



Hillingdon Local Area SEND & AP Partnership

Improvement Plan 2024-2028

Highlight Report January 2026

Programme	Hillingdon Local Area SEND & AP Partnership Improvement Plan 2024-2028 implementation
Directors co- chairing SEND Operational Group (SOG)	LBH- Abi Preston, Director of Education and SEND ICB- Sue Jeffers, Borough Director Hillingdon
Project leads	LBH -Dominika Michalik, Assistant Director of SEND & Inclusion Rani Dady, Head of Programme Management ICB- Hilary Smith, Designated Clinical Officer
Programme delivery: current status	Green
Reasons for RAG	Plan initiated and all actions are on track for delivery
Report Completed By	Dominika Michalik, Assistant Director of SEND & Inclusion
Date	27.01.2026

Summary of Progress			
From	November 2025	To	January 2026

Ambition Group Headlines

AMBITION GROUP 1 The right support, at the right time, in the right place	
<ul style="list-style-type: none"> Review and refine early intervention offer Review and refine approaches to early identification, assessment and reviewing of EHCPs Develop clear pathways for support. Promote Hillingdon's approach to inclusion including increasing uptake in SEND reviews & peer mentoring Develop new collaborative agreement & ways of working for Children's Integrated Therapies Improve outcomes for children with EHCPs and SEND Support 	<ul style="list-style-type: none"> ➤ Work on Support Information Guidance for CYP and their families who are awaiting neurodiverse assessments is going well with completion expected by end of February 26. Feedback from PCF has been incorporated into the document's planning. The Family Hubs and Children's Centres Service Manager has been commissioned by the ICB to produce the document, which will include a QR code linking to the Local Offer. The QR code will be shared by the Child Development Centre at first contact. ➤ Second Parent Event took place on 26.01.26 with various speakers providing information and guidance. ➤ Early Identification toolkit is available on LEAP and Local Offer. Training is now being developed alongside the MSP which will be rolled out this year. ➤ PINS 2 Project has now progressed to the commissioning stage and is being developed collaboratively with four partner boroughs. This joint

<ul style="list-style-type: none"> • Develop training opportunities for LBH staff, health, social care and schools 	<p>approach aims to ensure consistency, shared learning, and improved outcomes across the region.</p> <ul style="list-style-type: none"> ➤ Inclusion Network developing further, positive feedback ➤ Partnership Training Offer is being further developed- OAP training sessions for schools are taking place now. SAS offers universal ones free of charge and bespoke training sessions as part of traded offer. ➤ Designated Social Care Officer (DSCO) is setting up pathways for social care statutory assessments and advice. First templates were created and now being implemented. DSCO provided information session to all SEND & Inclusion Services. ➤ EYES has gone live and now at the implementation stage. Awaiting EHCP Portal implementation. ➤ QA Framework: Annual Review Templates review workshops with schools and all other professionals took place and now working on drafts. YP contributed via Aim High and families through SENDIASS and PCF. ➤ New collaborative agreement with Children’s Integrated Therapies is in place. Commissioner liaising with CNWL about some challenges related to therapy delivery. ➤ ICB & CNWL ‘Waiting Well’ Pilot initiative continues. It enhances access to both pre- and post-diagnostic support. Waiting times for ASD and ADHD diagnosis remain a significant challenge, with waits extending up to three years and no joint assessments at this stage. ➤ Thrive is preparing to launch its dedicated website and has already published a landing page on the Hillingdon Council website. The initiative will require the reformation of the Thrive group, ongoing work.
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Major milestones

<ul style="list-style-type: none"> ➤ Positive Parent/Carer event took place ➤ Progress in building SEPB dashboard ➤ Progress in developing Thrive website ➤ Progress in developing social care statutory advice led by DSCO ➤ Early Identification Toolkit and OAP guidance branded and published with workshops scheduled to support further the implementation. ➤ Great success of the Inclusion Network for Education (previously SENCO Forum) <i>Feedback from the three meetings has been overwhelmingly positive, with participants describing the sessions as: “Interesting, inspirational, positive, informed, useful, multi-faceted, motivating, encouraging, and improved.”</i>

Risks

Action	Issues	Mitigation
Configure EHM database system and build in reports to share information between SEND EHCP team, social care and health teams regarding Annual Review due dates. Report to be built and securely shared across partnership.	New technology improvement to share data across the NHS - issues and effectiveness unknown until tested. With the new EHM EHCP portal, officers manually remind schools via an AR spreadsheet. Enhanced management monitoring is now in place. EHM issues deadline notifications and there is ongoing work to ensure correct report on key AR tasks. Full implementation should be completed by March	Work has been initiated to build in the report from LA to report on what SEND EHC Team received from school in terms of statutory advice. Currently manual AR due date sharing with schools to ensure improvement of Annual Review Timeline. This is holistic responsibility of all stakeholders.

	26, six months after launch, to address any issues.	
CNWL Service Leads, Business Intelligence Team and ICB representatives will work together to implement increased breadth of data capture.	Work is ongoing to obtain the data required and to find a way to share this effectively between all organisations. This work is underway but will not be completed by the end of March as it is complex. Challenges to staffing resources – implications for ICB.	Business Intelligence (BI) commenced implementation of changes to IT systems. DCO met with CNWL BI team and developed a new data set.
Waiting times for ASD / ADHD / diagnosis are at 2 years and not improving.	A pilot of AI tool <i>Anathem</i> in Brent CAMHS showed promising time savings of 1–2 hours per diagnostic report, and rollout to Hillingdon CDC and CAMHS is imminent. A collaborative proposal with the other three ND providers in NWL has been developed for a new integrated ND service specification, aiming to streamline ASD and ADHD assessments into a single pathway, establish borough-level triage hubs, enhance early intervention, and expand digital solutions including AI and shared website development.	Next steps include rolling out <i>Anathem</i> to Hillingdon services; presenting the integrated ND service proposal to the ICB; and seeking ND SDF funding to increase team capacity, acknowledging that demand will still exceed available resources.
Collaborative Agreement -CITS delivery	Challenges with OT delivery	Head of Commissioning is liaising with CNWL Leads to agree next steps and address challenges.

AMBITION GROUP 2
Fully inclusive education for all

<ul style="list-style-type: none"> • Improve functionality of the Local Offer • Support and empower settings to play their part in a fully inclusive system • Review and refine support for SEND children with transitions, attendance and exclusions and vulnerable group 	<ul style="list-style-type: none"> ➤ Local Offer HELLO (Hillingdon Empowering Lives Local Offer) being developed further with updated information from various stakeholders. ➤ SEND Youth Forum Aim High developing well with participation in new project Dragon SEND (Working in partnership with Heathrow Airport, an event with schools to develop Entrepreneurial skills for young people with SEND). ➤ To support Inclusion: EBSNA Protocol (will be expanded to EROS Pilot through <i>London Innovation and Improvement Alliance</i> with grant funding of £25,000 that Hillingdon was successful in applying for. ➤ To further support Inclusion- Part-time timetables protocol implemented. Other projects have been initiated: Hillingdon Local Area Adaptive Teaching Framework, Accessibility strategy in being developed as part of inclusion commitment, EBSNA Protocol EROS - focus on ensuring CYP's voice is captured and support inclusion.
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	<ul style="list-style-type: none"> ➤ Review of Annual Review templates have been done through co-production workshops and now finalising templates with tools to support AR process for YP themselves. ➤ Extension for another year Transition Pilot Programme run by LBH education in partnership with CAAS for 6 secondary schools to support transition of CYP with ADHD & ASD with EHCP transferring to secondary mainstream provision to ensure CYP have every opportunity to succeed in their school. ➤ Inclusion Consistency Framework – work progressing well on new QA Framework for Inclusion tool that has been developed to support schools with self-evaluation and improvement under Ofsted. Now we are merging this with Inclusive & Equity-Focused Self Evaluation Tool that SAS Developed for SEND. ➤ All guidance documents, including the OAP Framework, have been fully branded and published on Local Offer and LEAP.
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Major milestones

- Hillingdon being awarded grant (£25,000) through *London Innovation and Improvement Alliance* to support inclusion for EBSNA CYP through EBSNA Response and Outreach Team (EROS)
- QA Framework for Inclusion trial implementation- self-evaluation and improvement under new Ofsted framework
- Local Offer: HELLO (Hillingdon Empowering Lives Local Offer) is live from 5th September 2025 and being further developed
- Collaboratively reviewed and branded in line with SEND & AP Strategy guidance documents are now published and can be used by all stakeholders
- Part-time tables protocol is developed and being embedded.

Risks

Action	Issues	Mitigation
Support settings to ensure that CYP who do not require special school are not placed there.	SEN2 return indicated Hillingdon % of CYP in special schools in total remained 35% similar to the last year 34.4% which remains still significantly higher than national. Nationally there has been a decrease from 32.3% to 30.4% this year and regionally there is a decrease in London from 28.2% to 27.6%.	LBH Team working closely with special schools and SRP/DU network to support transitions and develop further guidance for mainstream schools about inclusion (EBSNA Protocol; Hillingdon Local Area Adaptive Curriculum, Inclusion Consistency Framework)

AMBITION GROUP 3
Provision meets the needs of Hillingdon's children and young people

- Review SEND Funding approach
- Develop new SRP, Designated Units and Assessment Centre with appropriate quality assurance
- Create additional places in local Special School provision
- Develop a SEND school outreach offer

- Banding review: Reviewed mainstream guidance in place and we are in the process of converting old banding to the new one. Special Schools Banding completed and in implemented with resource panels in place including in-year adjustment panel. Early Support Funding methodology reviewed to match the banding model and Early Years funding (SENIF) also reviewed through coproduction with EY settings.
- Quality Assurance: QA templates for SRPs and DUs created. Guidance document has been updated further to include all feedback.
- Expansion Projects: The Pinn River school has opened in January 2026. Construction has also commenced on the Meadow satellite site at Harefield, with completion targeted for August 2026. Barra Hall renovation within HRUC on track.
- Bishop Ramsey approved to develop secondary mainstream SRP for 24 CYP.
- Admission Guidance: Coproduced with SRPs/DUs and Special Schools, awaiting final amendments for guidance to be published.

Major milestones

- The Pinn River School has opened.
- SRPs and DUs network group set up with positive feedback from members
- Reviewed Mainstream Banded Funding Framework and Special Schools Banded Funding Framework published.

Risks

Action	Issues	Mitigation
Create additional places in local specialist provision	Delays with Barra Hall for FE students	HRUC senior leadership offered temporary solution at Uxbridge College and Harrow College to accommodate students for this academic year.

AMBITION GROUP 4

Children and young people live happy and fulfilled lives where they are included in the community

- Develop further opportunities for children with SEND to take part in clubs & activities
- Development of Preparation for Adulthood outcomes
- Further develop options for Post 16 through supported internships, provision, work and employment
- Regularly gather feedback from SEND children to understand what is working and what isn't

- Dedicated page on Local Offer for PfA has been created and being further developed with YP.
- Supported Internships Work grant has been extended until March 2026. LBH (as one of 3 in London) has been awarded grant funding to pilot a supported internship programme for young people under the age of 25 who have significant needs but do not hold an EHCP. This pilot will run for the duration of the current academic year.
- SEND Youth Forum: AIM High Youth developing well with subgroup of Aim High created at Meadow High

<ul style="list-style-type: none"> ➤ To develop a shared vision and expectation of responsibility, through the development of a Co-production Charter, across all service providers who support children and young people with SEND ➤ Improve support for children with Social, Emotional and Mental Health support 	<p>special school to allow representation from schools during school day.</p> <ul style="list-style-type: none"> ➤ Short Breaks- tender documentation is scheduled for release shortly, following a recent provider market engagement event and the completion of a draft service specification. The Short Breaks Statement is also undergoing a comprehensive review as part of this process. ➤ SEMH Support: EBSNA Protocol Task and Finish Group work continues on mapping exercise and scoping next steps now with EROS pilot in place. ➤ Thrive directory website is being developed. ➤ The SEMH Educational Psychologist has been successfully onboarded to EHCP Plus Team and started her role in January 2026 on a part time basis (3 days a week).
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Major milestones

<ul style="list-style-type: none"> ➤ Short Breaks offer review progressing well. ➤ Success of the Aim High SEND Youth Forum SEND version of the “walk in our shoes” training at Inclusion Network ➤ The SEMH Educational Psychologist in EHCP Plus Team in post ➤ Significant number of Supported Internships started in September 2025, success in receiving grant for SI for CYP without EHCP.
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Risks

Action	Issues	Mitigation
<p>The Partnership will develop SEMH Inclusion commitment and further develop Mental Health Support Worker service in schools.</p>	<p>Schools in Hillingdon face significant challenges in supporting CYP with SEMH needs, including a lack of clarity around available services and referral pathways, difficulties in identifying the underlying causes of SEMH issues, and long delays in ASD diagnoses. Rising cases of Emotionally Based School Non-Attendance (EBSNA) are compounded by limited early intervention capacity, while high suicide rates among young people, often linked to isolation and school non-attendance, highlight the urgency of the issue. Unmet SEMH needs are also contributing to increased exclusions and challenging behaviours in schools, and efforts to address these concerns are hindered by fragmented and duplicated services resulting from siloed working across agencies.</p>	<p>The ICB, CNWL and LBH officers met to discuss pathways of support for CYP in SEMH and agree next steps:</p>

AMBITION GROUP 5

There is a flexible offer and range of interventions available for children and young people to access Alternative Provision

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| <ul style="list-style-type: none"> • Create a three-tiered alternative provision system • Reduce the number of exclusions and suspensions from and within schools • Increase the number of children successfully reintegrated back into mainstream • Improve commissioning of independent providers to have a more flexible approach <p style="margin-left: 20px;">Reduce the number of children requiring tuition</p> | <ul style="list-style-type: none"> ➤ Schools have begun to utilise the Vulnerable Learners Clinics (VLC), further comms sent at regular intervals to encourage uptake. ➤ An easy-to-understand infographic and accompanying visual guide are nearing completion, and development of an online AP hub within LEAP is underway to consolidate resources, referral routes and case studies for schools. ➤ Dynamic Purchasing System (DPS) increased to 39 AP providers. Schools are also encouraged to engage with and use these providers as and when required. ➤ Further ongoing work is being completed on SLAs for the AP providers are being reviewed to include clear criteria for developing and reviewing support plans, ensuring accountability from AP providers to support effective provision planning that meets the needs of CYP. ➤ Reducing Suspensions and Exclusions: Working with schools to achieve this goal. Uptake of early intervention pathways, including the VLCs and Team Around the Child (TAC) processes, has continued to rise. Exclusion numbers decreased during the last academic year, supported by schools' enhanced engagement with AP options and trauma-responsive practice. ➤ A framework for Team Around the Child (TAC) meetings for reintegration is being further improved and linked where appropriate with part-time timetable protocol to ensure a person-centred approach. Working on details related to reintegration process and plans. |
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Major milestones

- There is an increase in providers on the DPS since the last report - there are now 39 AP providers.
- Successful implementation of Exclusions and Suspensions Guidance. Schools continue to adopt more creative and collaborative approaches to meeting pupil needs, supported by updated Exclusions and Suspensions Guidance and improved AP signposting through LEAP, with growing uptake of early intervention pathways such as the VLCs and TAC processes.

Risks

Action	Issues	Mitigation
Review existing guidance for educational settings to prevent suspensions and exclusions.	Challenges related to consistency across schools in applying guidance so that it can lead to reduced reliance on exclusions and improved outcomes for SEND students. 3 schools	Working with schools through various meetings to support implementation of the reviewed guidance. LBH teams work together to offer whole school approach. Internal tracking system being developed

	reported that they will PEX students with EHCPs.	to ensure meaningful support offer to schools.
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