

# Hillingdon Special Education Needs and Disability (SEND) Strategy 2022- 2025 Consultation.

## Introduction

We are seeking some feedback on the draft SEND Strategy, which outlines our vision and three key priorities for 2022-2025. We consulted to hear views on whether the strategy has the right vision and priorities, highlighting any areas that required further development or investigation.

### **Our Vision for children, young people and young adults with SEND.**

Our vision for children, young people and young adults with special educational needs and disabilities in Hillingdon is that they lead happy and fulfilled lives in a society that accepts and understands them.

## Our Priorities

**Priority One: We want to make sure children and young people with SEND have access to services early on in their life or when additional needs are emerging.**

### **Our Aims**

We recognise that we need to re-direct resources to identify children and young people's health, social care and education needs earlier and have enough nursery provision and early support wherever possible in mainstream schools and settings.

Through re-directing support and funding we hope to use available resources in the best possible way to support more children and young people with complex needs.

### **Priority One: Actions identified**

We want to ensure that there is effective early intervention at all ages to support children, young people and young adults who may have special educational needs. We will be looking to identify and assess SEND need earlier, have a strong offer in place at SEN Support level, whilst also improving the quality of inclusive teaching and support within mainstream educational settings.

#### Actions identified

- Establish clear and co-ordinated single point of referral systems and pathways to support a "tell us once" approach for professionals, parents and carers.
- Provide support for families at the earliest opportunity (EarlyBird, Cygnets, etc).
- Ensure that parent/carers and young people are active participants across priority group workstreams that support the SEND Strategy.
- Further develop the Early Health Notification Panel to improve the identification of SEND from birth to ensure services are provided in a timely manner.
- Establish frameworks to support settings with the identification of SEND and how to best put support in place through Ordinarily Available Provision.
- Increase our Educational Psychology Service to offer pre- statutory support to settings.
- Work with mainstream schools to reduce the number of fixed term and permanent exclusions.
- Increase the use of pre-statutory pathways (via the SEND Advisory Service).
- Standardise good practice and inclusivity across mainstream settings promoting the use of SEND Reviews and the Inclusion Commitment.
- Reduce waiting times to specialist services including ASD and mental health interventions.

## **Priority Two: We want to ensure wherever possible we will have enough school places in Hillingdon for children and young people with SEND.**

### **Our Aims**

We want to improve and develop, a continuum of good quality educational provision, ensuring sufficient capacity and that the needs of Hillingdon children and young people as far as possible are met locally, within specialist provision.

With the funding we have that we need to be responsive to growing levels of need, such as autism and social emotional and mental health and the impact that the COVID pandemic has had on our children and young people with SEND.

### **Priority Two: Actions identified**

Many of our schools and education establishments are full and sometimes unable to meet the levels of need of children and young people with SEND. We have recognised that we need to have more school places to meet the demand and profile of needs in Hillingdon and we have ambitious plans to ensure this happens.

We also want to work with our mainstream schools in Hillingdon to improve, standardise and share best practice in regard to the level of inclusivity across all phases of education.

#### Actions identified

- Review and assess current and future anticipated provision within mainstream, Specialist Provision (special schools) and Specialist Resourced Provision (SRP) in Hillingdon.
- Monitor and explore SEND places and provision within the maintained sector (including academies) to ensure the educational needs of all children with SEND can be met without undue reliance on the independent non-maintained special school sector.
- Review the existing arrangements and Service Level Agreements with current Specialist Resource Provisions (SRPs).
- Explore different models for Alternative Provision and continue to review existing provision.
- Develop an Early Years assessment base provision.
- Expand on specialist post 19 provision locally.

## **Priority Three: We want to support children and young people's transitions and prepare them for their adult lives.**

### **Our Aims**

We recognise that transition and education transfer phases can be difficult for children and young people with SEND. We will work closely with schools to improve phase transition processes. We are also working collaboratively with our social care and health colleagues to smooth transition points for young people on the journey to adulthood.

### **Priority Three: Actions identified**

We will strengthen our 'Preparing for Adulthood' offer to raise aspirations and outcomes for young people and young adults with SEND to be healthy, remain within their communities, continue with their education or employment and to allow for greater independence.

#### Actions identified

- Create more post 16 opportunities and pathways to support wider curriculum opportunities, including Supported Internships.
- Work with schools and families to promote independent travel training.

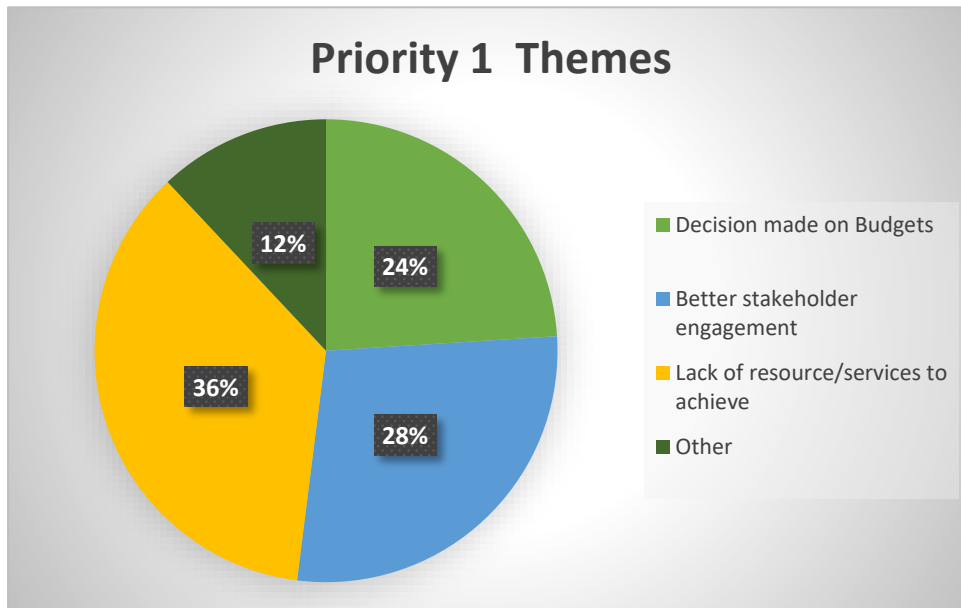
- Work with schools and settings to have high aspirations for children and young people with SEND to raise attainment and ensure they make appropriate progress.
- Ensure that there is effective and smooth transition planning between Children's and Adult Social Care for children and young people with SEND.
- Work with schools to identify pupils that are at risk of becoming NEET (not in education, employment, or training)

## Consultation summary table

		Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly disagree	Somewhat disagree	Valid Responses						
<b>Our Vision for children, young people and young adults with SEND.</b>														
Our vision for children, young people and young adults with special educational needs and disabilities in Hillingdon is that they lead happy and fulfilled lives in a society that accepts and understands them.														
Q1.	To what extent do you agree with our vision?	24	63%	9	24%	1	3%	0	0%	4	11%	0	0%	38
<b>Priority One: We want to make sure children and young people with SEND have access to services early on in their life or when additional needs are emerging.</b>														
Q2.	To what extent do you agree with priority one and its aims?	22	58%	9	24%	2	5%	2	5%	3	8%	0	0%	38
Q3.	To what extent do you agree with the actions identified to achieve delivery of priority one?	23	61%	11	29%	0	0%	0	0%	4	11%	0	0%	38
<b>Priority Two: We want to ensure wherever possible we will have enough school places in Hillingdon for children and young people with SEND.</b>														
Q5.	To what extent do you agree with priority two and its aims?	28	74%	6	16%	0	0%	0	0%	4	11%	0	0%	38
Q6.	To what extent do you agree with the actions identified to achieve delivery of priority two?	21	55%	13	34%	0	0%	0	0%	4	11%	0	0%	38
<b>Priority Three: We want to support children and young people's transitions and prepare them for their adult lives.</b>														
Q8.	To what extent do you agree with priority three and its aims?	25	66%	10	26%	0	0%	0	0%	3	8%	0	0%	38
Q9.	To what extent do you agree with the actions identified to achieve delivery of priority three?	24	63%	11	29%	0	0%	0	0%	3	8%	0	0%	38

	Parent/Carer or CYPs		Parent/Carer forum Rep		Headteacher		Other Educational Professional		LA Rep		Health Professionals		Voluntary Sector Rep		Valid Responses
The capacity in which people responded.	28	74%	3	8%	2	5%	2	5%	1	3%	1	3%	1	3%	38

**Comments summary - Overarching themes from the comments provided for the three Priorities.**



This is based on 55% of people who responded to the consultation.

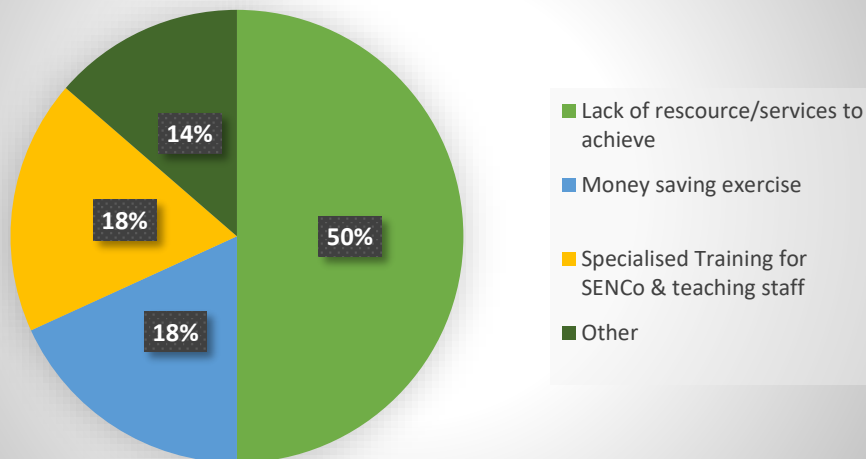
*“... Parties involved lack the right knowledge and use guess work to push parents aside. If like us you challenge, the whole thing falls over. Budget is all they talk about...”*

*“Various parties do not work together and EHCPs are woeful. They do not meet even the basics. Nothing is qualified or quantified...”*

*“This is all budget driven. The stats in your own report show LBH is behind the curve compared to national and London figures at diagnosis and SEN identification of SEN. we do not have less need just less people getting access to services...”*

*“In principle I agree. The report says what but not how. We need to understand how this will be done and why now?...”*

## Priority 2 Themes



This is based on 53% of people who responded to the consultation.

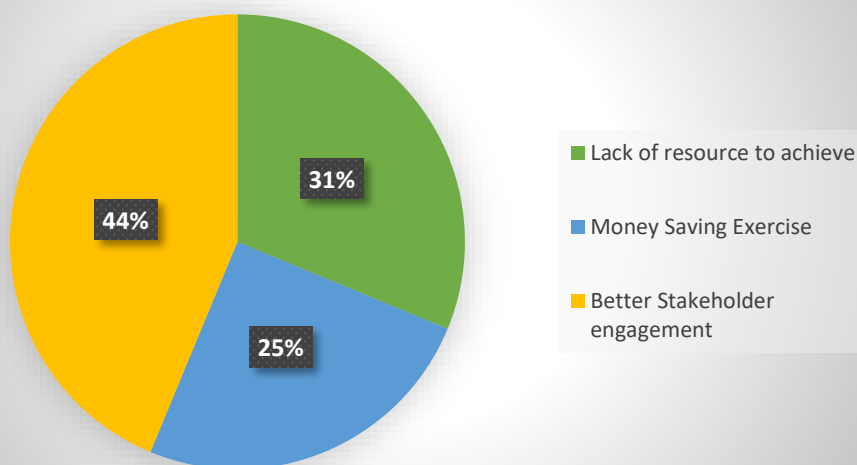
*“Mainstream schools are not currently able to meet the needs outlined in lots of ehcp’s. Specialist staff should be deployed in mainstream schools...”*

*“...Lovely words let’s see what happens. Budget driven, not need driven. Shameful.”*

*“Stick everyone in a unit in mainstream and forget about them. Great plan. Keep the numbers down and fudge the figures...”*

*“This should be rolled out nationally”*

### Priority 3 Themes



This is based on 39% of people who responded to the consultation.

*“LBH have a journey on their hands. Personally I feel it would be easier from them to get to Mars...”*

*“...independent travel training to get rid of big cost, good to see needs are at heart of plan. Very obvious...”*

*“There is nothing in that mentions supporting Adults with Complex needs and what you are going to be doing to support them.”*

*“This is not about sen this is about money. Even after 4 years some young people will need to go to a provision out of Borough.”*