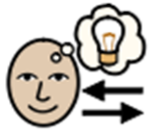
WELCOME

INCLUSION NETWORK FOR EDUCATION

NOVEMBER 2026

HILLINGDON
LONDON

HOUSEKEEPING

 Fire Alarm	 Toilets	 Time Keeping	 Confidentiality
 Be Respectful	 Ask Questions	 Share Ideas	 Devices Away

HILLINGDON
LONDON



Agenda

- **09.30 - 10.00am:** Soft start / networking
- **10.00am - 12.00pm:** Natasha from Voice 21, a national oracy education charity that helps schools teach speaking and listening skills.
- **12.00 - 01.00pm:** Lunch
- **01.00 - 01.15pm:** SAS Updates
- **01.15 - 01.30pm:** SEND Team Updates
- **01.30 - 01.50pm:** EPS updates & Vaida - Movement Development Therapy
- **01.50 - 02.00pm:** Shabana at McMillan Nursery – The Hub and new offer.
- **02.00 - 02.10pm:** Kerry & Kate from Lady Banks Primary School - How they support children with SEND to achieve positive outcomes at KS2.
- **02.10 - 02.25pm:** Sam Hunt from Oak Farm Primary School - Pupil Voice
- **02.25 - 02.35pm:** Heather Casey - Language Link
- **02.35 – 02.45pm:** Caroline & Laura – PFA & Sense of Belonging
- **02.45 - 03.00pm:** Reflection
- **03.00pm** Networking



Introducing Oracy

Natasha Palladino

We are Voice 21



We are the national charity that supports schools to build speaking, listening and communication into the curriculum, teaching and wider school life.

We currently work with over 1,200 schools.

We work with the schools in which we can make the biggest difference. We believe that schools have the power to change a child's life and create a fairer society.

Speaking, listening and communication skills set children up for success in school and life.

Our mission

To transform learning and life chances through talk by increasing access to a high-quality oracy education.

Aims of the session

The big questions we will explore:

✓ What is oracy and what impact can it have on students?

✓ How do the Oracy School Benchmarks anchor inclusive provision across a school?

✓ How can a supportive climate for talk be created in the classroom?

Our approach



Discuss openly



Collaborate respectfully



Engage fully



Feedback honestly

Starter activity



Which 3 words come to mind when you think of the word

oracy?

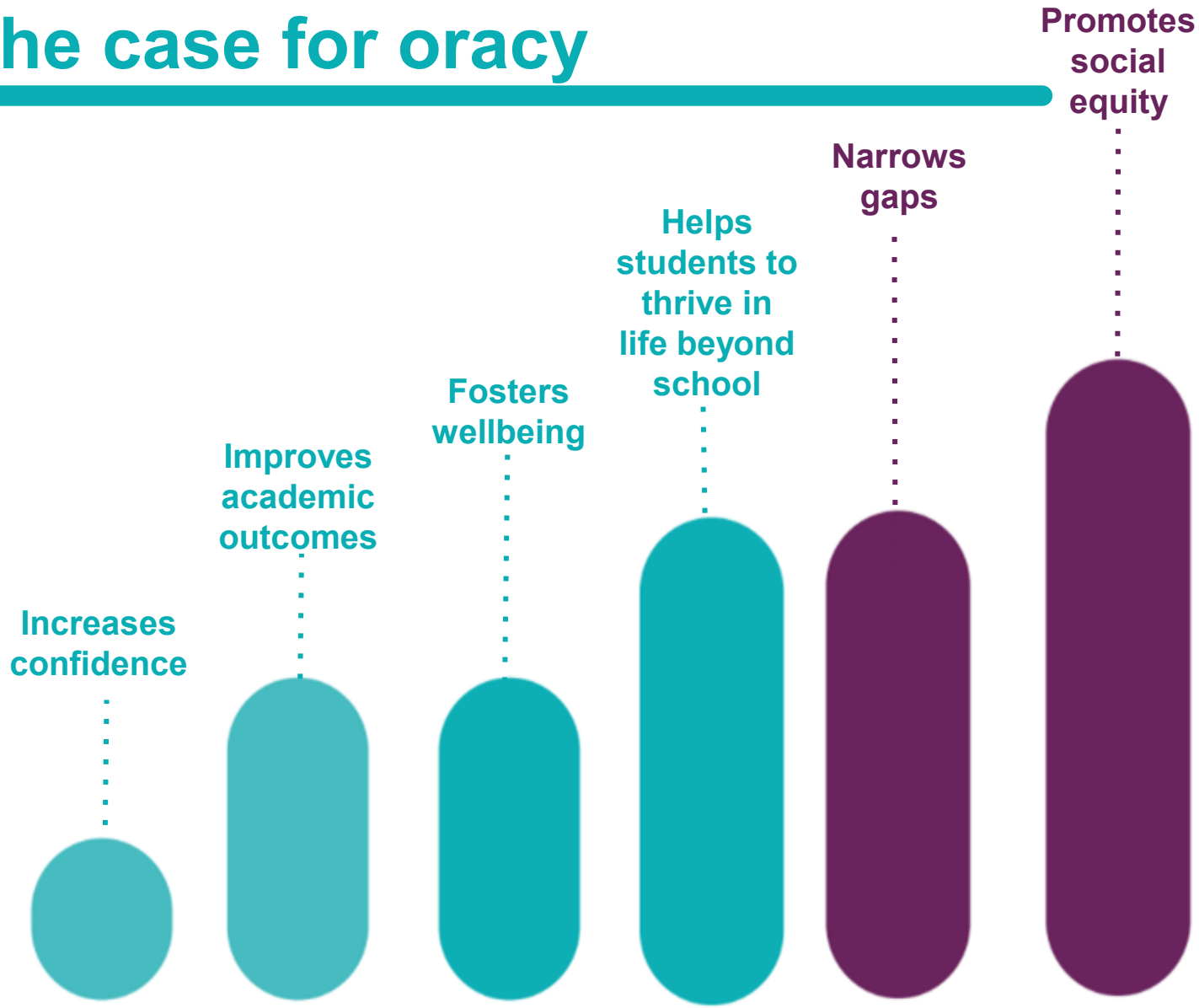
The case for oracy

The case for oracy



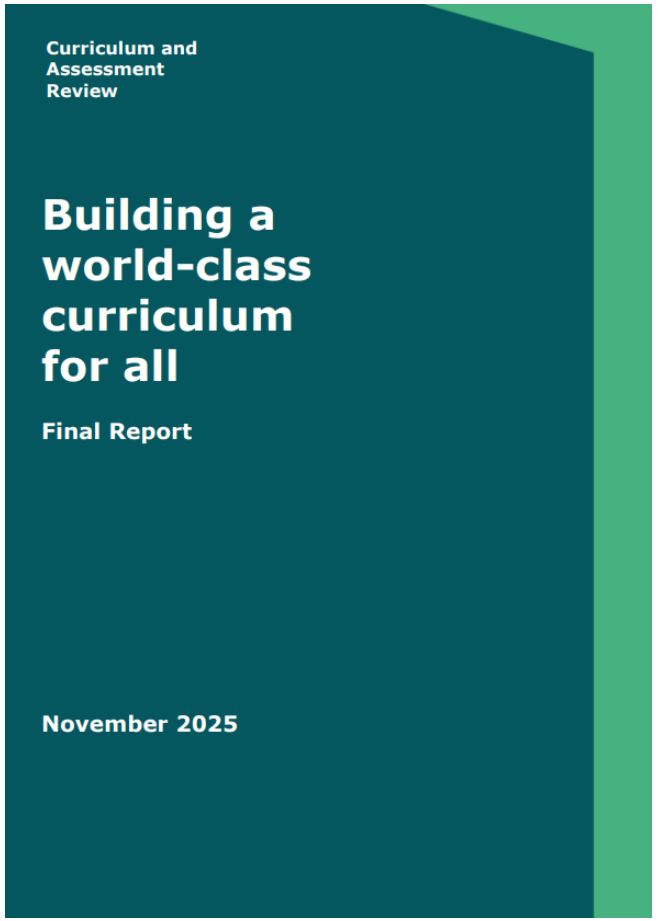
> Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.
>
> ***EEF Toolkit, Oral Language Interventions***

The case for oracy

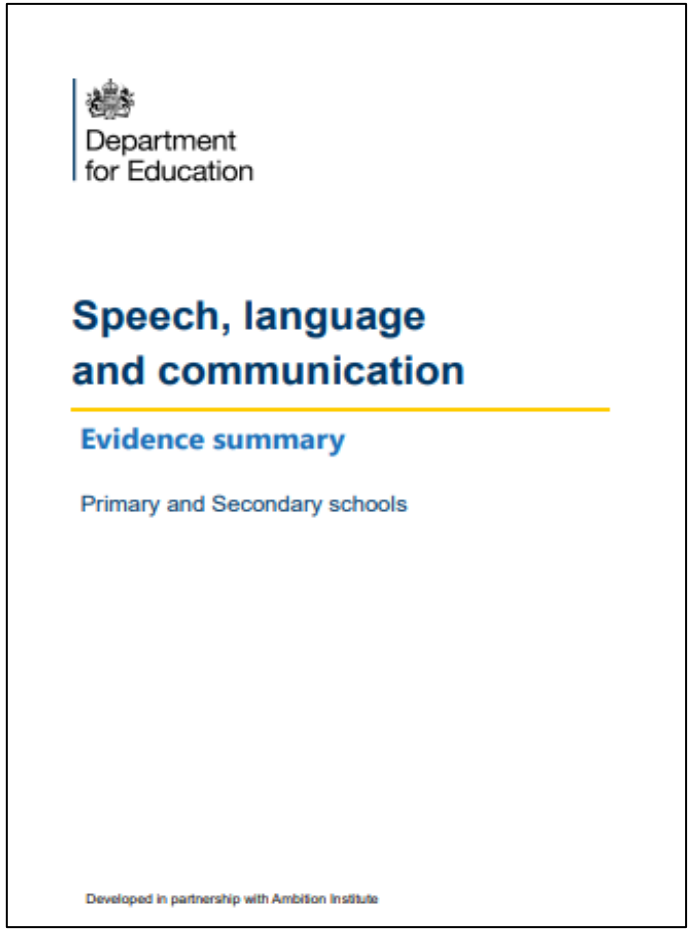


> Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace, and there is an increasing emphasis on their value, given labour market trends towards automation.
>
> ***The Sutton Trust, 2017***

Where are we now?



- Recognises ***oracy as foundational***, alongside reading and writing.
- Acknowledge ***oracy's role in creating a "world-leading curriculum" a***nd recommend a new national oracy framework.
- Highlights a **lack of progression** for oracy.
- Adopts an ***expansive definition of oracy*** explicitly including "verbal as well as other forms of non-written communication"



- Provides an overview of what teachers and support staff ***need to know about SLCN.***
- Outlines ***inclusive teaching strategies*** that staff can use to support all pupils (universal level)

Our approach at Voice 21

Whole-school oracy approaches should not be considered as a replacement for high-quality specialist support

Oracy approaches have proven outcomes for the social/emotional competencies of young people with SEND

An oracy-rich environment can aid early diagnosis for students with specific Speech, Language and Communication Needs

Oracy must be conceived of in a way that is inclusive of a diversity of language and communication needs and differences

A vision for oracy

Developing a shared school vision for the ‘why’ is important.





Why teach oracy in your school?



Oracy is important in my school because…

A big difference oracy could make is…

Oracy is fundamental to developing … in my school.

Why teach oracy?



> “What makes me enjoy talking the most is that everybody’s listening to you, and you’re part of the world, and you feel respected and important.”
>
> ***Milo, Student***



Think about the students that you teach.

What would you want them to say about oracy?

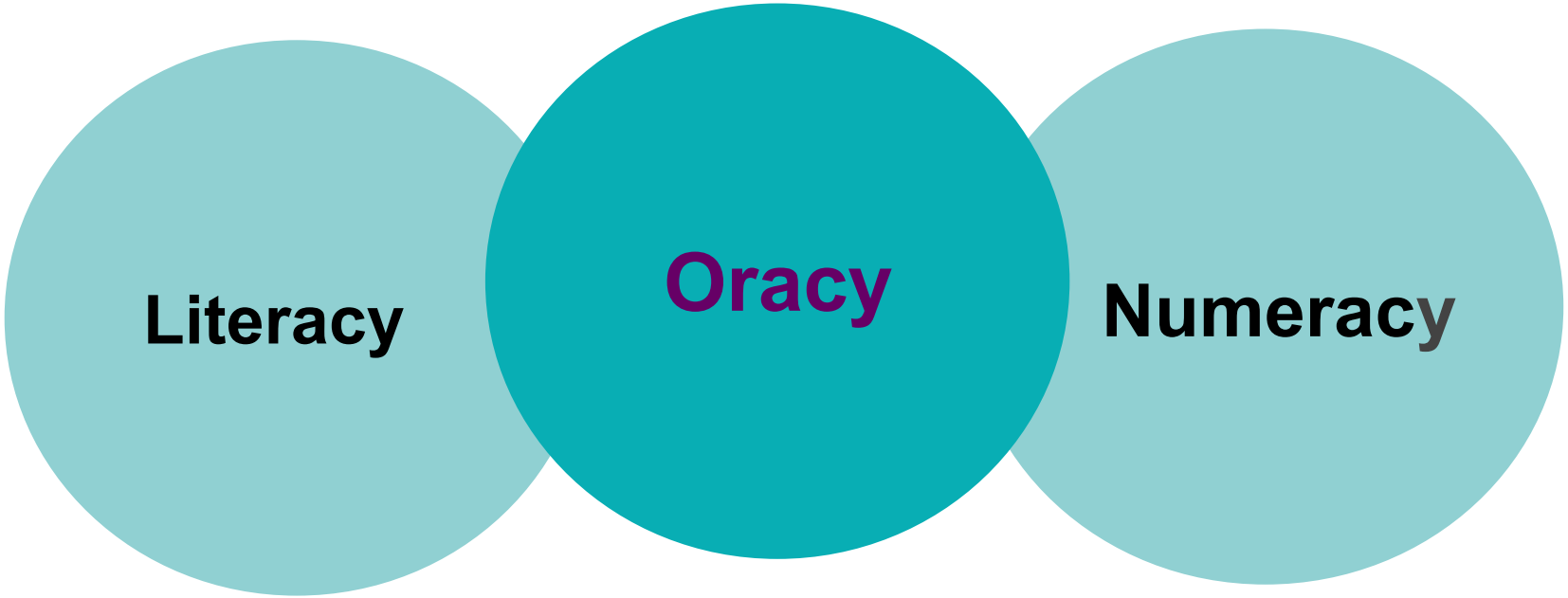
Key ideas

- Studies of oral language interventions consistently show positive impact on learning.
- Oracy can improve academic attainment, well-being and life beyond school.
- Understanding motivations for your context and students helps drive how you develop oracy in your classroom.



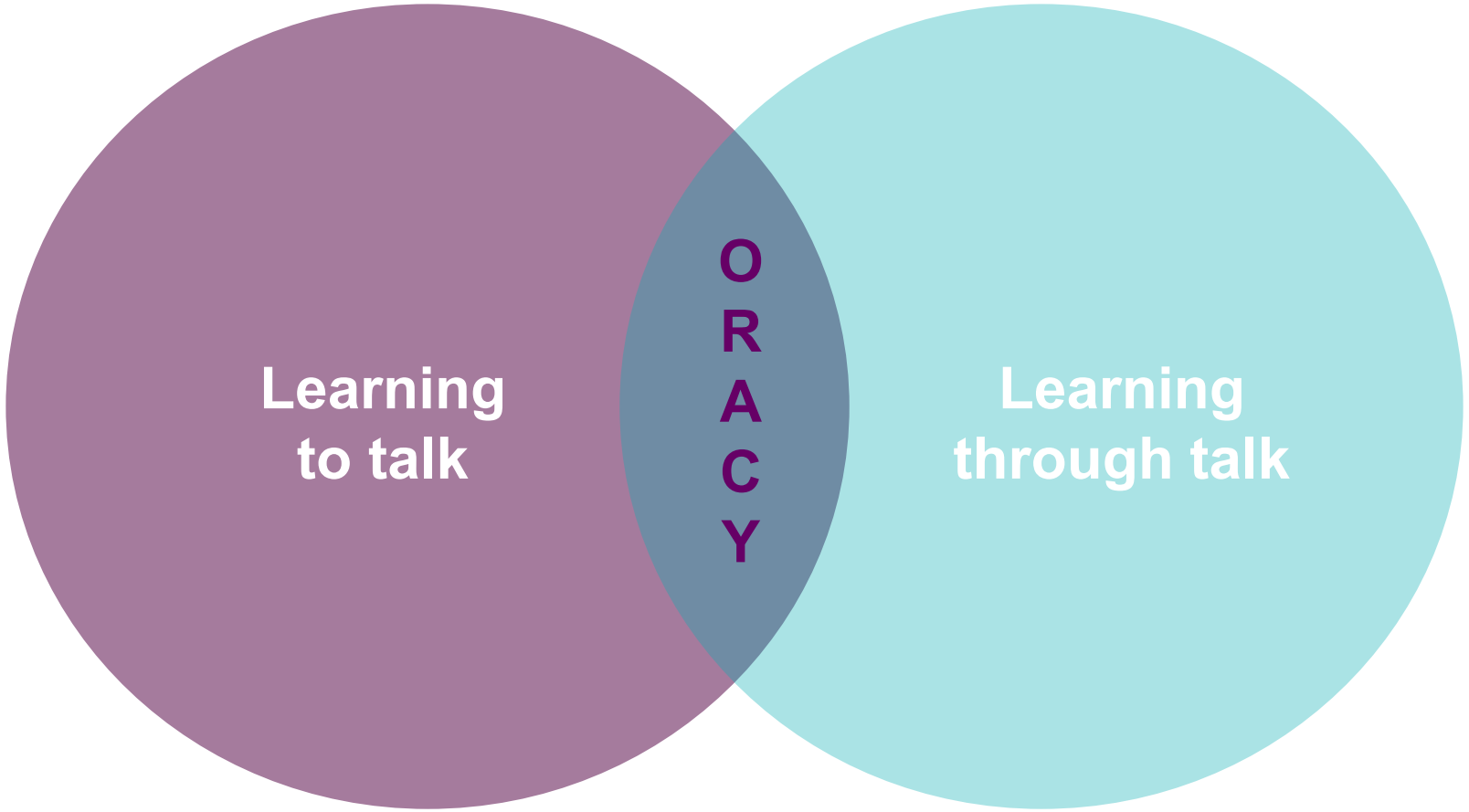
What is oracy?

What is oracy?



Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication.

What is oracy?



The Oracy Framework

We have divided oracy skills into four categories:



Physical

Making yourself heard, using your voice and body as an instrument



Linguistic

Knowing which words and phrases to use, and using them



Cognitive

The deliberate application of thought to what you're saying



Social & Emotional

Engaging with the people around you; knowing you have the right to speak

voice 21

The Oracy Framework



Physical



Linguistic



Cognitive



Social & Emotional



The Oracy Framework



Physical

Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

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Types of talk

Exploratory talk

‘exploratory talk which is typical of the early stages of approaching new ideas […]Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns.’

Presentational talk

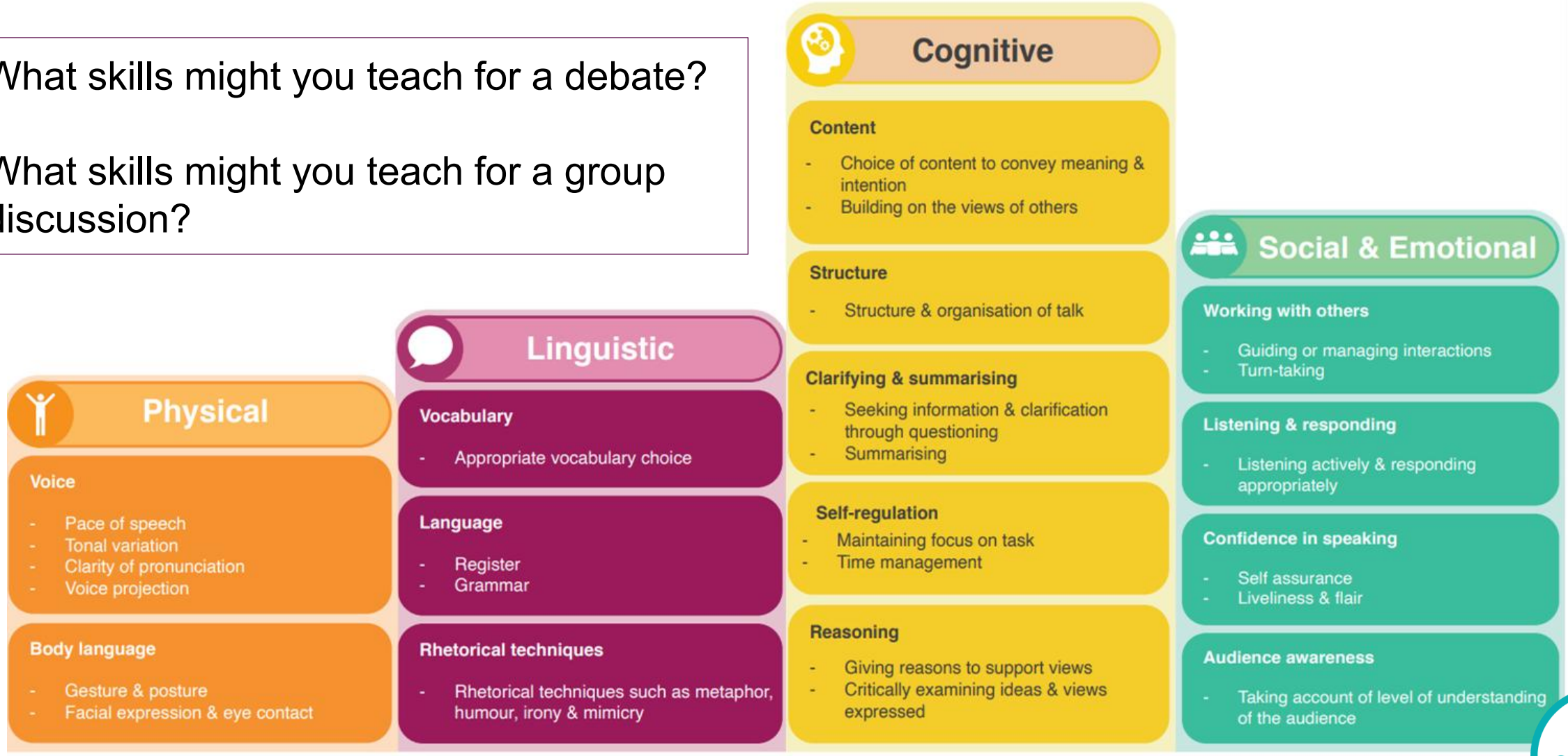
‘The difference between the two functions of talk is that in presentational talk the speaker’s attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out his or her own thoughts.’

*Barnes, 1992

Using The Oracy Framework

What skills might you teach for a debate?

What skills might you teach for a group discussion?



The Oracy Framework in action

- Physical
- Linguistic
- Cognitive
- Social & Emotional



The Oracy Framework in action

- Physical
- Linguistic
- Cognitive
- Social & Emotional



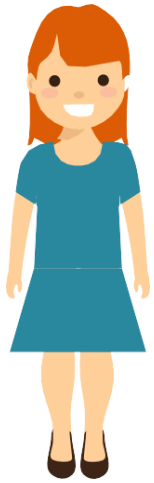
Key ideas

- We cannot assume students will “pick up” the oracy skills they need for success in school and life. It must be planned for and taught explicitly.
- The Oracy Framework provides an overview of the oracy skills and knowledge students should acquire during their time at school.
- The Oracy Framework can be used to identify strengths and areas for development, plan explicitly for different types of talk and support reflection skills used.



An inclusive oracy education

Exploratory talk - Concept Cartoon



Erika

Oracy *is* inclusive. It opens doors to students who may not be able to access other areas of the curriculum.

A focus on oracy excludes students with speech, language and communication needs (SLCN).



Karl

Can classroom talk be wholly inclusive?



Tamana

Good oracy skills are vital for success in life beyond school and so it is important that all children are taught these important skills.

What about quieter students? Some students may be nervous speaking in front of others or dislike working in a group.

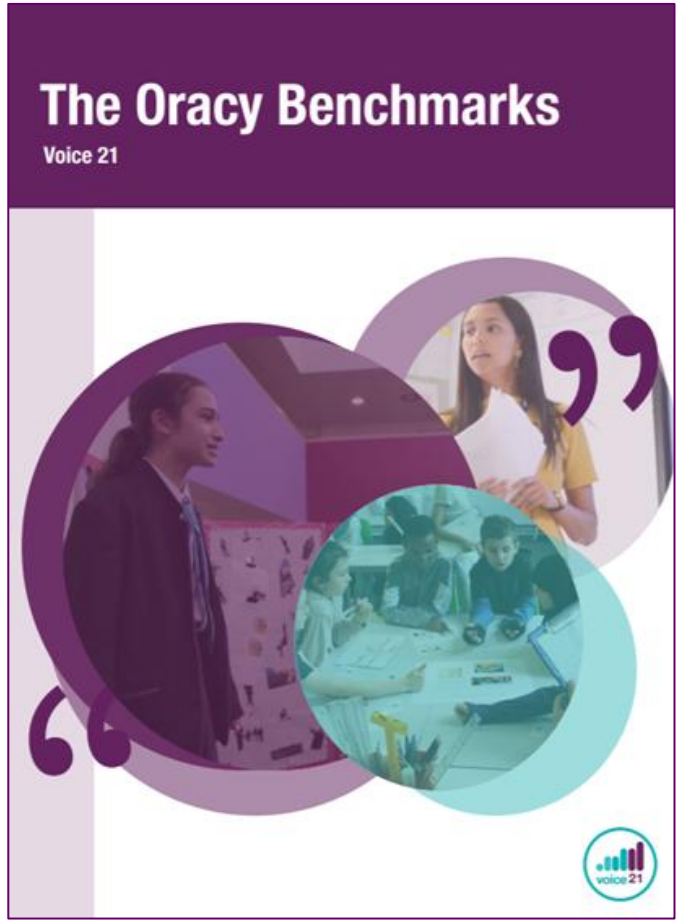


Tom

The Oracy Benchmarks

The Oracy Benchmarks articulate what a high-quality oracy education looks like at a classroom and whole-school level.

- The **five Teacher Benchmarks** distil the practices that really make a difference to students' outcomes.
- The **five School Benchmarks** define the 'active ingredients' needed for a school to deliver a high-quality oracy education.



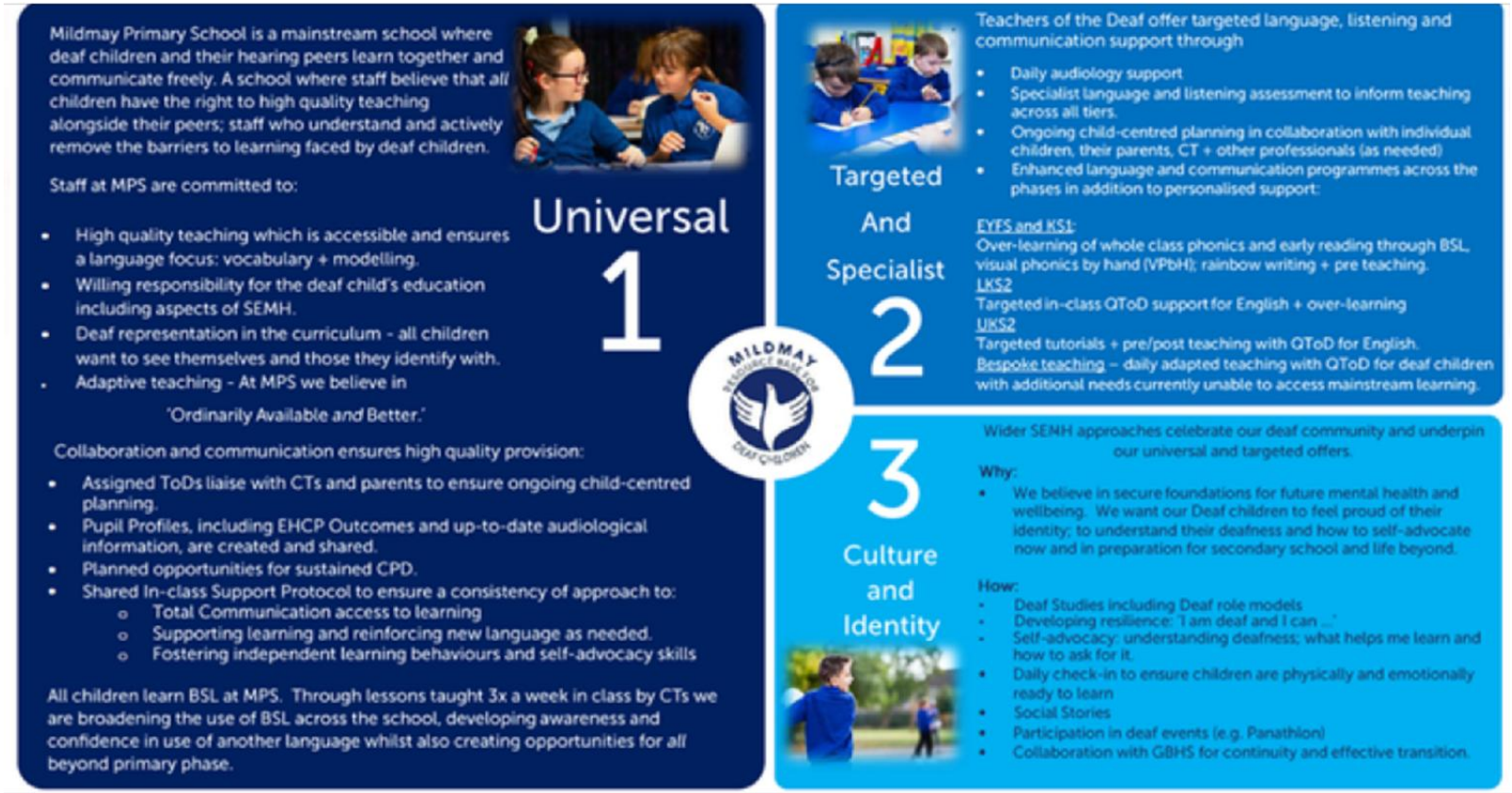
The Oracy Benchmarks

1. Sets high expectations for oracy
2. Values every voice
3. Teaches oracy explicitly
4. Harnesses oracy to elevate learning
5. Appraises progress in oracy

1. Has an ambitious vision for oracy
2. Builds a culture of oracy
3. Has a sustained and wide-ranging curriculum for oracy
4. Recognises oracy as central to learning
5. Is accountable for the impact of oracy

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SBM1: Mildmay Primary School



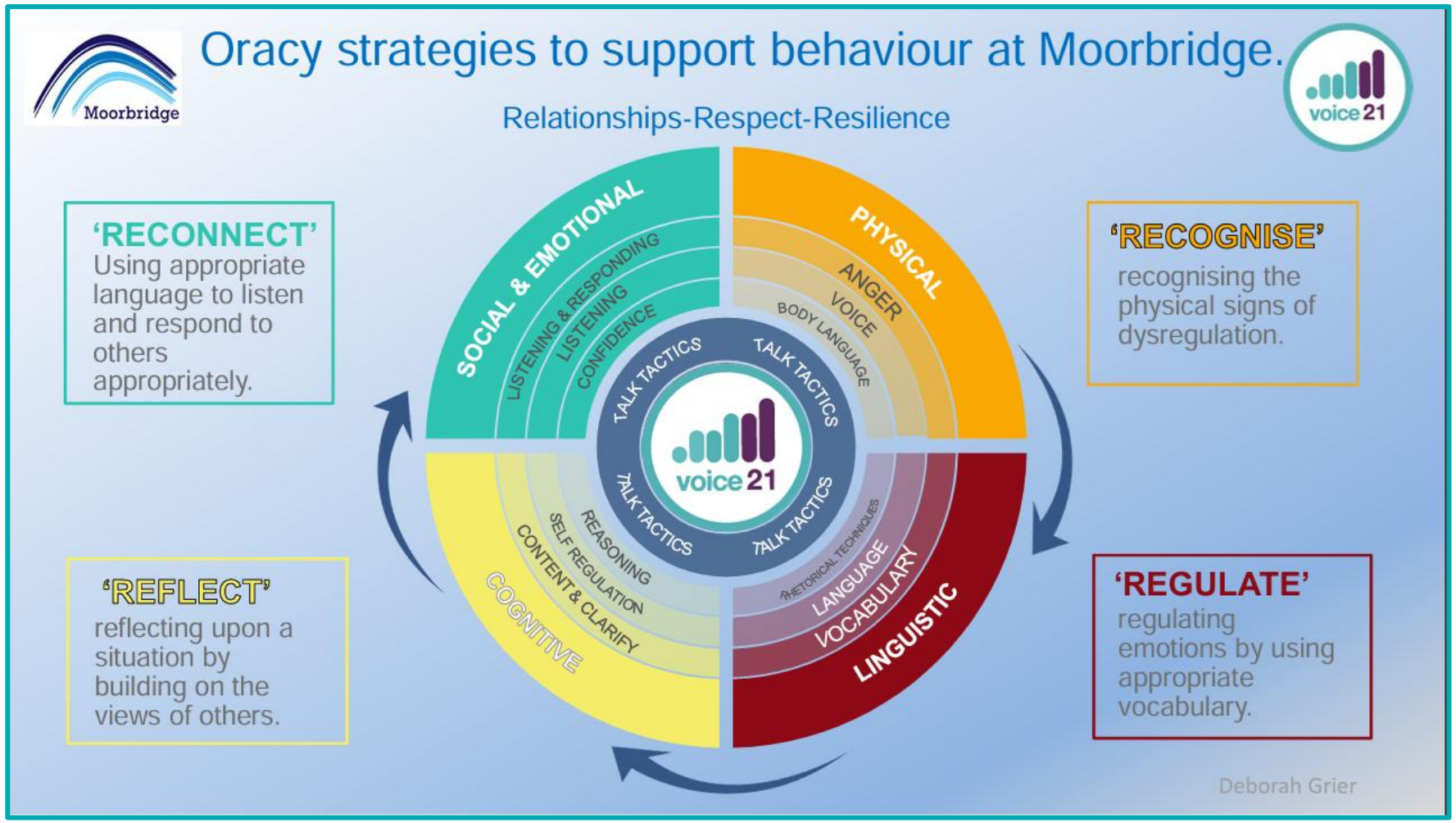
Three-Layer Framework for Inclusive Practice

1. Universal Vision

1. Targeted and Specialist Support

1. Establish a culture and an identity.

SBM 2: Moorbridge PRU





Moorbridge Alternative Education Partnership School - repurposing the Oracy Framework

SBM3: Has a sustained and wide-ranging curriculum for oracy

*The school's curriculum is **intentionally designed** to develop students' oracy knowledge and skills. As students move through school, the curriculum provides new challenges and opportunities for oracy which **build on previous learning.** As a result, students are **taught how to engage** in a range of different types of talk, varying the context and audience.*

Why / how this is important for inclusion

- Deliberately designed with students strengths and needs in mind
- Supports the progression of oracy skills for all students
- Authentic, purposeful contexts for talk across all subjects

Percy Hedley FOUNDATION

Voice 21 Oracy School

D'AUVERGNE SCHOOL

CHEVIOT PRIMARY

ORACY CENTRE OF EXCELLENCE voice 21 2026

Equal opportunity through the teaching of oracy in a range of contexts including vocational and core curriculum, transition and functional skills

Learning Communities

voice 21

SBM4: Recognises oracy as central to learning

*School leaders consider how oracy can **deepen and enhance students' knowledge and understanding** across subjects, contexts and phases, fostering common and domain-specific approaches to learning through talk. As a result, classroom talk is used skillfully to develop students' thinking and understanding.*

Why / how this is important for inclusion

- Role of oracy in developing subject knowledge, thinking and understanding
- Role of oracy in developing self-advocacy and skills of an effective learner eg comprehension monitoring
- Participation and engagement of all students through deliberately planned activities and explicit teaching of skills

Purposeful and intentional selection of talk stimulus, scaffolds and structures.

Voice 21 Oracy School









Common approaches to inclusive oracy practice. Use of **effective** scaffolds during exploratory discussions that aid learning t**hrough talk.**

Learning Communities

voice 21

SBM5: Is accountable for the impact of oracy

*School leaders **proactively seek information** to support their understanding of the effectiveness of oracy provision and its impact on students. This information is used to **refine and improve the school's approach to developing oracy**.*

Why / how this is important for inclusion

- Knowing the difference oracy is making to all students and adapting provision in response to this
- Student voice to inform effectiveness of oracy provision and make any changes
- Progress in oracy is shared across the school community eg parents, support staff, external agencies

Frome Vale Academy

Voice 21 Oracy School

SELLY PARK GIRLS' SCHOOL

Oracy Centre of Excellence voice 21 2026

Monitoring and evaluating inclusive practice - this includes **CPD for inclusive oracy**

Learning Communities

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Inclusive oracy practice

The Teacher Benchmarks

1. Sets high expectations for oracy
2. Values every voice
3. Teaches oracy explicitly
4. Harnesses oracy to elevate learning
5. Appraises progress in oracy



What talk is happening in your classrooms?

Who is talking to whom?

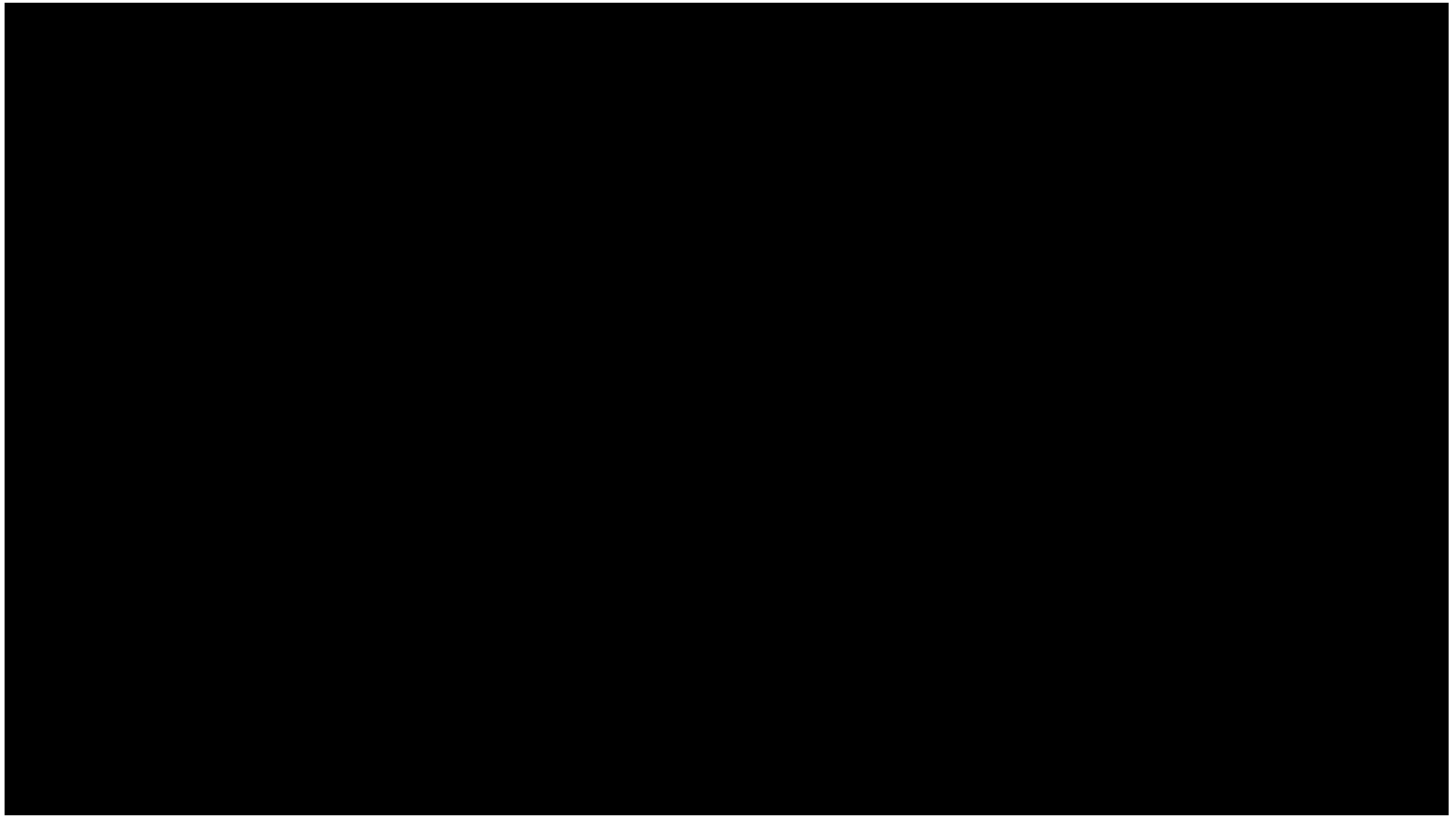
What are they talking about?

Creating a safe culture for talk

I see …

I think …

I wonder …

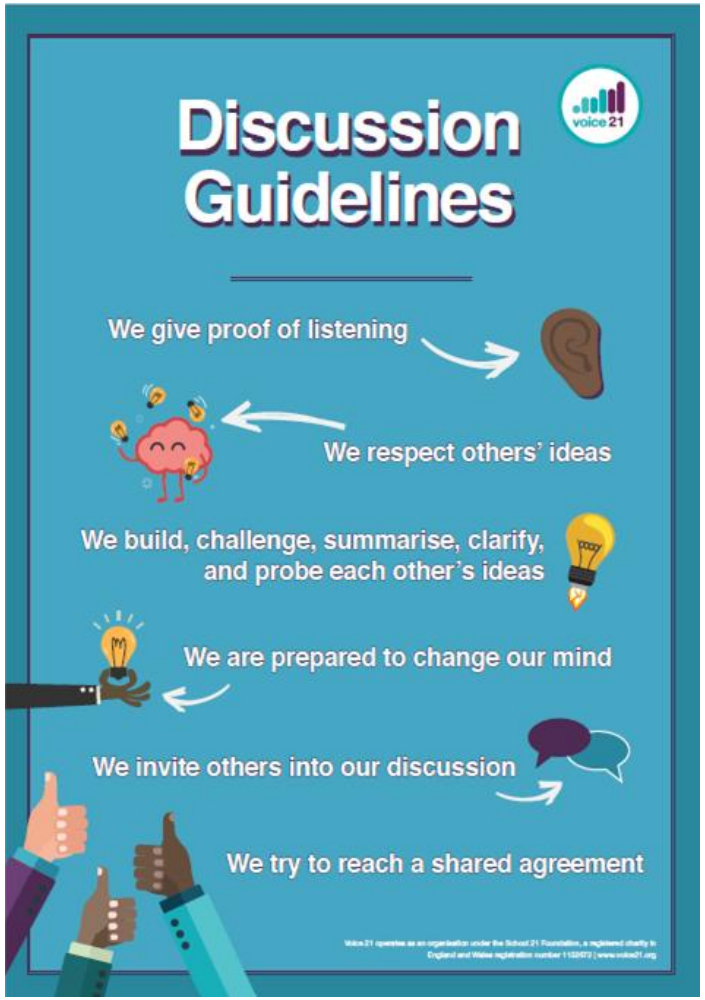


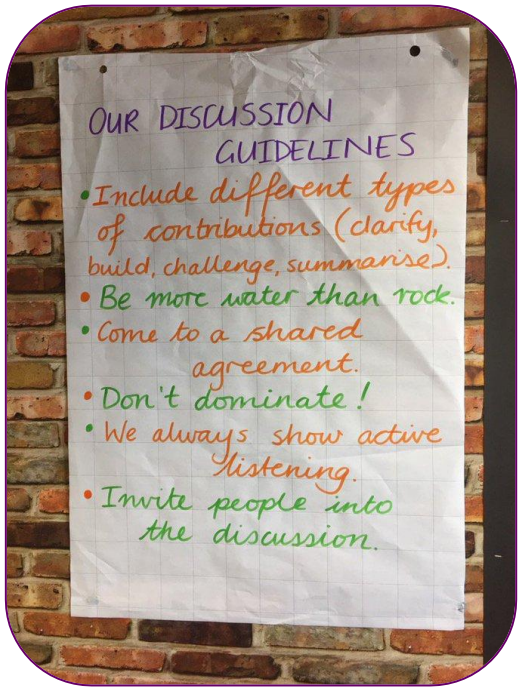
Discussion Guidelines

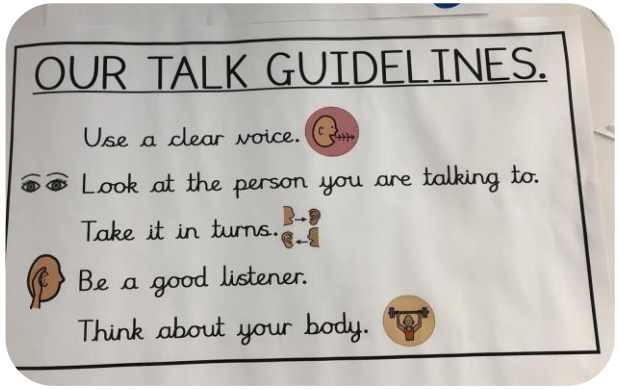
I see …

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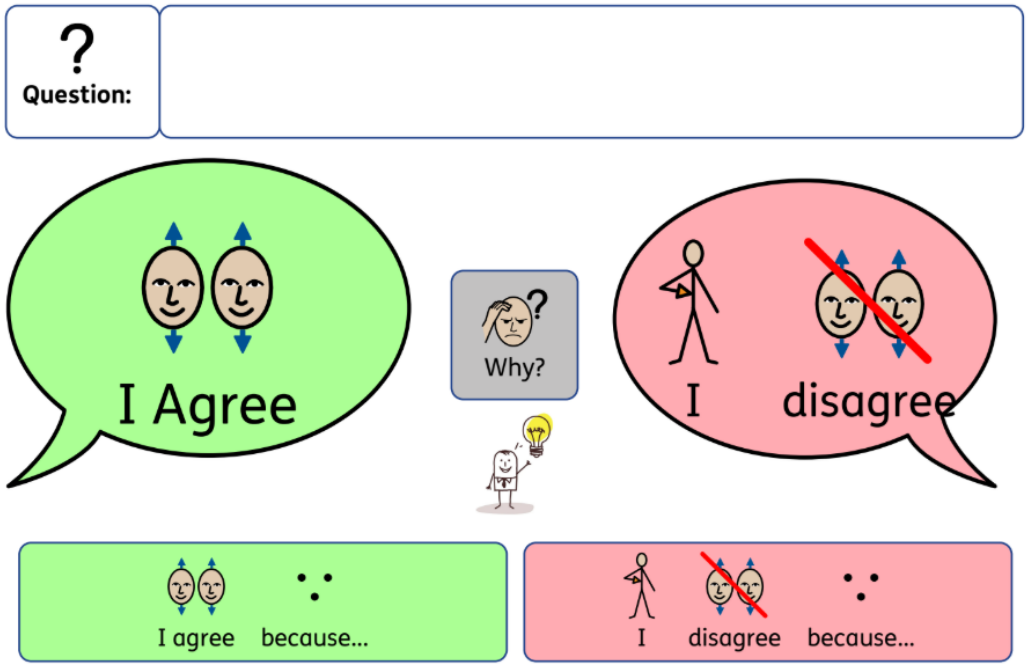
I wonder …

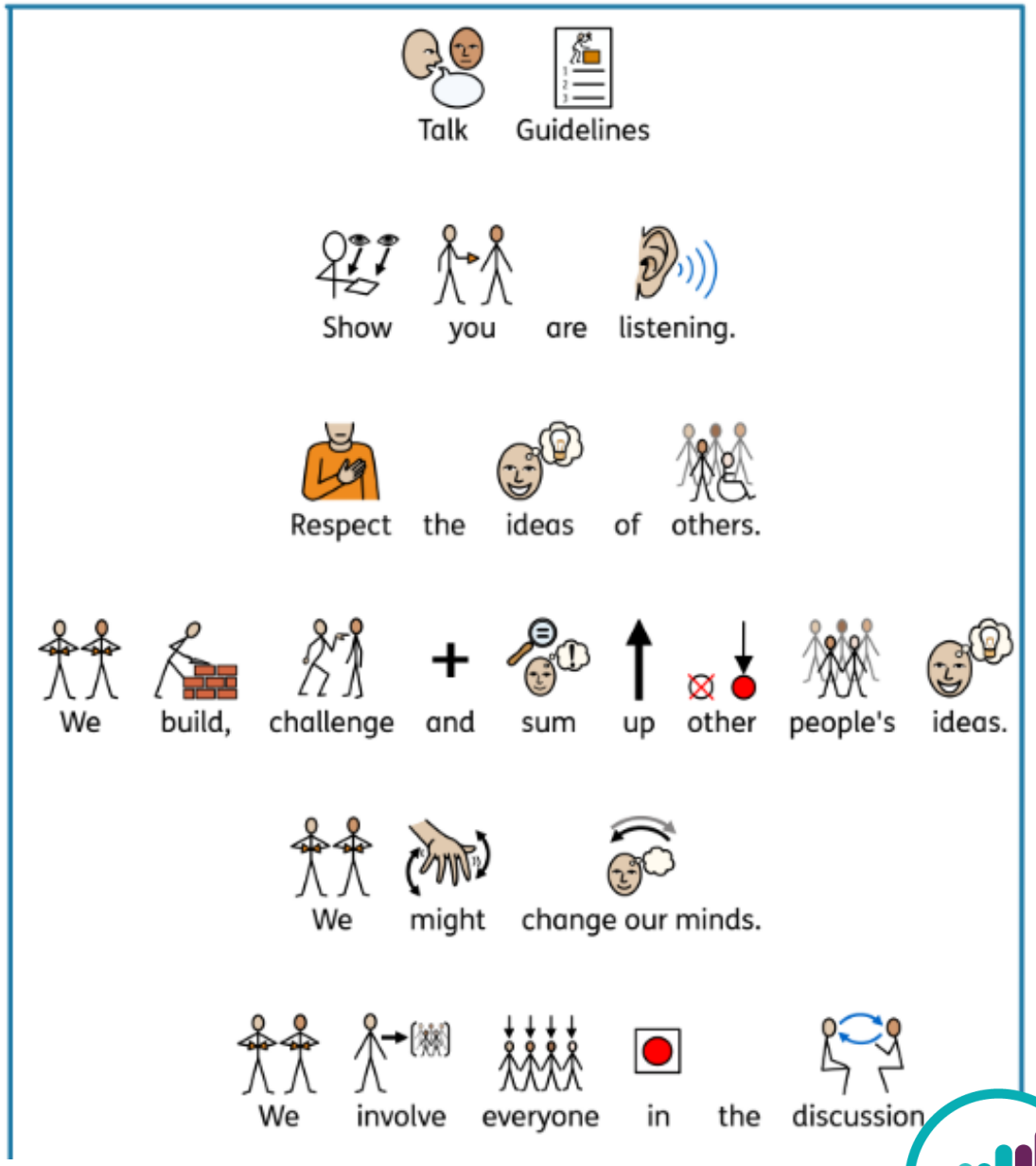






Creating a safe culture for talk



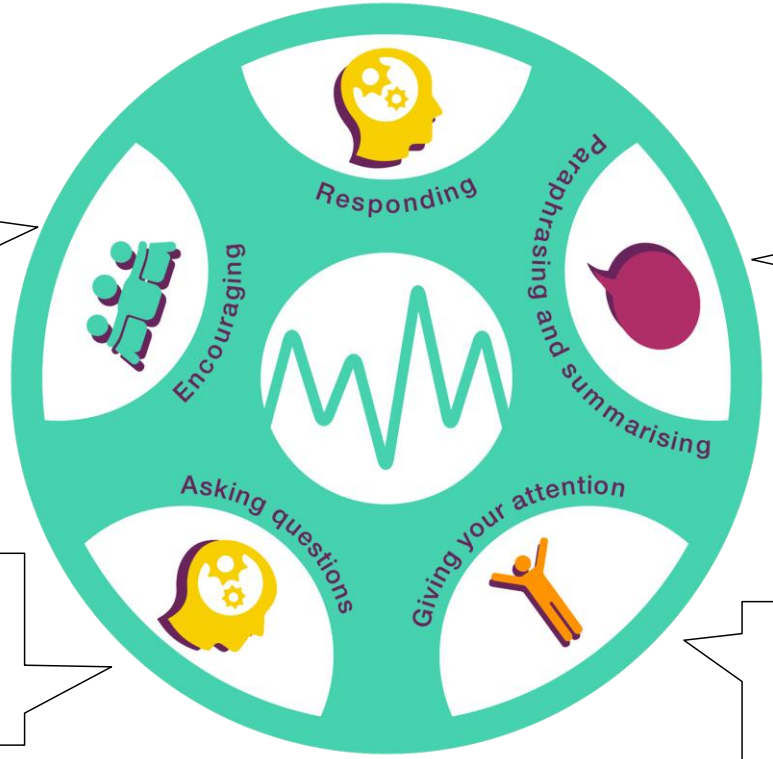


West Lea School

Teaching listening

Responding in an appropriate way to what you've heard, to show you have understood.

Reassure the speaker you are listening by nodding or offering words of encouragement.



Putting what you've heard into your own words, or pulling out what you've heard.

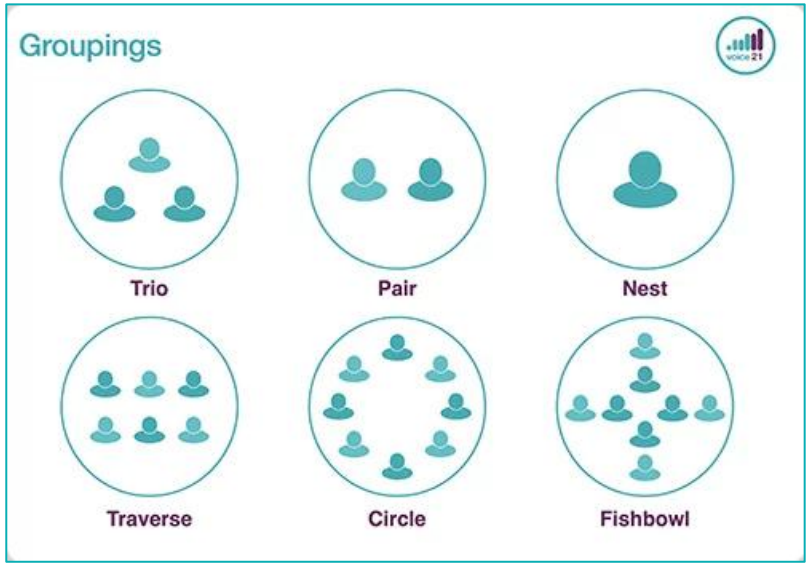
To probe (find out more), to clarify (check understanding)

Notice non-verbal cues, consider your own body language and potential distractions.

Oracy Teacher Benchmark 2

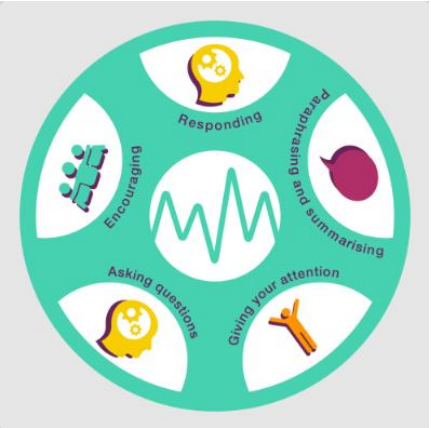
Values every voice

The teacher supports all students to participate in and benefit from oracy in the classroom. The teacher listens meaningfully to students and creates a culture in which students do the same.



What you might see in classrooms:

- Accessible stimuli for talk
- Scaffolds language support e.g. sentence stems, vocabulary
- Routines e.g. my turn your turn, thinking time, rehearsal
- Structures for listening e.g. talk tokens



Reflection

- How could you value every voice in your setting?
- What could be the benefits of implementing oracy with your students?



Key ideas

- An oracy-rich approach to teaching and learning places greater emphasis on how adults use language and how children respond, enabling them to identify students' needs earlier.

- A dialogic approach seeks to value every voice (Oracy Teacher Benchmark 2), encouraging pupils to listen and respond to one another and to build on each other's ideas.



Next steps

Aims of the session

The big questions we will explore:

✓ What is oracy and what impact can it have on students?

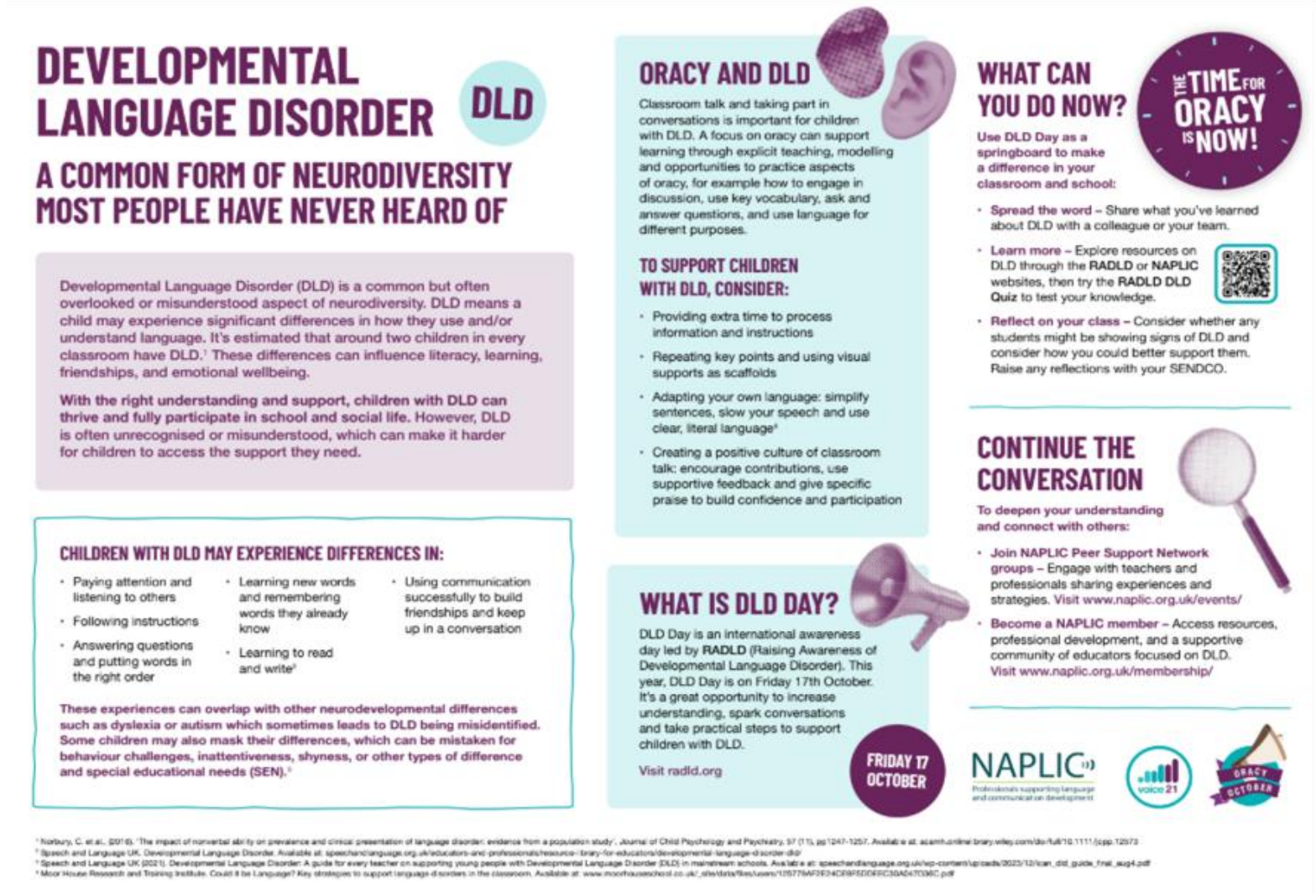
✓ How do the Oracy School Benchmarks anchor inclusive provision across a school?

✓ How can a supportive climate for talk be created in the classroom?

Tips from our 2026 Learning Community

1. Know your setting - and have the **confidence** to make adaptations
2. Find ***genuine* opportunities** for oracy to support your students: what do they *need* to thrive in school and life?
3. Be mindful of **students' needs** when making changes: what will work for *them*?
4. Make oracy ***explicit*** in an environment where it is ***implicit*** all the time
5. Take **slow, small steps** to implementation (**notice impact** along the way)

Partnerships and Impact



DEVELOPMENTAL LANGUAGE DISORDER

DLD

A COMMON FORM OF NEURODIVERSITY MOST PEOPLE HAVE NEVER HEARD OF

Developmental Language Disorder (DLD) is a common but often overlooked or misunderstood aspect of neurodiversity. DLD means a child may experience significant differences in how they use and/or understand language. It's estimated that around two children in every classroom have DLD.[1] These differences can influence literacy, learning, friendships, and emotional wellbeing.

With the right understanding and support, children with DLD can thrive and fully participate in school and social life. However, DLD is often unrecognised or misunderstood, which can make it harder for children to access the support they need.

CHILDREN WITH DLD MAY EXPERIENCE DIFFERENCES IN:

- Paying attention and listening to others
- Following instructions
- Answering questions and putting words in the right order
- Learning new words and remembering words they already know
- Learning to read and write[2]
- Using communication successfully to build friendships and keep up in a conversation

These experiences can overlap with other neurodevelopmental differences such as dyslexia or autism which sometimes leads to DLD being misidentified. Some children may also mask their differences, which can be mistaken for behaviour challenges, inattentiveness, shyness, or other types of difference and special educational needs (SEN).[3]

ORACY AND DLD

Classroom talk and taking part in conversations is important for children with DLD. A focus on oracy can support learning through explicit teaching, modelling and opportunities to practice aspects of oracy, for example how to engage in discussion, use key vocabulary, ask and answer questions, and use language for different purposes.

TO SUPPORT CHILDREN WITH DLD, CONSIDER:

- Providing extra time to process information and instructions
- Repeating key points and using visual supports as scaffolds
- Adapting your own language: simplify sentences, slow your speech and use clear, literal language[4]
- Creating a positive culture of classroom talk: encourage contributions, use supportive feedback and give specific praise to build confidence and participation

WHAT IS DLD DAY?

DLD Day is an international awareness day led by **RADLD** (Raising Awareness of Developmental Language Disorder). This year, DLD Day is on Friday 17th October. It's a great opportunity to increase understanding, spark conversations and take practical steps to support children with DLD.

Visit radld.org

FRIDAY 17 OCTOBER

WHAT CAN YOU DO NOW?

THE TIME FOR ORACY IS NOW!

Use DLD Day as a springboard to make a difference in your classroom and school:

- **Spread the word** – Share what you've learned about DLD with a colleague or your team.
- **Learn more** – Explore resources on DLD through the **RADLD** or **NAPLIC** websites, then try the **RADLD DLD Quiz** to test your knowledge.
- **Reflect on your class** – Consider whether any students might be showing signs of DLD and consider how you could better support them. Raise any reflections with your SENDCO.

CONTINUE THE CONVERSATION

To deepen your understanding and connect with others:

- **Join NAPLIC Peer Support Network groups** – Engage with teachers and professionals sharing experiences and strategies. Visit www.naplic.org.uk/events/
- **Become a NAPLIC member** – Access resources, professional development, and a supportive community of educators focused on DLD. Visit www.naplic.org.uk/membership/

NAPLIC

voice 21

ORACY OCTOBER

[1] Norbury, C. et al., (2016). 'The impact of nonverbal ability on prevalence and clinical presentation of language disorder: evidence from a population study', Journal of Child Psychology and Psychiatry, 57 (11), pp.1247-1257. Available at: acamh.online library.wiley.com/doi/full/10.1111/jcpp.12573

[2] Speech and Language UK. Developmental Language Disorder. Available at: speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/developmental-language-disorder-dld/

[3] Speech and Language UK (2021). Developmental Language Disorder: A guide for every teacher on supporting young people with Developmental Language Disorder (DLD) in mainstream schools. Available at: speechandlanguage.org.uk/wp-content/uploads/2023/12/ican_dld_guide_final_aug4.pdf

[4] Moor House Research and Training Institute. Could it be Language? Key strategies to support language disorders in the classroom. Available at: www.moorhouseschool.co.uk/_site/data/files/users/126779/AF3F34CF8F5DD4FC30AD47D38C.pdf



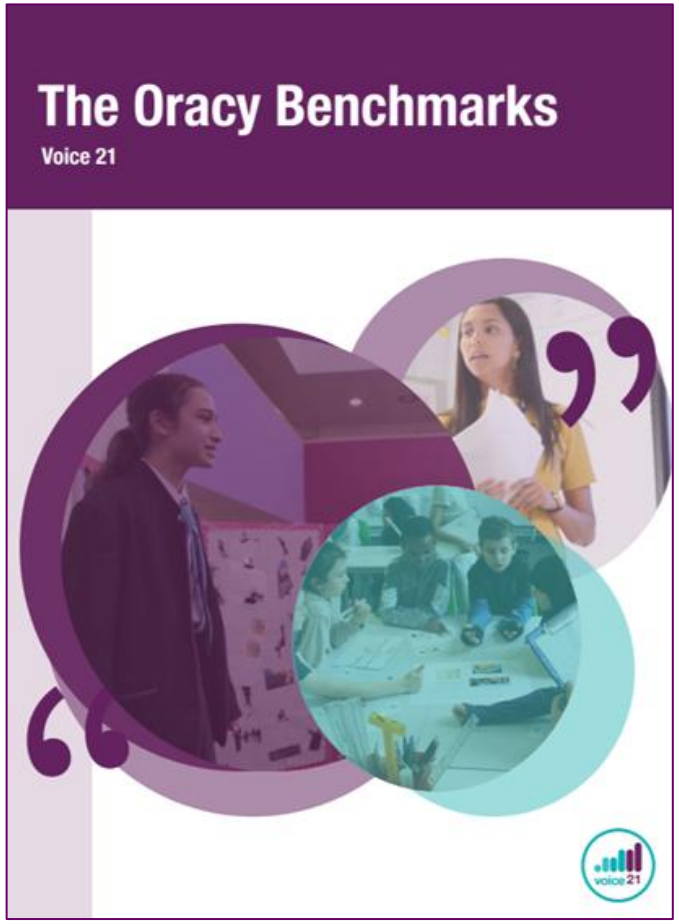
[DLD Download podcast, Moor House Institute]

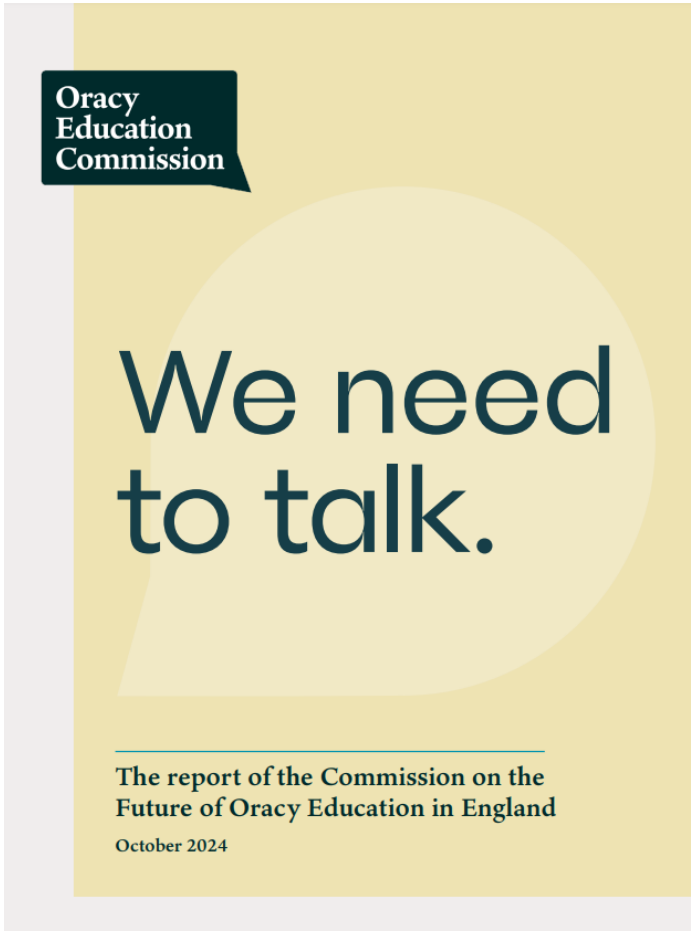
[The Talking Point journal, 2026]

[Other publications] (vocabulary, transition, impact journals)

voice 21

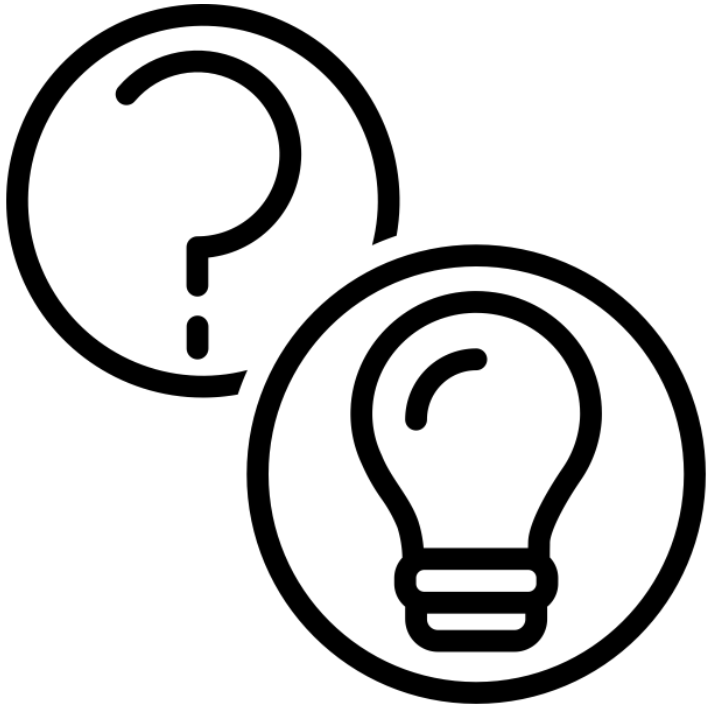
Recommended resources







Any questions?



Join the oracy movement

https://uk.linkedin.com/company/voice-21-uk

@voice21oracy.bsky.social



Find out more about Voice 21 and how we support schools implement oracy education in their setting

Email us: join@voice21.org
Or scan the QR code to learn more.

GET IN TOUCH

www.voice21.org hello@voice21.org

CONNECT ON SOCIAL

@voice21oracy.bsky.social Voice 21 UK


Lunch

1 TEAM & SERVICE UPDATES

TEAM UPDATES

TESNI HURLEY	Maternity cover for Parveen Early Years Advisor
CHRISTINE RICHMOND	Maternity cover for Nataliah Douglas School Advisor

SENIF: APPLY WITHIN THIS TERM

Applications submitted this term will receive funding for the full year.

- Submit referrals through the portal.
- Information and application guidance have been shared.

ACTION: Please submit your application before the end of this term.

A QUICK REMINDER

If you are planning to make a SENIF referral, please use the portal and refer to the guidance already shared. Applying within this term is key to accessing funding for the full year.

2 DEVELOPING OUR OFFER

A REFRESHED SAS TRAINING OFFER

More flexible training. Greater staff access. Bespoke support for your setting.

1. **WATCH** — Topic-based training videos
2. **REFLECT** — A learning booklet to support each topic
3. **APPLY** — SENCO-led group learning or independent completion
4. **DEVELOP** — A follow-up workshop with your SAS Advisor, tailored to your setting

Designed to reduce the need to arrange staff cover while widening access to professional learning.

SHAPING THE FUTURE OF SAS

Thank you to the schools and PVI settings who joined our summer-term working group.

Your experiences, ideas and feedback are helping us develop a new way of working for the SEND Advisory Service.

We are continuing to develop the model. Further information will be shared as plans progress.

Thank you for helping shape the service.

3

THE FUTURE OF SAS: A WHOLE-SCHOOL APPROACH

Moving from individualised advice alone to strengthening inclusive practice across the whole setting

We will work with settings to build the knowledge, confidence and shared practice needed to identify and support SEND earlier — making inclusion part of everyday practice.

FROM...

- Support focused mainly on individual children
- Responding when concerns arise
- Advice held by individual practitioners

...TOWARDS

- Inclusive practice embedded across the setting
- Earlier identification and proactive support
- Shared staff knowledge and confidence
- Consistent approaches in everyday practice

THE IMPACT WE WANT TO ACHIEVE

EARLIER
Needs identified and support in place sooner

INCLUSIVE
Stronger participation in mainstream settings

CONSISTENT
Shared practice and smoother transitions

BETTER
More informed decisions and improved outcomes

SEND Team Updates



Structure Changes

There has been a small structure change within the SEND Team which was made over the summer so we can best support and balance the needs of the service and young people.

Primary Team now operates from 0 to Year 5. They will manage phase transfer for Early Years to Reception and Infant to Junior.

Secondary Team now operates from Year 6 to Year 10. They will manage phase transfer from Primary to Secondary (Year 6 to 7).

Post 16 Team now operates from Year 11 to age 25. They will manage phase transfer from Secondary to Post 16 (Year 11 to 12) and any Post 16 transfers (e.g. Year 14 special school leavers).

Our **Annual Review EHC Co-ordinators** are now focusing on supporting the year before phase transfer with amendments and conversations (Year 5, Year 10, Year 13).

There have been some caseload changes, so please refer to the caseload spreadsheet

(this is a live document and will update every time there is a caseload change)

SEND Team Updates



Meet the SEND Team

Don’t forget to come and see us at the next Meet the SEND Team!

The next sessions are

Tuesday 24th November, 9.30-12 at the Civic Centre

Tuesday 26th January, 9.30-12 at the Civic Centre

This is an opportunity to meet anyone from the team and discuss any cases, or just see who you’re emailing!

Please remember, this event is for **professionals only**, please **do not invite parents** to the event.

If parents need to speak to us, please share details of their EHC Co-Ordinator. If they are having issues contacting them, please use our escalation policy to raise this with a Senior EHC Co-Ordinator in the first instance.

DIGITALISING OUR EHCP PROCESS

Digital EHCP

EHCP Portal Dashboard

Annual Review delegation through one portal

SEND Team Inclusion Meeting

EHCP Portal Dashboard

The EHCP Portal dashboard allows parents, carers and young people to view the progress of an active Education, Health and Care Plan (EHCP).

Planned for the next term

01 **ONE PLACE**

View key EHCP information and updates

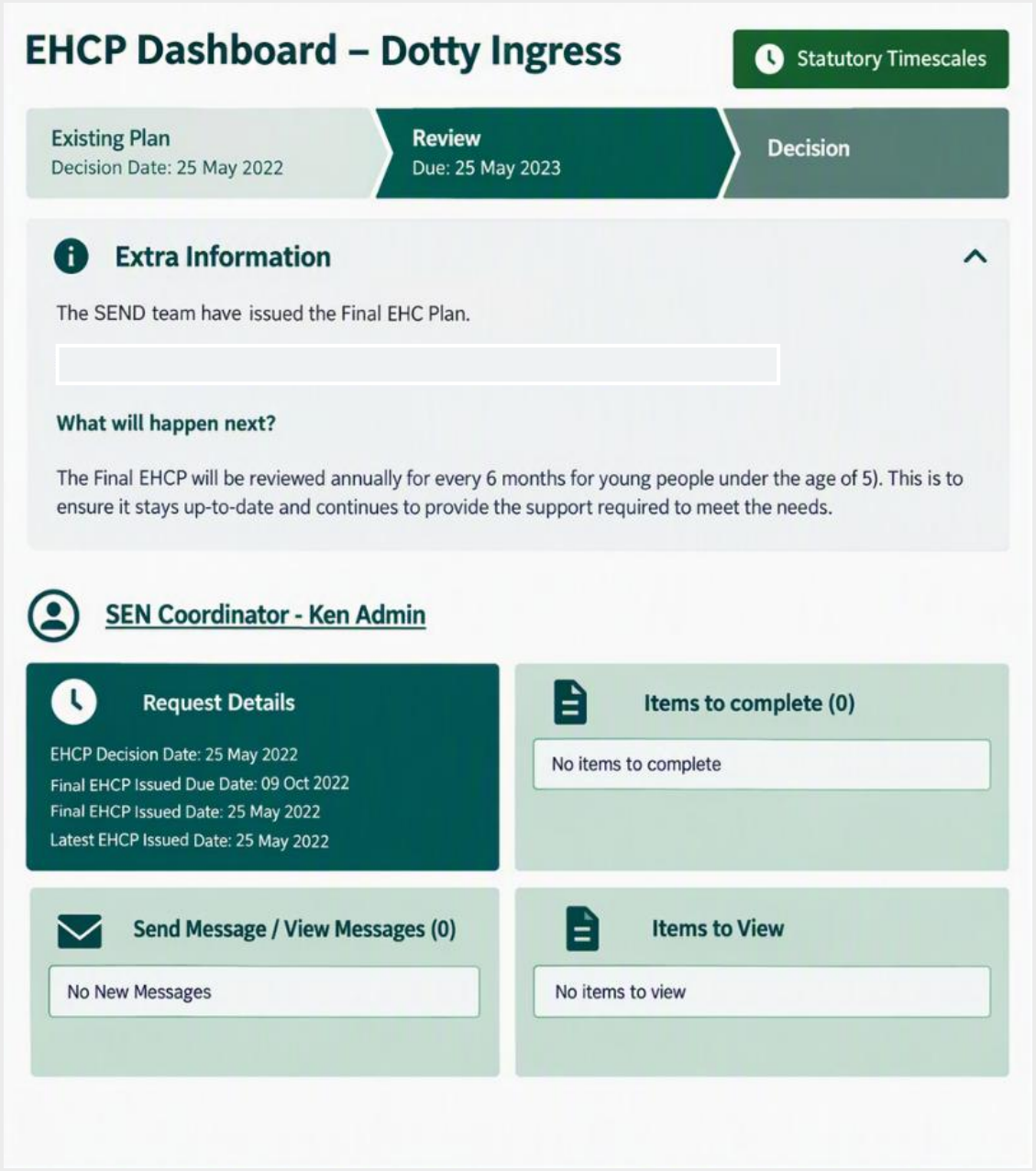
02 **PARTICIPATE**

Share views and provide information online

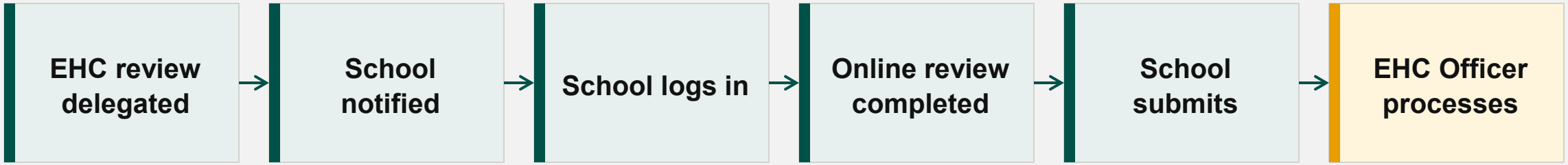
03 **VISIBILITY**

Follow the journey with clearer communication

Designed to make involvement easier, clearer and more accessible


EHCP Dashboard – Dotty Ingress
Statutory Timescales
Existing Plan
Decision Date: 25 May 2022
Review
Due: 25 May 2023
Decision
Extra Information
The SEND team have issued the Final EHC Plan.
What will happen next?
The Final EHCP will be reviewed annually for every 6 months for young people under the age of 5). This is to ensure it stays up-to-date and continues to provide the support required to meet the needs.
SEN Coordinator - Ken Admin
Request Details
EHCP Decision Date: 25 May 2022
Final EHCP Issued Due Date: 09 Oct 2022
Final EHCP Issued Date: 25 May 2022
Latest EHCP Issued Date: 25 May 2022
Items to complete (0)
No items to complete
Send Message / View Messages (0)
No New Messages
Items to View
No items to view

The portal is an end-to-end process, not just a form

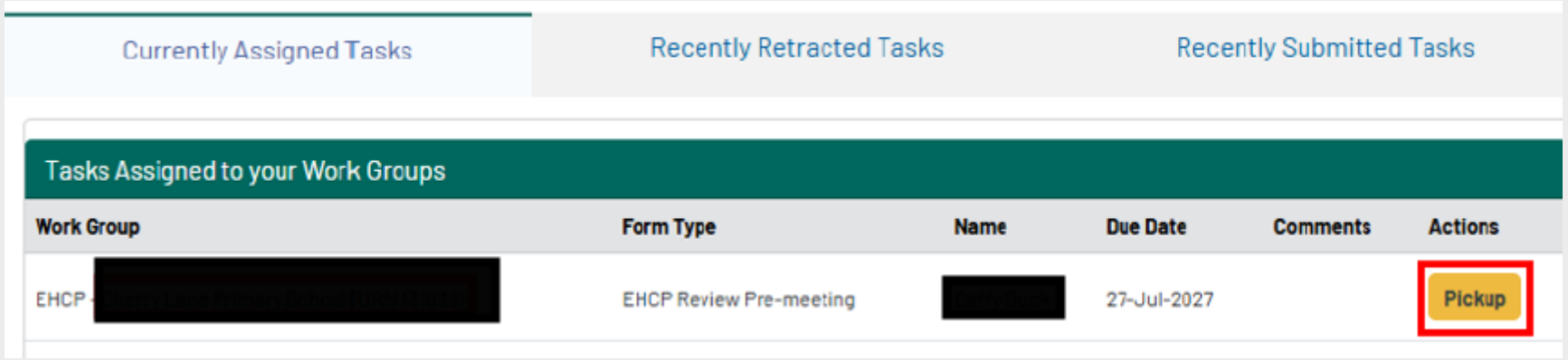


SCHOOL VISIBILITY

Delegation → access → completion → submission

LA WORKFLOW

Receipt → review → action



Why this matters

- ✓ Less manual hand-off and avoidable delay
- ✓ More complete and consistent submissions
- ✓ Clearer ownership, status and outstanding work
- ✓ A faster route into the EHC Officer workflow

Delegation → completion → submission → action

01 Access Training on LEAP

View Training materials
Annual Review – LEAP

02 Prepare before January

Nominate owners and send the email address to this form.

03 Use the full process

Find the delegated review, complete it accurately, save, review and submit.

04 Know where help goes

You should contact the Annual Review officers at "SEN Annual Reviews" senannualreviews@hillingdon.gov.uk in the first instance.

You can also contact Hannah Akhtar, SEND Management Information Officer for technical support at hakhtar@hillingdon.gov.uk



Hillingdon – Updates

Latest developments and progress in local initiatives

HILLINGDON
LONDON

04/11/2026

Ingrida Stankeviciene

Principal Educational Psychologist and Lead for Specialist Inclusion Services: EPS, EHCP Plus, SEND Advisory Service

EPS

Charlene Ramos – Senior Educational Psychologist

Christopher Quinton – Senior Educational Psychologist

Educational Psychologists

- Vaida Zylyte-Gul
- Michele Estwick
- Claire Murphy
- Ruth Aitken
- Cynthia Piinto
- Shaquille Cole
- Rachael John

Trainee Educational Psychologists

- Jack Gibbs
- Tanya Rahman
- Marielle Lord

EHCP Plus

Rachel Browne (Specialist EP SEMH)

Ketaki Soman (SEND Clinical Psychologist)

Sophia Abdel – Senior Specialist ASD Advisory Teacher

SEND Advisory Service

Sharon Gill (Team Manager)

IF A SCHOOL HAS **CONCERNS, QUESTIONS, OR IS SEEKING FURTHER SUPPORT** FOR A CHILD OR YOUNG PERSON WITH AN EHCP:

A transparent process focused on achieving meaningful outcomes for children and young people.

All referrals are reviewed collaboratively to ensure they:

- Meet the criteria for **EHCP Plus**.
- Have **clear, measurable outcomes**.
- Demonstrate that **multi-agency support has been fully utilised and exhausted**.
- Relate to an **EHCP that has been in place for at least 12 months**.
- Require input at **Targeted Plus level expertise**.
- Are **not requests for reassessment** through the Annual Review process.
- Are submitted with **careful consideration and clear rationale** to the SEND Team.

Right support, right time, right level of intervention.



The Educational Psychology Service is pleased to confirm that ELSA Training will commence in January 2027.
Thank you to all schools that have already registered their interest.
To support the development of ELSA provision across Hillingdon, we are offering one free training place to the school that submits the most compelling case for why an ELSA-trained member of staff would benefit their pupils and wider school community.
📧 Submit your entry to the Educational Psychology Service inbox by 30 November 2026.
🏆 The winning school will be announced ahead of the January 2027 cohort.

ELSA Training 2027



Vaida Zylyte-Gul, Educational Psychologist

London Borough of Hillingdon Educational Psychology Service

Developmental Movement Method (Veronica Sherborne)

WHY DOES MOVEMENT MATTERS?

Theoretical foundations

- Attachment theory: children develop through secure relationships
- Movement supports self-awareness, communication and learning
- Emotional regulation develops through relational experience
- Self-Determination Theory: Autonomy, Relatedness, and Competence
- Rudolf Laban’s movement analysis (Body, Effort, Shape, Space)

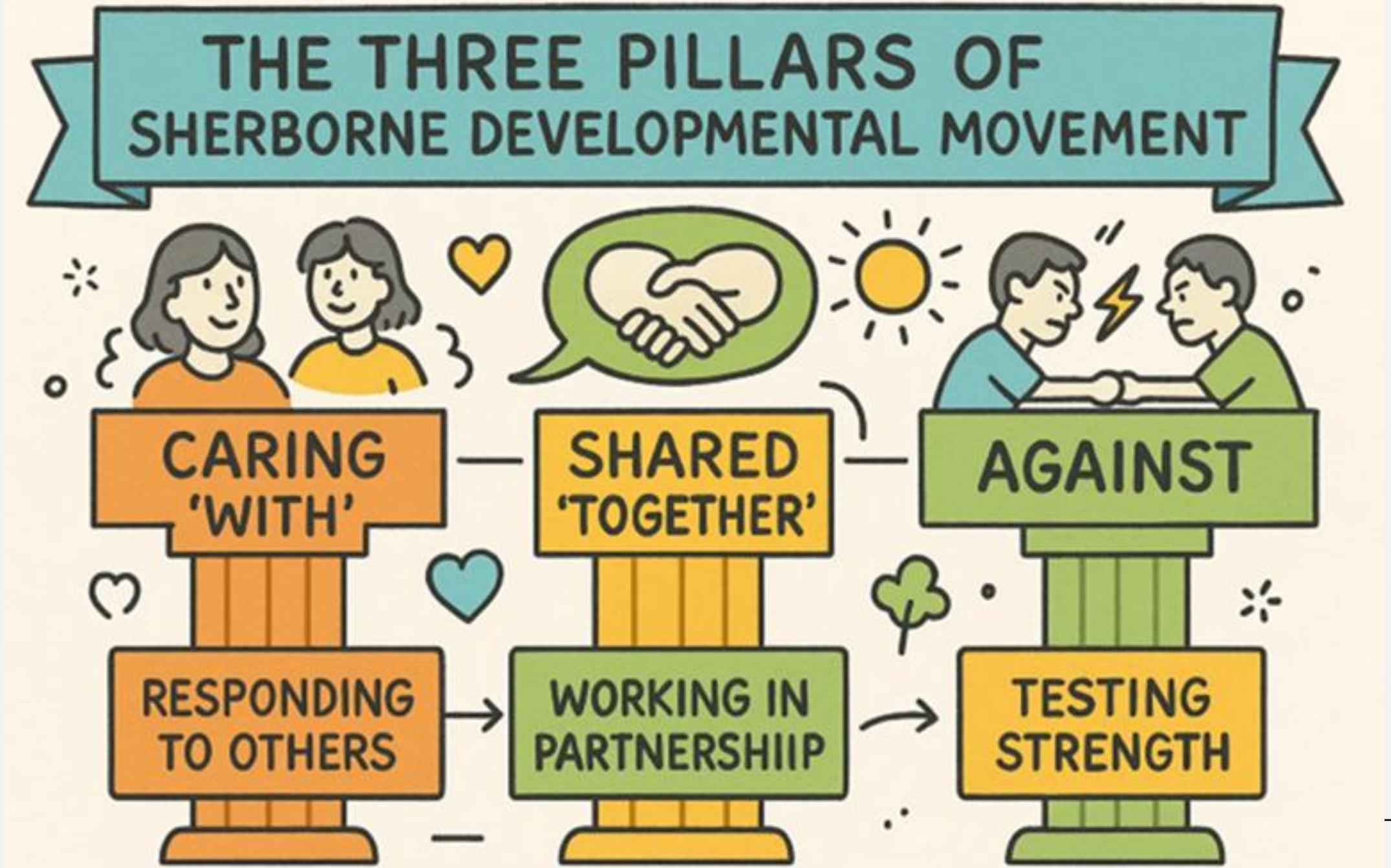


What is Developmental Movement?

Play-based and inclusive approach

Develops:

- Body awareness
- Emotional regulation
- Social connection
- Awareness of self and awareness of others


THE THREE PILLARS OF
SHERBORNE DEVELOPMENTAL MOVEMENT
CARING
'WITH'
SHARED
'TOGETHER'
AGAINST
RESPONDING
TO OTHERS
WORKING IN
PARTNERSHIIP
TESTING
STRENGTH

What Does It Look Like?









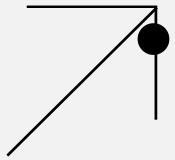
What Does It Look Like?





Outcomes for Children

- Improved emotional regulation
- Better social skills and communication
- Increased confidence and self-esteem
- Greater sense of belonging
- Improved readiness for learning



Why It Matters for Inclusion?

Supports participation and belonging

Reduces barriers for pupils with SEND and SEMH

Strengthens relationships between children, parents, and staff

Focuses on adapting environments rather than ‘fixing’ children



"People have to do my movement to fully understand its true value, and to feel the effect of the movements for themselves.“

Veronica Sherborne







Q&A

FLOURISHING TOGETHER
London West Early Years
Stronger Practice Hub



FLOURISHING TOGETHER

LONDON WEST EARLY YEARS STRONGER PRACTICE HUB

MCMILLAN NURSERY SCHOOL ARE WORKING WITH

Together we are stronger, creating a supportive network where practitioners and children can thrive and flourish.

To build a strong, evidence-informed culture of high-quality practice across our Early Years community, enabling all children (from birth), especially those from under resourced backgrounds, to access richer learning experiences that narrow gaps and improve life outcomes.



OUR VALUES





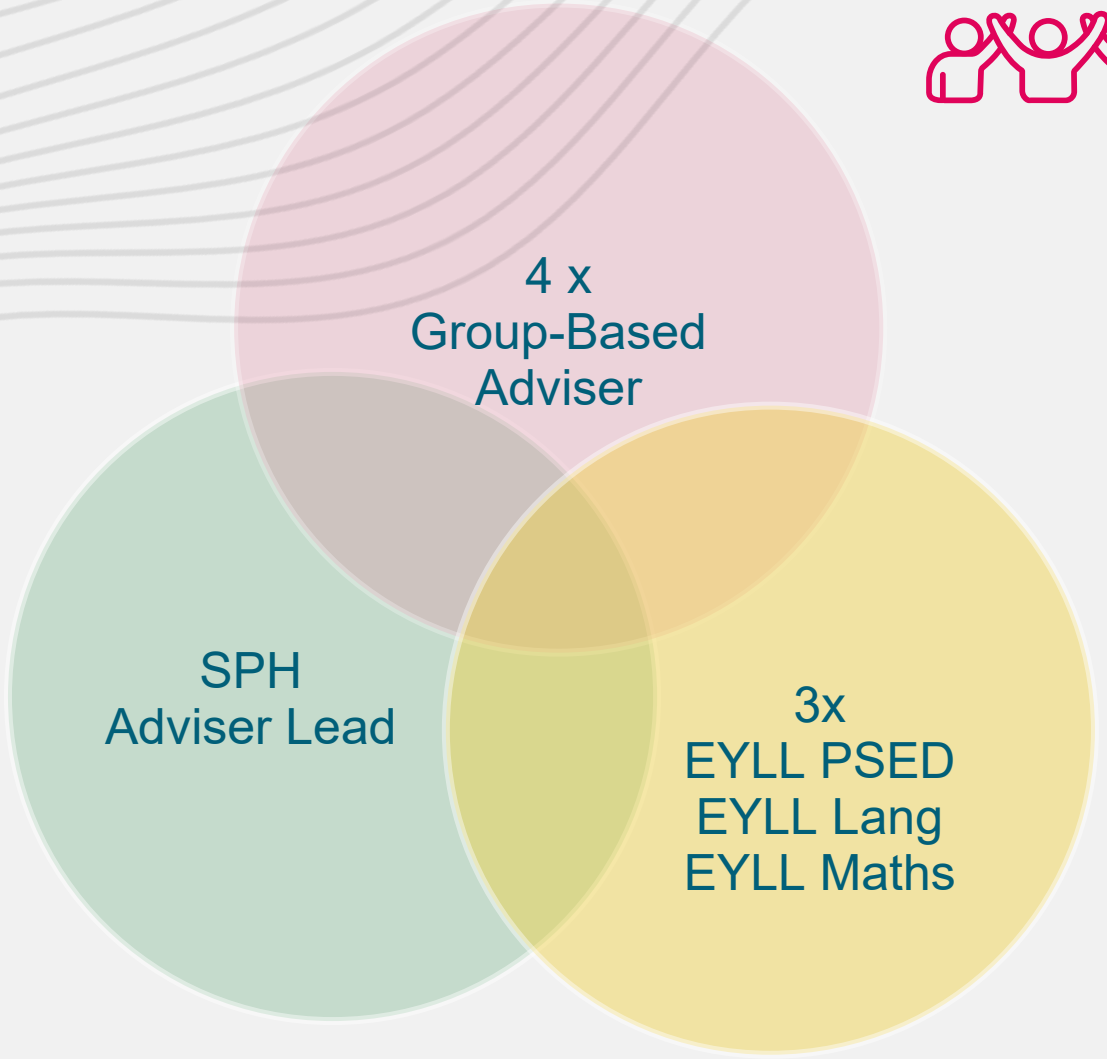






LEARN • CONNECT • DEVELOP • COLLABORATE

OUR TEAM



hello@flourishing togethersph.org.uk

saslam@flourishing togethersph.org.uk

naslam@flourishing togethersph.org.uk

jwegryzn@flourishingtogethersph.org.uk

What do we do…….

- Webinars
- Blogs
- Network meetings
- Childminder staffroom/networks
- Showcase settings
- Conferences
- Training mornings/dates
- Support from Early Years Stronger Practice Advisor
- Support from Early Years Learning Leads

FLOURISHING TOGETHER

London West Early Years
Stronger Practice Hub

Supported by

Ambition Institute

Supported by

Department for Education

FLOURISHING TOGETHER
London West Early Years Stronger Practice Hub

SOCIAL MEDIA

INSTAGRAM

FACEBOOK

TIKTOK

LINKEDIN

Sign up to our mailing list…..

[Sign up - Early Years Stronger Practice Hubs | Ambition Institute]
































Lady Bankes Primary School

LADY BANKES
PRIMARY SCHOOL

As a school our aim is to provide a ‘rich, varied and inclusive curriculum that harnesses every child’s potential’.



Year 6 cohort 2025-26

- 2 pupils with EHCPs
- 30 pupils SEND support including x8 children with dyslexia diagnosis, x7 diagnosed ASD, x1 DLD and x1 Global Developmental Delay
- 3 children with type 1 diabetes
- 30 children summer born
- 90 pupils in the year group

Context - Year 6

December 2025

			Cohort
Summary	All pupils	90	
Gender	Male	49	54%
	Female	41	46%
Prior Attainment	Higher	17	18.9%
	Middle	52	57.8%
	Lower	13	14.4%
	No prior	8	8.9%
Disadvantaged	Pupil Premium	16	16.7%
	Not Pupil Premium	74	83.3%
Term of Birth	Autumn	40	44.4%
	Spring	20	22.2%
	Summer	30	33.3%
SEN	EHCP	2	2.2%
	SEN Support	30	33.3%
	No SEN	58	64.4%
EAL	First language not English	19	21.1%
	First language English	71	78.9%
Mobility	Joined in Y5/Y6	6	6.7%
	Joined in Y3/4	8	8.9%
	Joined before Y3	76	84.4%
Ethnicity	White British	45	50%
	White European	9	10%
	White and black Caribbean	2	2.2%
	White and black African	3	3.3%
	Black Caribbean	0	0%
	Indian	8	8.9%
	Chinese	0	0%
	Arab	5	5.6%
	Other Asian	9	10%
	Other mixed background	7	7.8%
	Traveller of Irish or Roma Heritage	1	1.1%
	Any other	0	0%
	Unknown/refused	1	1.1%

- x3 chn with diabetes
- x4 chn arrived in Autumn Term

LADY BANKES PRIMARY SCHOOL

Year 6 SATs Results 2025-26

End of KS2

	Below	Working towards	Expected	Greater Depth	LBP Expected+	National Expected+ 2026	National Expected+ 2025
Maths	1%	13%	56%	30%	86%	75%	74%
Reading	1%	12%	60%	27%	87%	75%	75%
GPS	1%	17%	35%	47%	80%	74%	73%
Writing	1%	16%	67%	16%	83%	73%	72%
Science					89%	82%	82%
Combined R,W,M					81% (8% GDS)	63%	62% (8% GDS*)

Average score analysis

	Reading	National 2026
Year Group	106.5	106
Girls	107.8	
Boys	105.3	
Disadvantaged	104.5	
SEN	103.8	

	GPS	National 2026
Year Group	108.1	105
Girls	109.8	
Boys	106.7	
Disadvantaged	104.6	
SEN	101.2	

	Maths	National 2026
Year Group	106.2	105
Girls	104.9	
Boys	107.3	
Disadvantaged	103.8	
SEN	101.7	

	Writing exp+	National 2026
Year Group	83%	73%
Girls	90%	
Boys	77%	
Disadvantaged	69%	
SEN	62%	

How we assess children

- Children were assessed at the start of Year 6 using a past SATs paper.

- Results are analysed and children were set into four groups based on this data. We also discuss these groups with Y5 teachers to see if the data reflects the teacher's assessment.

- Formal assessment during 'mock SATs weeks' take place in December and March. This helps children to be really familiar with what will happen in May.

Average scaled score comparison

Reading	September	
Year Group (90)	98.9	
Girls (41)	97.6	
Boys (49)	96.1	
Disadvantaged (16)	94.4	
Non-disadvantaged (74)	96.4	
High attainers (17)	103.6	
Middle attainers (52)	95.2	
Low attainers (13)	88.3	
SEND (32)	91.6	
Summer born (30)	96.1	
White British (45)	94.9	
Indian (8)	97.7	
White European (9)	95.3	
Other Asian (9)	97	
EAL (19)	96.9	

LADY BANKES
PRIMARY SCHOOL

We have an extensive database that we use in all year groups to track the progress of all pupils including any interventions the pupils might have

	Class	Maths Group	English Group	Term of Birth	Pupil Premium	First Language	EAL	Ethnicity	SEN	Reading FFT Estimation	Writing FFT Estimation	Maths FFT Estimation	Joined in Y3/4	Joined in Y5/Y6	Competitions	SATs Result 2026 Grammar	SATs Result 2026Maths	SATs Result 2026Reading	SATs Result 2026Writing TA	CDC	Ed Psychologist	CAMHS	SALT	Dyslexia advisory teacher	ASD Advisory teacher	OT	Physio	BST	Little Wandle Catch up 2024/25	Little Wandle Spelling group 2024/25	Guided Reading	1:1 Reading	Spelling Intervention	Handwriting Intervention	EAL Support	Third Space Tutoring Programme	ELSA	Talk About	Bottom 20% Readers	Bottom 20% Maths	Prior Attainment	MTC Results 2024
4	6LM	CT	LM	Aut				Blac								120	118	109	GDS											Y											H	25
4	6CT	BM	LM	Aut				Arab								119	107	116	GDS											Y											H	25
5	6LM	BM	CT	Sum	Y			Arab	SEMH							113	109	109	EXS											Y						Y					M	25
5	6CT	CT	CT	Sum				Asia					X			116	114	108	EXS											Y											M	25
4	6CT	CT	CT	Aut		Urdu	Y	Pakis	ASD							109	109	109	EXS											Y											M	25
5	6LM	KC	CT	Sum				Whit	SEN support							104	94	108	EXS											Y	Y								Y	Y	M	14
4	6LM	KC	BM	Aut				Filipi	SEN support							90	83	94	WTS											Y	Y	Y							Y	Y	L	10
4	6KC	BM	CT	Aut				Whit								110	102	108	EXS											Y											M	24
4	6KC	CT	CT	Aut				Whit								115	110	109	EXS											Y											H	25
5	6CT	BM	CT	Spr				Whit								108	106	106	EXS											Y											M	25

LADY BANKES PRIMARY SCHOOL

Data is analysed by Year Group/ Phase Leaders and an Action Plan is written and reviewed throughout the year.

We also meet with school governors to discuss data.

Autumn Grammar / 50	Autumn Spelling /20	Overall grammar score / 70	Autumn Scaled Score	Autumn GPSAttainment	December Grammar out of 50	December Spelling out of 20	December grammar score out of 70	December Grammar Scaled Score	December SPAG Attainment	March Grammar out of 50	March Spelling out of 20	March grammar score out of 70	March Grammar Scaled Score	March GPS Attainment	Autumn Maths Arithmetic	Autumn Maths Reasoning 1	Autumn Maths Reasoning 2	Autumn Maths Total	Autumn Maths Scaled Score	Autumn Maths attainment	December Maths Arithmetics Paper 1	December Maths Reasoning Paper 2	December Maths Reasoning Paper 3	December Maths total out of 110	December Maths Scaled Score	December Maths Attainment	March Maths Arithmetics Paper 1	March Maths Reasoning Paper 2	March Maths Reasoning Paper 3	March Maths total out of 110	March Maths Scaled Score	March Maths Attainment	Autumn Writing raw score	Autumn Writing attainment	Spring Writing raw score	Spring Writing attainment	Summer Writing raw score	Summer Writing attainment
41	19	60	115	GDS	44	20	64	119	GDS	48	19	67	120	GDS	35	32	30	97	111	GDS	37	30	33	100	112	GDS	35	32	35	102	113	GDS	15	EXS	18	EXS	19	GDS
38	18	56	111	GDS	43	18	61	116	GDS	46	17	63	118	GDS	13	11	18	42	96	WTS	34	20	22	76	104	EXP	37	26	28	91	108	EXS	12	EXS	14	EXS	19	GDS
30	13	43	104	EXS	38	16	54	110	GDS	43	17	60	115	GDS	17	11	20	48	97	WTS	35	19	16	70	102	EXP	33	23	25	81	105	EXS	7	WT	8	WTS	10	WTS
28	18	46	105	EXS	41	19	60	115	GDS	36	18	54	110	GDS	26	25	22	73	103	EXS	35	27	32	94	109	EXS	32	32	29	93	109	EXS	8	WT	11	WTS	15	EXS
22	14	36	100	EXS	27	16	43	104	EXS	31	14	45	105	EXS	23	20	18	61	100	EXS	25	16	22	63	101	EXS	31	22	28	81	105	EXS	2	B		Absent	10	EXS
20	13	33	88	WTS	28	13	41	103	EXS	23	17	40	102	EXS	2	1	6	9	84	WTS	4	1	3	8	83	WTS	2	2	4	8	83	WTS	5	WT	7	WTS	10	WTS

LADY BANKES PRIMARY SCHOOL

SATs weeks (both practice and in May)

- We apply access arrangements to ensure that pupils are able to perform to the best of their ability.
- Adjustments include:
- All pupils having breakfast together before any testing begins. Opportunity to do some revision, talk with friends etc.
- Pupils revising whilst the first group of children are testing and then visa versa
- Pupils with emotional or behavioural difficulties identified and sit their tests first thing
- Having familiar adults in the room/s with children to provide reassurance, rest breaks and act as readers, scribes where appropriate
- Children who we know will require transcribing for are identified in prior practice tests and children are aware of what this entails
- Providing 1:1 for pupils (as required) in spaces that are low arousal, smaller group than the main cohort
- All arrangements are compliant with STA guidance.

LADY BANKES
PRIMARY SCHOOL

How we ensure that OAP is embedded at Lady Bankes

<u>Attention and Concentration</u>

Visual timetables used consistently through the school

Resources provided as appropriate

Working Walls in all classrooms for Maths and English

Access to quiet spaces if needed

Short, achievable work periods with movement breaks

Seating arrangements

LADY BANKES
PRIMARY SCHOOL

How we ensure that OAP is embedded at Lady Bankes

Social Communication

We know the children really well

Learning environment that supports pupils

Appropriate resources

Make any adjustments needed to support our pupils including groups such as Games Club and social stories

LADY BANKES
PRIMARY SCHOOL

How we ensure that OAP is embedded at Lady Bankes

Executive functioning and working memory

Use of pre-teaching

Tutoring before school for specific pupils- maths

Lexia and Little Wandle

Word banks, working walls,

LADY BANKES
PRIMARY SCHOOL

How we ensure that OAP is embedded at Lady Bankes

Social, emotional and mental health

ELSA trained staff in the year group who check in with pupils

We have excellent relationships with the children and parents

Transition support for pupils- into Year 6 and in preparation for high school

Discreet signal cards

Rewards

LADY BANKES
PRIMARY SCHOOL

How we ensure that OAP is embedded at Lady Bankes

Speech, Language and Communication Needs

Use of pre-teaching to identify subject-specific words

Pictures or objects to support with understanding

Use of technology

Modelling

Tutoring before school for specific pupils- maths

Word banks, working walls,

What else do we do?

- Four groups for Maths and English lessons. With the Senior Assistant Head and the Headteacher taking groups last year.
- Planning appropriately for each group, targeting specific areas helps to ensure that the children can make good progress and feel confident in their learning.
- Children needing the most support to achieve their potential are in the smallest groups and have the support of a teacher and at least one teaching assistant.
- All Year 6 teachers are very experienced (50+ years combined) and last year included three of the school's Assistant Heads and the Headteacher.
- Transition between year groups is good. Phase Leaders know the children within their phases really well and are prepared to support children's needs
- Children talk to their classes about their needs/ PSHE lessons
- Use of technology

LADY BANKES
PRIMARY SCHOOL

What else do we do?

- Careful gap analysis of test results helps to highlight areas that need to be revisited and reinforced.
- Interventions support the children and last year included:
  - Lexia (there were 9 diagnosed dyslexia pupils in the cohort)
  - Tutoring/ booster before and after school via invites
  - Small group short term interventions to reinforce specific areas including pre-teaching
  - Third Space Learning AI intervention
  - CGP books/ papers to use in class. Parents also have the option of ordering packs via school at a discounted rate
  - Teaching Assistants work really closely with the teachers and are experienced in working in Year 6

LADY BANKES
PRIMARY SCHOOL

Pupil Voice at Oak Farm

OAK FARM
PRIMARY SCHOOL

OAK FARM
PRIMARY SCHOOL

Total Communication at Oak Farm

Introduction: Why Total Communication Matters

At Oak Farm, we recognise that communication is fundamental to learning, relationships and wellbeing. Communication is not simply about spoken language - it is the ability to share ideas, understand others, express needs and engage meaningfully with the world. Communication involves both the transmission of information and the response to it, and it can take many forms: speech, gesture, facial expression, visual representation and sign.

A **total communication approach** acknowledges that no single method works for all learners. Instead, it brings together multiple forms of communication to support understanding and expression. This is particularly important because children develop communication skills at different rates and in different ways. For some, spoken language alone may not be sufficient—at least not yet.

Some of our children who do not use spoken language communicate their needs most powerfully. Our responsibility is to notice, interpret carefully, check our understanding and respond.

Every child has a voice — even without words

Communication is not synonymous with speech.

We recognise AAC, BSL, visuals, yes/no cards, gesture, body language and vocalisations.

Dysregulation, avoidance and withdrawal can communicate an unmet need or an inaccessible environment.

We teach children, through social stories and total communication, that their voice is valid however they express it.

My Support Plan

A: Personal Information

Name:	
D.O.B:	
Home language:	
Gender:	
Ethnicity:	
Primary area of need:	Communication and Interaction Cognition and Learning Social, Emotional Mental health Physical and/or Sensory
Other identified needs: (choose all that apply*)	Executive Functioning and Working Memory Attention and Concentration Social Communication Hearing Impairment Multi-Sensory Impairment Physical Difficulties Social, Emotional and Mental Health Speech, Language and Communication Specific Learning Difficulties Visual Impairment
Social Care needs: (choose all that apply*)	Child in Need Child Protection Child in Care Other

B: All about me

I am years old

I communicate by

What you can do to help me:

What is important to me:

What people like and admire about me:

My strengths and talents:

My fears / worries / things I don't like:

My dream is to / in the future I want to:

My favourite things:

All about me

By: Aaran Dasor



1

What is important to me?

My parents



My grandparents



Spending time with my friends: Lorcan, Lakshan, Dawoud and Zyiba



My brother



Playing with my toys



2

Things I enjoy at school:

Doing research on my Chromebook to write a fact file



In Science, I like making circuits using wires, batteries and a bulb



In French, I can say how I feel!



"Ça va bien"
"Ça va mal"
"Comme ci, comme ça"

Playing Jenga





Dot-to-dot activities

Drawing





Playing the Genius Square game

Things I find hard:

Listening when my teacher talks for a long time...

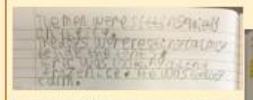


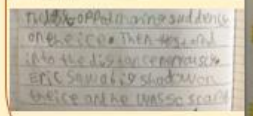
Arithmetic...

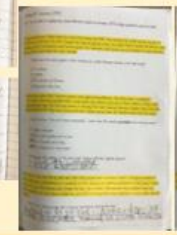


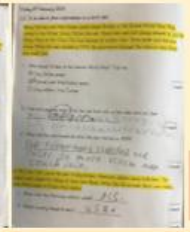
...and word problems.

Keeping my writing small and leave spaces between my words









Reading long texts and answering tricky questions— I like shorter texts

My strengths, talents & interests

I am friendly and kind, and I always say "good morning" to my teachers and my friends



I like drawing and colouring





I am good at Mario Kart on my Nintendo

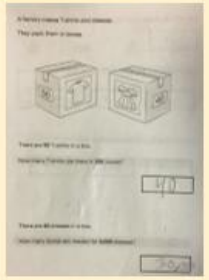


I like doing word searches.

What I need support with



Writing in English



Hard Maths problems

5

Who helps me?

My mum

My dad



My teachers

Mrs Guiton

Mrs Smith

6

What helps me?

Timer

'Need help' card



Alphabet mat

Movement break

My free - time corner



Short tasks with free time afterwards

Drawing out the question so I can see it



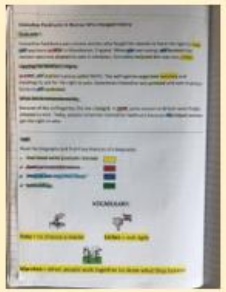
Highlighting important words in maths questions

7

What helps me?

Word banks, vocabulary with photos, short texts, sentence starters and pictures in English.









8

About Me

- My name (first name only or nickname):
- A few words to describe me:
- I like to communicate by:

1

What is hard with talking or understanding?



2

What things are tricky or make you feel upset?

e.g. lesson is too quick, hard to listen, difficult vocabulary, lots of teacher talking, unclear instructions

3

What helps you when things feel hard?

e.g. extra time, simple instructions, task planner, check-ins, safe space, examples, writing frame

4

What makes you feel happy, safe and confident?

e.g. time to talk to someone, pre-warning of questions, doing activities you love

5

What can teachers do to help you and others talk, listen, and learn better?

e.g. What do you wish teachers knew? What would an ideal school be like?

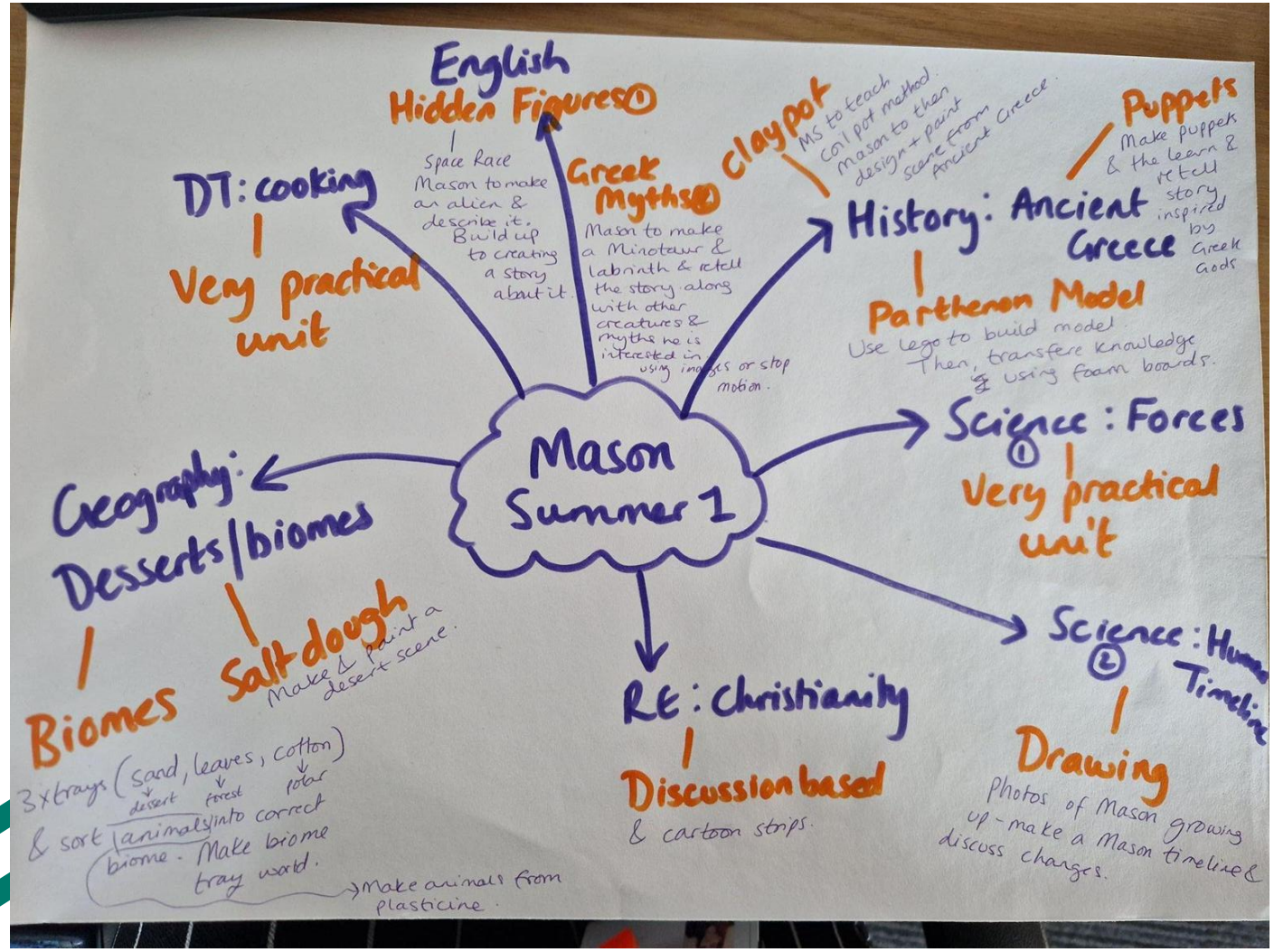
6

What tips would you share with your friends to help you and others talk, listen, and learn?

e.g. How could your friends help you with conversations and friendships?

7

Curriculum adaptation



Pupil voice is not an activity. It is a culture.

Every child has a voice.

Every form of communication deserves to be recognised.

Children often understand their own needs better than we do.

Our job is not simply to listen, but to respond.

A child who feels safe, understood and valued is a child who is ready to learn.

If a child is telling us, in whatever way they can, that something isn't working, are we prepared to change what we're doing?

Speech & LanguageLink

From identification → understanding → action

2026 - 2027

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The Language Link pathway in Hillingdon

A school-based pathway supporting early identification and response across phases

LittleLink



Nursery

Age 3+
(3–5)

Nursery screening

Use Little Link for children aged 3+ in school nurseries where appropriate.

INFANT LanguageLink

Reception / KS1

Age 4–7

Reception screening

Complete screening for all Reception children **after October half term.**

JUNIOR LanguageLink

KS2

Age 7–11

Year 3 screening

Complete screening for all Year 3 children in the **autumn term.**

SECONDARY LanguageLink

Years 7–9

Age 11–14

Year 7 screening

Complete screening for all Year 7 children in the **autumn term.**

BEST START IN LIFE

WellComm

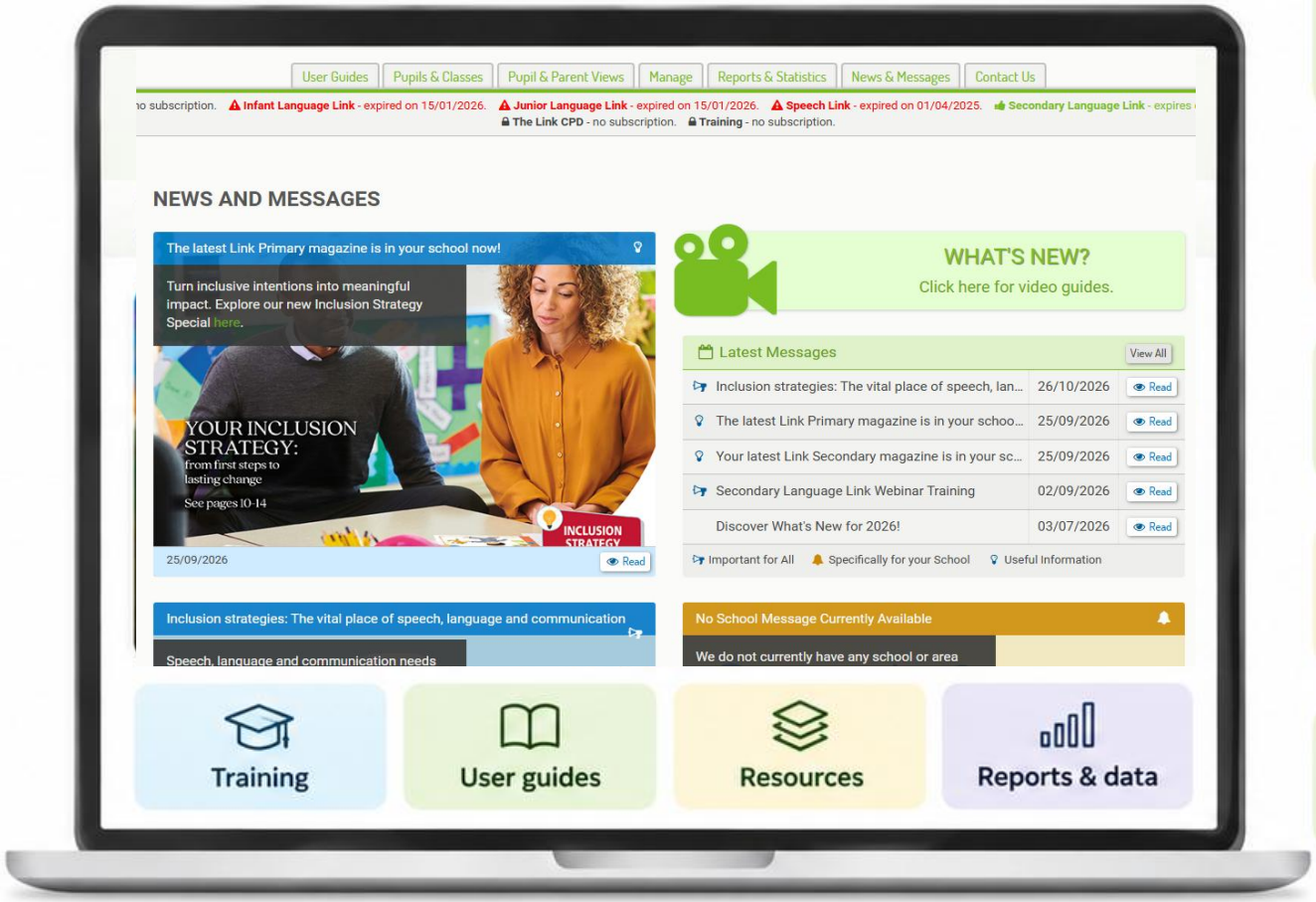
WellComm supports the wider early language offer in PVIs, nurseries taking 2 year children and across the community.

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Language Link website

A practical hub for training, guidance, resources and reporting

The Link Community



Training updates

- Termly free virtual training advertised through the dashboard.
- Register even if you cannot attend live — the sign-up link allows access on demand.

User guides

- Video guides available to support use of the packages.
- Downloadable user guide PDFs for staff.

Resources

- Links to free intervention resources and supporting materials.
- Easy access to practical tools for implementation.

Reports and data

- Generate reports for individuals, classes and whole year groups.
- Use reports to inform support, review and planning.

In one place

- News, messages, support materials and key updates in one central hub.

The website supports implementation by bringing training, guidance, resources and reporting together in one place.

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The assessment is the starting point

The value of Language Link is in what happens next.



SCREEN

Who may need support?

Complete Language Link screening at the recommended year group/phase.



UNDERSTAND

What is the profile telling us?

Look at the whole profile (not just the overall colour) and consider the child in context.



RESPOND

What needs to change?

Use the information to plan and put in place appropriate support (universal, targeted or individual).



REVIEW

Is it making a difference?

Use follow up assessment and ongoing monitoring to review progress.



APDR

Use the evidence to inform next steps.

Bring the information together as part of Assess, Plan, Do, Review and wider decision making.



A score does not tell us what to do on its own — it helps us ask better questions.

Consider: Classroom presentation | Attendance | EAL / language exposure | Progress over time | Wider context (e.g. SEMH, ND, LAC) | Professional judgement

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From assessment to impact

How Language Link can support whole-setting improvement

1 Identify

- Screen pupils at key transition points: Reception, Year 3 and Year 7.
- Identify patterns of strength and need across cohorts.
- Build a clearer picture of language and communication need within the setting.

2 Understand

- Look beyond the overall score and explore the whole cohort profile.
- Identify common strengths, areas of need and patterns across groups.
- Consider the data in context alongside attendance, EAL, progress, SEMH, neurodiversity and wider school information.

3 Respond

- Use the evidence to agree priorities and next steps.
- Review curriculum planning and lesson design through a communication lens.
- Review the setting's provision map and plan targeted intervention where appropriate.
- Build staff confidence and knowledge so strategies are embedded beyond intervention groups.

4 Review and build

- Monitor progress and review the impact of provision over time.
- Consider Language Link alongside other evidence such as attainment, end-of-term assessments, attendance, behaviour, engagement and pupil voice.
- Adapt provision in response to what the evidence is showing.
- Build a consistent approach to communication across the whole setting.

Better outcomes for children and young people

Use assessment data to understand need, strengthen provision and build communication-accessible practice across the setting.

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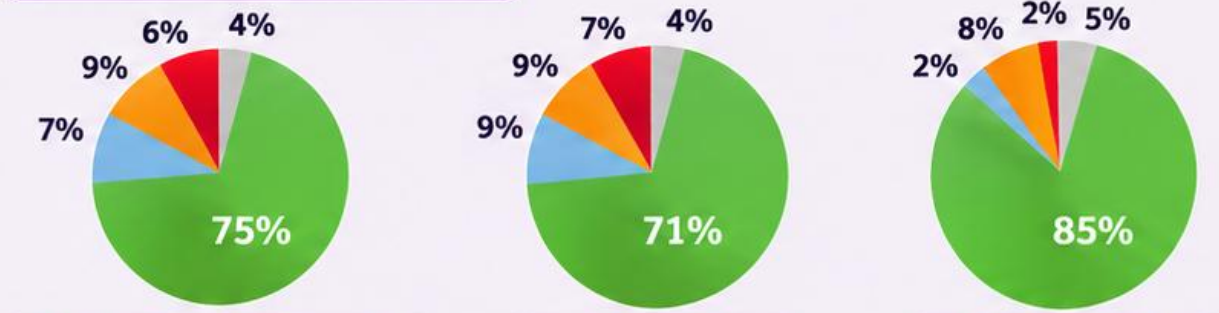
School Data – Example

Using Language Link to understand need and inform whole-setting practice

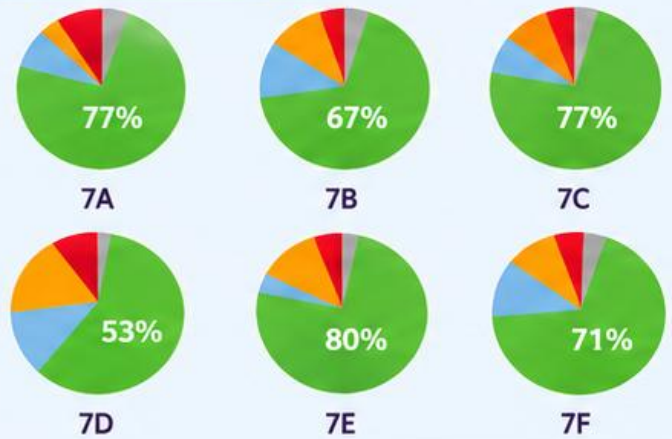
Key

- Severe
- Mild to Moderate
- Low Average
- Passed
- Not Marked
- Not Assessed

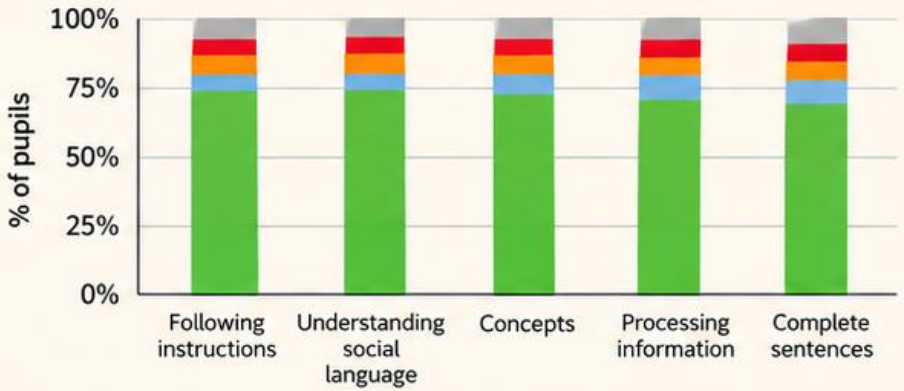
Whole-school overview



By class (example)



Language area profile (Y7 example)



Key learning (example)

- Most pupils are showing age-appropriate language skills (= passed).
- A notable proportion are identified with language needs (amber/red), with a higher proportion within the EAL cohort.
- The data helps us identify where to focus whole-school support and curriculum adaptations.
- It provides a baseline to monitor progress and the impact of provision over time.

From data to action at a whole-setting level

Use the school profile to identify priorities, review the curriculum and provision, plan targeted support and monitor impact over time.

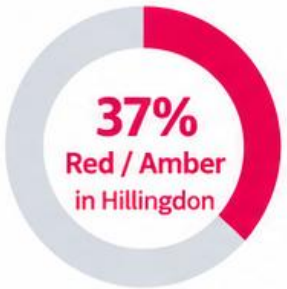
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What are we learning across Hillingdon?

Language Link is helping us build a clearer picture of language need.

Infant Language Link

4,754 pupils assessed

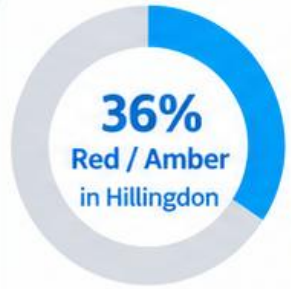


25.8%
Red / Amber nationally

A higher proportion of children are identifying with language needs in Reception and KS1.

Junior Language Link

1,799 pupils assessed

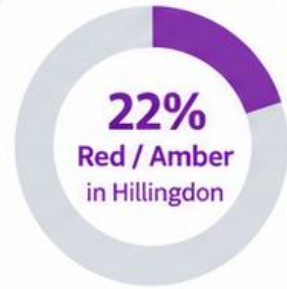


29.9%
Red / Amber nationally

Language needs remain evident into KS2, reinforcing the importance of follow-up and reviewing impact over time.

Secondary Language Link

1,600 pupils assessed



21.0%
Red / Amber nationally

The overall picture is closer to national levels, but around 1 in 5 pupils are still identifying with significant language needs.

Note: Language Link screening data should be interpreted in context. Cohorts and implementation may differ from national data.

Youth Justice

Communication needs are highly relevant for vulnerable young people.

60%+
of children and young people in contact with YJS are reported to have SLCN.

~5%
had communication needs identified before entering YJS.

2×+
reported likelihood of reoffending compared with peers without SLCN.

The message is not blame.
The message is: recognise need early and adapt communication.

Hillingdon Language Dashboard – in development

We are bringing Language Link data together to build a borough-wide picture of language need.

See need
Patterns by phase, cohort and setting.

Target support
Identify where additional support may be needed.

Review impact
Track changes over time to inform future planning.

Identification gives us visibility. Data should help us decide where to act.

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What next?

Building on what we know to make a positive difference for children and young people

Use the data

- Continue to increase screening across settings.
- Use School/setting reports to identify strengths and areas of need.
- Consider the learner in context (e.g. attendance, EAL, wider needs).
- Feed in to whole-school planning and APDR.

Support practice

- Use practical strategies to adapt communication across the curriculum.
- Build staff knowledge and confidence.
- Plan targeted intervention where needed.
- Work in partnership with parents and other professionals.

Develop our approach

- Hillingdon Language Dashboard – in development.
- Bring together data across phases to understand patterns of need.
- Identify where additional support may be required.
- Review impact over time to inform future planning.

Take away and share

- Watch our DLD GROW video to explore simple, practical ways to support communication across the school.

Scan to watch our DLD GROW video

Identify early. Understand need. Act on what we know.

By working together and using evidence to inform our practice, we can help children and young people develop their communication skills, access the curriculum and fully participate in school life.

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PFAEY
Sense of Belonging
Aim High

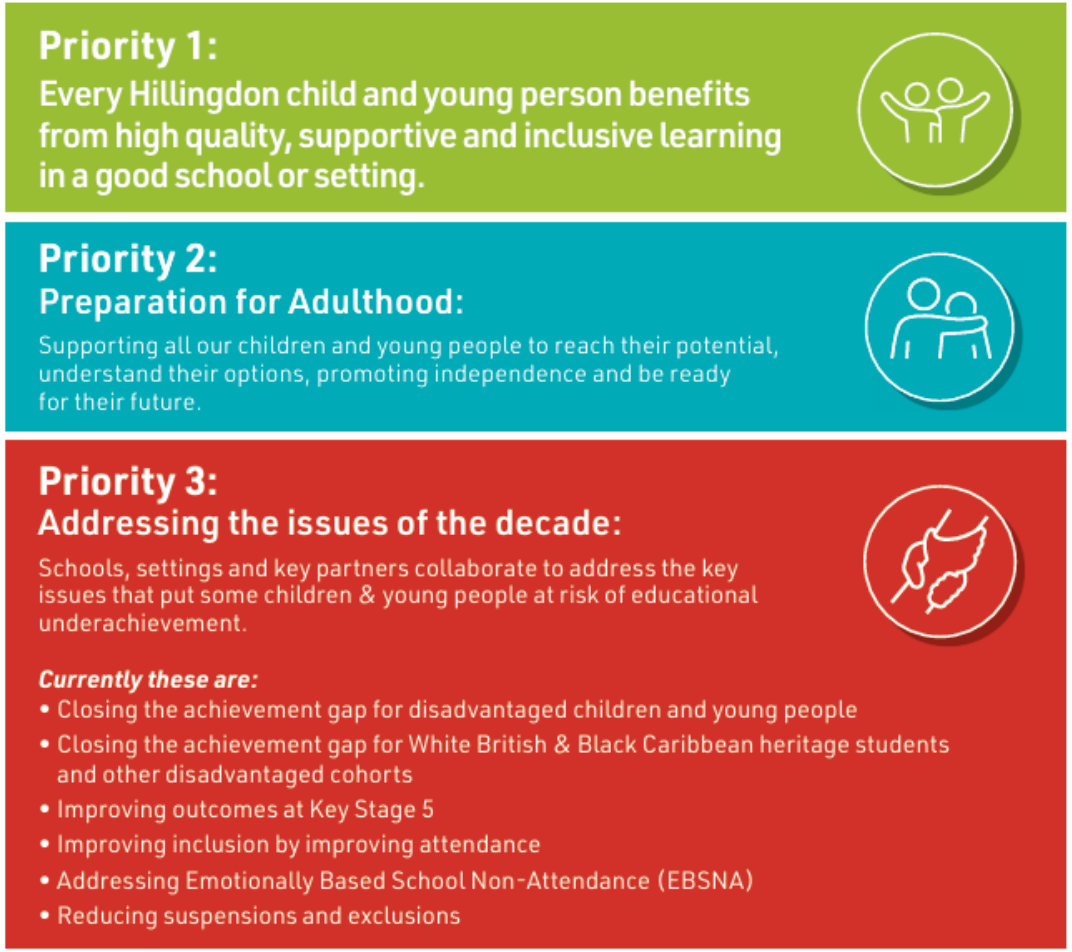
Caroline Ryder

SEND Education Advisor

Education Improvement Partnership

hillingdon-education-strategy-2025-30

Preparation for Adulthood from Early years (PFAEY)



Research into practice

Conversations about transitions often focus on key moments in a child and young person's journey. Starting school, moving to secondary education, leaving education and entering adulthood.

What if preparation for adulthood didn't start at transition points, but was embedded from the very beginning and throughout a child and young person's journey?

Rethinking transitions: Why we started with early years | Research in Practice

Sense of Belonging Framework

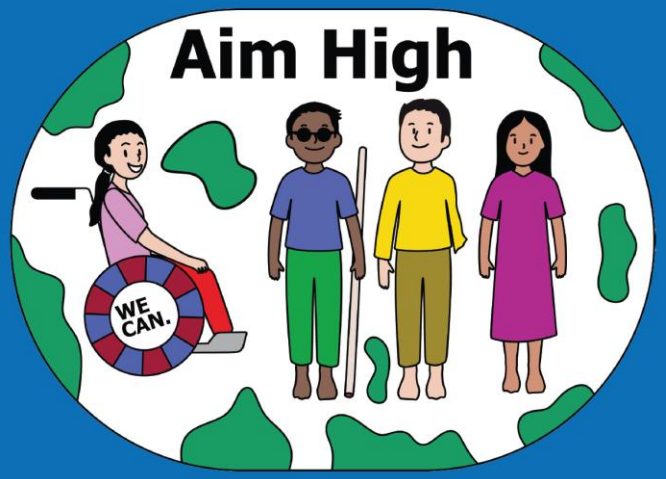
- Hillingdon is developing a Sense of Belonging framework
- Consulted with Aim High to understand what a sense of belonging means
- We have realised sense of belonging is very broad – this means something different to everyone!
- **“Make it everyone’s responsibility**: Belonging is a whole-school effort, from the senior leadership team to every member of staff and the pupils themselves” School belonging case studies research: summary - GOV.UK
- Improved Sense of belonging evidence shows – improved achievement, attendance, wellbeing and life beyond school!
- Now we want you to be involved!

Get involved – Sign up to the working groups



- https://forms.cloud.microsoft/e/yR6C17ub6Z?origin=lprLink

Aim High



- Aim High has achieved a lot in the last year and our numbers have expanded (around 6-8 consistent members), but we are looking to **grow more** and **collect more young people's voices**.
- This year we aim to further develop the work we do by **visiting schools** to **hold shared events** to consult with young people to better **capture more voices**.
- We are **joining the Multi-Schools Council** to help us improve on this work and deliver more around this.
- Do you think your school would be interested in hosting an event with neighboring schools? Please contact us!

- We are always looking for more young people to join the forum. We meet once a month on the first Tuesday of every month, 4.30pm-6.30pm

- Questions or want to get involved? Contact SENDYouthForum@Hillingdon.gov.uk

What did Aim High consult on and improve last year?

- Local Offer
- Autism strategy
- My SCLN Strategy
- Co-Production Charter Agreement
- PFA Guidance
- New Annual Review paperwork and YP views forms

What else did they do?

- Delivered training at Inclusion Conference
- Won award at Dragon SEND

SEND Expert by Experience appointed!

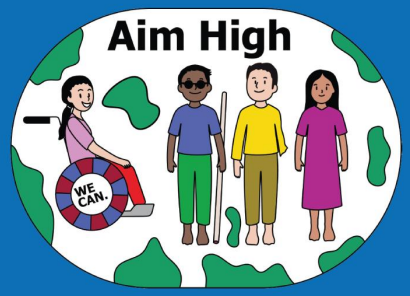
A really exciting development to have a paid role for someone with lived experience of SEND in Hillingdon. This role has been agreed for a year and Faysal will be supporting us to collect more voices and opinions, and to shape services in Hillingdon.



Faysal Awan has been appointed

A bit about Faysal…

- A member of Aim High
- Attended school in Hillingdon
- Was supported at SEN Support, an EHCP was applied for but declined
- Took part in the non-EHCP Supported Internship trial at the Civic Centre




Reflection

Thank you

Feedback in 1 word

