SEND Reform

and Inclusion Briefing for School Governors

Hillingdon SEND Together

Building an inclusive future for children and young people in Hillingdon

Governor briefing 20th October 2026

Hillingdon SEND and AP Partnership

Right support • Right time • Right place

Today's governor briefing

1. **Overview of SEND Reforms**
2. **Our shared ambition** — Why reform and what success looks like
3. **The local reform plan** — Five ambitions and four building blocks
4. **What governors need to know** — Strategic oversight of earlier support, locality working and Experts at Hand
5. **Local provision and capital** — More capacity closer to home
6. **Co-production and next steps** — How governing boards can support and challenge delivery

SEND reform: core principles and key changes

Five principles underpin a proposed four-level support model and phased system reform.

CORE PRINCIPLES

- **Early —** Children and families receive support as soon as needs emerge, preventing issues from escalating into crises.
- **Local** —Children learn in education settings close to home and alongside their peers rather than traveling long distances.
- **Fair —** Schools are properly resourced to meet predictable needs so parents do not have to fight for basic support.
- **Effective —** Reforms and teaching practices are grounded in solid evidence to deliver strong long-term outcomes.
- **Shared —** Education, health, and care services work in genuine partnership with families, local government, and communities.

OTHER KEY CHANGES

Individual Support Plans — Proposed legal duty for digital ISPs for every child identified with SEN in nurseries, schools and colleges.

EHCP reform — EHCPs remain, focused on children requiring the highest Specialist layer:

- After September 2029, reviews at transition points (end of primary, secondary and Post-16) will determine whether children and young people move to a new specialist EHCP or an ISP.
- All existing EHCPs and protections will remain in place until September 2030.
- No child will be asked to leave a special school.

Inclusion bases — Dedicated calm, regulated spaces in secondary and selected primary schools.

FOUR LEVELS OF SUPPORT

1. **Universal Offer**
   Inclusive teaching and early identification in every mainstream setting.
2. **Targeted Support**
   In-class and small-group interventions for common needs.
3. **Targeted Plus**
   Additional support involving external specialists.
4. **Specialist Support**
   High-level provision reserved for complex needs.

Inclusive education for every child

Every setting will become an inclusive setting

- **If families want a mainstream setting for their child, their preference will be upheld.**
- **A £1.6 billion Inclusive Mainstream Fund** over three years will give schools, colleges and early years settings funding to deliver an improved inclusion offer.
- All staff will benefit from **national SEND training**, backed by over £200 million over three years.
- Early years settings, schools and colleges can benefit from £3.7 billion of capital investment from this year to 2030 to create tens of thousands of **new places in Inclusion Bases** in mainstream settings, make buildings accessible and create new special school places.
- New **National Inclusion Standards** and early identification tools will support earlier, more consistent help.
- Every school will publish a legal **Inclusion Strategy** by 31 December 2026, setting out how they will remove barriers to learning to support inclusion.
- Inclusion will be embedded in **Ofsted inspections** and national data.

Five ambitions, one joined-up plan



1	2	3	4	5
Right support, right time, right place	Fully inclusive education for all	Provision meets local need	Happy and fulfilled lives	A flexible range of alternative provision

Experts at Hand underpins delivery across all five ambitions.

Our vision — and what this means for governing boards

A fully inclusive, coherent, fair and financially sustainable 0–25 system — with timely, local and effective support.

FOUR SYSTEM GOALS

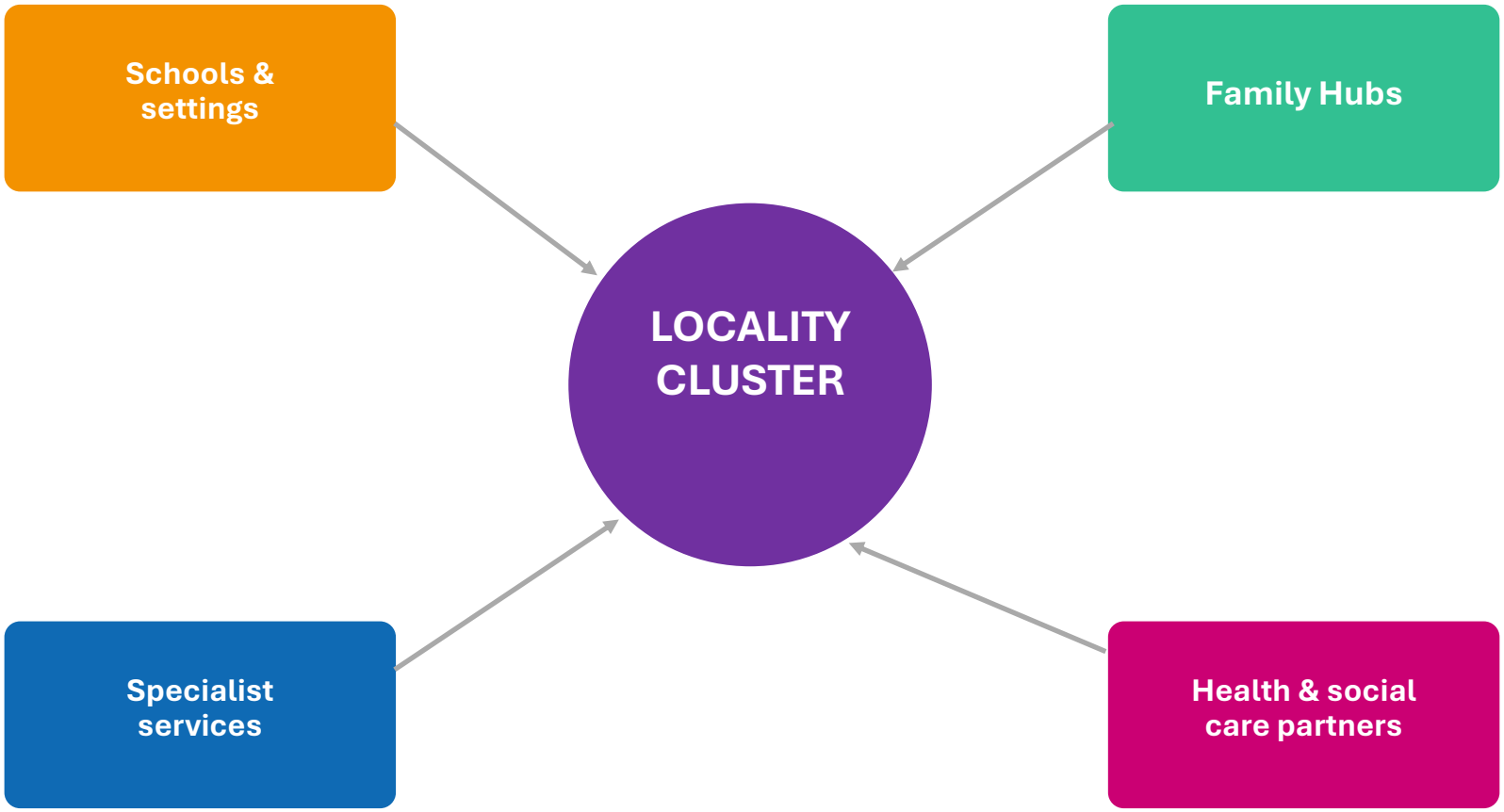
1. **Earlier identification**
   Needs identified early and met quickly.
2. **Mainstream inclusion**
   More children thrive locally and belong.
3. **Needs-led provision**
   Mainstream, specialist and post-16 capacity matches need.
4. **Outcomes & confidence**
   Better outcomes, family confidence and co-production.

WHAT GOVERNING BOARDS SHOULD EXPECT

- ✓ **Clearer expectations**
  One framework and consistent ordinarily available provision.
- ✓ **Earlier identification**
  Screening, early-years pathways and graduated responses.
- ✓ **Locality collaboration**
  Schools and partners work through Family Hub-aligned clusters.
- ✓ **Specialist expertise sooner**
  Outreach, advice, training and targeted support.
- ✓ **Stronger transitions**
  Earlier planning across phases and into adulthood.

Earlier help • stronger inclusion • local collaboration • smoother transitions

Locality clusters: support closer to schools and communities

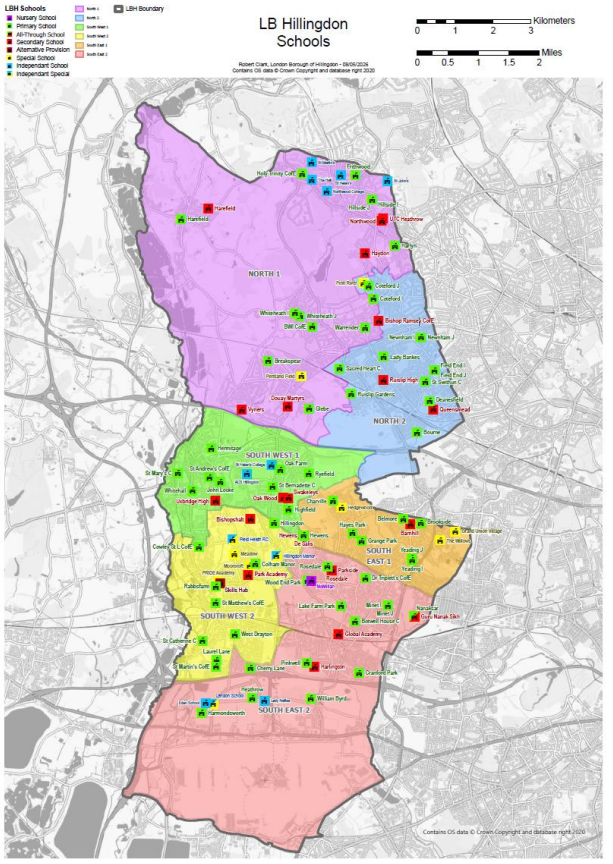


Earlier access • shared expertise • smoother transitions • resources deployed according to local need

Locality clusters: support closer to schools and communities

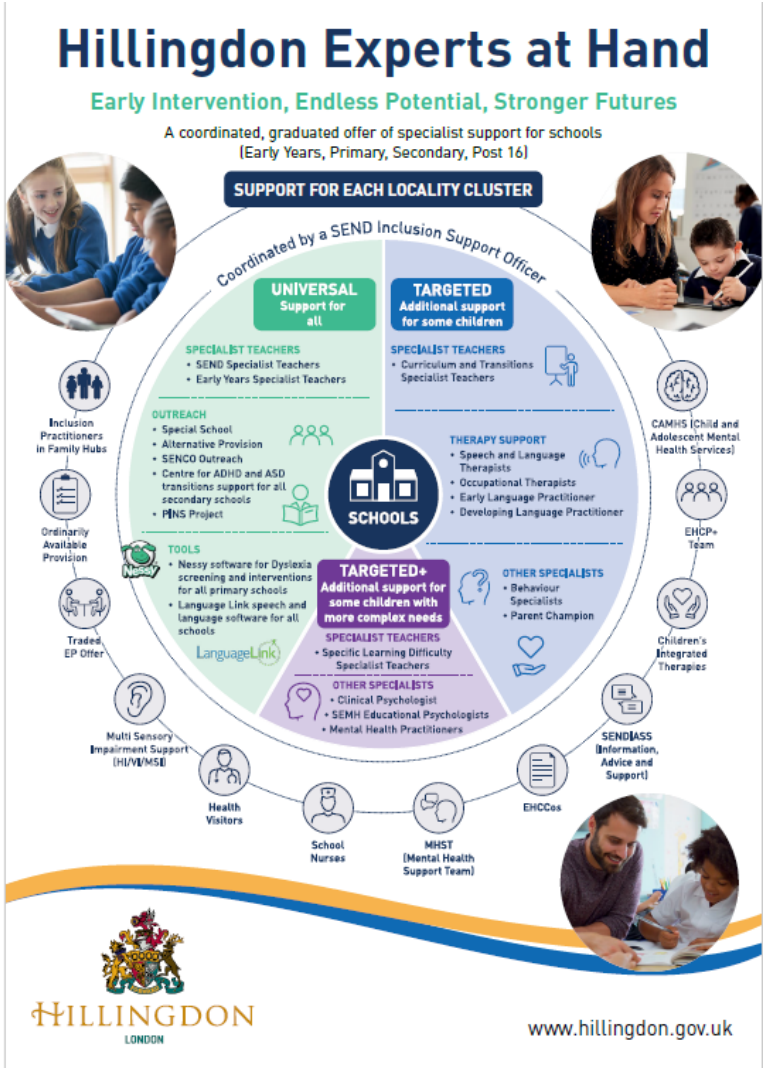
School Name	School Category	Ward	Cluster Group
Hillside Infant School	Infant	Northwood Hills	North 1
Whiteheath Infant School	Infant	Ruislip	North 1
Hillside Junior School	Junior	Northwood Hills	North 1
Whiteheath Junior School	Junior	Ruislip	North 1
Bishop Winnington Ingram CofE Primary School	Primary	Ruislip	North 1
Breakspear School	Primary	Ickenham & South	North 1
Frithwood Primary School	Primary	Northwood	North 1
Glebe Primary School	Primary	Ickenham & South	North 1
Harefield Infant & Junior School	Primary	Harefield Village	North 1
Harlyn Primary School	Primary	Northwood Hills	North 1
Holy Trinity CofE Primary School	Primary	Northwood	North 1
Warrender Primary School	Primary	Ruislip	North 1
Harefield Academy	Secondary	Harefield Village	North 1
Haydon School	Secondary	Northwood Hills	North 1
Northwood School	Secondary	Northwood Hills	North 1
The Douay Martyrs RC School	Secondary	Ickenham & South	North 1
Vyners School	Secondary	Ickenham & South	North 1
Pentland	Special	Ickenham & South	North 1
UTC Heathrow	UTC/Studio	Northwood Hills	North 1
Coteford Infant School	Infant	Eastcote	North 2
Field End Infant School	Infant	South Ruislip	North 2
Newnham Infant & Nursery School	Infant	Eastcote	North 2
Coteford Junior School	Junior	Eastcote	North 2
Field End Junior School	Junior	South Ruislip	North 2
Newnham Junior School	Junior	Eastcote	North 2
Bourne Primary School	Primary	South Ruislip	North 2
Deanesfield Primary School	Primary	South Ruislip	North 2
Lady Bankes Primary School	Primary	Ruislip Manor	North 2
Ruislip Gardens Primary School	Primary	South Ruislip	North 2
Sacred Heart RC Primary School	Primary	Ruislip Manor	North 2
St Swithun Wells RC Primary School	Primary	South Ruislip	North 2
Bishop Ramsey CofE School	Secondary	Eastcote	North 2
Queensmead School	Secondary	South Ruislip	North 2
Ruislip High School	Secondary	Ruislip Manor	North 2
Pinn River	Special	Eastcote	North 2
Yeading Infant School	Infant	Belmore	South East 1
Yeading Junior School	Junior	Belmore	South East 1
Belmore Academy	Primary	Yeading	South East 1
Brookside Primary School	Primary	Yeading	South East 1
Charville Primary School	Primary	Charville	South East 1
Grange Park Primary School	Primary	Belmore	South East 1
Hayes Park Primary School	Primary	Belmore	South East 1
Hewens Primary	Primary	Charville	South East 1
Barnhill Community School	Secondary	Yeading	South East 1
Hewens College	Secondary	Charville	South East 1
Grand Union	Special	Yeading	South East 1
Hedgewood	Special	Charville	South East 1
Willows	Special	Yeading	South East 1
De Salis	UTC/Studio	Charville	South East 1

School Name	School Category	Ward	Cluster Group
Guru Nanak Sikh Academy	All Through	Wood End	South East 2
Minet Infant School	Infant	Wood End	South East 2
Minet Junior School	Junior	Wood End	South East 2
Botwell House RC Primary School	Primary	Hayes Town	South East 2
Cherry Lane Primary School	Primary	Heathrow Villages	South East 2
Cranford Park Primary School	Primary	Pinkwell	South East 2
Dr Triplett's CofE Primary School	Primary	Wood End	South East 2
Harmondsworth Primary School	Primary	Heathrow Villages	South East 2
Heathrow Primary School	Primary	Heathrow Villages	South East 2
Lake Farm Park Academy	Primary	Hayes Town	South East 2
Nanaksar Primary School	Primary	Wood End	South East 2
Pinkwell Primary School	Primary	Pinkwell	South East 2
Rosedale Primary	Primary	Wood End	South East 2
William Byrd Primary Academy	Primary	Heathrow Villages	South East 2
Wood End Park Primary School	Primary	Wood End	South East 2
Harlington Community School	Secondary	Pinkwell	South East 2
Rosedale College	Secondary	Wood End	South East 2
Global Academy	UTC/Studio	Hayes Town	South East 2
Parkside	UTC/Studio	Wood End	South East 2
Hermitage Primary School	Primary	Uxbridge	South West 1
Highfield Primary School	Primary	Hillingdon East	South West 1
John Locke Academy	Primary	Hillingdon West	South West 1
Oak Farm Primary School	Primary	Hillingdon East	South West 1
Ryefield Primary School	Primary	Hillingdon East	South West 1
St Andrew's CofE Primary School	Primary	Hillingdon West	South West 1
St Bernadette's RC Primary School	Primary	Hillingdon East	South West 1
St Mary's RC Primary School	Primary	Uxbridge	South West 1
Whitehall School	Primary	Uxbridge	South West 1
Oak Wood School	Secondary	Hillingdon East	South West 1
Swakeleys School	Secondary	Hillingdon East	South West 1
Uxbridge High School	Secondary	Uxbridge	South West 1
Colham Manor Primary	Primary	Colham & Cowley	South West 2
Cowley and St Laurence CofE	Primary	Colham & Cowley	South West 2
Hillingdon Primary School	Primary	Colham & Cowley	South West 2
Laurel Lane Primary School	Primary	West Drayton	South West 2
Rabbsfarm Primary School	Primary	Yiewsley	South West 2
St Catherine's RC Primary School	Primary	West Drayton	South West 2
St Martin's CofE Primary School	Primary	West Drayton	South West 2
St Matthew's CofE Primary School	Primary	Yiewsley	South West 2
West Drayton Academy	Primary	West Drayton	South West 2
Bishopshalt School	Secondary	Colham & Cowley	South West 2
Park Academy	Secondary	Yiewsley	South West 2
Meadow	Special	Colham & Cowley	South West 2
Moorcroft	Special	Colham & Cowley	South West 2
Pride	Special	Yiewsley	South West 2
Skills Hub	Special	Yiewsley	South West 2



Schools will be organised into locality clusters, bringing together mainstream and special schools from early years through to further education. Governors will have an important role in understanding how their school contributes to, and benefits from, this local partnership model.

Experts at Hand



A coordinated, graduated offer of specialist support for early years, schools and colleges.

UNIVERSAL

Specialist teachers, screening tools, outreach, SENCO support and workforce development.

TARGETED

Educational psychology, occupational therapy, speech and language therapy, behaviour specialists and curriculum and transition specialists.

TARGETED PLUS

Clinical psychology, specific learning difficulty teachers and SEMH specialist support.

Designed to build whole-setting capacity and provide group or cohort support, while remaining additional to statutory duties and individual entitlements.

Experts at Hand Development Timeline

Autumn 2026

- Speech & Language Therapists
- Occupational Therapists
- Clinical Psychologist
- Nessy or other
- Special school outreach
- CAAS

Spring 2027

- Specialist Teachers for Specific Learning Difficulties (SpLD)
- Specialist Teachers for Curriculum & Transitions
- Behaviour Specialist Teachers
- SEMH EP
- Little Link
- SENCO outreach

Summer 2027

- AP outreach

Early Support Funding moves closer to where decisions are made

A shift from centrally managed to six local decision-makers

CURRENT MODEL

LA managed

One centrally managed funding approach

DELEGATE

FUTURE MODEL: 6 LOCALITY CLUSTERS

- N1 Cluster
- N2 Cluster
- SE1 Cluster
- SE2 Cluster
- SW1 Cluster
- SW Cluster

Local flexibility to choose what works

Each cluster finds the most effective route to close the gap

01 Use existing expertise

Build on the knowledge and capability already in the cluster.

02 Work in partnership

Bring schools, services and partners together around local needs.

03 Focus on impact

Back the provision most likely to improve outcomes and close the gap.

Closer decisions → tailored support → greater impact

Inclusion Bases

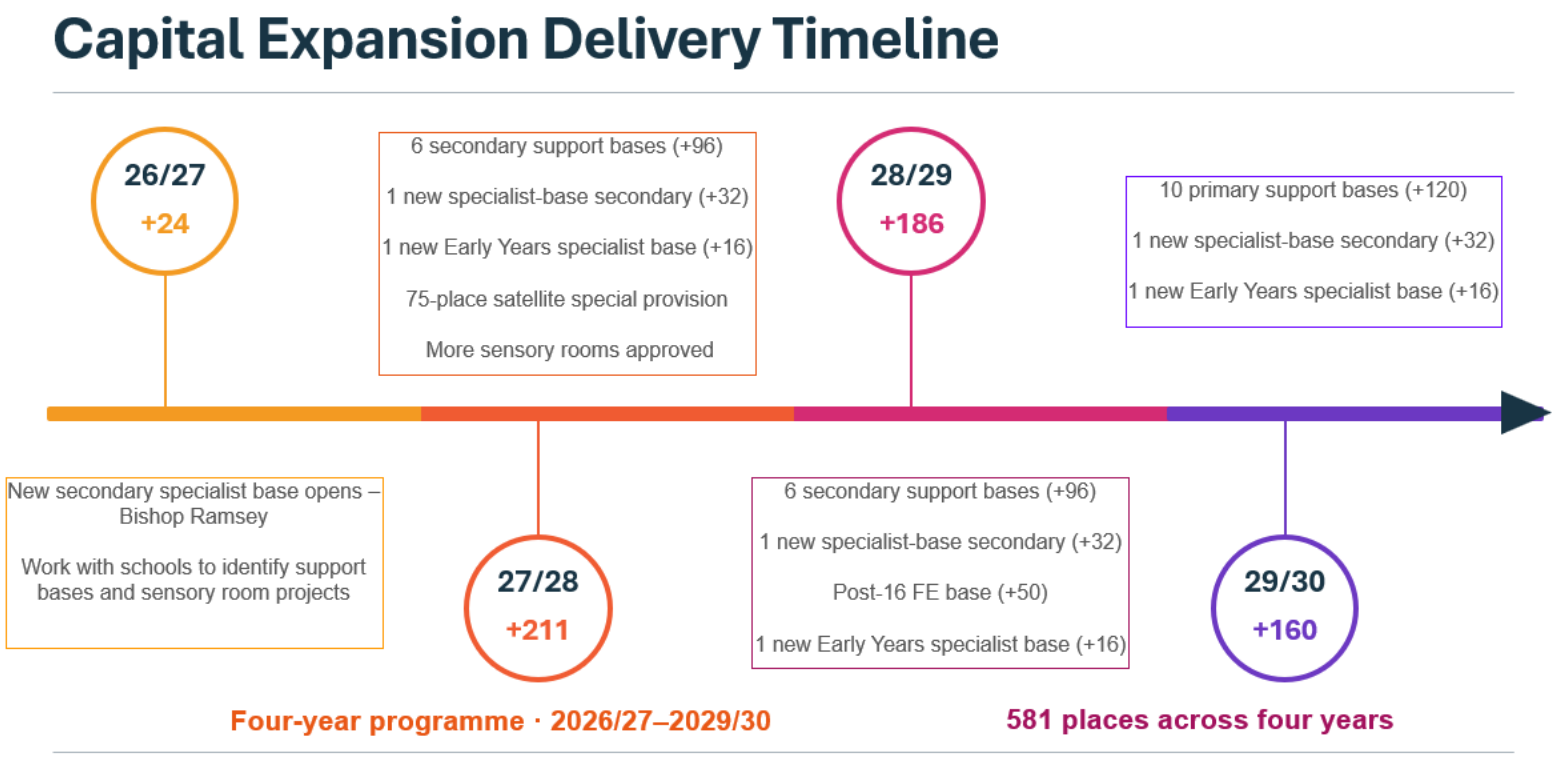


Support base

Specialist base

Inclusion Bases

Capital expansion: more provision closer to home



312	130	24	50	75
new support base places	new specialist base places	additional specialist early years places	additional specialist post-16 places	additional special school satellite places

Funding will strengthen inclusive provision: the governor oversight role

Two funding routes will help schools expand inclusive support. Governing boards should seek assurance that proposals are needs-led, deliverable and focused on measurable impact.

01 Support Base Capital Funding

Priority: secondary schools

Schools will be able to apply for funding to establish a support base within their school.

02 Sensory Room Capital Funding

Create a dedicated sensory space

Schools will also be able to bid for funding to create a sensory room that strengthens support for children and young people.

Demonstrable impact

Both processes will consider the impact a school can achieve if funding is agreed.

Every secondary school is expected to have an inclusion base

either a support base or a specialist base

Application guidance and timelines will follow shortly.

How we will know the reforms are working

59%

EHCPs educated in mainstream schools by 2029

54% baseline

+2%

attendance improvement across mainstream, SEND and EHCP cohorts

By 2029

14.5%

SEN Support, reflecting more support earlier

Approximately 12% baseline

13%

NEET rate for young people aged 16–24 with EHCPs

16.1% baseline

2.6%

pre-16 independent non-maintained special school use

3.8% baseline

Belonging

children and young people report feeling safe, supported and included

Baseline established in year 1

Measures will be tracked alongside family confidence, reduced exclusions, improved transitions and financial sustainability.

How Governors Can Support SEND Reform in Hillingdon

Governors can support successful delivery through strategic oversight, constructive challenge and a clear focus on outcomes for children and young people with SEND.

Please share your thoughts and ideas of how we can effectively deliver this plan together within school clusters

Thank you