

SPECIAL EDUCATIONAL NEED AND DISABILITY SERVICE PROVISION

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Vikram Hansrani, Assistant Director of SEND & Inclusion
Papers with report	None
Ward	All

HEADLINES

The purpose of the report is to provide the Committee with an update on Special Educational Need and Disability (SEND) provision within Hillingdon and to provide an update on the support available for children and young people with Special Educational Need (SEN) Support. This report comes following the completed transformation of the SEND and Inclusion Service.

RECOMMENDATIONS:

That the Committee note that:

- 1. Additional specialist provision for Hillingdon pupils with SEND is being planned following additional funding from the Department for Education (DfE) via the SEND Capital Grant; and**
- 2. Support to schools and pupils with SEN will increase following the transformation of SEND & Inclusion service.**

SUPPORTING INFORMATION

The Council's current and future actions to address existing SEND capacity and future increases

The need for additional capacity to meet the needs of children and young people with SEND is under continued consideration within the review of the Local Authority's Additional Needs Strategy. As previously reported, this activity is being aligned to the development of a plan to utilise capital funding which is being made available by the Department for Education (DfE) to improve and increase SEND provision.

Hillingdon was originally allocated £3,594k for the Special Provision Capital Fund and this includes a £678k top up which was confirmed in May 2018. The DfE in December 2018 announced that it will make an additional £100m top up to the Special Provision Capital Fund for

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local authorities in 2019/20. This funding is for places needed up to 2021 and the specific amount for each local authority has now been published, with Hillingdon receiving a further top up of £1,356k, bringing the overall total allocation to £4,950k.

Following the review the current SEND Capital Provision Plan which was informed by the outcomes of the Additional Needs Strategy review work and the recently announced increase in SEND provision Capital Funding, the updated SEND Provision Capital Plan was published by the 31 May 2019 deadline.

Expansions using this grant include:

- An expansion of Hedgewood Special School;
- An expansion of Moorcroft Special School;
- The creation of two Special Resource Based Provisions at Ruislip High School (Autism Spectrum Disorder & Physical Disabilities);
- The creation of a low arousal/sensory breakout space at Uxbridge College ;
- The creation of a Satellite Special School hub to meet the needs of children with complex needs;
- A position statement detailing the progress of each proposed plan is due imminently.

Information on the proposed new special free school in the south of the Borough

The Local Authority SEND & Inclusion Service has a strong working relationship with the Eden Academy Trust which has four special schools within the Borough. The service welcomes the Trust's intention to develop two new settings for children and young people with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

At the time of application, the Local Authority supported the Trust's bids in line with the current local area Additional Needs Strategy.

The current population of children and young people with SLD/PMLD is 150, with 77 pupils at primary and 73 pupils at secondary.

It is important to note that there are children with a primary area of need of Autism Spectrum Disorder (ASD), whose profile would fit within the provision of the Eden Schools. Whilst individual trends are complex, the overall picture is one of a burgeoning population; current projections show particularly acute demand at secondary level. If current trends continue, by September 2023 approximately 100 additional school places will be required for pupils with SLD/PMLD. Officers are therefore satisfied that these school developments will provide the local capacity required to meet the needs of Hillingdon children and young people with more complex needs.

For ease of reference, the programme which has been agreed by the Education and Skills Funding Agency (ESFA) for the Eden Academy can be summarised as:

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- Creation of Grand Union Village school, providing 80 primary places, ages 3 to 11, SLD/PMLD;
- Creation of Pinn River school, providing 180 all-age places, ages 3 to 19, SLD/PMLD;
- Closure of Grangewood Primary School, 113 primary places, ages 3 to 11, SLD/PMLD.

Officers are in discussion with the Eden Academy and the Education and Skills Funding Agency to review the proposed timetable and delivery options to enable the programme of work to be expedited.

Meadow School - update

Preliminary discussions with Meadow School are underway regarding the lifespan of a number temporary blocks that were previously added to their site. As of now, no decision has been made as to what will happen to the additional blocks.

Support for Mainstream schools to support them in meeting the needs of children and young people with SEND

Mainstream schools have been supported in a number of ways to meet the needs of children and young people with SEND, the most prominent being through the Inclusion Commitment. This is a 2 year programme delivered by skilled practitioners (Language & ASD Advisers, Early Years Advisers & Key Workers) that aims to empower schools to improve their inclusive practice with children and young people with SEND, and increase standards in the following 5 areas:

- 1) Inclusive Ethos and SEN Pedagogy - Influencing School Improvement Plan, Performance Management and Policies;
- 2) Leading, Monitoring and Measuring SEND (graduated approach);
- 3) Every Teacher for Every Child - Specialist Knowledge, person-centred Teaching;
- 4) Inclusive Environments - Creating Optimal Learning conditions;
- 5) Quality First Teaching - Whole class inclusive teaching approaches.

The Inclusion Commitment is delivered by Local Authority Advisers through partnership working with Special Educational Needs Co-ordinators (SENCOs) and key staff via a number of mechanisms:

- 1) Action Plans;
- 2) Learning walks;
- 3) Observations and Feedback;
- 4) Whole School training;
- 5) Data tracking;
- 6) 1:1 caseloads for children and young people the school are finding particularly challenging.

Inclusivity in schools varies significantly due to a number of variables and so the newly revised SEND Advisory Service are working on key documents such as 'Ordinarily Available Provision'

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guidance, strengthening our working relationships with Special Educational Needs Co-coordinators (SENCOs) and Head Teachers through targeted forums and through devising a Centralised Training offer.

The introduction of SEND Reviews carried out by the Principal SEND Adviser (PSA) will provide a framework for schools & early years settings to both review their current provision and to support identified areas for improvement.

Early identification is paramount and it is the remit of the SEND Advisory Service Early Years Advisers/Key workers. These practitioners continue to promote person centred thinking and planning, by putting into practice the use of One Page Profiles and My Support Plans.

The entire SEND Service within the Local Authority has just completed a full restructure, aligned under three core functions to support and serve an integrated and tiered pathway. This is designed to positively manage demand through a co-ordinated and structured early intervention offer, alongside maintaining and enhancing the way in which the Authority secures our statutory responsibilities. The core functions that will exist within the SEND Service are:

SEND Advisory Service - created by integrating elements of the existing Inclusion Team, Early Support Team and Sensory Intervention Team. This newly established service will work closely with the Educational Psychology Service.

Educational Psychology (EP) Service - maintaining the statutory delivery in relation to Education, Health and Care (EHC) needs assessments whilst refreshing and extending the traded offer to schools. This service will work closely with the SEND Advisory Service.

SEND Casework Team - the existing SEND Team has been restructured to create additional capability and capacity to meet the requirements of the proposed new ways of working. Roles have been enhanced to provide greater advice and guidance to schools pre and post-statutory thresholds for EHCPs and officers will adopt a more in-reaching approach.

The change is underpinned by implementing and embedding a new operating model across the service area. It is expected that all delivery moving forward will service a tiered pathway of support for children and young people with SEND. The pathway provides 3 tiers of support:

- The non-statutory 'My Support Plan';
- Extra Support Funding;
- Education, Health and Care Plans.

The pathway reinforces the requirement for a graduated approach to supporting all children and young people with SEND and will be embedded across the local area. The tiered approach is expected to allow mainstream schools to have greater autonomy over how they utilise resources and support services, as well as having more timely access to funding for SEN, without the requirement to have an Education, Health & Care Plan (EHCP).

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Implications on related Council policies

None at this stage.

How this report benefits Hillingdon residents

The refreshed service operating model will seek to ensure that residents receive support at the earliest intervention whilst also supporting a 'tell us once' approach. This will help to provide support to schools in a timely manner.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

None.