

# **Inclusion of Pupils with Additional Educational Needs in Hillingdon Schools**

## **Strategic Plan 2009 – 2013**

Education and Children's Services

December 2009

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## **Section 1: Disabled Children – Introduction and Key Outcomes**

### **1.1 Background and Definition**

This document describes a 4 year strategy for supporting inclusive practice in Hillingdon schools for pupils with Additional Educational Needs (AEN). More importantly, it describes plans for making a step change improvement in the educational outcomes and support available to children and young people (C&YP) and their families.

Other strategies (see 3.1) reflect the broader local policy agenda on inclusion

The strategy is the result of a need to have a clear and defined culture of good inclusive practice in all of our schools which will ensure all C&YP have the opportunity to reach their full potential in a mainstream setting wherever possible and appropriate.

It is written within the context of National Guidance around delivering services to children with disabilities, including and especially, the Secretary of State's report on progress towards disability equality across the children's and education sector, published in November 2008. This report reinforces the Government's commitment to the social model of disability – this comes from the principle that 'the poverty, isolation, disadvantage and social exclusion experienced by many disabled people are not the result of their impairments or medical conditions, but rather stem from attitudinal, organisational, and environmental barriers.'

Disability equality law explicitly includes the social model and this should help people in schools and other places where children live and learn to think differently about disability and what needs to be done to promote equality.

**The Children and Families Trust Plan for 2008-11** has identified Improving Outcomes for Disabled Children and those with additional needs as a key priority with objectives to improve both their educational standards and health and well-being.

Including promoting social inclusion and good standards of behaviour

In addition, the **Joint Commissioning Board**, an Executive Group of the Children and Families Trust Board, has identified Disabled Children as a priority commissioning strand.

### **Key Aims and Outcomes of the Strategy**

The key aims and outcomes of this strategy were developed initially by the Inclusion Steering Group, a group of senior specialist managers in Hillingdon Council, headteachers and parent representatives. The principles have taken into account feedback from parents following a consultation exercise carried out by the Children's Society in summer 2008 and the principles of the Hillingdon Children and Families Trust Plan (HCFTP)

The Council and its partners in the HCFT have structured the priorities for the plan around three overarching themes:

- Improving health & well being
- Raising aspiration & achievement
- Delivering excellence and efficiency

These themes have been chosen to emphasise the importance of the relationship between educational achievement and well-being and ensuring children and young people have the life chances to meet their full potential. Children and young people learn and thrive when they are healthy, safeguarded from harm and involved in decisions that affect their lives. The evidence shows clearly that educational achievement is the most effective way to improve outcomes, particularly for the most deprived.

THEME	PRIORITIES	OBJECTIVES
Improving health & well-being	Ensuring a safer environment for children and young people	<ul style="list-style-type: none"> <li>• Ensure children and young people are safe from harm and protect those known to be at risk of abuse</li> <li>• Create a safe environment</li> </ul>
	Improving health & emotional well-being for children and young people	<ul style="list-style-type: none"> <li>• Improve healthcare provision provided to children and young people</li> <li>• Ensure children and young people lead healthy lifestyles</li> <li>• Improve sexual health promotion</li> <li>• Improve the emotional well-being of children and young people</li> </ul>
	Improving sport, leisure and play provision	<ul style="list-style-type: none"> <li>• Improve access and information for children and young people to a range of play and sporting opportunities</li> </ul>
	Increasing and improving the access for children and young people to positive activities	<ul style="list-style-type: none"> <li>• Improve positive activities for children and young people</li> <li>• Improve the participation of children and young people in service delivery</li> <li>• Develop 3 new youth centres</li> </ul>
Raising aspiration & achievement	Improving educational attainment and achievements	<ul style="list-style-type: none"> <li>• Improve standards in the early years</li> <li>• Improve standards at all key stages</li> <li>• Promote social inclusion and good standards of behaviour</li> <li>• Developing an integrated youth support services</li> </ul>
	Reducing young people's involvement in offending and disorder	<ul style="list-style-type: none"> <li>• Reducing the number of first time youth offenders and re-offending</li> </ul>
	Improving the transition of children & young people through childhood and beyond	<ul style="list-style-type: none"> <li>• Improve the transition at key stages</li> <li>• Improve educational achievement and vocational skills of young people</li> <li>• Improve the financial literacy of children and young people</li> </ul>
	Improving outcomes for Looked After Children	<ul style="list-style-type: none"> <li>• Improve educational standards of looked after children</li> <li>• Improve the health and well-being of looked after children</li> </ul>
	Improving outcomes for children with disabilities and additional needs	<ul style="list-style-type: none"> <li>• Improve educational standards of children with disabilities and additional needs</li> <li>• Improve the health and well-being of children with disabilities and additional needs</li> </ul>
	Transform the school estate	<ul style="list-style-type: none"> <li>• Progress Building Schools for the 21<sup>st</sup> Century</li> <li>• Progress the Primary Capital Programme</li> </ul>
Delivering excellence and efficiency	More effective support for children and families	<ul style="list-style-type: none"> <li>• Extended services</li> <li>• Integrated Youth Support Service (IYSS) including Targeted Youth Service (TYS)</li> <li>• Parenting strategy</li> <li>• Family support strategy</li> </ul>
	Improving the way we work	<ul style="list-style-type: none"> <li>• Developing integrated working e.g. CAF</li> <li>• Modernising referral and assessment processes</li> <li>• Workforce development</li> <li>• Integrating our systems</li> </ul>
	Working with partners	<ul style="list-style-type: none"> <li>• Develop locality working</li> <li>• Developing the HCFT</li> <li>• Commissioning</li> </ul>

Whilst all 3 themes are inextricably linked and interdependent on each other, this strategy will focus on the raising aspiration and achievement theme which is key to securing better life chances for children and young people in Hillingdon.

'We want every child in Hillingdon to enjoy their education and achieve their full potential. In order to make a reality of this ambition we will need to focus on areas ranging from educational attainment to the provision of quality vocational opportunities and opportunities for children and young people to engage in positive activities. Working to further improve outcomes for looked after children and children with additional needs will constitute a key element of this work.' (Hillingdon Children and Families Trust Plan [HCFTP])

We will do this by:

- Improving educational attainment and achievement
- Improving the transition of children and young people through childhood and beyond
- Increasing and improving access for children and young people to positive activities
- Reducing young people's involvement in offending and disorder
- Improving outcomes for Looked After Children
- Improving outcomes for children with additional needs

### **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. Although performance has now levelled off to the 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, with only 1 secondary school below DCSF floor targets. No schools are in special measures or notice to improve 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. This rapid rate of improvement, has again been achieved in July 2009 with 68% of pupils achieving grade A\*-C passes at GCSE masks significant variation between schools. Attendance in secondary schools, which is correlated with low attainment and poor pupil progress, improved slightly in 2007 although remaining below national averages. 2008 really showed a significant improvement with Hillingdon currently rated 13 nationally for persistent attendance at secondary schools Our aim is to continue to narrow the gap in achievement between disadvantaged pupils and their peers and between different schools.

**Children with additional needs** (CwANS) Progress has been made in reducing the number of pupils for whom a statement of Special Educational Needs (SEN) is required from 1564 in 2003 to 1278 (unconfirmed until end September), with statements now reserved for only those with the most complex, long-term needs.

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.

CWANs is a key priority for this plan. The Disabled Children's Strategy was agreed at Cabinet in March 09 and reflects the Aiming High for Disabled Children's agenda. The key priorities for the three year strategy have been identified by parents and carers and will complement this mainly school focussed strategy.

## **OUR VISION FOR CHILDREN AND YOUNG PEOPLE IN HILLINGDON**

### **The Local Context**

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.

46,437 pupils attend 92 schools in Hillingdon, an increase of 1,000 pupils since 2002. There are 67 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.

In January 2008 47% of the school population was classified as belonging to an ethnic group other than White British. 31% of pupils speak English as an additional language, with this figure now 34% in the primary sector. Punjabi, Somali and Urdu are the most commonly spoken community languages in the borough.

Approximately half of all pupils from ethnic minority backgrounds are Asian, with Indian being the largest group. 5% of pupils are of Black African background, over half of which are Somali. This group is growing; 6% of pupils in primary schools are Black African compared to 4% in secondary schools.

In April 2008, there are 1213 children and young people with SEN statements and 2029 that have their needs met by school action plus statements.

Hillingdon is a borough of contrasts, with some particularly affluent areas in the north. Income deprivation tends to affect children living across much of the south of the borough, in particular Botwell, Yiewsley and Townfield, with some extreme pockets of deprivation in West Drayton, Pinkwell, Yeading, Barnhill and Uxbridge South. The percentage of pupils known to be eligible for free school meals, the standard measure of deprivation used in education, is in line with the national average of 16%. In 2005, 23% of children were living in families dependent on workless benefits. Although this represents the median value for Outer London, rates varied when the borough from 4% in Ickenham to 35% in Yeading.

The location of Heathrow Airport within the borough boundary presents both opportunities and challenges. At any given time, unaccompanied asylum seeking children (UASC) account for 38% or more of children in the care of the Council.

The perception that there are highly paid low skilled jobs is attractive to many of our young people and may act as a disincentive to staying on at school and achieving qualifications. However, estimates show that by 2010 such opportunities will have decreased sharply and 46% of jobs are likely to demand skills at NVQ level 4 or above. Just 20% of Hillingdon residents currently have qualifications at this level, compared with 31% nationally. Although

Hillingdon's employment rate is relatively high at 75.8% this may be difficult to sustain. The Council has recognised this and is developing an overarching strategy for the development of vocational qualifications in the borough.

## **Inclusion Principles**

There are some variations at both a national and local level for what constitutes a good inclusive school. Ofsted describes inclusive schools in terms of equal opportunities for children regardless of age, gender, ethnicity, attainment, background including speech needs or disability.

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

set suitable learning challenges

respond to pupils' diverse learning needs

overcome potential barriers to learning and assessment for individuals and groups of pupils.

In addition, the Salamanca Statement, adopted by UNESCO in July 1994, was adopted by 94 governments and 20 non-government organisations.

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.
- Every child has unique characteristics, interests, abilities and learning needs.
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Those with special educational needs must have access to mainstream schools, which should accommodate them with a child-centred pedagogy capable of meeting those needs.
- Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education for the majority of children (without special needs) and improving the efficiency and ultimately the cost effectiveness of the entire education system.

The UN Convention on the Rights of the Child (1989) and the UN Standard Rules on Equalisation (1993) both unequivocally support the right to equal treatment for all and view this as a right to mainstream education.

The BS21 inclusion group including headteachers has adopted the following definition:

## **Inclusion Means**

Enabling all young people to succeed in a learning environment where they feel welcome and included, are safe and happy and are receiving the 'right level' of support which enables them to reach their potential as independent learners;

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 (Social Model of disability)

The DCSF 2008 guide on bullying and disability stated that:

'Disability is caused by the way society is organised, rather than by a person's impairment or difference. The Social Model of Disability looks at ways of removing barriers which restrict life choices for people with impairments or differences. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.'

Evidence suggests that the more visible children with disabilities are, the less likely they are to be victims of bullying and discrimination, the more likely they are to be accepted by their peers and the more likely they are to achieve their potential (Richard Reiser: Inclusive education or special educational needs - Meeting the challenge of disability discrimination in schools)

### **Hillingdon's Strategic Plan is underpinned by the following principles:**

- Inclusion is everyone's business and mainstream schools regard AEN as an integral part of provision and central to curriculum planning and delivery.
- Special schools play an important role in providing education for some C&YP and in supporting the development of inclusive provision in mainstream schools.
- 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.
- Specialist outreach services work to agreed standards and offer preventative approaches, early identification of educational needs and the rapid deployment of support to enable mainstream schools to meet the needs of a wide range of pupils.
- There is equality of access to services and opportunities for C&YP with additional needs, including extended services.
- Parents, carers' and C&YP views are listened to taken account of, they are recognised as partners in the process and tribunals are seen as a last resort.
- Partnership working is a key requirement to support vulnerable C&YP
- Schools and services use funding efficiently and flexibly to achieve agreed outcomes.

### **Outcomes for Children & Young People with AEN**

2.4 By delivering the principles outlined in the Strategic Plan, the outcomes will be for C&YP to:

- Have a positive learning experience that gives them the opportunity to achieve their personal potential.
- Have their needs identified, assessed and provided for in an appropriate and timely manner throughout their time in education.

- Have their needs met in local mainstream nurseries, schools and colleges alongside their peers, wherever possible.
- Be actively involved with their parents and carers in the decisions affecting their education and be satisfied with the service they receive.
- Be supported by a skilled and confident workforce, using resources in a flexible way from mainstream nurseries, schools and colleges, special schools and other providers.

## STRATEGIC CONTEXT

### Local policy agenda

3.1 Hillingdon's Inclusion Strategic Plan 2009-2013 has been informed by the local and national policy agenda, together with the legal requirements and responsibilities for inclusive provision.

Other strategies and developments which impact on this plan include:

- Accessibility Strategy
- 14-19 Agenda
- BS21 programme – in particular the inclusion strand of Strategy for Change
- Disabled Children's Strategy 2008-11
- Children and Adolescents Mental Health strategy
- Parenting Strategy
- Primary Strategy
- Secondary Strategy
- LSP Health Promotion Strategy (2006-16)

### National policy agenda

3.6 The Council must fulfil its statutory requirements set out in the SEN and Disability Act and meet the expectations detailed in policies such as Every Child Matters and the SEN Code of Practice. This inclusion policy must be responsive to changes in national policy while being centred on the outcomes for C&YP and responsive to local and changing needs.

3.7 Three major government initiatives, 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 (Known as BS21 in Hillingdon)* programme which is a government initiative to refurbish and re-build the nations secondary schools with specific focus on assistive technologies and enhancing inclusion

3.8. 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.

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

## **The legal framework**

3.10 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.

## **STRATEGIC OBJECTIVES**

5.1 The Inclusion Strategic Plan has eight strategic principles, which set the future direction for the provision of services in Hillingdon. The objectives are underpinned by supporting actions.

The Eight Strategic Principles are :

1. Removing barriers to inclusion.
2. Children and young people will be included in mainstream education wherever possible or appropriate.
3. Parents, children and young people will be actively engaged in all aspects of the child or young person's education.

4. There is a comprehensive commitment to inclusion across the children's workforce.
5. Children and young people will be included within Extended Services provisions.
6. Additional needs will be identified and supported at the earliest stage possible.
7. Children and young people's social and emotional wellbeing will be promoted.
8. All children will receive a broad, balanced and creative curriculum through the outcomes of Every Child Matters.

## **1. Remove Barriers to Inclusion**

Children and young people will be able to access and be included within provisions regardless of any physical, emotional, cultural or organisational needs.

### **Why is this a priority?**

- This is embedded within the Disability Equality Scheme (DES) and Disability Discrimination Act legislations, however, not all schools have developed a DES which fulfills all the criteria and which is an active, live document that is embedded in practice across the school.
- Disabled staff, parents and pupils are not uniformly encouraged to fully participate in the development and delivery of DES across schools.
- The Disability Equality Duty places a DUTY on schools to proactively promote disability equality

### ***To achieve our aims Hillingdon will :***

- Support all schools to engage with the National Strategies direction and interventions.
- Support all schools to have clear Access Plans and Disability Equality Schemes in place.
- Support a robust process to delivering the priorities in the Accessibility strategy for schools

## **2. Children and young people will be included in mainstream education wherever possible and appropriate.**

Children and young people will be able to access an education that is suited to their needs. Where appropriate children and young people will be able to access a mainstream education and will be fully supported in doing so. Their additional needs will be addressed in a holistic way ensuring that they are able to reach their potential.

### **Why is this a priority?**

- The national average of statemented pupils on roll in mainstream schools is 55.6%. Hillingdon average is just below 50%
- The Percentage per 10,000 pupils attending independent or non maintained schools in Hillingdon is 17.8%. National average is 9.5% (at a DSG cost of over £5 million)
- All of Hillingdon's special schools are nearing full capacity and some are over their designated numbers
- Outreach services to mainstream schools are uncoordinated

- Transition of vulnerable children to secondary schools is problematic with high ‘fallout’ in years 7 and 8

***To achieve our aims Hillingdon will :***

- Improve parental confidence in the SEN process by supporting the recommendations in the Lamb report
- Build capacity in mainstream schools so they are confident in their ability to support children within the mainstream setting.
- Ensure systems for allocating, monitoring and reviewing funding and resources for mainstream settings, SRPs and special schools are transparent.
- Develop transition processes to ensure smooth transition between primary and secondary phases for vulnerable pupils
- Put special schools at the heart of inclusion by reviewing and developing provision to meet changing needs.

**3. Children, young people and parents will be actively engaged in all aspects of the child/young person’s education.**

Parents will be empowered to be actively involved in the decision making processes throughout their child’s education. The voice of the child will be heard independently of his/her parent and the views, wishes and feelings of children and young people will be heard at all times

**Why is this a priority?**

- The evidence-based person centred approach to reviewing placements has been successfully introduced, but is not utilised in all special schools.
- Not all schools have children with SEN represented on their school council

***To achieve our aims Hillingdon will :***

- Put in place a robust and active Parent Participation Forum
- Encourage schools to have systems in place to ensure the pupil voice is heard
- Develop a common framework for engaging parents in AEN.
- Improve quality of information provided to parents and carers

**4. Ensuring that there is a comprehensive commitment to inclusion across the children’s workforce.**

Wherever children and young people access services or education they will be fully included and treated with respect by all stakeholders

**Why is this a priority?**

- There is not a shared understanding that children with additional needs achieve better outcomes when included in mainstream education
- The standards agenda can create tension with inclusive practice and there is a need to develop a language of educational outcomes extending beyond national test results whilst ensuring all children are given every opportunity to fully participate in the standards agenda

- The new Ofsted inspection regime will use meeting the needs of children with SEN as a restricting judgement.
- Parents are concerned that the mainstream schools workforce is not sufficiently skilled to meet a range of needs (Children's Society Consultation)

***To achieve our aims Hillingdon will:***

- Develop effective partnerships to support children with additional needs.
- Have processes in place to ensure accountability
- Develop a workforce which is committed to C&YP outcomes
- Develop robust systems for successful transitions from pre-school through to adult services
- Have school inclusion policies which reflect the Every Child Matters outcomes.

**5. Children and young people are included within extended services provisions**

Children and young people are enabled to enjoy and achieve within a holistic approach to their needs.

**Why is this a priority?**

- Extended services will be supported to specifically show how disabled C&YP are included
- Services need to develop in line with the Extending Inclusion agenda

***To achieve our aims Hillingdon will:***

- Ensure all C&YP will have equitable access to services
- Put systems in place to engage hard to reach families.
- Develop a short-break strategy.

**6. Additional needs will be identified and supported as early as possible.**

There will be early identification, intervention and support given to children and families.

**Why is this a priority?**

- Data shows us that Hillingdon children with SEN are disproportionately represented amongst the persistent absentee population:
- Of Persistent Absence – students in Hillingdon

Not SEN 2.3%

School action 5.7%

School action plus 9.4%

Statement 9.7%

- Evidence suggests that the earlier needs are identified the better the outcomes for children. There is also less need for costly interventions later on in the child's life.

***To achieve our aims Hillingdon will:***

- Commit to working with Schools to foster an holistic, multiagency approach for the early identification of every child's needs.
- Provide a range of early support programmes for children and their families and coordinate, develop and strengthen our approach to Early Support Programmes.
- Improve the quality of support to C&YP on School Action and School Action Plus of the SEN Code of Practice
- Support educational settings and parents to minimise absence.

**7. Children and young people's social and emotional wellbeing is promoted**

Children will be as emotionally and physically healthy as possible and will be supported in these areas whenever a need is identified and as quickly as possible.

**Why is this a priority?**

- Currently children with SEN are not able to access all the support that should be available to them due to a lack of suitable therapists within the Borough
- Not all schools have engaged with or achieved healthy school status
- SEAL (social and emotional aspects of learning) is not fully embedded in secondary schools

***To achieve our aims Hillingdon will:***

- Commit to ensuring that the most vulnerable children are appropriately safeguarded through training and processes.
- Develop accessible and appropriate therapeutic provisions
- Support schools to implement the Steer recommendations
- Support schools to achieve Healthy schools status through Healthy Hillingdon
- Work in partnership with other agencies including Health

**8. All children will receive a broad, balanced and creative curriculum through the outcomes of Every Child Matters.**

**Why is this a priority?**

Pupils with MLD in mainstream school are under performing  
There is a significant variation in quality of curriculum differentiation

***To achieve our aims Hillingdon will :***

- Meet C&YP needs through a differentiated curriculum using quality first teaching at Wave 1
- Identify a robust system of CPD using internal and external providers/courses/outreach.

**Performance Management, Monitoring and Evaluation**

Responsibility for monitoring the progress of the Inclusion Strategy will sit with the inclusion steering group chaired jointly by the Principal School Improvement Officer for Inclusion and the Head of Access and Inclusion reporting to the Vulnerable Children's strategic advisory group

(SAG), Outcomes will feed into the review of the HCFTP and the Disabled Children's strategy where appropriate

The monitoring will reflect an outcome base approach and move from "How much did we do?" and "How well did we do it?" type measures to ones which measure "Are children/young people and their parents/carers better off?"

The strategy is a live working document and will be amended to reflect the ongoing monitoring processes and any new national or local priorities identified during the life of the strategy.

## APPENDIX A

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

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

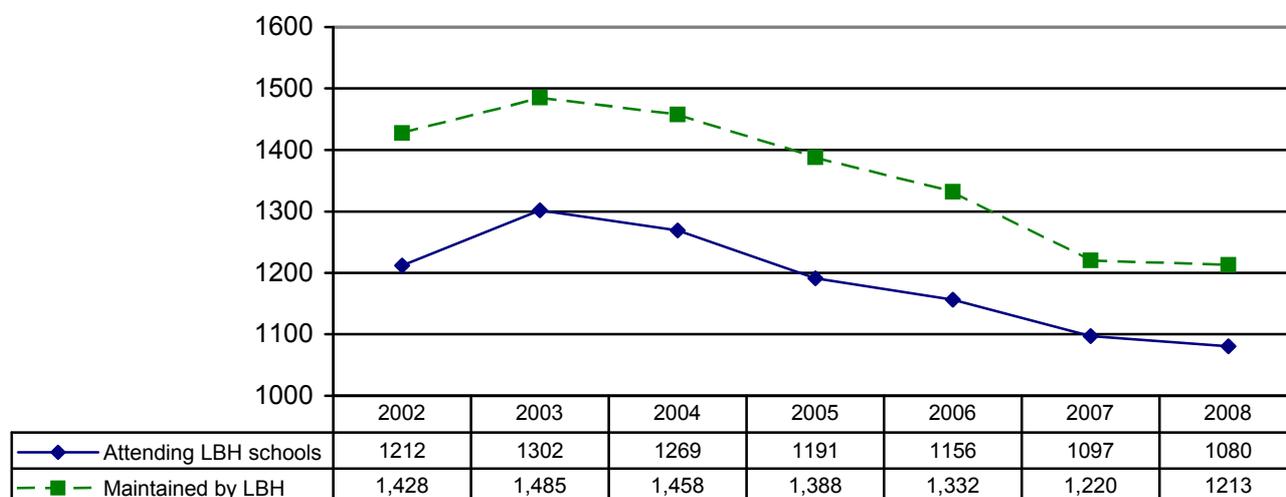


Figure 4 shows the number of pupils with statements who attend maintained schools in Hillingdon (the blue line) or who have their statement maintained by the authority, regardless of where they attend school (the green broken line).

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%
<b>Total</b>	<b>1485</b>	<b>1458</b>	<b>1388</b>	<b>1332</b>	<b>1220</b>	<b>1213</b>

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

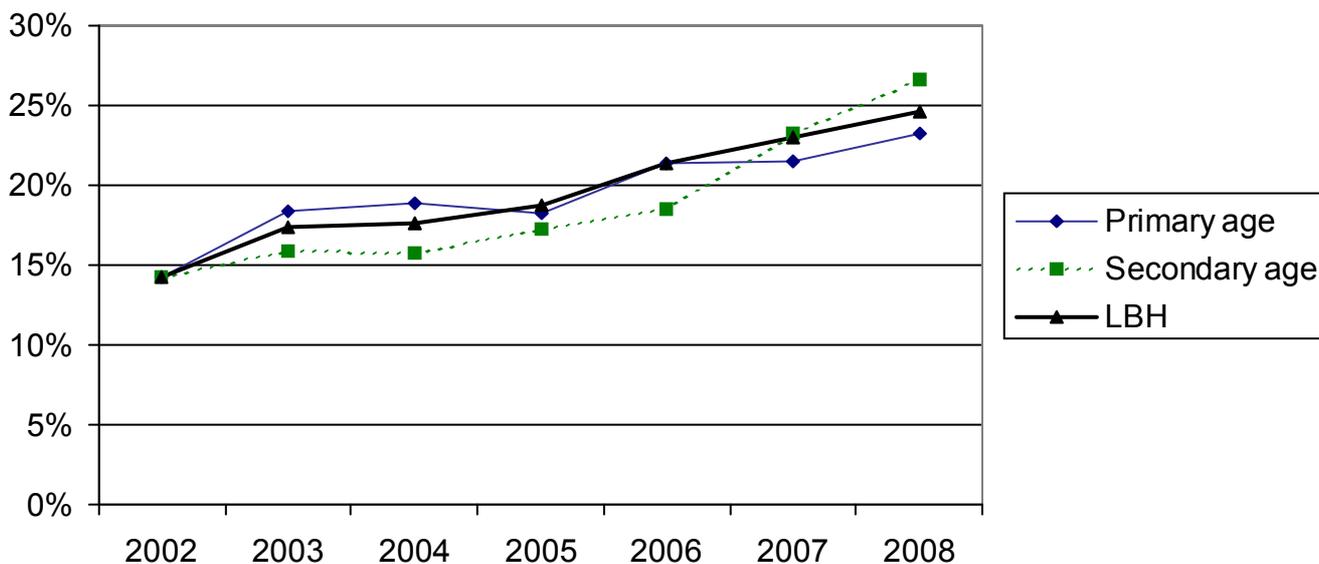
Compared to 2007, this represents a reduction of 17 in the number of pupils with a statement, but an increase of 307 in the number with needs met by school action and an increase of 365 in the number with needs met by school action plus.

Table 11 - Percentage of pupils with special needs attending mainstream schools (includes nursery and V11th 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

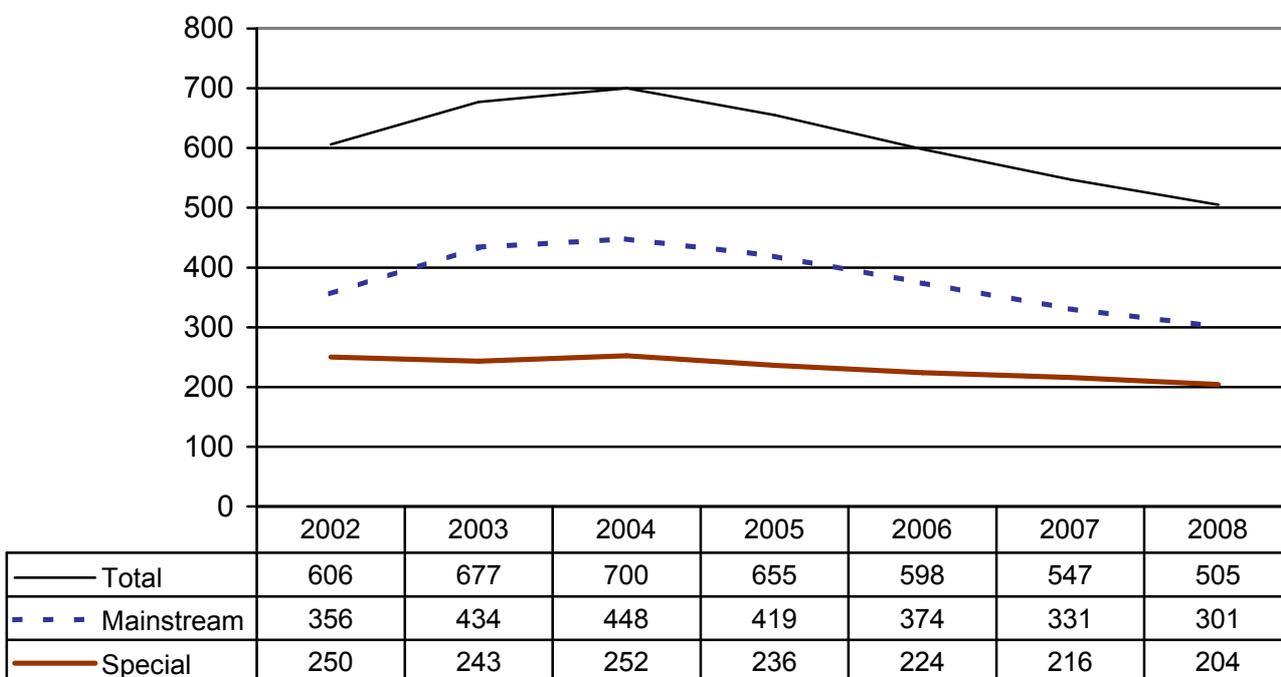
The incidence of recorded special educational needs in Hillingdon is broadly average in mainstream primary schools but above average in mainstream secondary schools. However, proportionately fewer pupils in Hillingdon's mainstream schools have needs met by a statement.

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

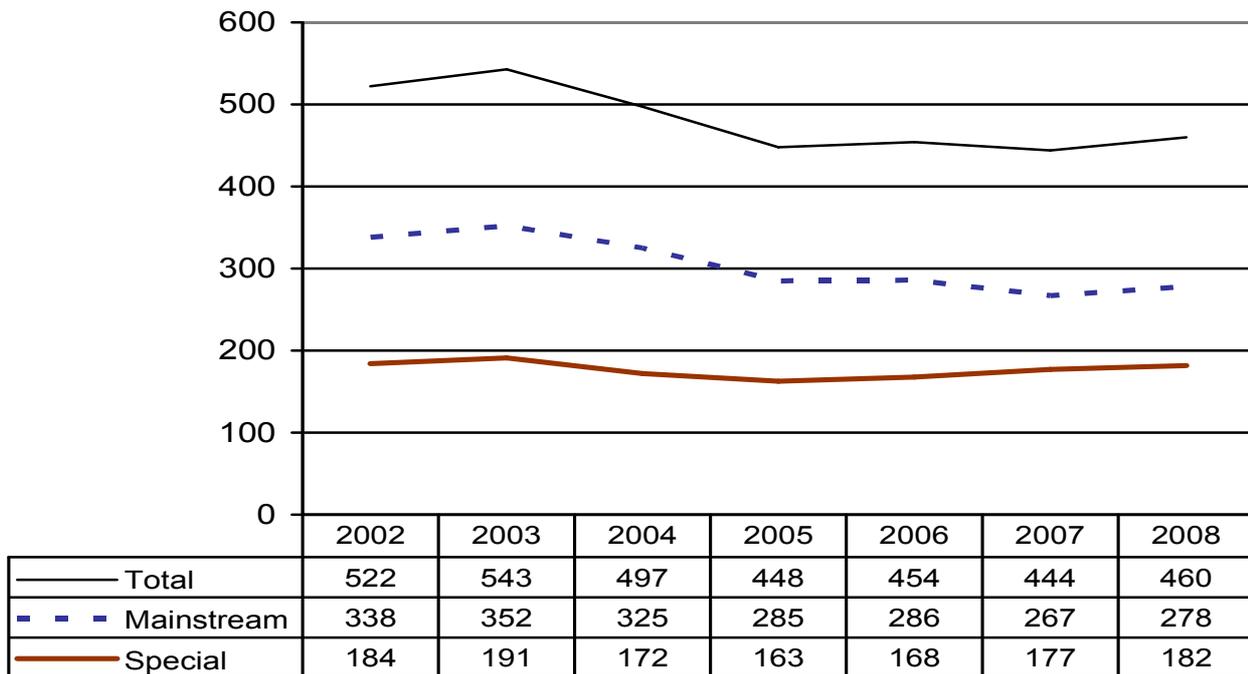


In 2008, there was again an increase in the proportion of compulsory age pupils identified by schools as having special educational needs, rising from 17.6% in 2002 to 26.6% in 2008. This largely occurred in the secondary sector, with 26.6% of compulsory-aged pupils (11 to 16) now recorded as having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

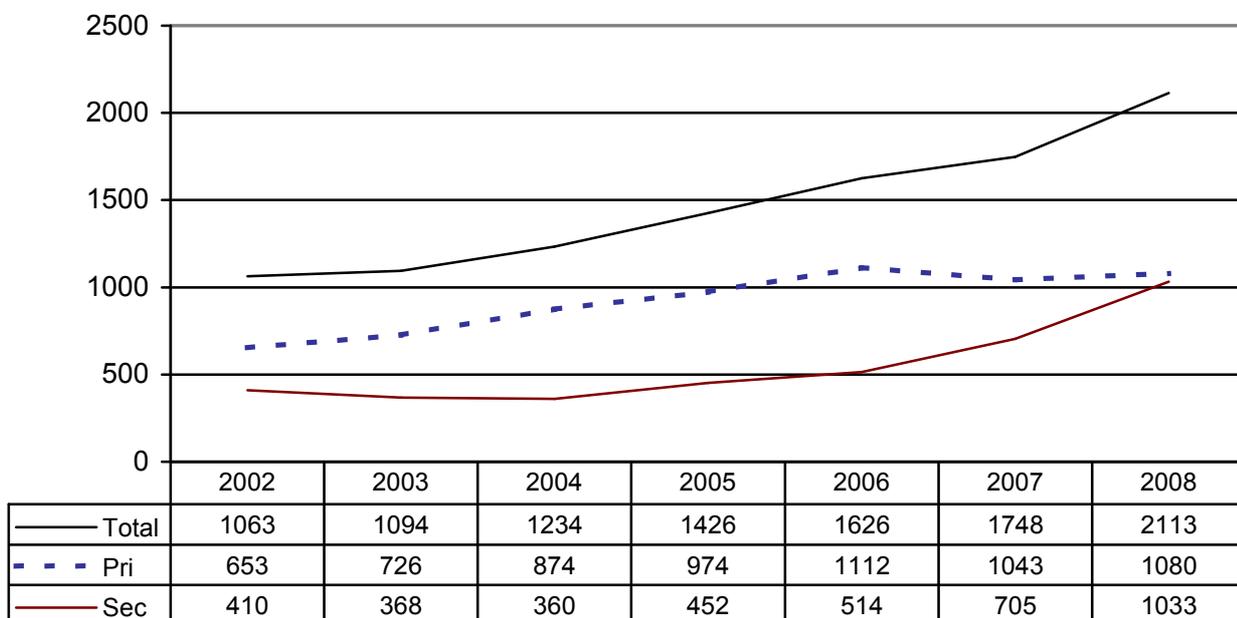
**Figure 6: Number of pupils with statements of compulsory secondary school age attending schools in Hillingdon 2002 to 2008**



**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
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

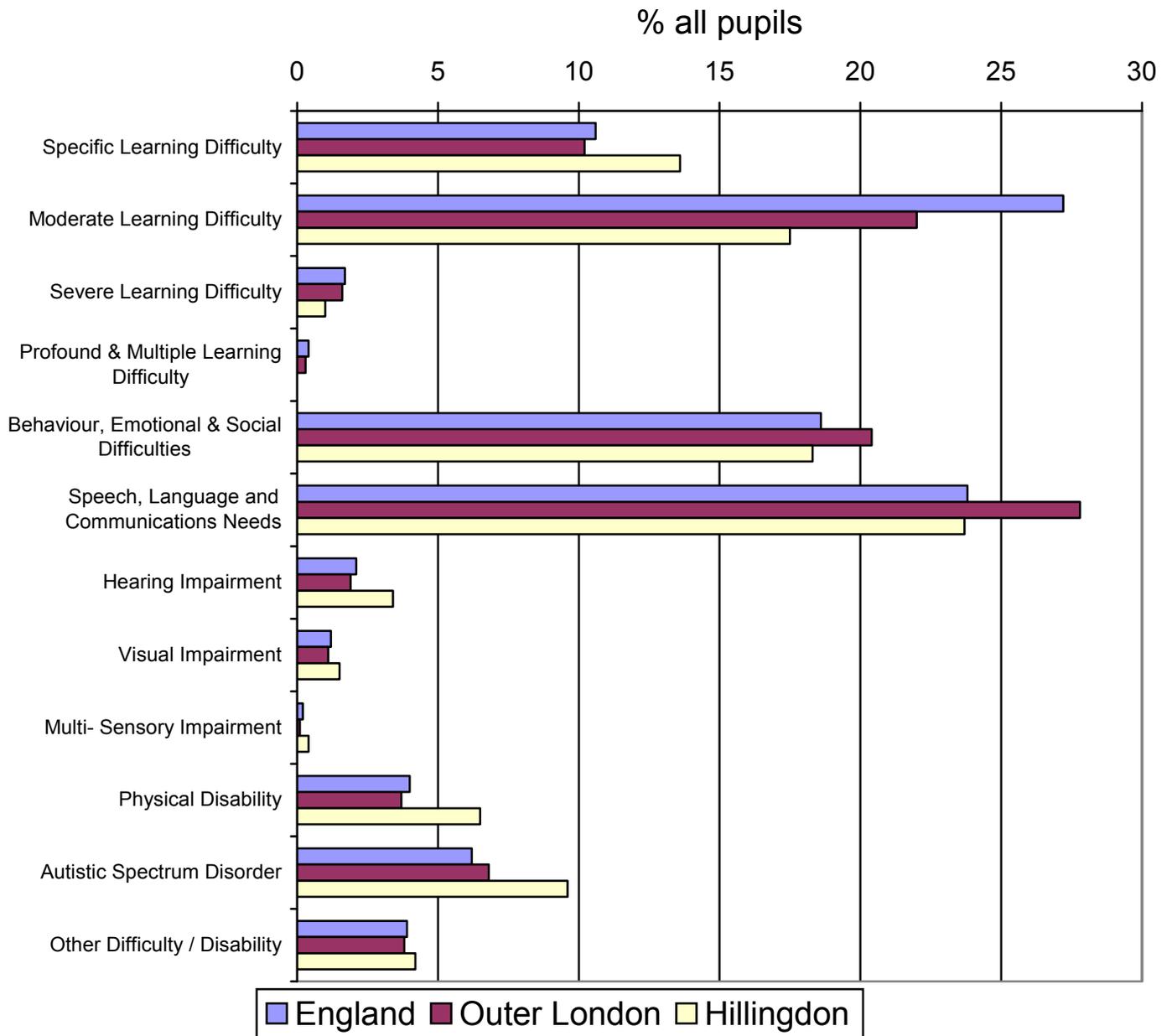
have had their needs identified. In addition, the majority of 15 to 19 year olds with needs met by school action plus do not attend schools.

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

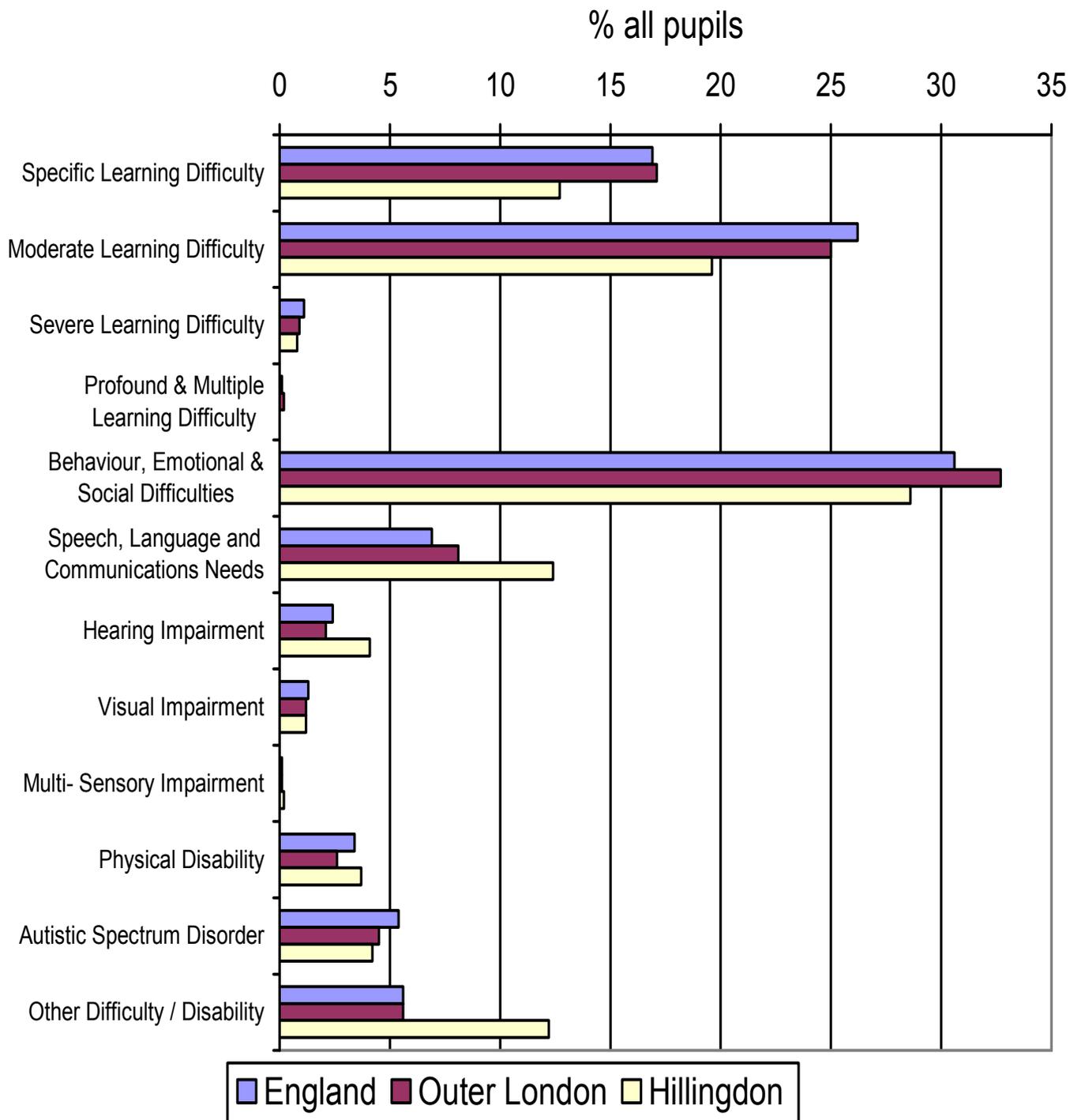
	5 to 9			10 to 14		
	Primary difficulty	Secondary difficulty	Total	Primary difficulty	Secondary difficulty	Total
Autistic Spectrum Disorder	45	4	<b>49</b>	38	8	<b>46</b>
Behaviour, Emotional & Social Difficulties	149	37	<b>186</b>	241	59	<b>300</b>
Hearing Impairment	25	4	<b>29</b>	29	2	<b>31</b>
Moderate 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**



## GLOSSARY OF TERMS

ASD	Autistic Spectrum Disorders
AEN	Additional Educational Needs
ASL	Assessment for Learning
BESD	Behaviour, Emotional and Social Difficulties
C&YP	Children and Young People
CPD	Continual Professional development
CwANS	Children with Additional Needs
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
HCFTP	Hillingdon Children and Family Trust Plan
HI	Hearing Impaired
ISPSB	Individually Statemented Pupil Support Budget
LA	Local Authority
LD	Learning difficulty
LDD	Learning Disability or Difficulty
LSP	Local Strategic Partnership
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
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Need
SLCN	Speech, Language and Communication Needs
SLD	Severe learning difficulty
SNASp	Special Needs Assessment and Statementing panel
SpLD	Specific Learning Disability
SRP	Specialist Resourced Provision
VI	Visually Impaired