

— NEWSLETTER —



HILLINGDON
LONDON

SEND & INCLUSION NEWSLETTER

NOV 2025

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SEND ADVISORY SERVICE

UPDATE

EYES – Early Years & Education System

EYES (Early Years & Education System), is now live!

Early Years settings can now submit Special Educational Needs Inclusion Funding (SENIF) applications this includes individual and group applications via the EYES Parent Portal.

Education Parental Portal Online Service

SENIF Parent Portal Guidance

PVI's, please use our new generic email address, which will be monitored by the team:

SASEarlyYears@Hillingdon.gov.uk

School referrals and funding applications are made via our Establishment Portal. The guidance below explains how referrals and applications can be made.

ESF Application Guidance

SAS Referral Guidance

Partnership for Inclusion of Neurodiversity (PINS)

Pilot

[Click Here for Update](#)



We were thrilled to host our first Speech, Language and Communication Needs (SLCN) Networking Event this term, bringing together colleagues from education, health, and community settings across Hillingdon. The event focused on building a shared understanding of SLCN and exploring collaborative ways to improve outcomes for children and young people. Highlights included an inspiring “My DLD Story,” Early Years updates, and dynamic breakout discussions. Key themes included early identification and support, amplifying pupil and parent voice, mapping training opportunities, and sharing good practice. The energy and commitment of attendees set a strong foundation for this growing network, and we look forward to continuing the conversation and celebrating effective practice at future events.

Ever wondered what it's like to support someone who faces daily challenges in understanding and using language?

We spoke to Heather Casey, Specialist Language Advisor within the SEND Advisory Service, and Syed Abras Hussain, a Newly Qualified Social Worker in the Adolescent team, to learn more about their work supporting people with Developmental Language Disorder (DLD) and how we can make communication more inclusive.

[Click Here](#)



SEND ADVISORY SERVICE

U P C O M I N G

New SENCO
Support Sessions
Tuesday 18th
November

REGISTER NOW

SIGN UP

Inclusion Network for
Education Forum 10th
February 2026
[SIGN UP HERE](#)
[Nov 2025 INfE Slides](#)

Cygnets Autism Programme Now in Schools

SAS is now delivering Cygnets in schools. This course helps parents and carers of autistic children connect, share experiences, and learn practical strategies.



Interested in hosting?

Complete the Cygnets Host Registration Form. Host schools should be able to recruit 12 parent/carers for the full course.

SAS Universal Training Autumn 2025

For further details and future training please see our [2025-26 Training Brochure](#).



12 NOVEMBER 2025

UNDERSTANDING ANXIOUS NON- ATTENDANCE

Understand how anxiety can impact attendance, identify contributing factors, and explore practical, reasonable adjustments.

9.30am-3.00pm, Civic Centre

17 NOVEMBER 2025

DEVELOPING PLAY

Explore how autism impacts play development. Create and implement tailored plans that make reasonable adjustments, and promote progress in play skills.

9.30am-3.00pm, Civic Centre

18 NOVEMBER 2025

AUTISM AND ADHD

Gain insight into what the conditions, how they are identified and strategies to support students.

9.30am-3.00pm, Civic Centre

1 DECEMBER 2025

GOOD AUTISM PRACTICE

For those who have an understanding of autism and would like more practical strategies in working with autistic students using a pupil-centred approach.

9.30am-3.00pm, Civic Centre

9 DECEMBER 2025

AUTISM AND SENSORY DIFFERENCES

Gain an awareness of the sensory differences that autistic people may experience, impact on learning and behaviour and suggested strategies.

9.30am-12.30pm, Civic Centre

[Click Here to SIGN UP](#)

SEND ADVISORY SERVICE

TIPS

Useful Links & Resources:

Early Years_

[Early_years foundation stage \(EYFS\) statutory framework](#)

[Early_years inspection: toolkit, operating guide and information](#)

Sensory

[Books with deaf characters](#)

CPD

[EEF Guidance Reports](#)

[EEF News](#)

[NASEN CPD](#)

[CLICK HERE](#)

Supporting Neurodivergent Children This Festive Season

The holidays can be joyful—but also overwhelming for neurodivergent children. Our quick guide offers simple, practical tips to help families reduce stress and create inclusive celebrations.

Learn how to:

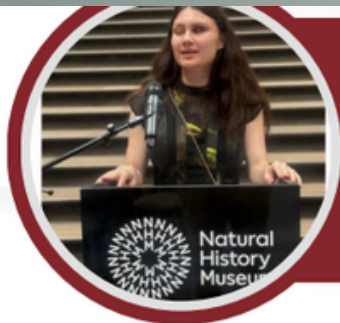
- Share plans in accessible ways
- Adapt sensory-heavy activities
- Build in rest and quiet spaces
- Celebrate each child's unique interests



Make this season calmer, happier, and more inclusive for everyone.

Explore helpful resources → [Click here](#)





Meet Ana

Ana is registered blind and uses braille and technology to access the curriculum. She has been supported by a Qualified Teacher of the Visually Impaired (QTVI) from the Hillingdon Sensory Team since she came to the borough in Year 6.

Moving to Vyners secondary school in Year 7 was a big change and a lot had to be done before Ana even started. Our habilitation officer taught independent living skills and mobility, spending time in the summer holidays teaching Ana the routes around the school. Ana used her cane and the techniques she was taught to great effect. An avid fan of the TV series Sherlock, she adopted the idea of the "mind palace" and had a flawless mental map of the school. She always knew exactly where she was! She learned maths, science and music braille notation, how to use an electronic braille laptop and voiceover software in addition to her everyday lessons.

After Vyners, she studied music performance at West Herts College. Rosina, who supported Ana at Vyners, also went there as her one to one, modifying curriculum resources such as worksheets and PowerPoints into braille and digitally accessible formats.

Now...

Ana is at the Royal National College for the Blind studying technology and learning how to use a wide range of software, such as JAWS, that allows a blind person to use computer programs such as Microsoft Office, Sibelius, Outlook and to navigate the internet as effectively as a fully sighted individual.

Working with the Natural History Museum, Ana's voice is now a permanent part of the audio tour. She is teaching other students braille music notation at college, has got her red belt for judo and is doing acoustic shooting (sound targeting air rifle shooting). Ana now has her sights set firmly on a career in access technology, supporting others with sight loss to achieve their potential.

With the right support and equipment, there is almost nothing to stop a blind person for doing anything, they might just need a different approach.





LONDON BOROUGH OF

HILLINGDON EDUCATIONAL PSYCHOLOGY SERVICE



3 MYTHS ABOUT THE EDUCATIONAL PSYCHOLOGY SERVICE



EPs only administer cognitive tests/assessments.

EPs use various techniques and strategies to inform their assessment of a child or young person. We work to understand how children learn, think, feel, and behave; especially when they're struggling in school or with emotions. EPs look at the whole picture: their strengths, challenges, environment, and relationships.

An EP's main role is to work directly with children and young people.

Although people often think EPs spend most of their time working one-on-one with children, that's just a small part of what we do.

Our main role is to support schools, families, and other professionals by helping them understand how children learn and develop. We use psychology to guide decisions, improve systems, and create strategies that help many children.

EPs only support children with Special Educational Needs and Disabilities (SEND).

EPs support all children and young people, including those facing emotional, social, or behavioural challenges, and help schools create inclusive environments for everyone. Our job is to help schools understand how different children learn and behave, and to help create environments where everyone feels included and supported regardless of background and ability.

Research Opportunity: Supporting Black and Mixed-Race Caribbean Girls through Inclusive Pastoral Support!

Hillingdon secondary schools are invited to join a UCL doctoral research study led by Danielle Daley (Trainee Educational Psychologist) on how pastoral care supports the wellbeing, belonging, and achievement of Black and Mixed-Race Caribbean girls.

The study includes:

- Student voice: short online questionnaire + focus groups for girls aged 12–16.
- Staff input: survey + optional interviews.

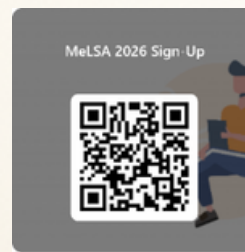
Participation is voluntary, confidential, and ethically approved by UCL.

For further details or to get involved, please contact danielle.daley.23@ucl.ac.uk.

MeLSA Training

We are pleased to announce that MeLSA training will be starting in January 2026, with the first session on 6th January 2026. MeLSA (Mediating Learning Support Approach) is a practical, evidence-informed training programme that equips participants with classroom-ready strategies to help students become independent, confident learners. To register your interest:

[Click Here](#)



SEND STATUTORY SERVICE

New SEND Frameworks

If you have a SEND EHC Service-related queries, you can escalate your concerns using the following procedure:

Procedure

We are pleased to share the new banding frameworks which have now been finalised. We have a range of new documents for schools to use:

- SEND Funding Framework - general information about how SEND funding works in schools
- Mainstream Banding Framework - banding descriptors and funding framework for mainstream schools
- Special Banding Framework - banding descriptors and funding framework for special schools
- ESF - Early Support Funding approach (non-statutory)
- SENIF (previously EYIF) - Early Years SEN Inclusion Funding Framework
- Early Identification Toolkit - checklists and useful contacts
- OAP - Ordinarily Available Provision - (updated OAP during 2024-25 - now with a new cover to ensure all the new documents have a similar look.)

Thank you!

Thank you to all schools who took part in the banding reviews and the development of the new documents listed above. We do not underestimate the time that has been invested into these, and we are very grateful to each of you for your contributions. This work has been a significant project but it has been achieved through the local area working together in a partnership approach, which is something that we hope to build on further over the course of the year and into future years.

AMBITION GROUP UPDATES

Ambition group 1: Inclusion & Early Intervention

The right support,
at the right time,
in the right place

Ambition group 2: Inclusion

Fully inclusive
education for all

Ambition group 3: SEND Sufficiency

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

Ambition group 4: Post 16, SEMH & Co-Production

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

Ambition group 5: Alternative Provision

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

Ambition Group 1

Thrive: Summer events to promote online directory, will be launching a website in January 2026!

Early Identification Toolkit and My Support Plan - completed.

PINS 1 delivery completed now **PINS 2** is underway.

Ambition Group 2

New **"HELLO"** local offer website

OAP workshops on offer

CAAS Project supporting transitions

Ambition Group 3

Banding models for mainstream, special schools, Early Support Funding and Early Years SEN Inclusion Funding completed.

Pilot on SRP review has been completed and a QA model has been implemented.

Focus is on **developing more secondary provision**

Ambition Group 4

Directory on the Local Offer has been updated.

PFA Strategy has been co-produced and is being finalised

SEND Youth forum - AIM High has been established

Ambition Group 5

Three-Tiered AP Model - Data Mapping Expanded, Attendance Support Cluster meetings, LEAP, vulnerable learner clinics.

AP Directory now available on LEAP

Regular review and expand the list of approved AP

A recent letter from the Department for Education stated:

"...Our expert advisers have expressed confidence in your approach, prioritising inclusion and early intervention, and your team's capacity to deliver your ambitious plans. They noted the very strong progress made over the last year, leading to good outcomes. We share their assessment and commend your continued hard work and dedication to deliver for the children and young people of Hillingdon."

We continue to offer a range of free online workshops available to parents and professionals, on wide-ranging topics. We would like to invite you to attend our upcoming training's. Details of topics are as follows

For parents: Speech and Language Therapy - Mainstream Schools

Monday 1st December 2025 - 14:00 to 15:00 - Using visuals to support communication

Friday 16th January 2026 - 14:00 to 15:00 - How to support your child transitioning to secondary school

Thursday 5th February 2026 - 14:00 to 15:00 - Bilingualism

Tuesday 3rd March 2026 - 14:00 to 15:00 - The Importance of Story Time

Friday 17th April 2026 - 14:00 to 15:00 - How to support non-speaking/minimally speaking children

Thursday 7th May 2026 - 14:00 to 15:00 - Blank Levels Questions

Tuesday 9th June 2026 - 14:00 to 15:00 - Language for Thinking

Monday 6th July 2026 - 14:00 to 15:00 - Language for Behaviour and Emotions

Zoom Meeting details for parents:

[Click Here](#)

Meeting ID: 836 3805 3994

Passcode: 131832

For Professionals:

Autumn Term 2025:

Wednesday 10th December 2025 - 14:00 to 15:00
- How to set up and run group interventions in school

Spring Term 2026:

Tuesday 13th January 2026 - 14:00 to 15:00 - Toe Walking

Friday 30th January 2026 - 14:00 to 15:00 - Sensory Processing

Tuesday 24th November 2026 - 14:00 to 15:00 - Toileting

Thursday 26th February 2026 - 14:00 to 15:00 - Early Years SLT Service

Tuesday 10th March 2026 - 14:00 to 15:00 - Handwriting

Summer Term 2026:

Friday 24th April 2026 - 14:00 to 15:00 - Gross Motor Skills

Wednesday 6th May 2026 - 14:00 to 15:00 - Transition to Secondary

Friday 22nd May 2026 - 14:00 to 15:00 - Developmental Co-ordination Disorder

Zoom Meeting Details for professionals:

[Click Here](#)

Meeting ID: 886 2163 2596

Passcode: 707700

[Referral Form](#)
[CITS Website](#)