

Hillingdon's Draft Strategy for Children, Young People and Young Adults aged 0 to 25 with Special Educational Needs and Disabilities (SEND)

Working Together to Improve Outcomes

2022 to 2025



HILLINGDON
LONDON

www.hillingdon.gov.uk

Contents

Foreword	3
Introduction	4
Our shared vision	5
Our principles	6
How are we going to deliver the SEND Strategy?	7
What are our key priorities for children and young people with SEND?	8
Our achievements so far	10
Who will oversee this strategy?	16
Appendices	
• Appendix 1: Glossary of Terms	17
• Appendix 2: Dedicated Schools Grant & SEND Governance Structure	20
• Appendix 3: Growth in SEND population in Hillingdon	21
• Appendix 4: National, Local and Financial Context	23

Foreword

Here in Hillingdon, we are currently consulting on our draft Strategy for Children, Young People and Young Adults aged 0-25 with Special Educational Needs and Disabilities (SEND) 2022-2025.

In developing this strategy, we have been listening to what children and young people with Special Educational Needs and Disabilities (SEND) and their families have told us about their experiences and views and incorporated these into the strategy.

The aim of the SEND Strategy is to outline how we are working to improve outcomes and help raise educational achievements, health and care of children and young people with SEND in Hillingdon in order that they can fulfil their potential.

Elected members, school and childcare settings, leaders and managers from education, health and social care services together with parents/carers, children and young people are playing an important part in driving this vision forward. Planning and delivering the priorities outlined within this strategy will require close collaboration and planning across partner agencies and with parent carers and schools.

This work will be overseen by the Hillingdon SEND Strategic Partnership Board, which is the local partnership that brings together organisations and parent carer forums responsible for services and support for children, young people and families. Through the Board, we continue to review our services and provision to ensure they are targeted to children and young people's needs and that we are making effective and equitable use of our available resources.

This consultation will also enable us to review how far we have progressed and if we need to change our priorities. We want our partners, parents and young people to remain engaged in this work and co-production principles will guide the way in which we work.

The purpose of this strategy is to set out our vision, principles and priorities. We recognise that children, young people and young adults achieve better outcomes when we work together.

We have high aspirations for all our children and young people and want to ensure they have the right support, that is provided in the right place and at the right time so that they can thrive and be the best they can be.

Introduction

This document sets out a shared vision and strategy for children and young people (0-25) with special educational needs and disabilities (SEND) in Hillingdon. The strategy is built upon a shared vision

Collectively we want to work towards an inclusive approach evidenced by high quality, multi-agency services and provision focussed upon enabling children and young people with SEND to thrive.

We want to ensure that with the funding we have that we are responsive to growing levels of need, such as autism and social emotional and mental health needs. We also need to take account of the impact that the COVID pandemic has had on our children and young people with SEND.

Many of our specialist 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 special educational needs in Hillingdon and we have ambitious plans to ensure this happens.

This strategy is being co-produced with key partners and draws upon data from:

- feedback from children, young people, and their parent/carers
- national and local data on trends in SEND
- Hillingdon's local area self-evaluation and SEND action plans
- feedback from schools and settings
- data from health, social care and other key agencies.

The strategy is intended to cover the 'local area' which includes the local authority, Integrated Care Boards previously known as Clinical Commissioning Groups (CCG's), public health, NHS England for specialist services, early years settings, schools and further education providers.

The legal definitions outlined in the Equality Act 2010, Children and Families Act 2014 and SEND Code of Practice 2015 are used in the strategy to identify what we mean by children and young people with SEND.

Setting out a Vision

We know that we can achieve more successful outcomes for children and young people if we work together and therefore, we want to ensure that underpinning our vision is a set of jointly agreed and owned principles. We will ensure the participation of parents, young people and partners so that they are involved in the design and delivery of streamlined services.

We are discussing the draft strategy with current stakeholders and have set out a proposed shared vision for children, young people and young adults with SEND. We want to consult more widely to ensure that we have the right vision and priorities.

Our shared vision

‘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 shared principles

To achieve this vision, families, support services and educational settings in Hillingdon have agreed the principles we expect each other to adopt when working with or caring for children and young people with SEND.

We will work together to ensure that children, young people and young adults with SEND will:

- be able to achieve the best they can in early years, at school and in college
- be able to reach the right support (people) at the right time in a way they need it,
- have services that work in partnership to offer families joined up offers to improve outcomes and the achievements of their children.
- have opportunities to attend inclusive local good quality education settings with seamless transitions throughout their academic career.
- be supported to develop the skills necessary for independence, in learning and everyday life.
- have access to support to get and keep hold of a job.
- have their health, social care and education needs understood, identified, and met.
- live in a society where people understand, respect and accommodate differences and promote inclusion; and
- have good quality support to live as independently as possible.

How are we going to deliver the SEND Strategy?

This is a four-year strategy, which will be reviewed, and progress monitored through the Hillingdon SEND Strategic Partnership Board. The Board is responsible for the governance and commissioning of services to support children and young people with SEND and will be the key to delivery of this strategy. Membership of the Board include the parent carer forums, Hillingdon Council, and the Integrated Care Board (ICB).

The SEND Operational Group provides the mechanism for tracking and monitoring the joint SEND Priority Group Action Plans. The SEND Operational Group is accountable to the SEND Strategic Partnership Board (see Appendix 2).

The strategy will be updated as appropriate in response to changes in local needs and issues.

Through the development of this strategy, we want to:

- ensure that every service is signed up to the principles of the SEND Strategy;
- ensure there is a multi-agency integrated approach in which children and families feel engaged and that they only need to tell their story once;
- ensure that we have stronger joined up services working with families and carers in response in key areas such as early identification, assessment, transition and person centred and outcomes-oriented approaches;
- ensure our workforce have the skills and knowledge required to meet the needs of children and young people with SEND and have access to appropriate training.

What are our key priorities for children, young people and young adults with SEND?

We have identified 3 key priorities and we want to consult with parents and our wider partners and stakeholders to check they are the right ones.

Priority 1 –We want to make sure children, young people and young adults with SEND have access to services early on in their life

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.

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.

We will meet these priorities through

- Establishing clear and co-ordinated single point of referral systems and pathways to support a "tell us once" approach for professionals, parents and carers.
- Providing support for families at the earliest opportunity (EarlyBird, Cygnets, etc).
- Ensuring that parent/carers and young people are active participants across priority groups and on the SEND Priority Groups.
- Ensuring there is enough Early Years provision for children with SEND in nurseries.
- Developing an Early Years Assessment Base,
- Developing the Early Health Notification Panel to improve the identification of SEND from birth to ensure services are provided in a timely manner.
- Establishing frameworks to support settings with the identification of SEND and how to best put support in place through Ordinarily Available Provision.
- Increasing our Educational Psychology Service to offer pre- statutory support to settings.
- Working with mainstream schools to reduce the number of fixed term and permanent exclusions.
- Increasing the use of pre-statutory pathways (via the SEND Advisory Service).
- Standardising good practice and inclusivity across mainstream settings promoting the use of SEND Reviews and the Inclusion Commitment.
- Reducing waiting times to specialist services including ASD and mental health interventions.

Priority 2 – We want to ensure wherever possible we will meet the education, health and care needs of Hillingdon children, young people and young adults in Hillingdon

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

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 schools in Hillingdon to improve, standardise and share best practice regarding the level of inclusivity across all phases of education.

Further information about SEND specialist places and Specialist Resource Provision (SRPs) can be found in the SEND Education Sufficiency Strategy, due to be published in the Autumn 2022.

We will meet priorities through:

- Reviewing all independent and non-maintained schools in order to optimise the use of mainstream settings.
- Reviewing and assessing current and future anticipated provision within mainstream, Specialist Provision (Special Schools) and Specialist Resourced Provision (SRP) in Hillingdon.
- Monitoring and exploring 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.
- Reviewing the existing arrangements and Service Level Agreements with current Specialist Resource Provisions (SRPs).
- Exploring different models for Alternative Provision and continue to review existing provision.
- Developing an Early Years assessment base provision.
- Expanding on specialist post 19 provision locally.

Priority 3 – We want to prepare children, young people for their adult lives and support their transitions to Adults Services.

Our aim is to have high expectation for our young people and to support them in having high aspirations. 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 and we will work collaboratively with our social care and health colleagues to smooth transition points for young people on the journey to adulthood.

We will meet priorities through:

- Strengthening our 'Preparing for Adulthood' offer to raise aspirations and outcomes for young people and young adults with SEND. Our aims are for them to be healthy, remain within their communities, continue with their education or employment and to enable them to have greater independence.
- Creating more post 16 opportunities and pathways to support wider curriculum opportunities, including Supported Internships.

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

Our Achievements so far:

Hillingdon SEND Service

SEND Service Transformation: Following the Ofsted inspection, in 2019, a decision was made that we needed to change the way in which we delivered services, in order that we could meet future demand. Critical to this was an investment in an early intervention offer, alongside maintaining and enhancing the way in which we delivered our statutory responsibilities. The SEND Service includes the SEN Service, the SEND Advisory Service (**SAS**) and the Educational Psychology Service (**EPS**).

SEND Service: The existing SEND Team was restructured to create additional capacity to meet the requirements of the proposed new ways of working. Roles have been enhanced in order that officers can provide greater advice and guidance to schools. The SEND Service is also increasing its workforce and recruiting six additional SEN Officers to manage EHC Plans and ensure that SEND Annual Reviews are completed on time.

SEND Commissioner: A new SEND Commissioner role has been created to strengthen oversight in monitoring and quality assuring education providers commissioned by Hillingdon. The SEND Commissioner will also support with the development of school place planning and expansion programmes.

SEND Education Sufficiency Strategy: The SEND Service is working alongside School Place Planning, Headteachers and education providers to develop the SEND Education Sufficiency Strategy. Our objectives are to; improve inclusion in mainstream schools and reduce referrals for EHCP's; reduce placement costs for out of borough placements and embed financial sustainability.

Educational Psychology Service (EPS): The EPS maintains the statutory service in relation to Education, Health and Care (EHC) needs assessments whilst refreshing and extending the traded offer to schools. This service is working to provide support to schools, which they can buy-in and works closely with the SEND Advisory Service. The EPS is now trading with 66% of schools in Hillingdon since its development in 2019, providing individual, group and systemic support to schools. The EPS undertakes statutory assessments within 6 weeks to support EHC needs assessments, with the level of adherence, generally between 90-100%.

SEND Advisory Service (SAS): was created by integrating elements of the previous Inclusion Team, Early Support Team and Sensory Intervention Team. This newly established service works closely with the Educational Psychology Service. They have developed a tiered pathway to support the needs of children and young people with SEND in Hillingdon, supporting early identification and inclusion.

The pathway provides 3 tiers of support:

1. Referrals for supporting 1:1 in settings, schools, and home, promoting the use of 'My Support Plan' (MSP) process
2. Early Years Inclusion Funding (EYIF) and Early Support Funding (accessed through MSP)
3. Intensive, whole school/setting development programmes and tiered training offer for families and professionals

This pathway reinforces the requirement for a graduated approach to supporting all children and young people with SEND. The aim of the tiered approach is to allow mainstream schools to have greater autonomy over how they utilise resources and support services. We also want them to have more timely access to funding for SEN, without the requirement to have an Education, Health & Care Plan (EHCP).

This has included:

- **1:1 referral support:** Educational settings can request SEND support from SAS advisors. SAS will work with setting to develop relevant strategies, adapt the environment and embed OAP (see below). There is also support available for parents/families through the SEND keyworking service.
- **Hearing Impairment (HI), Visual Impairment (VI) and Multi-sensory Services:** The statutory expectation of responding within 48 hours to support New-born Hearing Screening Assessment is 100%. The team provides support and reporting within 5 days to the Certificate of Vision Impairment notifications, which is 95-100%. The team provide support and reporting within 2 weeks to support a multi-sensory impairment assessment, which is 95-100%. The team extend support for young people with sensory impairment attending further education settings. A 'Chattertots' workshop has been developed to meet the needs of children 0-5years with HI.
- **Ordinarily Available Provision (OAP):** This is a co-produced framework to demonstrate the support that should be available to all children and young people with SEND on a person-centred basis and locally at a setting level.
- **My Support Plans (MSP):** This document captures the holistic strengths and needs of the child/young person and focuses on the provision required to facilitate effective outcomes. This is drafted using the 'Team Around the Child' (TAC) approach and is the proforma used for settings to access ESF. The SEND Keyworking service consistently uses this approach with families requiring a slightly higher level of support.
- **Early Support Funding (ESF):** This is an alternative to an EHC Plan which offers pre-statutory, early intervention funding support for children and young people 0-25, with short to medium-term needs whose needs cannot be met through OAP. Applications for ESF are now considered with one round of Assess Plan Do Review (APDR). The Early Years and Schools Team Advisors are available to support all successful applications.
- **Early Years Inclusion Funding (EYIF):** EYIF is available for children with emerging needs in settings in Hillingdon. This enables the purchase of resources, intervention and support for children under the age of 5 (not including those in reception class).
- **Early Years Health Notification Panel:** Utilising statutory notifications from Health partners, this panel discusses children with more complex needs who have been identified and helps with moving them through appropriate pathways of support (including initiating EHC Needs Assessments and securing special school placements) as seamlessly as possible.
- **Supported NASEN accredited SEND Reviews:** A SEND review is an evidence based, self-evaluative tool which reviews how education settings provide for children

and young people with SEND. Existing good practice is identified and the findings from SEND reviews can help improve SEND provision in order that learners are appropriately supported to achieve good outcomes. The vision is that ALL educational settings will have had a SEND review, or similar, by 2025. Fifty settings have already engaged with this process.

- **Tiered training:** A broad spectrum of training is available at a centralised, targeted and intensive level for all mainstream and Early Years settings. SAS have developed a training partnership with Hedgewood School and will be delivering the Autism Education Trust (AET) training as part of the 'Inclusion Commitment'. There is also a wide range of courses and workshops available to parents and carers.
- **Inclusion Commitment (IC):** This is a 1-year, whole setting programme of Continuing Professional Development and intensive support. There have been eight Primary Schools who have engaged in the Inclusion Commitment 2021/2022 and fourteen PVI's have signed up for the Inclusion Commitment 2022/2023.
- **SCERTS - Social Communication (SC), Emotional Regulation (ER) and Transactional Support (TS):** The project has been rolled out to 28 schools over two years. This led to an increase in learner's social communication and emotional regulation skills: from 43.5% at the start of the project, to 65.5% at the end of the project. SCERTS is now embedded as part of the SEND Advisory Service's (SAS) service offer to Early Years settings and schools.

Joint working with Health and Social Care

We are fully engaged with our health and social care partners in decision making processes around statutory assessments (Education Health Care Needs Assessments), SEND provision and the review of the Education Health Care Plans (EHCPs).

Through reviewing existing SEND pathways across health and social care, we will identify gaps to implement joint working and service commissioning arrangements.

Children's Social Care - Stronger Families: Launched its early help service in September 2021. The stronger Families Hub operates 24 hours a day, 7 days a week to provide families and professionals in Hillingdon with information, advice, and support. The aim of the hub is to provide support to families early on to prevent situations escalating and improve outcomes for all children and young people as early as we can.

Our strategic vision is that 'families are empowered to be and feel strong, safe and healthy through the provision of early and targeted support to reach their full potential'. Stronger Families is made up of the Hub, the three-locality based key-working teams and holistic partnership working with statutory and voluntary sector partners.

Children with Disabilities (CWD) Team: CWD is a specialist long term service, supporting children with most severe and complex needs; although majority of the children are supported under a Child in Need plan, social workers in the team also carrying out all other statutory children social work tasks and interventions under Child Protection, Public Law Outline, Care Proceedings and Looked After Children's procedures. Referrals to the CWD team need to meet an Eligibility Criteria.

In cases where children do not meet threshold for CWD intervention, the service aim to provide consultation and specialist advice and signposting to a range of support options available through Universal Services. The CWD also delivers a programme of Short- Break activities.

The team aims at building positive working relations with families and the wider Children Services (joint visits/consultations); whilst working closely with multi agency professionals from health, education, Learning Disability Team, CAMHS and the Positive Behaviour Service.

Youth Justice Service: Local analysis in Hillingdon demonstrates increasing numbers of children and young people being excluded and increasing numbers of children and young people with undiagnosed educational needs entering the youth justice system. This was reinforced by the Education, Children's Social Care and Offending Analysis paper 2022 which highlighted the fragility between educational outcomes and children and young people entering the youth justice system. In developing the Youth Justice Plan for 22/23 the Hillingdon Youth Justice Strategic Management Board have included education as key priority which will encompass work with the SEND Service and the vulnerable cohort of young people within the youth justice system.

Adult Social Care: The SEND Service have been working closely with our Adult Social Care colleagues in developing the Hillingdon All Age Disability Strategy.

Preparing for Adulthood: In Hillingdon we have a well-established multi-professional SEND Priority Group workstream delivering on the Preparing for Adulthood (PfA) agenda. Priorities include working to ensure young people with SEND achieve paid employment, independent living, housing options, good health, friendships, relationships and community inclusion.

Preparing for Adulthood, Supported Internships: Hillingdon is committed to investment in the Project SEARCH programme which focuses on supporting young adults with learning disabilities and autism who can benefit from personalised support in an intensive year of career development. Employment is the primary measure of success for supported internships because employment is associated with better social inclusion, improved mental health and wellbeing, and increased financial and emotional independence and choice.

- There are currently three supported internship programme's partnered with the local authority in Hillingdon (London Heathrow Marriott Project SEARCH, Pavilions Shopping Centre and Hillingdon Council Project SEARCH with a maximum of 36 places for young people per year).
- Approximately 60% of the interns of the 2020/21 cohorts across these programmes have achieved paid employment, despite the impact of the pandemic. In the main the remaining 40% were granted a Covid extension into 2021/22 or moved into alternative employability training. Pre Covid, the London Heathrow Marriott Project SEARCH programme achieved employment outcomes in excess of 70%, reaching a high of 87.5% in paid employment in 2018.
- There are two additional Project SEARCH supported internships being planned. The first commences in September 2022, at the Sheraton Skyline Hotel, Heathrow. This is in partnership with the local authority and Uxbridge College. The second programme is hoped to be within an NHS setting, such as a local hospital to be launched in 2023. When these two additional programmes are in place there will be 60 supported internship places available across the five programmes in Hillingdon.

Health Partnerships

Hillingdon Children's Integrated Therapies Contract: The contract is a jointly funded contract with Northwest London CCG and the London Borough of Hillingdon. Therapy

services include Occupational Therapy, Physiotherapy and Speech and Language Therapy. The emphasis is on early identification and intervention through new drop-in sessions with therapists and input into My Support Plans.

Designated Clinical Officer (DCO): There has been the joint appointment of a DCO, by the London Borough of Hillingdon and Northwest London CCG. The DCO plays a key role in implementing and embedding the SEND reforms and in supporting joined up working between health services, local authorities and other SEND partners. The DCO also chairs the Dynamic Support Register (DSR) Panel which brings together information about local children, young people and adults with learning disabilities and autism to ensure they receive robust, proactive monitoring, intervention and support. The DSR is for everyone with a learning disability or autism but will focus on those who are likely to be referred to the register who are individuals who are most at risk of admission to specialist placements, hospitals or Tier 4 services (children only).

Transition Nurse Posts: These posts are now in place to support and better prepare young people with complex health needs and looked after children as they transfer from Children to Adult Health Services.

Child Development Centre (CDC): Developments include:

- Changes to reduce waiting times for ASD assessment, which include actively recruiting more doctors to join the team.
- Recruitment of an Assistant Psychologist and Autism Diagnostic Observation Schedule (ADOS) trained practitioners (speech and language therapists and psychologists) to complete observation-based assessments needed for complex cases.
- Outcome letters which are sent to families following their initial assessment, have been improved so they can access the variety of inclusive resources on offer at Hillingdon, while they await the diagnostic assessment.
- Psychologists who support schools are helping them in completing the questionnaires and school functioning report to avoid further assessment for the ASD and training to support detecting signs of ASD in girls to avoid late diagnosis and emotional mental health problems.
- Speech and language therapists provide input to the ASD diagnosis for under 4-5 year olds.
- More school observations are being undertaken when there is uncertainty of the diagnosis of ASD. Schools are sending very good educational psychologist report/ cognitive assessment with school observation information. This is invaluable in formulating an early and appropriate diagnosis.
- CDC are in the process of meeting with schools to support them to make referrals directly to CDC by the end of this year, this will also improve the quality of information we receive for each child.
- **Support children with SEND receive in school** include a Community Paediatrician who is supporting the SEND work as a Medical Advisor and they are working closely with the DCO and SEND colleagues. This ensures that children get health advice for their EHC needs assessment from the most appropriate service. The lead at CDC also works closely with SEND colleagues and offers updates at the SEND Forums.
- **EHCP quality assurance:** All new doctors get a comprehensive induction to the EHCP template and pathway. The local authority can contact the Child Development

Centre with any queries regarding the advice. Pathways are reviewed to ensure that advice is offered in a timely manner.

- **Children who are struggling to attend schools:** The CDC ensures that children who do not attend educational settings have a comprehensive ASD assessment, by gathering information from other sources, such as observational based assessments and self-reporting questionnaires such as DASII (Diagnostic Autism Spectrum Interview). Virtual assessments are offered to those children who suffer from extreme anxiety.
- **Post 16:** Assessments are offered to young people over the age of 16 and as they near 18 their diagnostic assessment for ASD should be undertaken by Adult Services. For patients with complex neuro-disability conditions that are also under physiotherapy/occupational therapy, multidisciplinary transition clinics are offered to prepare them for the transition to Adult Services.
- **Access to Mental Health Services:** If children and young people meet the criteria they are referred to CAMHS. CDC Psychologists see some children who meet their criteria to receive support. Referrals are made to the Social Care Early Intervention Team if they do not meet the criteria for CAMHS Mental Health Service.
- **Emotionally based schools, non-attendance:** Some children and young people receive input from CDC Psychologists, however there is not enough resources to meet this demand.

Community Children's Nursing Team: The team work closely with the three Special Schools in Hillingdon, providing a service for children with identified SEND needs. Other services offered include:

- Supporting and training parents and school staff where required for example on medication/epilepsy/trachea and enteral feeding which also incorporates information on equipment.
- Nurses will work closely with education to ensure the health needs of the children and young people are incorporated in section G of their EHC Plan.
- Nurses within the schools will write a report or attend the child or young person's annual review of their EHC Plan and ensure the EHC Plans are updated and reflect the child or young person's potentially changing health needs.
- The Community Children's Nursing Team also participate in post 16 reviews to aid the young person with SEND in transitioning into adulthood.

Hillingdon Schools: Of the eight Hillingdon Special Schools 5 are rated Good and 2 Outstanding by OFSTED.

SEND School Attainment and Progress: We are working collaboratively and are committed to ensuring that we support our Hillingdon schools and promote high standards for all learners and in particular, those children, young people and adults vulnerable to underachievement, including those with special educational needs and/or disabilities. We closely monitor the performance of all state funded schools in Hillingdon, and we will use our resources to monitor, support, challenge, and intervene in schools where concerns arise and where opportunities for learners are not to a good standard. We also work with the Regional Schools Commissioner where they may be concerns in Academy schools, to drive up standards.

Exclusions SEND children and young people: We are all aware that children with special educational needs and/or disabilities are more likely to be excluded from school than their classmates. The SEND Service works with schools where there has been a permanent exclusion and the Hillingdon Exclusions and Reintegration Team to ensure children and young people have education provision from day 6 of their exclusion. Hillingdon Officers have developed the London Borough of Hillingdon's Exclusions Guidance and Support: For Schools and Governors which includes specific information on children and young people with SEND.

The team have also worked with the Education Psychology Service and a variety of different services within Hillingdon to develop '11 good options guides for schools' to encourage alternative interventions and support for children and young people with low level disruptive behaviour. Through a partnership approach, officers were able to provide expert input into how schools could utilise these guides to achieve good outcomes and create further options for reducing permanent exclusion.

SENCO's: There is strong engagement from SENCOs through **SENCo Forums** and monthly newsletters with SEND training programme offered to all SENCOs. There is SENCO representation on the SEND Strategic Board and the SEND Operational Priority Groups.

Parent Carer and Young People's Engagement

Parent Carer Views: Here in Hillingdon, we work closely with a number of parent carer groups, which include Hillingdon Parent Carer Forum (HPCF), Hillingdon Autistic Care and Support (HACS), Centre for ADHD and Autism, Disablement Association Hillingdon (DASH), Young People's Healthwatch.

Parent Groups are involved in delivering workshops, carrying out surveys and supporting with co- production across the local area and parents are also represented on SEND Priority Groups. We also work alongside the Family Information Service (FIS) and support the on-going development of the Hillingdon Local Offer.

Young People's Views: We are development closer engagement of young people though working with Hillingdon Youth Council, Schools Councils and Young Healthwatch.

Hillingdon Special Educational Needs Disability Information, Advice and Support Service (SENDIASS)

Our Hillingdon SENDIASS is well established and offers free, accurate and relevant information, advice, and support for parents/carers of children and young people with special educational needs and disabilities (SEND) from 0-25 years. Young people can access SENDIASS themselves once they are 16+. The service is impartial, and confidential. Parents/carers and young people are empowered to play an active and informed role in the educational journey for the child or young person with SEND, to participate in decisions and work towards the best possible outcomes.

Who will oversee this strategy?

The SEND Partnership Board (see Appendix 2) has given agreement for the vision and priorities to be consulted on more widely through a public consultation exercise to run from July to August 2022. This will involve an online survey alongside a series of public engagement events, to seek views from a wide range of key stakeholders and to enable people to share their thoughts and ideas to help shape the final version of the document.

Appendix 1: Glossary of Terms

Primary Needs:

- **ASC/ASD:** Autism Spectrum Condition/Disorder/Autism
- **SEMH:** Social, Emotional and Mental Health
- **HI:** Hearing Impairment
- **MLD:** Moderate Learning Difficulties
- **MSI:** Multi-Sensory Impairment
- **PD:** Physical Difficulties
- **PMLD:** Profound and Multiple Learning Difficulties
- **SeLD/SLD:** Severe Learning Difficulties
- **SpLD:** Specific Learning Difficulties
- **SLCN:** Speech, Language and Communication Needs
- **VI:** Visual Impairment

Broad Categories of SEND:

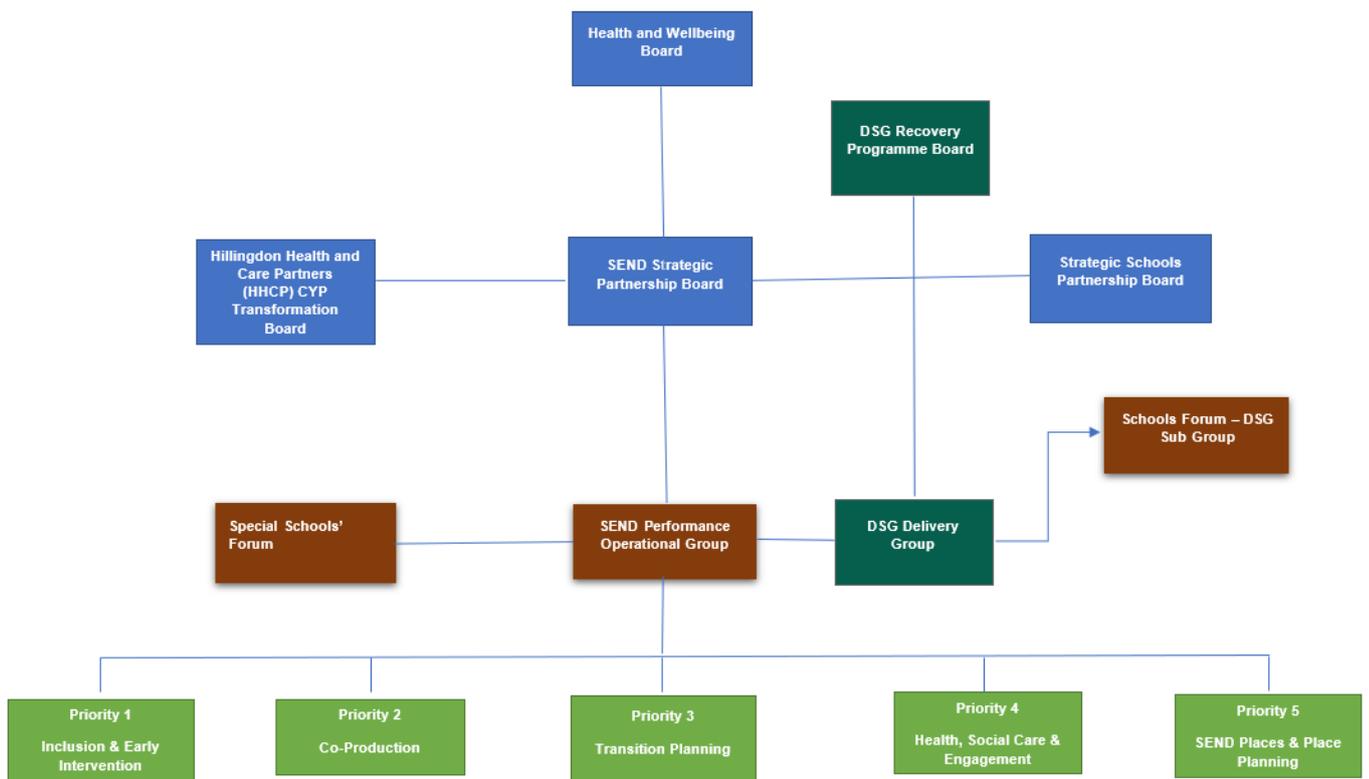
- **Social, Emotional and Mental Health Difficulties (SEMH):** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, such as anxiety or depression, self-harming, substance misuse eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided in a mainstream setting. This includes pupils with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) who are likely to require specialist support and/or equipment to access their learning or support. It also includes those with a severe physical disability (PD).
- **Cognition and Learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication - through to profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD), which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. This area includes those children and young people with autism who also are likely to have difficulties with social interaction, and with language, communication and imagination, which can impact on how they relate to others.

Other Terms or Acronyms:

- **Academy:** Schools controlled and funded directly by the Secretary of State for Education and include academies, free schools, UTC schools, studio schools, academy special schools, alternative provision academies and academy boarding schools.
- **Additionally Resourced Provision (ARPs):** Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.
- **Alternative Provision:** Alternative provision is usually a temporary placement for a child until they can return to mainstream education or move to specialist provision. For some pupils it may be a longer-term solution. The provision can be part time and be part of a broader curriculum delivered alongside education at a school, further education college or other provider (i.e., when specialist facilities are required for vocational courses).
- **Assess Plan Do Review (APDR):** Schools and other settings should demonstrate, through evidence, the application of the APDR cycle. Earlier decisions and actions are revisited and reviewed.
- **Co-production:** Co-production is a way of working which builds on the strengths of families, communities and services and involves everyone from the beginning as equal partners.
- **Early Help:** Early Help means providing support as soon as a problem emerges, at any point in a child's life from birth through 25 years.
- **Education, Health and Care Needs Assessment (ECHNA):** The initial document submitted in the EHC process which is reviewed at SEN Panel who look at the evidence to decide whether to agree to assess for the EHCP.
- **Education, Health and Care Plan (EHCP):** An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority, after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
- **Graduated Response:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
- **Hillingdon Parent Carers Forum (HPCF):** The parent carer/forum in Hillingdon representing the voice of families of children and young people with SEND.
- **Independent Mainstream School:** Schools that charge fees instead of being government funded.
- **Independent Special School:** The DfE defines an independent special school as a private school that specialises in teaching children with special educational needs.
- **Mainstream School:** School provision other than special schools, hospital schools, alternative provision, i.e., mainstream community schools, voluntary-aided, trust, foundation, or grammar schools.
- **Maintained School:** A school that is funded by a local education authority.

- **Non-maintained Special School:** Non-maintained special schools are defined by the Department for Education as schools for children with special educational needs that the Secretary of State for Education has approved under Section 342 of the Education Act 1996. They are independent of the local authority and operate on a not-for-profit basis.
- **Private, Voluntary, Independent Sector (PVI's):** Providers who are providing Early Years Foundation Stage.
- **SENCo:** Special Educational Needs Co-ordinator. Every school is required to have a teacher responsible for special educational needs to enable children and young people to achieve the best educational outcomes.
- **SEND Information, Advice and Support (SENDIAS) Service:** All local authorities, by law, must provide free impartial information, advice and support to children and young people with SEN or disabilities, and their parents/carers. Hillingdon SENDIAS Service is the information, advice and support service here. The service is free, confidential, impartial and at arm's length from Hillingdon Council.
- **SEND Local Offer:** Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. Local authorities must consult locally on what provision the Local Offer should contain.
- **SEN Support:** SEN support is the approach that all education settings are required to provide for children with SEND. It has four stages of action: assess, plan, do and review. This graduated approach aims to ensure that progress is regularly monitored, and appropriate interventions are made to support the child or young person to achieve their goals.
- **Specialist Resource Provision (SRP):** Are special provisions within a mainstream school where the children are taught mainly within separate classes.
- **Special School:** A school which is specially organised to make special educational provision for pupils with SEN.

Appendix 2: Dedicated Schools Grant & SEND Governance Structure



DRAFT

Appendix 3: Growth in SEND Population in Hillingdon

Here in Hillingdon, there is a good range of specialist provision within the borough, but there is a need for ongoing developments to ensure there is sufficient specialist provision for the growing population. The number of children and young people who attend school out of the borough is too high and this has implications for their family lives, friendships and future expectations.

There are currently 7,739 children and young people aged 0-25 years with SEND in Hillingdon.

SEN Support

Nationally, 12.2% of the school population are on SEN Support, up 0.1% from 12.1% in 2020. In London, 11.4% of the total school population are on SEN Support, however in Hillingdon this position is lower with 10.3% of the school age population on SEN Support in Hillingdon schools.

This means there is more to do to identify and support children and young people with SEND in mainstream settings within Hillingdon. The aim is to steadily increase this number by 0.25% per year and to reach a 11.5% increase by 2026.

Education, Health and Care Needs Assessments

The assessment process for an EHCP lasts 20 weeks, from the request being received to an EHCP being finalised. Nationally, over the past year 55.6% of assessments were completed within the 20 week timescale, a decline from the previous year at 58.7%. As of January 2022, SEN2 data, the cumulative average in Hillingdon for completing assessments within 20 weeks has significantly increased in the calendar year (2021) from 22.7% in 2019 and 34.1% in 2020 to 87% in 2021.

EHC plans

The proportion of pupils in Hillingdon schools that have an EHC plan is 4.1% which is above the average 3.8% of London schools and 3.7% national average (Jan 2021 school census). There were 3099 EHC plans maintained by Hillingdon as of March 2022 a 14.4% increase on March 2021.

Overall, we are seeing a growth of 7.19% taking into account new EHC plans and EHC plans that have been ceased.

Outline profile of need

Analysis of SEND needs in Hillingdon shows that Communication and Interaction needs including Autism Spectrum Disorder (ASD) and Speech, Language and Communication Difficulties continue to be the most prevalent areas of need across the Borough with a higher proportion of young people with SEND displaying needs within the Social, Emotional and Mental Health area of need as they move into secondary education.

- As of May 2022, 46% of all children and young people with an EHC plan had a primary need of Autism.
- 19% had a primary need of Speech, Language, or Communication Needs (SLCN).

- 8% had a primary need of Social, Emotional, and Mental Health (SEMH) needs.
- 7% had Moderate Learning Difficulties (MLD).

How we will use this data

Our Hillingdon SEND Sufficiency Strategy (previously, Additional Needs Strategy) outlines in more detail how we will meet the demand and growth of SEND needs in borough and aligns to our priorities within the SEND Strategy. It will inform how we need to expand school provision and which services we need to commission.

DRAFT

Appendix 4: National, Local and Financial Context

National Legislative Context

The Children and Families Act 2014 was designed to offer simpler, improved and more consistent help for children and young people with SEND. The system extended the rights and protection to children and young people by introducing education, health and care plans and extending provision from birth to 25 years of age.

The reforms, which came into force in September 2014, required local authorities to:

- Work in partnership with families
- Ensure that all children and young people can access the right support and provision to meet their needs
- Adopt an integrated approach to meeting the needs of children and young people with SEND
- Meet the needs of children and young people with the most complex needs through a single plan – an Education, Health and Care Plan
- Involve children, young people and their parents/carers in decision making at both the individual and strategic level
- Involve children and young people and their parents/carers in shaping services
- Publish a Local Offer which details the support, services and provision available within Hillingdon
- Jointly plan and commission services
- Provide information, advice and support to children, young people and their parents/carers in line with the requirements of the Act and Code of Practice.

The Act sets out the expectation that children and young people with special educational needs should be included within mainstream schools together with children who do not have special educational needs, so far as reasonably practicable and is compatible with:

- The child receiving the special educational provision called for by his or her special educational needs
- The provision of efficient education for the children with whom he or she will be educated, and the efficient use of resources.

Schools must ensure that they do not discriminate against children and young people with SEND, this includes admission arrangements, and the way schools provide education and exclusion practices.

Schools should ensure that pupils with SEND can be involved in every aspect of school life. This may involve changing the way schools teach pupils. Some are more complex and require specialist advice and support to achieve them.

Consultation on the SEND Green Paper 2022

The government is currently consulting on its Green Paper; 'SEND Review: Right support, right place, right time a consultation on the SEND and alternative provision system in England. The consultation sets out the proposed reforms to the SEND and Alternative Provision (AP) system that seeks to address three key challenges. These challenges are:

- Outcomes in SEND and AP are poor.
- For parents navigating the system is not positive.
- SEND Services are not delivering value for money.

The paper sets out a vision for a single National SEND and AP system which will introduce new standards in the quality of support given. Here in Hillingdon, we already have work in progress to address some of the challenges and the priorities outlined in the draft SEND Strategy support the proposals outlined.

One of the key themes is to ensure the culture and practice in mainstream schools is more inclusive, with the introduction of Inclusion Plans. Whilst not yet setting out what these plans will look like, the Specialist Advisory Service are already working to embed SEND Reviews and the Inclusion Commitment across schools in Hillingdon. Part of this support includes the training of SENCO's and school staff, which is in line with the Green Paper proposals.

The proposals also advocate for the early identification of SEND and support and the Specialist Advisory Service, has been re-modelling to support an Early Intervention approach, which includes an Early Health Notification Panel and ESF Funding Panel which can support children in mainstream schools at SEN Support level who can be supported without the need for an EHC plan.

The Green Paper also proposes further investment in Supported Internships for young people on their pathway to adulthood and here in Hillingdon we are continuing to invest and build on the delivery of our established Supported Internship Project SEARCH programme.

Dedicated Schools Grant Safety Valve Agreement

In 2022 Hillingdon was one of a small number of local authorities who successfully secured a safety valve agreement with the Department of Education (DfE) to remove the cumulative Dedicated Schools Grant (DSG) deficit.

To secure this agreement, Hillingdon Council had to demonstrate how through this strategy it would reach an in-balance position within 5 years. The Council was also successful in securing a bid for additional Capital Funds from the DfE for proposed education expansion projects.

As part of this agreement, the SEND Service and partners want to encourage greater inclusion within educational settings and through early help and intervention to ensure the SEND needs of children and young people (CYP) are met as far as possible through mainstream provision. At the heart of the agreement is a focus on improving outcomes for children and young people with SEND.