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Data to inform the Policy Overview Committee Review 2017/18

Supporting children with Special Education Needs and Disabilities (SEND) in their early years

Purpose of the report

The purpose of this report is to provide Committee members with examples of available data, together with associated explanatory narrative to enable them to better understand how children with SEND have their needs identified and what interventions are made to address these needs, including the support available to parents, with a view to identifying opportunities to strengthen current arrangements.

Identification of SEND

The Early Years Foundation Stage (EYFS) requires all those who work with young children to be alert to emerging difficulties and to respond early. This includes concerns raised by parents and children. All early years providers are required to have arrangements in place to identify children with SEN or disabilities (this includes childminders).

The Early Years Inclusion Team support settings in meeting this statutory requirement and in putting strategies in place. Settings request support from the team in meeting children's needs with the following data offered to illustrate the number of referrals where settings have identified a potential difficulty.

Number of children 0-5 referred to Inclusion team for support	2015 = 235 2016 = 381 2017 Jan - August = 524 2017 - August - Current = 217	This includes children who have a broad range of needs. For some children this early intervention will enable the children to make good progress and will mean that they do not have ongoing needs. Other children will have more complex and long term needs.
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In addition to the Early Years Inclusion Team, Health visitors, as highly trained specialist community public health nurses, play an important role in the identification of children who may have SEND and the provision of support for these families.

Health visitors play a central role in the implementation of the healthy child programme, a national government initiative with the aim of '*improving the health and wellbeing of children, as part of an integrated approach to supporting children and families.*'

In addition to a range of interventions made in support of families with young children (***Please see 0 - 19 Performance Report September 2017***), ranging from new birth visits, to periodic health reviews, health visitors carry out screening using the Ages and Stages Questionnaire tool (ASQ and where appropriate the social emotional ASQ) to structure these 2 and 2.5 year checks.

These checks are designed to assess the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and behaviour. Where appropriate this includes facilitating appropriate intervention and support for children and their families. The follow data describes illustrates some of the key interventions undertaken by health visitors which support the early identification of SEND process:

% of births that receive a face to face New Birth Visit (NBV) within 14 days by a health visitor	2017 - 18 year to date percentage 92%
% of children that receive a face to face 6-8 week Review by a health visitor	2017 - 18 year to date percentage 91%
% of children who received a 2-2.5 year review using ASQ 3 and/or ASQ-SE2	2017 - 2018 year to date percentage 100%

Autism

Nationally as well as locally there has been an increase in the numbers of children who receive a diagnosis of an Autism Spectrum Disorder (ASD). The following table provides some data in relation to the services that the Child Development Centre provide to young children with ASD. The waiting times for an MDT-B assessment are informed by demand volumes and the capacity in place to respond. This wait period is not specific to Hillingdon it is in line with the average wait times nationally. Measures have been taken to minimise the impact of this waiting time for example some of these children are under community speech and language therapy these children continue to receive therapy pending assessment.



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What the data relates to	Data	Agency who provided this data
No. of children with a diagnosis of autism and are on the current caseload (these children are receiving medication)	463	Child Development Centre (Health)
Current numbers of children on the waiting list for a Multi Disciplinary Type- B (MDT-B) assessment (this is the assessment for children who have difficulties with their social communication skills and a number of children who access this service will receive an Autism Spectrum Disorder (ASD) diagnosis)	172	Child Development Centre (Health)
Waiting time between the initial screening appointment (FASC) at the child and MDT-B assessment	Currently 10 -12 months	Child Development Centre (Health)

Education, Health and Care Assessment and Planning

For children with the most complex needs the local authority will carry out an Education, Health and Care Needs Assessment as guided by the Special Educational Needs and Disability Code of Practice: 0 - 25 years. This assessment will often lead to the authority issuing an Education Health and Care Plan (EHCP), which is a document that details the special educational provision provided to meet a child's needs. Nationally between 2 and 3 percent of children receive an Education Health and Care Plan. The table below provides information in relation to the number of children aged 0 - 5 years who have received an EHCP during the last academic year and those currently undergoing a needs assessment.

What the data relates to	Data	Data source
Number of children under 6 that received an EHCP in 16/ 17	71	SEN team (Local Authority)
Number of children under 6 currently under assessment for an EHCP 17/18	1 st Sept to date: 8	SEN team (Local Authority)

Hearing and Visual Impairment

Children with a hearing impairment are often identified soon after birth; following this diagnosis the specialist teacher for the hearing impaired will contact the family to

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provide information and support. Children with a visual impairment will also receive a service from the specialist teacher for the hearing impaired. This teacher will work both

with the family providing advice and support as well as working directly with the child, providing strategies to support development.

	Number of children
Hearing impairment (HI)	73
Visual Impairment (VI)	20
Multi - sensory impairment (MSI)	2

Interventions for children with SEND

Research has shown that early intervention improves outcomes for children. It is therefore particularly important to provide timely special educational provision. Early action to address identified need is crucial to ensure progress and improve outcomes.

*'Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.'* (DfE 2015)

Whilst we recognise that good quality early years provision is in itself an effective intervention we understand that some children need more targeted support to enable them to make learn and develop. In Hillingdon we have used data to target resources to the greatest areas of need. A successful intervention for young children who are having some difficulties with their development of their attention and listening skills is 'Attention Hillingdon'. Below are the impact scores for children who recently received this intervention. This information is gained from reviewing the footage of children receiving the intervention using a screening tool which measures a range of attentive behaviours being demonstrated by the child. The grid below shows that the intervention had an impact and that all of the children showed an increase in skills such as anticipation, spontaneous use of language and attentive behaviours such as sitting and looking at the adult leading the group.

Name	Week Two	Week five	Week Eight	Increase
R	28	42	77	51
S	29	57	88	59



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S	46	67	81	35
A	58	90	99	41
S	50	88	97	47
A	56	92	102	46
N	23		75	52
H	63	87	95	32
N	55	93	104	49

Attention Hillingdon is used as an intervention in 86 early years settings; this includes 9 children's centres where the child receives the intervention with their parents, which supports them in supporting this development in other contexts. Approximately 690 children in Hillingdon receive this intervention every term. For some children being involved with this intervention for one term will be sufficient, other children need access to learning opportunities which are provided using this approach for a longer period of time. 47 schools in Hillingdon have received training to deliver this intervention which means that approximately 360 children per term can access this intervention at school.

Interventions/ training and support for families of children with SEND

It is widely recognised that parents are the child's first and most enduring educators and where parenting can be strengthened to enable them to better meet the needs of their child with SEND it has a positive impact on children's outcomes. Below is some data in relation to the types of support that parents in Hillingdon have accessed.

Workshop title	Date delivered	No of parents who accessed the workshop
Positive mealtimes	Oct 16	27
Promoting positive behaviours	Oct 16	25
Creating effective sleep routines and	March 17	12



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understanding what would help your child get a better night's sleep		
Using visual strategies to support communication	June 17	25
Promoting positive behaviours	May 17	20
Creating shared good times (communication and play)	Sept 17	11
Toilet training	Spring 17	22
Total number of parents attending this series of workshops		142

12 families have accessed a four week training programme designed to empower families and to develop resilience. It dealt with areas such as understanding your child's diagnosis.

Seven National Autistic Society endorsed EarlyBird programmes have run since September 2016 this training was accessed by 56 families. This is an eight week training course designed to develop the families understanding and skills to enable them to better meet the needs of their child with ASD.

Following an ASD diagnosis families are invited to attend a 'What do I do now?' workshop to enable them to both understand their child's needs and also understand what support and services are available to support them. Since January 2017 four of these workshops have been held and 92 families have attended. Within the local authority the Early Support team provides a number of services to support family resilience and to support families to better understand and manage the range of services their child receives.

Forty families within Hillingdon are currently receiving a Portage Home Visiting service, this service enables families to gain a greater understanding of how support their young child with SEND to learn and develop. It is a practical service where the Portage Home visitor works with the family to develop outcomes then provides a range of support which will include modelling of activities to promote learning and development.



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Fifteen families are currently receiving Early Support Key Working to help families of children with complex needs to coordinate services to improve outcomes for their children with SEND.

Three families of children aged 0 - 5 years receive support from an outreach worker who provides practical support and guidance in relation to behavioural issues within the home.