

Principle 1: Remove Barriers to Inclusion

Children & Young People will be able to access and be involved within provisions regardless of physical, emotional, cultural or organisational needs

Target		Actions to Achieve	Intended Outcome	By Whom	When	Progress
To support schools to engage with National Strategies direction and interventions	P LEVELS:					
	1a	Support P level understanding	P scales used more accurately and effectively	Gill Smith & Carole Hawkin	Sep 09 – Jul 10	
	1b	Monitor P level collection	Using the data target effective outreach support on individual school level, whole staff training or central training.	S O'Brien	Sep 09 – Jul 11	
	1c	Share good practice	a) Build capacity across schools b) Identify excellence	Gill Smith & Carole Hawkin	Sep 09 – Jul 10	
Progression Guidance:						
To support schools to engage with National Strategies direction and interventions	2a	Ensure a clear understanding and application of NS Document	a) To raise expectations b) Set out the evidence of progress being made by learners with SEN	J Knapp & Sue O'Brien	Sep 09 – Jul 10	
				Schools	2009 - 2013	
Raiseonline:						
To support schools to engage with National Strategies direction and interventions	3a	INCo's & SENCO's trained to have a clear understanding of data	a) Ability to use Raiseonline to analyse their own schools performance with regards to vulnerable groups of learners b) Data will be used to track vulnerable groups	Sue O'Brien	Sep 09 – Jul 11	
	3b					

Moderation of Interventions:						
To support schools to engage with National Strategies direction and interventions	4a	Robust system will be put in place to measure impact	Interventions are baselined, targets set and success monitored and reviewed. Impact of interventions can be measured	Sue O'Brien. Headteachers	Sep 09 – Jul 11	
The IDP:						
To support schools to engage with National Strategies direction and interventions	5a	LA to engage with Regional Hub	a) to ensure Hillingdon benefits from sharing good practice across London b) Hillingdon benefits from any funding streams available for this work	Sue O'Brien	Sep 09 – Jul 10	
	5b	Introduce CPD opportunities and distribute resources for IDP-Autism	a) Staff will have more up-to-date knowledge on Autism b) Most pupils with ASD will be successfully included in mainstream schools	Sue O'Brien	Sep 09 – Jul 10	
	5c	Create a support team for advice on Autism	Schools will feel more confident in delivering package of materials	Sue O'Brien	Sep – Dec 09	
	5d	Create package of materials on Autism	Practical solutions post training will be available	Linda Southwood	Sep 09 - Jul 11	
	5e	Create DVD to share good practice on Autism	a) Build capacity across schools b) Identity excellence	IDP Autism Group	Sep 09 - Jul 11	
	5f	Continue to support training on IDP-SLCN and Dyslexia	To improve the confidence in these areas at Quality First Teach level	Sue O'Brien	Sep 09 – Jul 10	
	5g	Continue to audit school engagement with IDP training	To monitor the effectiveness of LA intervention	Paula Dawson	2009 - 2013	

	VFM for Inclusion:					
To support schools to engage with National Strategies direction and interventions	6	Enable schools to use the SEN/AEN Value for Money Resource Pack	To make best use of available resources – including getting better outcomes for the same spend.	Sue O'Brien	Sep 09 – Jul 11	
	Bercow Report					
To support schools to engage with National Strategies direction and interventions	7	Ensure the findings of the Bercow Report are understood and embedded in practise	Enhance skills base for all staff when working with children with SLCN	Marion Mealing	09-10	
	Jim Rose Report:					
To support schools to engage with National Strategies direction and interventions	8	Ensure the findings of the Rose Report are understood and embedded in practise	Enhance skills base for all staff when working with children with SEN	SIS	09-10	
	Assessment for Learning (Afl)					
To support schools to engage with National Strategies direction and interventions	9	Involve teachers in using assessment in the classroom to support pupils in understanding the aim of their learning. Support schools in developing their assessment of pupils to enhance learning and improve the rate at which they progress Use the process of Afl to support schools in the identification of pupils who would benefit from 1:1 tuition. Provide CPD for tutor training.	a) To improve learning and raise standards. Every child will know what he/she is doing, what they need to improve and how to get there. b) Every teacher securely understands progression and how to use their judgements to forward plan	Annette Symaniak & Jane Guest	09-11	

Assessing Pupil Progress (APP)						
To support schools to engage with National Strategies direction and interventions	10	Embed APP across schools Support narrowing the gap by relating progress to national Curriculum levels and have a systematic way of tracking 'next steps'	Improved confidence and expertise in assessment cross phase and cross curricula	Annette Symaniak & Jane Guest	09-12	
Provision Mapping and Management						
To support schools to engage with National Strategies direction and interventions	11a	All schools will use a process of mapping provision to reflect support for AEN	a) All staff will have a complete picture of a child's support and the interventions they are receiving b) Intended outcomes of interventions can be reinforced	Sue O'Brien & Schools	Sep 09 – Jul 10	
	11b	The provision management tool will be used to: a) interrogate data b) monitor and evaluate effectiveness of interventions and support c) ensure that the culture of the school supports pupils with AEN	a) Schools can closely monitor progress and attainment b) Inclusion Strategy 2009 – 2013 interventions will be considered by the overall impact on children with AEN c) The culture of the school will support children with AEN	Sue O'Brien & SENCO	Sep 09 – Jul 10	
Support all schools to have clear Access Plans and Disability Equality schemes in place	12	Audit compliance and quality of plans across all schools. Use information to identify access funding priorities	a) Schools are compliant with Lamb recommendations. b) Quality of plans reflect improved access for pupils with AEN	EPS, SIS,	July10	

Principle 2: Children and Young People will be included in mainstream Education wherever possible and appropriate

Target		Actions to Achieve	Intended Outcome	By Whom	When	Progress
Improve parental confidence in the SEN process by supporting the recommendations in the Lamb Report	13	Develop an action plan to deliver Lamb recommendation when report is published late autumn 09	As indicated in the report. (to be confirmed)	Linda Dines Victoria Jones	Jan 10-12	
Build capacity in mainstream schools so they are confident in their ability to support children in the mainstream setting	14	Develop robust outreach provision	See reference 17a			
Ensure systems for allocating, monitoring and reviewing funding and resources for mainstream settings, special schools and SRPs are transparent	15a	Ensure system for challenging via annual reviews is robust and linked to continued funding e.g. joint training for SNOs and EPs	Improve outcomes for children and ensure value for money	Satwinder Saraon & Anji Hickin		
	15b	Provide training for members of Special Needs Assessment and Statementing panel (SNASp) and SENCOs	a) Increase knowledge of HTs and SENCOs and improve inclusiveness b) Improved transparency of process and resource allocation	Anji Hickin	To begin Sep 2009	SNAS panel training delivered Jun 09
	15c	Review criteria for entry to all specialist resourced provisions (SRPs)	Ensure early intervention and improve equality of access to specialist provision	Satwinder Saraon & Anji Hickin	2009 -13	

	15d	Develop criteria for Communication Learning Interaction and Cognition (CLIC) provisions	a) Ensure early intervention and improve equality of access to specialist provision b) Reduce costly out of Borough placements	Satwinder Saraon & Anji Hickin	2009-10	
	15e	Review criteria for statutory assessment	Transparent and consistent approach across the Borough as and understood by schools	Satwinder Saraon & Anji Hickin		
	15f	Develop system for reviewing outcomes in SRPs	Evidence of improved outcomes for children in place	Satwinder Saraon & Anji Hickin		
Develop transition processes to ensure smooth transition between primary and secondary phases for vulnerable children	16	See section 17 to be developed within outreach provision	Fewer pupils will transfer from mainstream to special schools during years 7 and 8	Satwinder Saraon		
Put special schools at the heart of inclusion by reviewing and developing provision to meet changing needs	17a	Develop an effective model of outreach from special schools Approach school forum for funding to provide the service	Numbers of pupils receiving their education in independent and non maintained schools will reduce	Pauline Nixon Special schools Heads, Satwinder Saraon		
	17b	Develop a process for referrals for outreach services	a) Schools know where to access support. b) Data is collected in a co-ordinated and timely way c) Service delivery can be quality assured	Satwinder Saraon		

Principle 3: Children, Young People and Parents will be actively engaged in all aspects of their child's learning

Target		Actions to Achieve	Intended Outcome	By Whom	When	Progress
	18a	Use parents evaluation of existing SEN processes in schools and LA statutory assessments process to determine necessary areas of improvement	Parents views are incorporated in service delivery	Linda Dines	Jul 09 – Mar 10	School evaluation completed. S/A evaluation underway
	18b	Active engagement with Parent Participation Forum	<ul style="list-style-type: none"> a) Termly newsletter in place b) Termly forum well attended c) Annual conference well supported d) Active parent focus group 	Linda Dines & Isobel Callaby	Sep 09 – Jul 10	Summer newsletter going to print. Annual Conference booked for 24 Nov 09 – Disabled Children's Strategy Focus Group representation
Encourage schools to have systems in place to ensure the pupils voice is heard	19	Schools will develop processes in line with their Disability Equality Schemes to engage vulnerable pupils.	<ul style="list-style-type: none"> a) Influence the development of good practice b) Participation in all areas of school life 	Heads, Satwinder Saaron and Sue O'Brien	Sep 09 – Jul 11	
Develop a common framework for engaging parent in AEN	20	Common guidelines on what will be provided for non-statemented pupils at school action and school action + from the school's delegated funding	<ul style="list-style-type: none"> a) Agreed framework of support available b) Timeline for expected outcomes understood c) Parent focus group to influence framework design and monitoring in place 	Linda Dines & Isobel Callaby	Sep 09 – Jul 09	
Improve quality of information provided to parents and carers	21	Mainstream schools to develop a common framework for a more tailored approach to communicating with and engaging parents	<ul style="list-style-type: none"> a) Training for school staff on effective engagement with parents provided b) Range of points of access to information available 	Linda Dines & Isobel Callaby	<p>Sep 09 – Jul 10</p> <p>Sep 09 – Jul 10</p>	

Principle 4: There is a Comprehensive commitment to Inclusion across the Children's Workforce

Target			Intended Outcome	By Whom	When	Progress
Develop effective partnerships to support C&YP with additional needs	22a	Schools will know the services/agencies across Hillingdon that can support them and the arrangements for engagement	All services will have published procedures and processes outline on the Inclusion Forum. Where a service is not represented there will be signposting	Sue O'Brien	Sep 09 – Jul 10	
	22b	Engage with Virtual School for Looked After Children.	Ensure the needs of LAC are identified and met in local schools	Fiona Lyon	Sept 09-12	
Develop robust systems for successful transition from pre-school to adult services	23	To develop a strategic plan for transfers and transitions	To sustain improvement and build capacity for accelerating pupils' progress through effective transfers and transitions	Angela Hickin, Adults Services		
Have school inclusion policies which reflect every Child Matters outcomes	24a	The LA will monitor and maintain the inclusion strategy with partners	To ensure clarity and effective practice across Hillingdon with the best outcomes for children with AEN	Pauline Nixon & Sue O'Brien	Ongoing	
	25b	Schools will have an Inclusion Policy which reflects the ECM outcomes	To provide direction and accountability	Pauline Nixon & Sue O'Brien	Sep 09 – Jul 10	
Strengthening the role of the SENCO:						
Support SENCOs to attend quality statutory training by reviewing and quality assuring providers	26a	Ensure SENCOs are informed about National providers of the new SENCO training programme	All SENCOs new to role post 1 Sep 2009 enrol and complete national training within the 3 year period set	Sue O'Brien & Claire Rule	Sep 09 – Jul 11	
		Ensure that all SENCO's who are eligible attend National Training for SENCO's	To further the skills and knowledge of newly appointed SENCO's	Headteachers	Sep 09-Jul 11	
	26b	Provide induction for all SENCOs new to post or new to Hillingdon	To ensure the Hillingdon context is fully explored with all new SENCOs	Sue O'Brien	2009 - 2013	

	26c	Further develop the SENCO forum	SENCOs have a tailored forum to support networking and share good practise	Sue O'Brien/Claire Rule	Sep 09 – Jul 11	
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Principle 5: Children and Young People are included within Extended Services Provision

Target		Actions to Achieve	Intended Outcome	By Whom	When	Progress
Ensure all C&YP will have equitable access to services	27	Develop an audit tool for monitoring access to services and ensure a range of services are audited	Increased access to mainstream services by disabled children and young people	Carol Tomlinson	March 2011	A childcare audit was carried out of summer activities in 2009 and recommendations from this are being followed up
		Extend the range of activities targeted at disabled children and their families in Childrens Centres	Parental confidence in using Children Centres increased	Carol Tomlinson	March 2011	The Portage Service has been working across 3 children's centres. Staff have been trained to use Sensory equipment. Bubbles and Thumbs Up groups are running from CCs. An Early Bird course has run in one CC and a group for children with ASD is being offered in one Centre.
Put systems in place to engage hard to reach families	28	Produce appropriate publicity for Extended Services and Children's Centres to encourage usage by 'hard to reach' groups	Families are aware that CCs can provide inclusive services	Carol Tomlinson/Extended Schools Co-ordinators	Dec 2010	Case studies of usage of CCs by vulnerable families are in production
		Increase referrals by health visitors and children's social care for hard to reach families to use CCs	More usage of CCs by hard to reach groups	Carol Tomlinson and CC Managers	Ongoing	Health visitor and CCM workshop held, follow up planned for December
		Monitor usage of Disadvantaged Subsidy to ensure hard to reach families get access to extended service activity	More usage of Extended Services by hard to reach families	Carol Tomlinson	March 2011	Disadvantaged subsidy being piloted by two Collaboratives which both include Special Schools.
Develop a Short Breaks Strategy	29	Appoint a Short Breaks Co-ordinator funded from Aiming High for Disabled	Parents of disabled children will have increased access to a continuum a short breaks of at least 2 hours.	Pauline Nixon	Jul 09 – 11	<ul style="list-style-type: none"> Over 700 additional short breaks were provided at Grangewood/Moorcroft and

		Children's grant. Increase Short Breaks from <ul style="list-style-type: none"> • Special Schools • Youth Programmes • Leisure Activities • Extended Schools • Outreach Services 	They will be satisfied that the workforce can meet their child's needs			Hedgewood Schools = Jul-Aug 09. <ul style="list-style-type: none"> • Fiesta programme was extended to include more young people with disabilities • Leisure services are increasing access to disabled children e.g. Saturday morning club
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Principle 6: Additional needs will be identified and supported as early as possible

Target		Actions to Achieve	Intended Outcome	By Whom	When	Progress
Schools and the LA are committed to an holistic, multi-agency approach for the early identification of every child's needs	30a	Develop and deliver early screening tools	Identification of needs at the earliest possible time	Satwinder Saraon & Anji Hickin	Sep 10	
	30b	Develop joint working and delivering joint services to Children's Centres	Early intervention – breaking the cycle of disadvantage	Carole Tomlinson & Satwinder Saraon	Sep 2009 – Jul 2013	
Provide a range of early support programmes for children and their families and co-ordinate, develop and strengthen our approach to Early Years Early Support Programme.	31a	Review, develop and promote the Early Years Co-ordination Group, including the development of a single point of referral	a) Ensure that early notifications are dealt with as soon as possible. b) Services are streamline	Anji Hickin	Sep 10	
	31b	All families with a child under 5 with a disability, who want one, have a key worker identified	Improve access to appropriate services	Anji Hickin	March 11	Early Support key working is in the process of being rolled out
	31c	Secure funding through PCT and parenting strategy for Early Bird and Early Bird Plus	Improve parental confidence in mainstream education for children with Autism	Isobel Callaby & Satwinder Saraon		
	31d	Early Years Team, CWANS and SIS to work together to streamline support for nursery education	Co-ordinated and streamlined approach to support nursery staff in statutory settings	Anji Hickin, Sue O'Brien		
Improve the quality of support to C&YP on School Action and School action plus	32a	Schools to have access to an inclusion skills audit to assess levels of confidence in the workforce	CPD programme will be more targeted with better outcomes for children with additional needs	S. O'Brien and Carole Hawkin	Sep 09 - July 10	

Communication						
	32b	Clear and transparent guidelines will be developed ensuring that schools are aware of the pathways for referrals to professionals who will support the Early Identification of SEN	Staff in schools are clear about referral pathways and access to services	Satwinder Saraon, Anji Hickin & Deborah Bell	Sep 09 – Jul 10	
Support educational settings and parents to minimise absence	33	Refer to Attendance strategy on Fronter and HGFL	Identified in Attendance strategy	Debbie Bell	Sept 09-10 and annually reviewed	

Principle 7: Children and Young people's Social and Emotional Well-Being is Promoted

Target		Actions to Achieve	Intended Outcome	By Whom	When	Progress
Commit to ensuring that the most vulnerable children are appropriately safeguarded through training and processes	34	To train all teams in safeguarding, including schools in accordance with new Ofsted requirements	Children are better safeguarded and emotional, physical, neglect and sexual significant harm are identified appropriately	School Improvement Service	Sep 09 – Jul 13	
Develop accessible and appropriate therapeutic provisions	35a	Develop closer working with OT/SALT in schools	Children will receive a streamlined approach and accessibility will be improved	Satwinder Saraon & Anji Hickin	Jul 10	OT review started. Joint school/community OT pilot established Steering and Operational groups established for SALT
	35b	Roll out Marlborough Project in targeted schools	Multi-systemic approach established within schools for tackling behavioural difficulties	Satwinder Saraon & TR	Apr 10 – Apr 11	DoH informed of schools involved
	35c	Develop and deliver early screening tools	Identification of needs at the earliest possible time	Satwinder Saraon & Anji Hickin	Sep 10	
Support schools to implement the Steer recommendations	36	See Targets in Primary School Improvement strategy and SIS B&A strategy	Targets identified in strategies	Lisa Pedersen, Judith Millar	Sept 09-10 and reviewed annually	

Principle 8: All Children will Receive a Broad, Balanced and Creative Curriculum through the Outcomes of Every Child Matters

Target		Actions to Achieve	Intended Outcome	By Whom	When	Progress
Meet C&YPs needs through a differentiated curriculum using quality first teaching at Wave 1	37	IDP support will be offered to all schools see section 5	Section 5 outcomes	Head teachers	09-10 ASD and SLCN 10-11 behaviour plus ASD and SLCN	
Identify a robust system of CPD using internal and external providers/courses/ outreach	38a	Provide training to teaching assistants	Pool of well trained teaching assistants supporting vulnerable children in mainstream schools	Satwinder Saraon, Sue O'Brien Claire Rule	Sept 09-July 2011	
	38b	Schools and LA will develop a workforce which is outcome focussed	Teachers will feel confident in assessing their input against the impact it has had on a child with AEN	Satwinder Saraon	Sept 09 – Jul 10	
	38c	Record which schools use SENJIT courses and share material, suggestions etc through SENCO Forum	a) To further the skills and knowledge of SENCO's b) Raise awareness of external providers through SENJIT. c) Identify VFM subscribing to SENJIT	Claire Rule	Sep 09 - Jul 10	
	38d	Audit schools on the selection of the tools they are using to support training and development	a) Training can be targeted b) Effective practice can be shared	Sue O'Brien	Sep 09 – Jul 10	