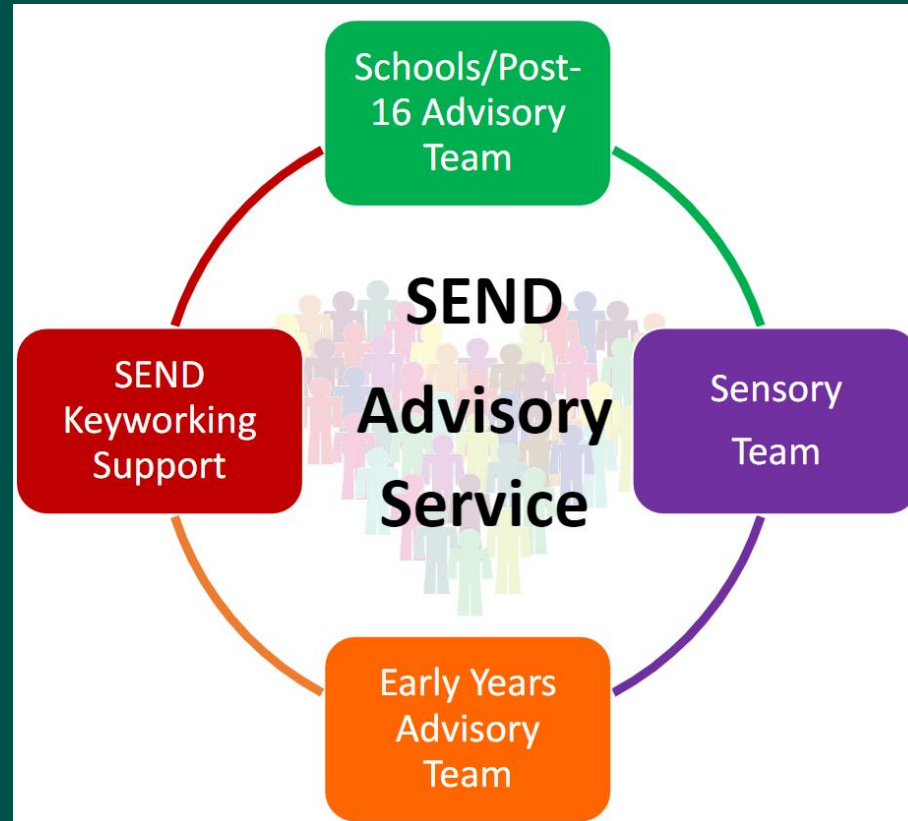


SEND & Inclusion Service

Governor's meeting
October 2022

SEND Advisory Service



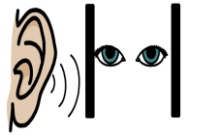


The sensory team provide specialist advice on how to maximise access to education for CYP with sensory impairment

2 x Visual Impairment Teachers and 1 x Support Officer

2 x Hearing Impairment Teachers and 1 x Support Officer

1 x Senior Multi-Sensory Impairment Teacher



The EY SEND team provide advice and support to private, voluntary and independent settings (PVI) and Children's centres in the early identification and intervention for children aged 0-5 with SEND. The ASD advisors provide specialist advice relating to communication and interaction in the PVI and work directly with children in school nurseries and reception

4 x Early Years SEND Advisors (PVI)

2 x ASD Advisors

1 x Principle SEND Advisor



The School's SEND advisory team provide advice and guidance to schools through the SCERTS ethos to support schools in enabling children and young people with Autism to reach their full potential.

2 x ASD Advisors

1 x ASD/Social Emotional Mental Health Advisor

1 x Language Advisor

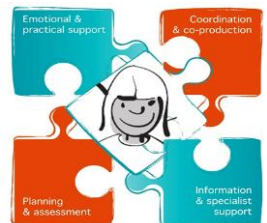
1 x Principle SEND Advisor



The SEND Keyworking team provide holistic emotional and practical support to empower families. They provide information and signpost (local services, childcare, charities, housing, finances, education) and Coordinate services through a TAC

2 x Senior Keyworkers (P/T)

5 x SEND Keyworkers



1:1 referrals





Help spread the word!

Please spread the word to all staff and families and put a copy of the SAS Advice Line poster up in your staffroom.

[SAS Advice Line](#)

SEND Advisory Service

Who should I contact if I have a query?

SAS Advice line / linked advisor

Service Manager
Carole Lewis

- DSG work
- Strategic Oversight of all 4 areas
- Escalation by Managers where required
- Members Enquiries / FOIs



[SAS Localities List](#)

Team Manager EY / Schools / Post-16

Heenal Cara (Amin)

hamin@hillingdon.gov.uk

- ESF/SENDEX (SENDEX outcome queries directly to SEND panel chairperson)
- Schools/EY setting support (not sensory)
- Professional's training (not sensory)
- SEND reviews / Inclusion commitment



Team Manager: Key working / Sensory

Priya Perera

pperera@hillingdon.gov.uk

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Specialist Provisions

EY Principal SEND Advisor: Sandy Atwal

satwal@hillingdon.gov.uk

- Early Years SEND Inclusion Funding
- PVI queries
- Childminders
- SEND reviews / Inclusion commitment (EY)

Schools / Post-16 Principal SEND Advisor: Sharon Gill

sgill@hillingdon.gov.uk

- SEND reviews / Inclusion commitment (schools/post-16)
- SENCO forums
- Newsletter
- SEMH pathways



Senior Keyworkers

Debbie Frank & Simmi Virdee

dfrank@hillingdon.gov.uk

SVirdee1@hillingdon.gov.uk

- Support for parents
- Parent training
- Stronger Families referrals
- Early Health Notifications
- Liquid Logic processes

The data in Table 3 shows Hillingdon's % increase in EHCPs is less in comparison to London and National % increases.

- EHCP - Although the EHCP growth in Hillingdon is slowing, we are still above London and National
- SEND Support – The gap between Hillingdon and London/National continues to widen

	% EHCPs 20/21	% EHCPs 21/22	Change in EHCPs (%)	% SEND support 20/21	% SEND support 21/22	Change in SEND support (%)
Hillingdon	4.14	4.36	0.22	10.32	10.47	0.15
London	3.84	4.13	0.29	11.41	11.71	0.30
National	3.65	3.95	0.30	12.15	12.55	0.40

Supported SEND Reviews

- Evidence-based framework developed by NASEN / Whole School SEND.
- This framework complements the OFSTED framework.
- If commissioned through NASEN, it would be at a cost of @ £1800
- **LA offering at no cost to the school**

What elements of SEND Provision are evaluated?

- Teaching and Learning
- Leadership of SEND
- Outcomes
- Working with pupils and families
- Assessment and identification
- Monitoring, tracking and evaluation
- The efficient use of resources
- The quality of SEND provision



SEND Reviews in Hillingdon

A setting-led approach to
improving provision for all

What is a SEND Review?

A SEND review is an evidence based, self-evaluative tool which looks at how your education setting provides for pupils or students with special educational needs and disabilities. Existing good practice is identified and the findings from SEND reviews can help improve SEND provision and strategy, so that learners are appropriately supported to achieve good outcomes.

"Our SEND Review was a very collaborative experience. It helped to focus the key strengths and areas to develop in the school. I would certainly recommend it to any SENDCo."

Primary School SENDCo

What are the benefits of a Supported SEND Review?

The SEND Advisory Service (SAS) Principal SEND Advisors (PSA) will use the appreciative inquiry approach to work with you, collaboratively, to identify areas of good practice and development to improve provision for all.

The supported SEND review considers the OFSTED framework, Quality First Teaching and the use of Ordinarily Available Provision.

Access to a NASEN led workshop, only available to Hillingdon schools signed up for a review.

If commissioned through NASEN, the cost of a SEND Review is £1,200 for primary schools and £2,300 for secondary. **We are offering a supported SEND Review at no cost to your setting.**

The Process

1. **Identification** – Setting requests a SEND review (contact below)
2. **Self-Evaluation** – Setting completes a self-evaluation of current provision
3. **Preparation** – The PSA will request preparatory information, analyse data, and confirm a programme for their visit
4. **Site visit** – The PSA will visit your setting, undertake joint learning walks, engage in discussions with key staff / parents / students and at the end of the day, meet with SLT to discuss strengths and areas of development
5. **Reporting** – The PSA submits a written report, based on verbal discussions, within a timescale agreed with the school
6. **Follow up** – The setting may agree follow up visits and support

For more information regarding NASEN SEND Reviews visit www.nasen.org.uk



Contact Details:

To find out more information or to book a SEND Review contact:

Sandy Atwal – satwal@hillingsdon.gov.uk – PVI's

Sharon Gill – sgill@hillingsdon.gov.uk – Schools/Post-16



HILLINGDON
LONDON

Education Phase	2021-2022 Completed	Total from 2021-2023 (completed and scheduled)
PVI	17	38
Primary	19	30
Secondary	1	6
Total	36	73

Early Support Funding



- Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2021; Wales Safeguarding Procedures Project Board, 2020).
- Early Intervention – Right support, right place, right time (SEND Review)
- EY – no notional budget available to ensure early support for developmental delay / language development etc. ESF enables intensive intervention for short/mid-term duration – close the gap.
- Focus on transition primary to secondary – funding can be transferred within Hillingdon
- ESF may be considered where a CYP suffers a serious accident or deterioration in a physical/sensory, mental health condition, which requires immediate support but is not thought to be long-term, or where the CYP's behaviour shows sudden and serious deterioration and there is supporting evidence that external, professional advice has been sought and implemented (including a recent My Support Plan).

Referrals to CDC



School/SENCO Guidance: ASD pathway Referrals for Children and Young People in School:

1

Before considering a referral for ASD assessment, the SENCO should discuss concerns with the parent/carer and gain consent to initiate the referral. We are unable to accept a referral without parental consent

2

Complete the ASD School Questionnaire/Report- AQ-10

3

Complete the referral form, including as much information as possible such as:

A quick referral guide for parents to complete about a teenager aged 12-15 years old with suspected autism who does not have a learning disability.

Please tick one option per question only:

		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
1	S/he notices patterns in things all the time				
2	S/he usually concentrates more on the whole picture, rather than the small details				
3	In a social group, s/he can easily keep track of several different people's conversations				
4	If there is an interruption, s/he can switch back to what s/he was doing very quickly				
5	S/he frequently finds that s/he doesn't know how to keep a conversation going				
6	S/he is good at social chit-chat				
7	When s/he was younger, s/he used to enjoy playing games involving pretending with other children				
8	S/he finds it difficult to imagine what it would be like to be someone else				
9	S/he finds social situations easy				
10	S/he finds it hard to make new friends				

SCORING: Only 1 point can be scored for each question. Score 1 point for *Definitely or Slightly Agree* on each of items 1, 5, 8 and 10. Score 1 point for *Definitely or Slightly Disagree* on each of items 2, 3, 4, 6, 7 and 9. If the individual scores **6 or above**, consider referring them for a specialist diagnostic assessment.

USE: This is the adolescent version of the test recommended in the NICE clinical guideline CG142. www.nice.org.uk/CG142

Key reference: Allison C, Auyeung B, and Baron-Cohen S, (2012) *Journal of the American Academy of Child and Adolescent Psychiatry* 51(2):202-12.

Information from Education

- Evidence of 'Assess, Plan, Do, Review' with outcome measures of appropriate strategies and interventions used.
- Assessment of a child's current academic attainment.
- Where schools have engaged in ASD training evidence of how strategies have been embedded within school practice, and their impact.
- Relevant information regarding family and social background, Social Care involvement and child protection concerns.





SEND Service



SEND Team

Annual reviews should be sent to
senannualreviews@hillingdon.gov.uk

For SEND panel (every Wednesday 1pm) please
book place via
email: senadmin@hillingdon.gov.uk

Caseload allocation

[SEND caseload school allocation.](#)



MEET THE SEND Team

We invite you to attend **Meet the SEND Team**
DROP-IN SESSIONS (face to face)

9am – 12pm

Middlesex Suite

Tuesday 15th November

Civic Centre Uxbridge UB8 1UW

please register: [Meet the SEND Team \(Preview\)](#)
[\(office.com\)](#)

• **Please save the following dates:**

- **17th January 2023**
- **24th March 2023**
- **16th May 2023**
- **4th July 2023**



SEND Panel

SEND Panel

Please ensure your Headteacher or SENCO is attending the SEND Panel.

Weekly SEND panels continue as usual every Wednesday at 1pm. Please see the new rota for school professionals to book a place and attend our SEND Panel;

SEND Panel Dates 2023

Please book a place by emailing:

senadmin@hillington.gov.uk

Decision making process

Evidence is presented to multi-disciplinary SEND Panel

Decision on assessments is made:

The child or young person has or may have special educational needs, **and**

It may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

CoP 9.14: The LA should consider whether there is **evidence** that despite the setting having taken **relevant and purposeful action to identify, assess and meet** the SEN of the c/YP, the c/YP has not made **expected** progress. To inform the decision the LA will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and **rate of progress**
- information about the nature, extent and **context** of the C/YP's SEN
- evidence of the **action already being taken** by the setting to meet the child or young person's SEN
- **evidence** that where progress has been made, it has only been as the result of much additional **intervention and support over and above that which is usually provided**
- **evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies**



Request for an EHCNA - Education, Health and Care Assessment

Checklist:

- CYP is resident of LBH
 - The consent from parent/carer or YP themselves if over 16 year old
- A signed copy of the parental agreement form to share information

Evidence of the child/young person's achievements (attainment and progress) compared to norms, peers from the same start point or expectations of the child/young person

- Evidence of the involvement and views of Early Help support and/or external agencies including, where applicable:
 - Educational Psychology Service
 - Educational Welfare and Attendance Service
 - Health Authority and Social Services

Include copies of reports or minutes of review meetings held at various stages over the past year/18 months where appropriate

- Copies of reviewed individual plans CYP over the past year/18 months. Include examples of curriculum planning
- Copies of detailed and costed provision maps for the past year/18 months
- Evidence of involvement of parents/carers and any written comments
- Evidence of involvement of the child/young person including a copy of, for example the 'All about me' or 'single profile'
- Dated and annotated example of child/young person's work, where appropriate (a maximum of 2)



Diagnosis

Education Health Care Plan (EHCP) is needs led
not diagnosis led

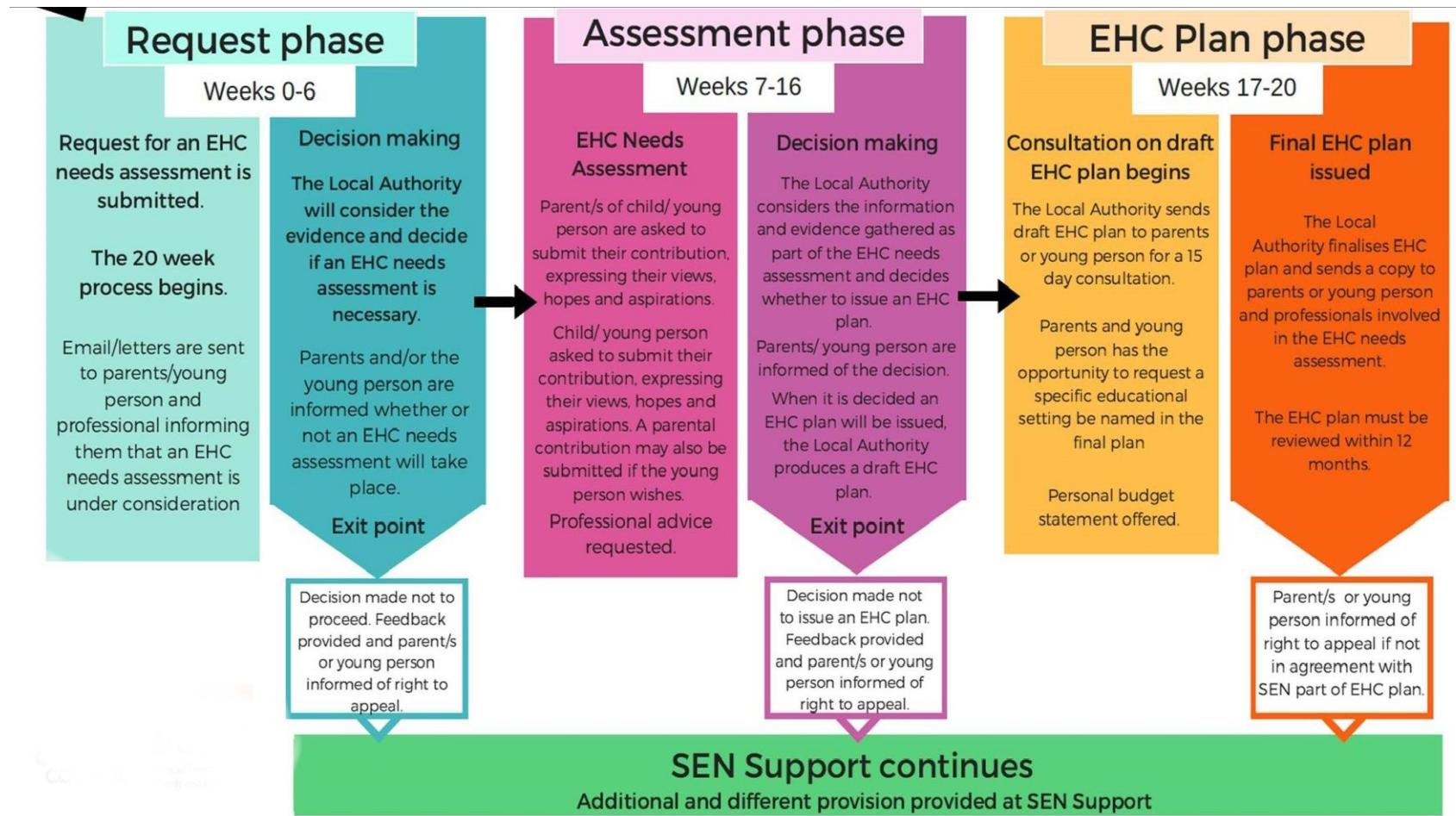
Not every child/young person with diagnosis
(e.g. of Autism) will require an EHCP

Is this a short/medium
term educational
need?
If so, is ESF more
appropriate?

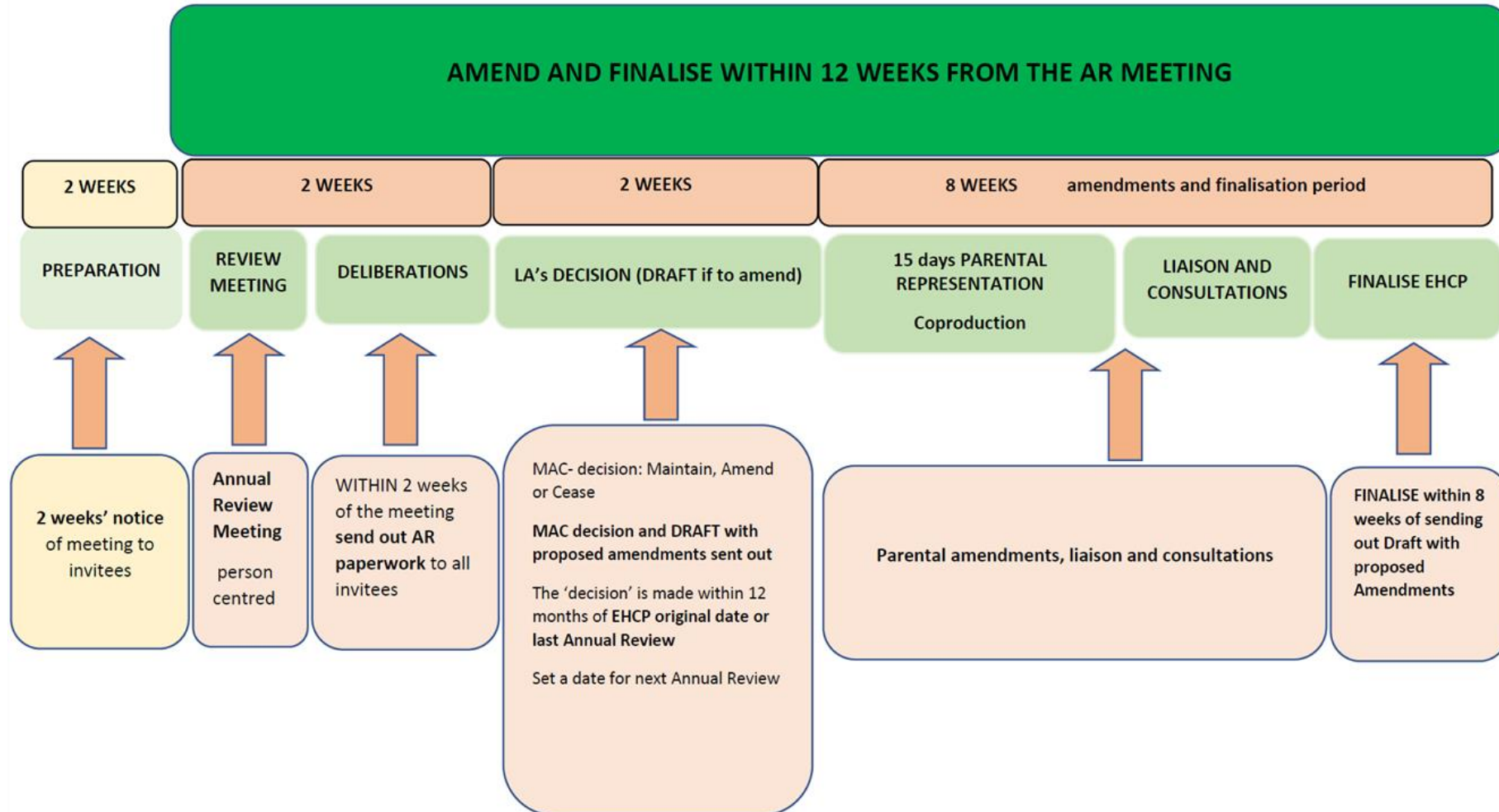
Can the needs be
met by Ordinarily
Available Provision?



EHCNA process

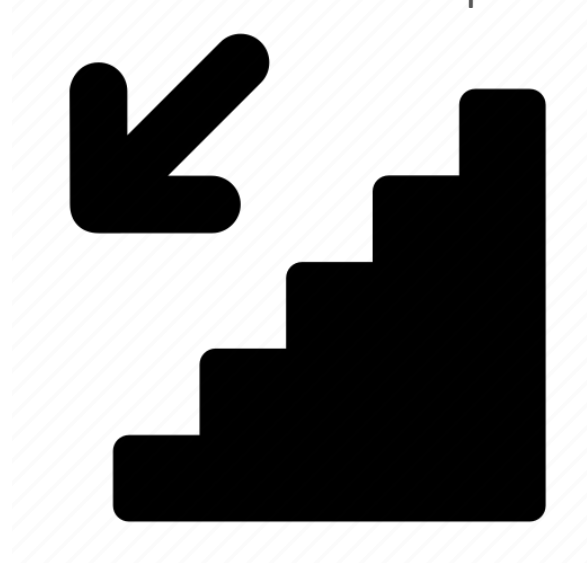


Education Health Care Plan Annual Review Timeline



Step down approach and ceasing – what is it?

- The main purpose of an EHCP is to provide targeted support to meet outcomes effectively, therefore allowing the pupil to make progress in line with their age, aptitude and ability
- If the EHC plan is effective, outcomes should be met in which we will celebrate
- Where outcomes have been met, needs change, provision decreases, the team will be carrying out the banding check and care-calc to reevaluate the financial support/resource allocated to a plan and will amend this accordingly at the bottom of the EHCP. Or if the outcomes are achieved the plan will be proposed to cease.



Highlight on placements

We understand there are some pupils who may require a specialist placement attending mainstream setting – and due to the national shortage, one is not available.

We consult a range of settings, in and out of borough, independent and maintained but we need to ensure whatever placement is sought is an efficient use of resource. Please continue to advise families to contact SENDIASS for impartial support.

Below is the current number of pupils waiting for a specialist placement:

No of students	SRP or special	Interim Tuition
Requiring SRP or special	25 (23 primary, 2 secondary)	31

the 53 pupils identified as needing a specialist placement for September within this academic year, we have successfully placed the following 28 pupils:

- 23 being maintained placements
- 5 being independent placements
- 16 of these pupils were year 1 and below

SEND Sufficiency Strategy

Our objectives are to:

- Improve inclusion in mainstream schools and reduce referrals for EHCP's
- Reduce placement costs
- Embed financial sustainability
- Embed the SEND Strategy and new operating model.

The data indicates that we need to

- Expand provision for CYP with a profile of ASD/SLD/MLD need.
- Identify the needs of children earlier and plan for provision from 0-5 and beyond.
- Expand both primary and secondary provision.
- Expand post 19 college provision and reduce demand on out of borough placements.
- Our plan is therefore to create Specialist Assessment units, inclusion units, additional classrooms in special schools, and special school satellite classrooms at mainstream schools.
- We will also ensure there is consistent entry/exit criteria in place for all assessment units, special schools and inclusion units within mainstream schools, according to need, across the borough. Guidance will be in place on the Local Offer to support families with decision making in relation to these.
- The expansion proposals will ensure we have a consistent intake to meet the needs of students identified via the phase transfer process, panel data and being responsive to transient population trends.
- All phases will be agreed subject to the outcome of statutory consultation processes, school governing board approval and Cabinet Member decision as required.

Educational Psychology Service

What happens if your child is referred to an Educational Psychologist (EP)

Initial Consultation



The school or EP may invite you for a joint school family meeting. This may be remote or in person. This is where you will have the opportunity to discuss your child, their strengths and difficulties and where you think they require support.

From this, the EP will begin to think about what they want to explore further.

Observation and Individual Work



The EP will usually complete an observation of your child in one of their lessons and/or on the playground.

They may also do some individual work with your child. This might include questionnaires and a range of assessments.

Writing a summary



After completing consultation, observation and individual work, the EP will write a summary. This summary may include:

- The reason for EP involvement
- Your views
- Your child's views
- Outcomes of assessment
- Strengths and areas of development
- Recommendations for support

This helps them to develop a good understanding of your child's strengths and areas of development. This will help to inform their recommendations for support.

Feedback Meeting

The EP may then arrange a feedback meeting with yourself and the school to discuss the report and agree upon a plan for support.

Review

After an agreed period of time, a review of the agreed plan will take place to assess whether the strategies are having a positive impact.

This may take place without an EP there.

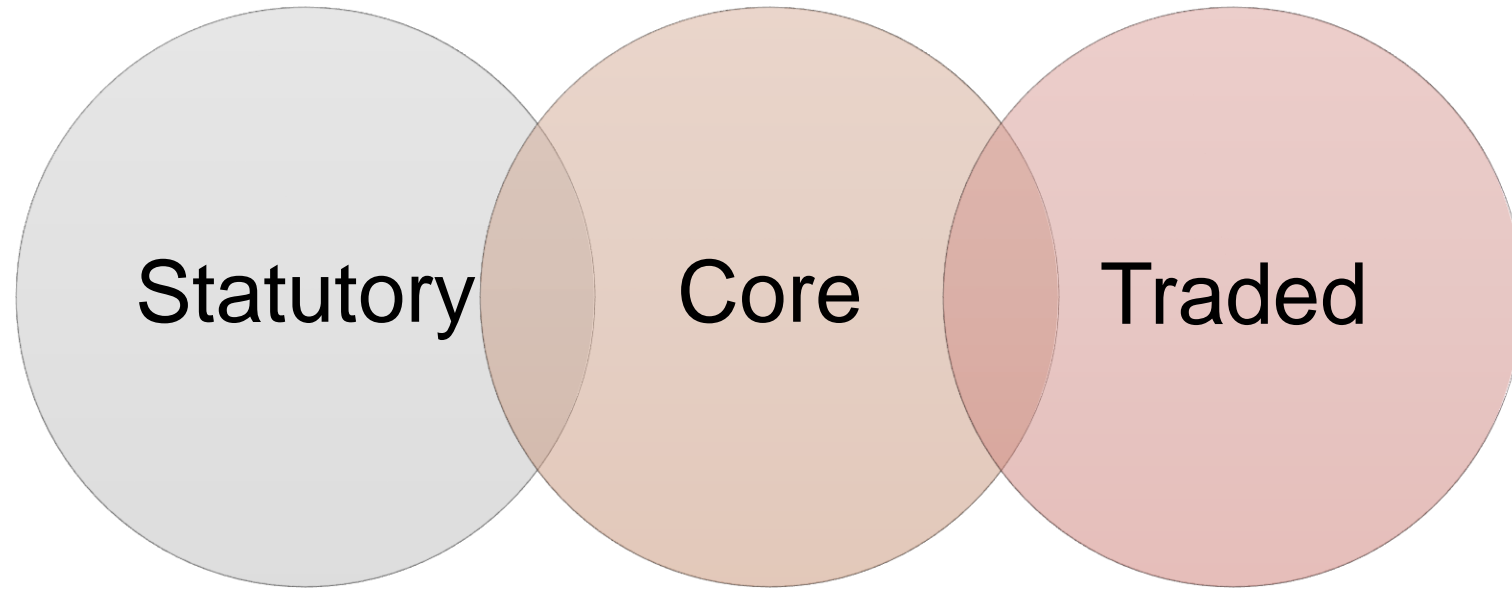


For more information, please contact the Educational Psychology Service on:

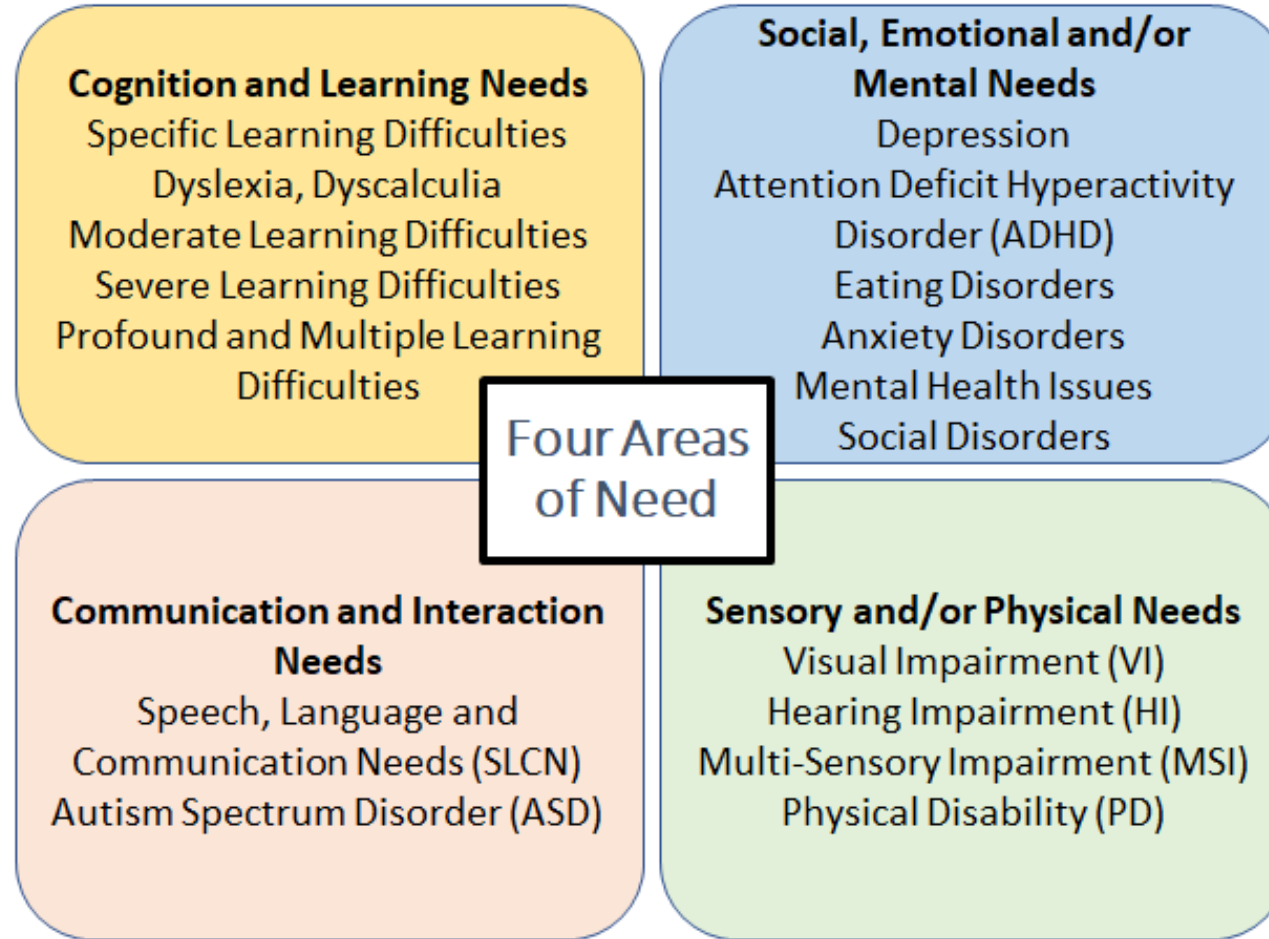
Email: educationalpsychologyservice@hillington.gov.uk

Telephone: 01895 558101

EP Service Delivery



EP Input





Hillingdon Ordinarily Available Provision



HILLINGDON
LONDON

www.hillingdon.gov.uk

What is OAP?

- The delegation of SEND funding means that arrangements for the great majority of pupils who have SEND should be met effectively within mainstream settings through high quality teaching and arrangements at SEND Support. The OA document outlines the indicative arrangements that should be ordinarily available for pupils with SEND, from within schools' delegated budget shares.
- Schools and colleges must demonstrate how they use the place funding and the delegated SEN budgets to meet children and young people's needs with and without an Education Health and Care Plan (EHCP) and develop and review support plans in consultation with parents, children and young people.
- A request for an EHC needs assessment should only be made where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from with the resources normally available to their setting.

