,503 children with a statement of SEN who were the responsibility of London Borough of Hillingdon. Of these children:

- 693 attended mainstream schools
- 79 attended resourced provision (SRPs) within mainstream schools
- 563 attended state funded special schools
- 143 attended non-maintained or independent special schools
- 1 attended a pupil referral unit
- 15 were awaiting provision
- 5 were educated otherwise than at school (by parents)
- 4 attended Early Years settings

3.1.2 Of these children with statements they are recorded as having their primary need as:

- Autism Spectrum Disorder = 427
- Hearing Impairment = 42
- Visual Impairment = 26
- Physical Disability = 90
- Moderate learning difficulties = 297
- Severe learning difficulties = 116
- Profound and multiple learning difficulties = 29
- Specific learning difficulties = 33
- Speech, language and communication needs = 265

- Behavioural, emotional and social difficulties (now classified as social, emotional and mental health difficulties) = 129
- Multi-sensory impairment = 6
- Medical needs = 38
- Blank = 5

### 3.1.3 The current SRP and state funded special school provision in LBH for pupils with statements

School	Primary Need	Capacity	Number on roll at January 2014	Number on roll at September 2014	Estimated number on roll at January 2015
Hedgewood	Moderate learning difficulties and autism	120	123	135	137
Meadow High	Moderate learning difficulties and autism	225	204	239	247
Grangewood	Severe and profound learning difficulties	90	96	93	97
Moorcroft	Severe and profound learning difficulties	70	65	73	75
Pentland Field (opening January 2015)	Moderate and severe learning difficulties and autism	32 in Jan 2015 70 in Sept 2015 140 in Sept 2016	n/a	n/a	32
The Willows	Social, emotional and mental health	38	30	18	21
Chantry	Social, emotional and mental health	60	43	48	54
Hayes Park Primary SRP	Autistic Spectrum Disorder	12	13	12	13
Abbotsfield SRP	Autistic Spectrum Disorder	4	1	3	5
Coteford Infants SRP	Physical disabilities	10	10	10	11
Coteford Juniors SRP	Physical disabilities	13	10	8	9
Harlington School SRP	Physical disabilities	7	7	5	5
Deanesfield Primary SRP	Speech, language and communication needs	8 and 3 assessment places	8	6	7
Pinkwell Primary SRP	Speech, language and communication	12	10	11	12
Northwood SRP	Speech, language and communication	12	8	8	12
Glebe Primary SRP	Hearing Impaired	10	10	11	11
Vyners SRP	Hearing Impaired	16	16	9	9

Cherry Lane SRP (opening April 2015)	Autism and complex needs	12 (gradual build up)	n/a	n/a	n/a
Lake Farm Park SRP (opening January 2015)	Autism and complex needs	12 (gradual build up)	n/a	n/a	3
St Martin's Primary SRP (opening September 2015)	Autism and complex needs	12 (gradual build up) and 3 assessment places	n/a	n/a	n/a

### 3.1.4 The current independent or non-maintained special school provision in LBH for pupils with Statements

School	Primary Need	Number of LBH pupils on roll as at September 2014	Average Placement Cost
Sunshine House	Visual impairment & complex needs	19	£36,185
Field Heath	Complex needs and learning difficulties	13	£39,553
Hillingdon Manor	Autism	36	£39,562

### 3.1.5 Young people with high needs attending college. Figures relate to academic years.

FE Providers/Colleges	LBH students 13/14	Commissioned places 14/15	Actual students 14/15	Costs in 14/15	Average cost per placement
Independent specialist placements	10	3	8	£647,444	£80,930
Oaklands	5	5	9	£302,131	£33,570
Willesden	0	0	1	£19,783	£19,783
Uxbridge College	12	12	17	£141,744	£8,337
Adult Education	3	3	2	£18,308	£9,154
BCA	0	1	1	£13,000	£13,000
West Herts	5	5	6	£45,184	£7,530
Choices for All	2	2	2	£12,000	£6,000
East Berks	9	9	4	£43,732	£10,933
Ealing Hammersmith & West London	5	6	8	£152,520	£19,065
West Thames	7	7	8	£68,862	£8,607
Harrow	5	5	6	£89,220	£14,870
<b>Totals</b>	<b>63</b>	<b>58</b>	<b>72</b>	<b>£1,553,929</b>	<b>£21,582</b>

3.1.6 All state funded mainstream schools in LBH include pupils at School Action, School Action Plus and with Statements of SEN. School Action and School Action Plus are being replaced by a single category of SEN Support from September 2014. Statements will be replaced by Education, Health and Care (EHC) Plans from September 2014 and within 3.5 years. The majority of pupil needs can be met from within schools' own resources with advice from external agencies using integrated working processes including a team around the child/family and an identified lead professional or key worker. School budgets include up to £6k per pupil with additional needs.

- See Appendix 1 for a list of all London Borough of Hillingdon state funded mainstream schools showing the number on roll, number of statemented children, number at School Action, number at School Action Plus as at January 2014.

- 3.1.7 In LBH 46.11% of children with statements attend state funded schools whereas the national average is 52.9%. In LBH 16.2 children with statements per 10,000 attend a resource base in a mainstream school whereas the national average is 26.3 per 10,000.
- 3.1.8 In LBH there are 29.4 children with statements per 10,000 attending independent or non-maintained special schools whereas the national average is 10 per 10,000.
- 3.1.9 The current **school** population in LBH is 48,642. The percentage with a statement is 2.9%, whereas the national average is 1.85%. LBH is reviewing the threshold for a statutory assessment to encompass the 0 to 25 age range and incorporate the changes that were made to school funding from April 2013.
- 3.1.10 It is predicted that the **child** population (up to and including age 18) in LBH will rise to 80,366 by 2020 (from 71,877 estimated in 2014 - ONS data using 2011 as the base data) i.e. an increase of 11.8%. If no changes are made to the number of Statements/EHC Plans issued it is likely that there will be 1,680 children with Statements/EHC Plans at that time. This is without factoring in the increased age range from September 2014 as the statutory framework extends to age 25. The number of primary children attending a Hillingdon school has increased by 15% between 2009 and 2014, reflecting higher birth rates, new house building and in-migration across the Borough during this period.
- 3.1.11 The pupils with Statements attending LBH schools is a different figure as some pupils attend cross border schools. The total attending LBH schools is currently 1,331 and the table at Appendix 2 sets out the current profile of these pupils by year group and primary need. This table also demonstrates the increase in the totals based on the predicted 11.8% rise.
- 3.1.12 It is therefore clear that plans need to be put in place now to ensure that there is provision available to meet this increase in demand for specialist provision, whether this is in special schools or resourced based provision (SRPs) within mainstream schools or outreach support to develop the inclusive practice in all schools. While some pupils will need an EHC Plan to access provision, inclusive practice is best achieved by building capacity and flexibility within all schools without the need for statutory assessment or Statements/EHC Plans.

## **3.2 Support for Pupils with Autism**

- 3.2.1 There is an ASD Advisory Team within the Council's Disability Service, funded by dedicated schools grant (DSG), but currently this team contains significant vacancies. This provision is crucial to enable schools to access the support and advice they require to successfully include pupils with autism. However, the support could be delivered through different models. Some of this funding has been used to commission Hayes Park SRP to provide outreach for mainstream schools but this is on a small scale. The Table at Appendix 2 demonstrates the significant increase in the number of pupils with autism and the Disability Panel has noted that the vast majority of requests for statutory assessment are for pupils who have a diagnosis of autism. The ASD Task and Finish Group which reported its findings in May 2014 recognised the importance of outreach support and opportunities to develop the workforce.
- 3.2.2 The three new SRPs and special free school will provide specialist provision for pupils with autism and other complex needs in response to the rising number of pupils with this diagnosis.

## **3.3 Support for Pupils with Speech, Language and Communication Needs**

- 3.3.1 The approach to addressing speech, language and communication needs is through a combination of workforce training, provision and use of information technology packages, the delivery of specific programmes through children's centres, specialist language advisory teachers from the Learning Support Service, funded by DSG and through the funding of speech and language therapy for specific children.

- 3.3.2 The Council has a core service contract with Central North West London (CNWL) Foundation Trust for school aged pupils, which covers the 'specialist' tier of provision through a team of Speech and Language Therapists. This is funded through the DSG. Demand is growing and the Joint Commissioning Sub-Group will be considering a joint approach to procurement of a more co-ordinated service during 2015. This will be linked to a review of the top up funding for pupils with Statements/EHC Plans.
- 3.3.3 Speech and language therapy for pupils with lower level needs ie those without a Statement or EHC Plan is commissioned by the Clinical Commissioning Group (CCG) and provided by CNWL.
- 3.3.4 The special schools and some of the SRPs make their own arrangements for speech and language therapy. The Council is in the process of identifying the costs of delivering provision including therapies with the SRPs.
- 3.3.5 Work needs to continue to develop the local workforce to meet the majority of speech, language and communication needs without the need for direct therapy as research shows that this approach achieves better outcomes and sustainability for pupils.
- 3.3.6 The SRPs for pupils with speech, language and communication needs have not been well used in recent times. However, it is clear from the outcomes achieved that pupils who are picked up in the early years and provided with the intensive support through the SRP can make significant progress and do not require long term interventions. There needs to be a clear focus on identifying pupils and ensuring this support is available through early intervention. It is understood that there has been a rigid interpretation of the admission criteria which has excluded pupils from accessing this provision when the SRP has not been full.
- 3.3.7 The JSNA refresh has identified speech, language and communication needs as an area of unmet need.

#### **3.4 Support for Pupils with Sensory Needs**

- 3.4.1 The Council provides a Sensory Impairment Service working with pupils with hearing and visual impairments. This is part of the Learning Support Service funded by DSG and offers support, advice and training to schools to assist them in meeting the needs of pupils who are experiencing a greater difficulty than their peers in accessing the curriculum both in the early years and school age. Direct teaching of pupils, individual support and small group work is also provided.
- 3.4.2 Pupils with visual impairments are generally included in mainstream schools unless they have other significant learning disabilities or difficulties.
- 3.4.3 The SRPs for pupils with hearing impairments have seen a significant increase in admissions and the data clearly shows a variable profile across the year groups with a particular bulge towards the end of primary years. More pupils now have cochlear implants and this is likely to make a difference to the provision required for pupils in the future. The number of pupils expected to require a secondary SRP in September 2015 is significantly higher than the places available at the current provision and will remain high for at least 4 years.

#### **3.5 Support for Pupils with Physical Disabilities**

- 3.5.1 The SRPs for pupils with physical disabilities are generally full. The data indicates that the number of pupils with this primary need is small but there is evidence of 3 bulge years in years 5, 6 and 7 and it seems likely the numbers in primary are increasing generally. This will require further exploration to be certain these pupils are defined appropriately and if so, whether it is possible to meet their ongoing needs within existing resources.

- 3.5.2 Many pupils with physical disabilities attend mainstream schools and staff can access advice on meeting these needs through an outreach agreement delivered by Coteford Junior School.
- 3.5.3 Occupational therapy and physiotherapy services are commissioned through health for pupils in mainstream schools. For pupils in SRPs and special schools this is funded through DSG but there is a lack of consistency in the approach taken. The Joint Commissioning Sub-Group has identified occupational therapy as an area that needs to be reviewed during 2015. This will be linked to a review of the top up funding for pupils with Statements/EHC Plans.

### **3.6 Support for Pupils with Social, Emotional and Mental Health Difficulties**

- 3.6.1 The principal provider of alternative education including that for excluded pupils is Hillingdon Tuition Centre (HTC). This service also includes a Behaviour Support Team and schools can buy into this service.
- 3.6.2 Arrangements are in place between schools for managed moves where this is in the best interests of individual pupils.
- 3.6.3 The special schools for pupils with this profile of need have experienced some challenges in recent years/months but both are improving schools. Due to these challenges there was a period of time when new referrals were not being made and this has resulted in vacancies and financial pressures. It has also resulted in LBH placing more children in independent and non-maintained schools. It is clear that the Council needs to support and use the local special schools. Where appropriate, pupils will be brought back to these schools to support inclusion in the local community.
- 3.6.4 There appears to be a high number of very young pupils being identified with this profile of need. The early intervention services need to be explored including the approach to parenting support which may have an impact on improving the outcomes for these very young pupils.
- 3.6.5 The Behaviour Support Team can support schools through assessment of individual pupil needs, training school staff, running and modelling small group work eg social skills and some individual pupil support for limited periods of time.

### **3.7 Psychology Service**

- 3.7.1 This service provides a core funded statutory element largely linked to pupils requiring statutory assessment and Statements/EHC Plans and a DSG funded element plus trading with individual schools. Educational Psychologists work with staff in pre-school settings and schools. The Council has a statutory duty to assess pupils with special educational needs who may require a Statement or EHC Plan.
- 3.7.2 The service works at a strategic level in settings and schools as well as undertaking individual pupil assessments and supporting schools to implement evidence based strategies aimed at improving pupil outcomes.
- 3.7.3 The service has recently expanded to include a more robust approach to working with children and settings in the pre-school stage. This is funded by DSG.

### **3.8 Disability Panel and Decision Making**

- 3.8.1 The all age Disability Panel meets on a weekly basis to consider requests for provision to meet the education, health and care needs of children, young people and adults with SEN and/or disabilities. The Panel promotes a holistic approach to provision and therefore expects to make decisions about holistic packages where a person has needs within more than one area.

- 3.8.2 The aim is to offer good quality and cost effective local provision for pupils so they can have their needs met and be educated as close to home as possible. Many pupils will remain in their local mainstream school/college. Pupils benefit from attending local schools/colleges for example through maintaining local networks including friendships and reduced time travelling to and from school each day. Decisions focus on provision that can meet the described needs, the parental preference and cost. The LA must use resources efficiently and where more than one school can meet the needs this becomes a particular factor.
- 3.8.3 Where a pupil is eligible for to home to school transport, which is subject to a separate policy, this will only apply to the nearest appropriate school.
- 3.8.4 There are 3 independent/non-maintained special schools within the Borough and these form part of the local offer. Where there is no suitable maintained provision or where there is no cost difference, depending on the needs of the pupil these schools may be approached to make placements.
- 3.8.5 Other independent/non-maintained special schools may be used on occasions when there is no suitable local provision but the intention of this Strategy is to develop local provision to meet the majority of pupil needs in the future.
- 3.8.6 The LA is clear that it has a significant role to play in developing and shaping the local market and in raising standards. Given the broader marketisation of schooling, when making placement and funding decisions the Disability Panel will look to purchase the best available provision to achieve good outcomes for Hillingdon children and young people whilst making the best possible use of public resources.

## **4 FUNDING**

- 4.1 When a pupil has a Statement/EHC Plan they generally require additional funding over and above the resources usually available to mainstream schools. This is called top up funding. For pupils with a Statement/EHC Plan in a mainstream school, the school must also commit £6k of funding to deliver the support package required for the pupil as set out in the Statement/EHC Plan. For SRPs and special schools, the commissioned places are funded at a cost of £10k pa and top up funding is provided to enable the school to deliver the support package. The level of top up in mainstream schools varies according to needs but in SRPs and special schools there are set top up rates for each provision.
- 4.2 Young people in college with an EHC Plan generally require top up funding which is based on the cost of delivering the support package. In future, EHC Plans will only apply for those young people who require top up funding.
- 4.3 The LA is undertaking a review of the model of top up funding in conjunction with the Schools Forum High Needs Bock Sub-Group and it is anticipated that a new banding model based on pupil needs will be implemented in April 2015.
- 4.4 The top up funding is provided through DSG. Where a pupil is eligible for home to school transport this is funded from core council budget.

## **5 PREDICTED FUTURE NEEDS AND PROVISION**

### **5.1 Overview**

- 5.1.1 We acknowledge that the overall numbers of pupils with additional needs will increase over the next 5 years based on the increasing population. This Strategy also needs to consider the wider age range within the statutory SEND processes and the implications for provision for young people with SEN and/or disabilities.
- 5.1.2 We acknowledge research which indicates that the quality of teaching is the main factor in providing a successful placement for most pupils with additional needs and whether this is

in a special school, resourced provision or mainstream is not so significant, although it is noted that support within mainstream schools resourced for complex needs can be most effective.

5.1.3 We know that we are required to include pupils in mainstream schools if this is the parental preference and we support the ethos behind inclusion and inclusive practice in mainstream schools. We acknowledge that schools require support to develop inclusive practice and include pupils with a wider range of needs. We will review our approach to supporting inclusive practice in schools.

5.1.4 We are also aware that for pupils with the most complex needs, a placement in a special school may be appropriate as it provides them with a secure and safe environment with small class groups throughout the day. We do not propose to close any special schools as a result of this Strategy.

## **5.2 We have concluded that we need to:**

- a) consider the capacity of our special schools to meet the needs of the increasing population. We will consider whether an all age approach to special schools will provide greater consistency for pupils and avoid the need for a transition process between schools and the resulting statutory process that is required to support this. We will also consider whether there should be a school that focusses primarily on the needs of pupils with autism and complex learning difficulties;
- b) ensure that pupils with moderate or specific learning difficulties are supported to attend mainstream schools and to have their needs met without the need for EHC Plans;
- c) ensure that the majority of pupils with social, emotional and mental health difficulties remain in mainstream schools with appropriate support without the need for EHC Plans;
- d) consider the need for provision for pupils in key stage one exhibiting behaviour that can be challenging and how these can best be met through early intervention and avoiding the need for long term EHC Plans and provision;
- e) review the provision available to support pupils with the most complex needs between the ages of 16 and 25 to ensure local provision is available that supports a pathway to employment and/or volunteering opportunities. This will include working with the local FE colleges and making use of the Preparing for Adulthood data;
- f) increase the number of places available within specialist resourced provision (SRP) for pupils at secondary level with hearing impairments and those with autism and complex needs to ensure there is a pathway from similar provision in the Borough at primary level;
- g) in 2015 analyse the impact of the new SRPs and special free school to clarify the number of additional places that are required; it is acknowledged that some of these new places are likely to be taken up by pupils from out of the Borough;
- h) undertake more detailed analysis of the provision required from a geographical perspective; it is acknowledged that much of the new provision is being established in the south of the Borough so analysis is required based on pupil needs and post code areas to ensure new provision is established where it is most needed;
- i) investigate in more detail the needs of the pupils identified with physical disabilities where higher numbers are shown to explore whether additional provision is required to meet the needs of this bulge;
- j) establish provision to enable young children to attend a setting to support multi-agency assessments and development of strategies where there is a lack of clarity about the most appropriate provision. This should be available as part of the early intervention pathway without the need for EHC Plans on admission;

- k) develop the early intervention element of the SRP provision for pupils with speech, language and communication needs as the evidence shows this can produce significantly improved outcomes such that pupils can return to local schools without the need for EHC Plans;
- l) work with our in-Borough independent or non-maintained schools to aim to fill identified gaps in local provision and ensure improved outcomes for pupils with clear pathways to local provision and ultimately employment;
- m) ensure there is an agreed protocol in relation to pupils who move in to the Borough and have complex needs to avoid them being out of school for extended periods of time;
- n) review the outreach provision required to avoid school and home breakdowns with a co-ordinated approach including modelling strategies and interventions in home and school and dedicated training/workshops for parents/carers. This will include provision for pupils with sensory needs and those with speech, language and communication needs. Separately we will review our short break offer to families of children with disabilities;
- o) design and implement a banded funding model to support local schools to set up provision to enable them to meet the needs of pupils with more complex needs including those with autism and challenging behaviour;
- p) update the admission criteria for all SRPs in the Borough;
- q) establish SLAs with SRP schools in the Borough so there is clarity about what can be expected and a mechanism for ensuring good outcomes are being achieved and the provision is offering value for money;
- r) use this Strategy to support the wider mainstream school place planning in the Borough.

### **5.3 By February 2015 we will set out more specifically our plans for developing provision and services for pupils with:**

- autism
- physical disabilities
- hearing impairments
- speech, language and communication needs
- needs that require further multi-agency assessment
- social, emotional and mental health difficulties in key stage 1
- a need for outreach provision to avoid their school or home placement breaking down.

## **6 MAKING IT HAPPEN**

### **6.1 Implementation - Timeline**

An action plan(s) will be developed once the principles behind this Strategy have been approved through the appropriate channels.

## Appendix 1

### Special Educational Needs: Primary Schools

May School Census 2014 Only FT children of compulsory school age are included for SEN, as data is more reliable when children are FT. For all-through schools (Guru Nanak and Rosedale College), only includes pupils of primary school age.

#### CODE OF PRACTICE STAGE

	NOR	No Special Needs Provision (N)		Action (A)		Action+ (P)		Without S'ment (A+P)		State-mented (S)		With SEN (A+P+S)	
<b>Primary School</b>													
Belmore	522	425	81.4%	63	12.1%	23	4.4%	86	16.5%	11	2.1%	97	18.6%
Botwell House	623	583	93.6%	9	1.4%	23	3.7%	32	5.1%	8	1.3%	40	6.4%
Bourne	217	188	86.6%	17	7.8%	12	5.5%	29	13.4%	0	0.0%	29	13.4%
Breakspear	629	549	87.3%	55	8.7%	22	3.5%	77	12.2%	3	0.5%	80	12.7%
Brookside	436	383	87.8%	10	2.3%	39	8.9%	49	11.2%	4	0.9%	53	12.2%
BWI	400	289	72.3%	79	19.8%	28	7.0%	107	26.8%	4	1.0%	111	27.8%
Charville	607	537	88.5%	31	5.1%	33	5.4%	64	10.5%	6	1.0%	70	11.5%
Cherry Lane	498	296	59.4%	152	30.5%	45	9.0%	197	39.6%	5	1.0%	202	40.6%
Colham Manor P	569	484	85.1%	21	3.7%	59	10.4%	80	14.1%	5	0.9%	85	14.9%
Coteford I	246	206	83.7%	19	7.7%	9	3.7%	28	11.4%	12	4.9%	40	16.3%
Coteford J	209	158	75.6%	21	10.0%	12	5.7%	33	15.8%	18	8.6%	51	24.4%
Cowley & St Laurence	400	323	80.8%	43	10.8%	29	7.3%	72	18.0%	5	1.3%	77	19.3%
Cranford Park	748	583	77.9%	107	14.3%	40	5.3%	147	19.7%	18	2.4%	165	22.1%
Deanesfield	528	462	87.5%	25	4.7%	28	5.3%	53	10.0%	13	2.5%	66	12.5%
Dr Triplett's	422	354	83.9%	39	9.2%	16	3.8%	55	13.0%	13	3.1%	68	16.1%
Field End I	299	241	80.6%	37	12.4%	18	6.0%	55	18.4%	3	1.0%	58	19.4%
Field End J	352	296	84.1%	44	12.5%	8	2.3%	52	14.8%	4	1.1%	56	15.9%
Frithwood	417	376	90.2%	16	3.8%	17	4.1%	33	7.9%	8	1.9%	41	9.8%
Glebe	439	399	90.9%	4	0.9%	25	5.7%	29	6.6%	11	2.5%	40	9.1%
Grange Park I	358	299	83.5%	44	12.3%	14	3.9%	58	16.2%	1	0.3%	59	16.5%
Grange Park J	350	301	86.0%	28	8.0%	17	4.9%	45	12.9%	4	1.1%	49	14.0%
Guru Nanak Sikh P	439	427	97.3%	10	2.3%	0	0.0%	10	2.3%	2	0.5%	12	2.7%
Harefield I	244	192	78.7%	26	10.7%	19	7.8%	45	18.4%	7	2.9%	52	21.3%
Harefield J	280	217	77.5%	27	9.6%	30	10.7%	57	20.4%	6	2.1%	63	22.5%
Harlyn	400	315	78.8%	46	11.5%	33	8.3%	79	19.8%	6	1.5%	85	21.3%
Harmondsworth	206	141	68.4%	25	12.1%	37	18.0%	62	30.1%	3	1.5%	65	31.6%
Hayes Park	640	509	79.5%	30	4.7%	76	11.9%	106	16.6%	25	3.9%	131	20.5%
Heathrow	316	261	82.6%	31	9.8%	18	5.7%	49	15.5%	6	1.9%	55	17.4%
Hermitage	251	218	86.9%	16	6.4%	16	6.4%	32	12.7%	1	0.4%	33	13.1%
Hewens Primary	90	82	91.1%	5	5.6%	3	3.3%	8	8.9%	0	0.0%	8	8.9%
Highfield	286	241	84.3%	30	10.5%	11	3.8%	41	14.3%	4	1.4%	45	15.7%
Hillingdon	479	400	83.5%	34	7.1%	38	7.9%	72	15.0%	7	1.5%	79	16.5%

CODE OF PRACTICE STAGE

	NOR	No Special Needs Provision (N)	Action (A)	Action+ (P)	Without S'ment (A+P)	State-mented (S)	With SEN (A+P+S)
Hillside I	174	144 82.8%	15 8.6%	11 6.3%	26 14.9%	4 2.3%	30 17.2%
Hillside J	237	187 78.9%	33 13.9%	12 5.1%	45 19.0%	5 2.1%	50 21.1%
Holy Trinity	207	185 89.4%	9 4.3%	11 5.3%	20 9.7%	2 1.0%	22 10.6%
Lady Bankes I	270	217 80.4%	30 11.1%	22 8.1%	52 19.3%	1 0.4%	53 19.6%
Lady Bankes J	343	263 76.7%	51 14.9%	27 7.9%	78 22.7%	2 0.6%	80 23.3%
Laurel Lane	325	234 72.0%	47 14.5%	41 12.6%	88 27.1%	3 0.9%	91 28.0%
Minet I	356	211 59.3%	89 25.0%	50 14.0%	139 39.0%	6 1.7%	145 40.7%
Minet J	474	336 70.9%	75 15.8%	55 11.6%	130 27.4%	8 1.7%	138 29.1%
Nanaksar	116	108 93.1%	6 5.2%	2 1.7%	8 6.9%	0 0.0%	8 6.9%
Newnham I	271	251 92.6%	4 1.5%	15 5.5%	19 7.0%	1 0.4%	20 7.4%
Newnham J	359	315 87.7%	15 4.2%	27 7.5%	42 11.7%	2 0.6%	44 12.3%
Oak Farm I	271	218 80.4%	24 8.9%	25 9.2%	49 18.1%	4 1.5%	53 19.6%
Oak Farm J	359	301 83.8%	23 6.4%	28 7.8%	51 14.2%	7 1.9%	58 16.2%
Pinkwell	905	671 74.1%	160 17.7%	49 5.4%	209 23.1%	25 2.8%	234 25.9%
Rabbsfarm	458	368 80.3%	24 5.2%	56 12.2%	80 17.5%	10 2.2%	90 19.7%
Rosedale College	173	144 83.2%	19 11.0%	10 5.8%	29 16.8%	0 0.0%	29 16.8%
Ruislip Gardens	357	286 80.1%	49 13.7%	17 4.8%	66 18.5%	5 1.4%	71 19.9%
Ryefield	441	377 85.5%	30 6.8%	22 5.0%	52 11.8%	12 2.7%	64 14.5%
Sacred Heart	622	559 89.9%	27 4.3%	25 4.0%	52 8.4%	11 1.8%	63 10.1%
St Andrew's	209	175 83.7%	14 6.7%	18 8.6%	32 15.3%	2 1.0%	34 16.3%
St Bernadette's	417	382 91.6%	23 5.5%	8 1.9%	31 7.4%	4 1.0%	35 8.4%
St Catherine's	212	177 83.5%	7 3.3%	24 11.3%	31 14.6%	4 1.9%	35 16.5%
St Mary's	208	174 83.7%	9 4.3%	23 11.1%	32 15.4%	2 1.0%	34 16.3%
St Matthew's	415	336 81.0%	37 8.9%	35 8.4%	72 17.3%	7 1.7%	79 19.0%
St Swithun Wells	209	185 88.5%	18 8.6%	2 1.0%	20 9.6%	4 1.9%	24 11.5%
Warrender	211	192 91.0%	12 5.7%	4 1.9%	16 7.6%	3 1.4%	19 9.0%
West Drayton	417	299 71.7%	47 11.3%	59 14.1%	106 25.4%	12 2.9%	118 28.3%
Whitehall I	314	262 83.4%	19 6.1%	27 8.6%	46 14.6%	6 1.9%	52 16.6%
Whitehall J	382	301 78.8%	29 7.6%	46 12.0%	75 19.6%	6 1.6%	81 21.2%
Whiteheath I	271	249 91.9%	3 1.1%	14 5.2%	17 6.3%	5 1.8%	22 8.1%
Whiteheath J	351	316 90.0%	12 3.4%	15 4.3%	27 7.7%	8 2.3%	35 10.0%
William Byrd	522	414 79.3%	33 6.3%	61 11.7%	94 18.0%	14 2.7%	108 20.7%
Wood End Park	879	758 86.2%	55 6.3%	54 6.1%	109 12.4%	12 1.4%	121 13.8%
Yeading I	358	316 88.3%	18 5.0%	21 5.9%	39 10.9%	3 0.8%	42 11.7%
Yeading J	486	392 80.7%	63 13.0%	21 4.3%	84 17.3%	10 2.1%	94 19.3%
<b>LEA PRIMARY</b>	<b>25479</b>	<b>21,038 82.6%</b>	<b>2,273 8.9%</b>	<b>1,735 6.8%</b>	<b>4,008 15.7%</b>	<b>433 1.7%</b>	<b>4,441 17.4%</b>

## Special Educational Needs: Secondary Schools

School Census 2014

Only FT children of compulsory school age are included for SEN, as data is more reliable when children are FT.  
For all-through schools (Guru Nanak and Rosedale College), only includes pupils of secondary school age.

### CODE OF ACTICE STAGE

	NOR	No Special Needs Provision (N)	Action (A)	Action+ (P)	Without S'ment (A+P)	State- mented (S)	With SEN (A+P+S)
<b>Secondary School</b>							
Abbotsfield	400	327 81.8%	50 12.5%	16 4.0%	66 16.5%	7 1.8%	73 18.3%
Barnhill Community	1190	857 72.0%	232 19.5%	83 7.0%	315 26.5%	18 1.5%	333 28.0%
Bishop Ramsey	922	771 83.6%	89 9.7%	40 4.3%	129 14.0%	22 2.4%	151 16.4%
Bishopshalt	928	790 85.1%	75 8.1%	19 2.0%	94 10.1%	44 4.7%	138 14.9%
Douay Martyrs	1098	1,009 91.9%	39 3.6%	43 3.9%	82 7.5%	7 0.6%	89 8.1%
Guru Nanak Academy	785	755 96.2%	4 0.5%	9 1.1%	13 1.7%	17 2.2%	30 3.8%
Harefield Academy	721	579 80.3%	86 11.9%	32 4.4%	118 16.4%	24 3.3%	142 19.7%
Harlington	856	722 84.3%	97 11.3%	22 2.6%	119 13.9%	15 1.8%	134 15.7%
Haydon	1492	1,136 76.1%	220 14.7%	119 8.0%	339 22.7%	17 1.1%	356 23.9%
Mellow Lane	239	219 91.6%	11 4.6%	5 2.1%	16 6.7%	4 1.7%	20 8.4%
Northwood	320	251 78.4%	39 12.2%	21 6.6%	60 18.8%	9 2.8%	69 21.6%
Parkside Studio College	117	94 80.3%	5 4.3%	12 10.3%	17 14.5%	6 5.1%	23 19.7%
Queensmead	1171	953 81.4%	128 10.9%	72 6.1%	200 17.1%	18 1.5%	218 18.6%
Rosedale College	610	530 86.9%	52 8.5%	20 3.3%	72 11.8%	8 1.3%	80 13.1%
Ruislip Community	810	721 89.0%	45 5.6%	23 2.8%	68 8.4%	21 2.6%	89 11.0%
Stockley Academy	868	547 63.0%	209 24.1%	89 10.3%	298 34.3%	23 2.6%	321 37.0%
Swakeleys	869	640 73.6%	185 21.3%	36 4.1%	221 25.4%	8 0.9%	229 26.4%
Uxbridge High	1059	896 84.6%	138 13.0%	15 1.4%	153 14.4%	10 0.9%	163 15.4%
Vyners	911	761 83.5%	91 10.0%	29 3.2%	120 13.2%	30 3.3%	150 16.5%
<b>LEA SECONDARY</b>	<b>15366</b>	<b>12,558 81.7%</b>	<b>1,795 11.7%</b>	<b>705 4.6%</b>	<b>2,500 16.3%</b>	<b>308 2.0%</b>	<b>2,808 18.3%</b>

Appendix 2

**Pupils with Statements of SEN in Schools in LBH**

<b>Year Group</b>	<b>ASD</b>	<b>BESD</b>	<b>HI</b>	<b>MLD</b>	<b>MSI</b>	<b>OTH</b>	<b>PD</b>	<b>PMLD</b>	<b>SLCN</b>	<b>SLD</b>	<b>SPLD</b>	<b>VI</b>	<b>TOTAL</b>	<b>Total Plus 11.8%</b>
<b>N2</b>	0	0	1	1	0	0	1	2	3	6	0	0	14	16
<b>Reception</b>	22	1	0	2	3	3	5	1	7	22	0	0	66	74
<b>Year 1</b>	29	2	2	1	0	3	8	1	14	13	1	1	75	84
<b>Year 2</b>	36	6	0	5	0	2	2	1	25	18	1	1	97	108
<b>Year 3</b>	33	15	0	11	1	3	7	1	23	9	1	1	105	117
<b>Year 4</b>	35	12	1	4	0	8	3	0	36	14	2	0	115	129
<b>Year 5</b>	30	9	9	11	0	2	10	1	24	11	6	3	116	130
<b>Year 6</b>	20	16	3	12	0	4	10	0	15	10	11	1	102	114
<b>Year 7</b>	20	8	3	19	0	5	10	2	19	8	9	2	105	117
<b>Year 8</b>	16	18	3	18	0	2	3	0	26	7	7	0	100	112
<b>Year 9</b>	9	15	7	29	2	0	3	2	17	7	9	2	102	114
<b>Year 10</b>	13	17	3	37	0	2	8	4	17	9	4	5	119	133
<b>Year 11</b>	14	15	6	41	0	2	4	3	16	6	4	1	112	125
<b>Year 12</b>	3	1	1	23	0	1	2	4	3	7	0	2	47	53
<b>Year 13</b>	4	0	0	1818	0	1	2	3	1	10	0	0	39	44
<b>Year 14</b>	0	0	0	10	0	0	0	0	0	7	0	0	17	19
<b>Total</b>	284	135	39	242	6	38	78	25	246	164	55	19	1331	1488
<b>Total Plus 11.8%</b>	318	151	44	271	7	42	87	28	275	183	61	21	1488	