

## The change in percentages from 2021/2022 to 2022/2023 show Hillingdon is closing the SEND statistics gap between Hillingdon and London/England

		EHC plan %	Change from Previous Year	Comments	SEN support %	Change from Previous Year	Comments
<b>England</b>	2015/16 2021/22 2022/23	2.8 4.0 <b>4.3</b>	<b>0.3% change</b>	England's change from 21/22 to 22/23 was significantly higher than Hillingdon	11.6 12.6 <b>13.0</b>	<b>0.4% change</b>	England and London's change from 21/22 to 22/23 was the same
<b>London</b>	2015/16 2021/22 2022/23	2.8 4.1 <b>4.5</b>	<b>0.4% change</b>	London's change from 21/22 to 22/23 was higher than our stat neighbours and significantly higher than Hillingdon	11.7 11.7 <b>12.1</b>	<b>0.4% change</b>	
<b>Hillingdon</b>	2015/16 2021/22 2022/23	3.3 4.4 <b>4.5</b>	<b>0.1% change</b>	Hillingdon's change from 21/22 to 22/23 was only a marginal increase and was less than all benchmarking comparators seen in this table	10.6 10.5 <b>11.1</b>	<b>0.6% change</b>	Hillingdon's change from 21/22 to 22/23 was higher than England and London but significantly higher than our stat neighbours
<b>Statistical neighbours *</b>	2015/16 2021/22 2022/23	2.8 3.8 <b>4.1</b>	<b>0.3% change</b>	Our statistical neighbour's change from 21/22 to 22/23 was higher than Hillingdon	11.4 11.4 <b>11.8</b>	<b>0.4% change</b>	Our stat neighbours % increased year on year

**\*statistical neighbours are other boroughs with similar socio/economic data and demographics to Hillingdon**

**The overall picture of SEND statistics show that levels of SEND are increasing at a staggering rate across the country, including Hillingdon. However, Hillingdon's % of EHCPs are stabilising whilst SEND Support is increasing at a faster rate than England, London and our statistical neighbours. This could indicate that Hillingdon is getting better at Early Identification and Early Intervention is having a positive impact on outcomes for children and young people.**

There has been an increase over the last 5 years with the proportion of pupils with EHCPs in Hillingdon, London and nationally, with Hillingdon and London in line with 4.5% for the 22/23 academic year. Hillingdon performed well in the year on year change with only a marginal increase from 21/22 academic year of 0.10%, whereas our statistical neighbours have increased by 0.27% and in both London & nationally there was increase of 0.3%. In primary settings, Hillingdon (2.6%) is lower than statistical neighbours (2.82%) but higher than England (2.5%). In secondary settings, Hillingdon (2.2%) is lower than both statistical neighbours (2.24%) and England (2.4%).

# Hillingdon SEND Data **2020/2021** academic year

## Hillingdon lower SEN Support: 10.3%

- 11.4% in London
- 12.2% nationally

(need to raise SEN Support through improving consistency of Early Identification in schools and settings; supporting effective Quality First Teaching (QFT) and Provision available to children/young people to enable needs to be met at SEND Support rather than escalation to Statutory intervention)

## Hillingdon higher EHCP: 4.1%

- 3.8% in London
- 3.7% nationally

(need to stabilise reliance on statutory services through effective early intervention)

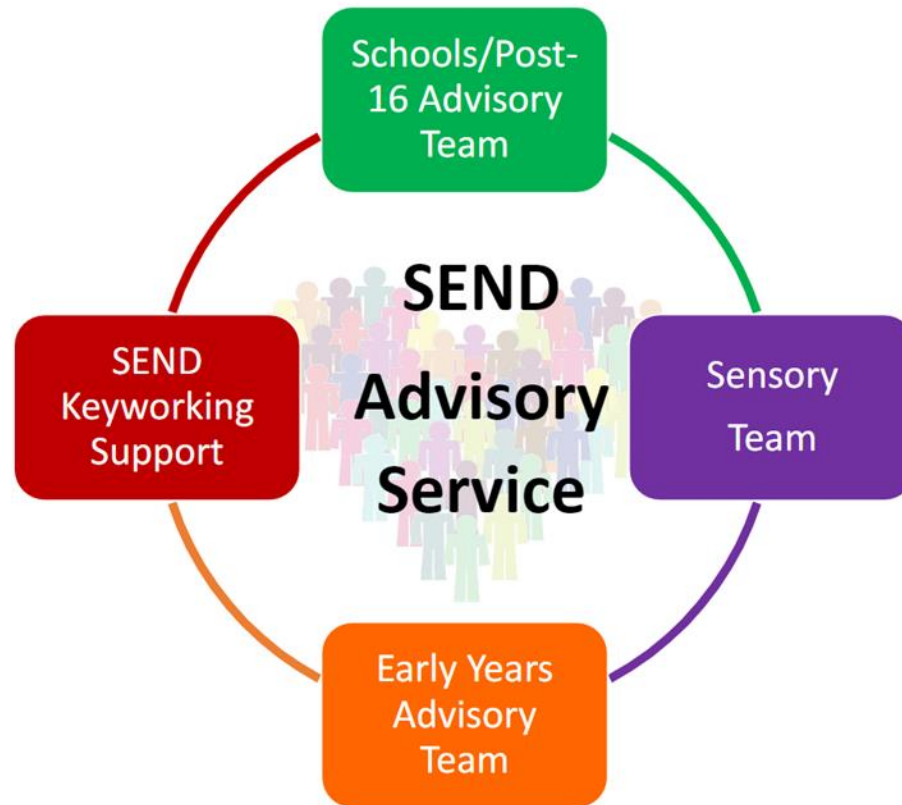


As part of a safety valve agreement with the Department for Education, Hillingdon’s goal was to bring Hillingdon’s SEND figures in line with London and England by closing the gap between Hillingdon and London/England for the % of children/young people with EHCPs and SEND Support – **see next slide**

Table showing '01 - Pupils in all schools, by type of SEN provision - including independent schools and general hospital schools - 2016 to 2021' in England, Hillingdon and London between 2015/16 and 2020/21

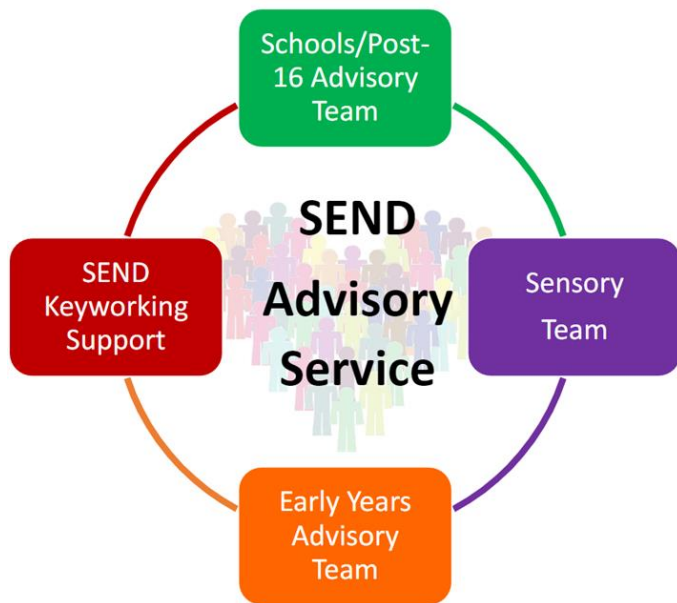
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
England	EHC plans/Statements of SEN (percent)	2.8	2.8	2.9	3.1	3.3	3.7
	SEN support (percent)	11.6	11.6	11.7	11.9	12.1	12.2
Hillingdon	EHC plans/Statements of SEN (percent)	3.3	3.4	3.6	3.7	3.9	4.1
	SEN support (percent)	10.6	10.3	10.5	10.7	10.8	10.3
London	EHC plans/Statements of SEN (percent)	2.8	2.9	3.0	3.2	3.5	3.8
	SEN support (percent)	11.7	11.4	11.3	11.4	11.5	11.4

# SEND Advisory Service



Who?

SEND Advisory Service (SAS): Led by Carole Lewis  
A multi disciplinary early intervention service to support pupils with additional needs.



## SEND Advisory Service (SAS)

- SAS is a multi-disciplinary early intervention service that supports pupils with additional needs, and their families.
- We provided a tiered level of support – Universal, Targeted and Specialist intervention.
- There is no charge to the school, setting or the family for any of our services. (except fees for a small handful of externally accredited training courses)

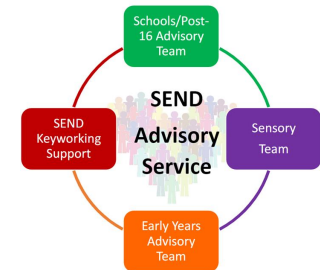


Who?



# SAS – Holistic support for Children & Young People with SEND

## 4 teams to support Early Intervention



**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 Support







# Referral Route: Stronger Families Hub

## Stronger Families

Working together to support families with the help they need, when they need it most, and protecting children and young people from abuse and neglect. Select one of the boxes below to find information and support.

If you think a child is in immediate harm or needs medical attention, call 999.

The image shows three referral options for the Stronger Families Hub, each with a representative image and a text box. The middle option, 'I'm a professional working with families', is circled in pink.

- I need help and support for my family**  
Our Stronger Families Hub is here to help and support you with information, advice and support any time of the day or night.
- I'm a professional working with families**  
Referral forms and information about the hub for professionals working with families in Hillingdon.
- I'm concerned about a child's safety**  
If you're concerned that a child or young person is being (or is at risk of being) abused or neglected, report it appropriately.



Referrals go through the Stronger Families panel first to decide who is best placed to support so please:

- Please complete the form fully
- The more information the better!

All referrals for support from the SEND Advisory Service will be made through this single point of access portal, using the revised and abridged Early Help Assessment.

**SAS referral form is no longer accepted**

This portal has been demonstrated through the SENCO forums and webinars were provided by the Stronger Families Team.

Key Links:

[Stronger Families - Hillingdon Council](#)

[Guidance for making a referral through the online hub](#)

[Stronger Families Flyer](#)



- SAS - 173 referrals over 3 months (April – June) - double the referrals for same time last year
  - Predominantly EYFS and KS1
  - SLCN highest primary need
- EY service delivery – holistic setting reviews – all children with SEND – currently reviewing
  - Enables more focus on providing support rather than report writing
  - Can still provide advice for assessments – summary of presenting needs and support provided
- Sensory - Chattertots
  - Fortnightly group for pre-school children with hearing needs, and their families
  - Enhance communication skills using spoken and/or sign language.
- **Pilot** additional support for Schools – identification of high % SEND
  - termly school meetings with SEND/SAS
- **Pilot** changes to SEND keyworker support
  - 2 workshops then 1:1 meeting
  - Intensive 1:1 support where appropriate
  - Positive feedback on proposal from PCF
- Specialist EP (SEMH & Behaviour Lead) starting in September
- Outreach from Special Schools?? – needs to be coordinated and graduated approach

# SAS Threshold of 1:1 Support

All accepted referrals will be allocated to a SAS practitioner who will identify the level of support required

- Levels of need triaged: low/medium/high levels of support
- Evidence based frameworks e.g., SCERTS, developmental journals, NDCS
- Clear outline of expectations of service and professionals
- Consistent approach within service area
- Non-statutory funding allocations are assigned an advisor to support



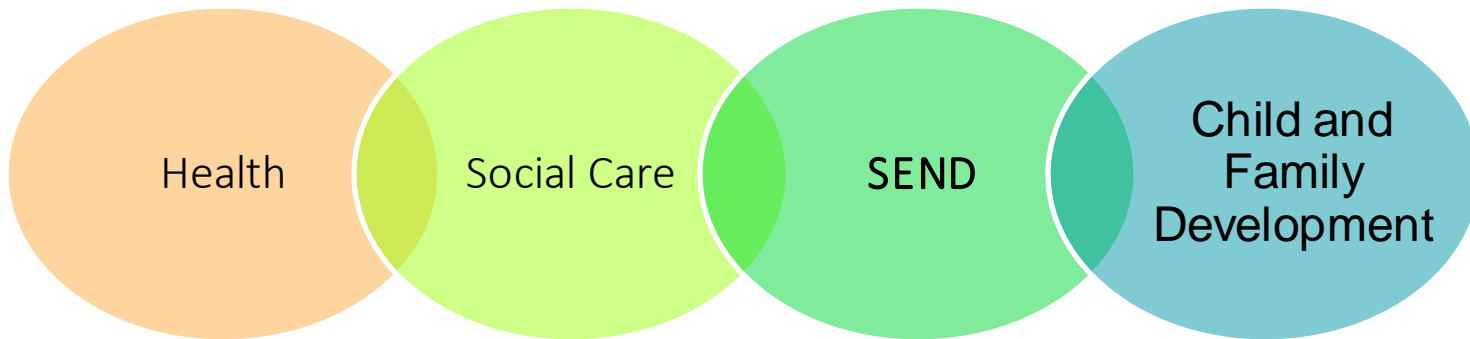
**Purple Pathway – Early Support Funding (ESF)**

For CYP where Early Support Funding has been granted





# Early Health Notifications (EHNs)



Health partners **MUST** inform LA where a child is identified as having SEND (0-5)

# Early Health Notifications (EHN) & 0-5 tracking panel

## **EHNs**

- 39 children for April and May
  - 2 children identified may need specialist placement in future
  - 14 may need top up funding
  - 4 undergoing EHC Needs assessment
  - Majority of children not known to any services

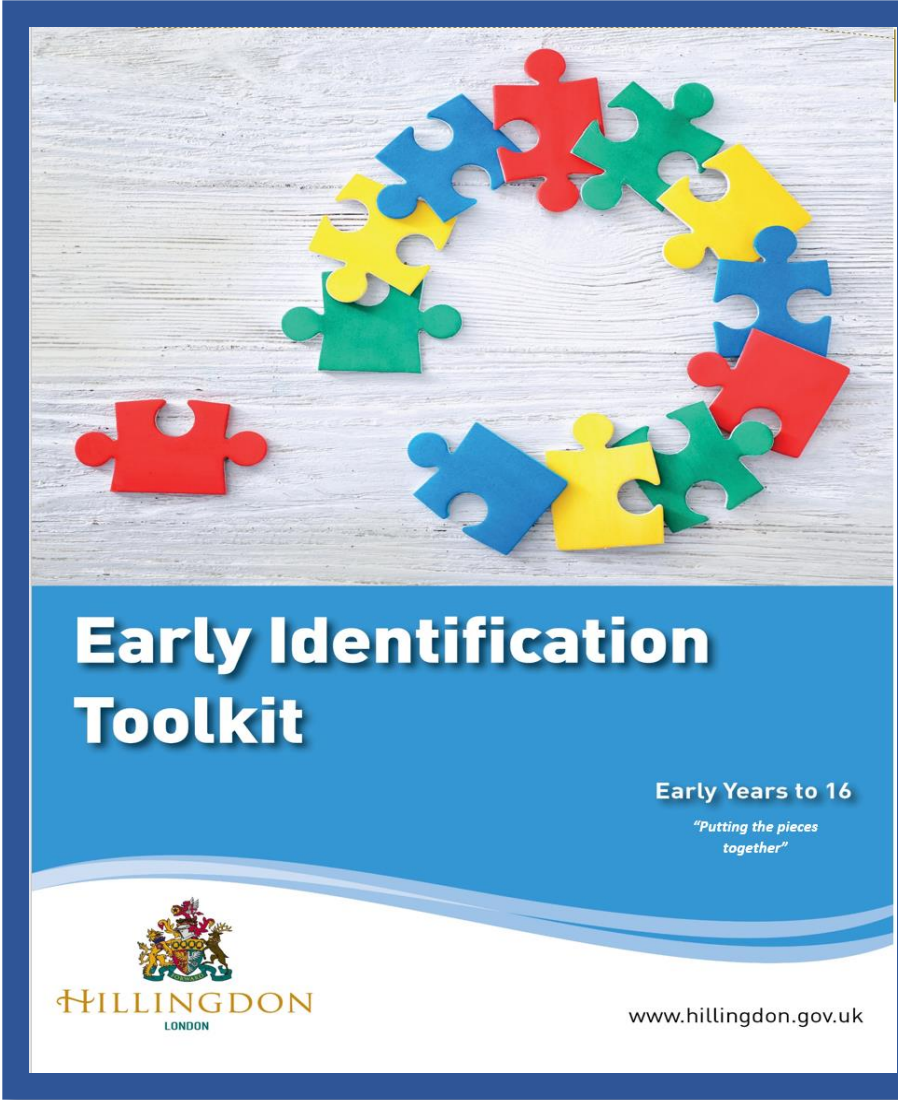


## **Currently piloting**

- 0-5 Complex case referrals from supporting **SEND professionals**
- EY Access Funding for children with significant and complex needs
  - A one-off payment to EY settings to enable effective APDR
  - Can be applied for before starting the setting
  - Enables earlier access to educational settings – right support, right time
  - **Only applied for by supporting SEND professionals**

An early identification toolkit was created through a multi-disciplinary workstream – this has enabled early intervention providing the ‘right support at the right time’

[Early Identification Toolkit - word final.pdf](#)



# **Non-Statutory Funding**

# Early Years Inclusion Funding



- Pre-school children with emerging needs on SEND register
- To put in place interventions and purchase resources
- Applications reviewed at monthly panel
- Put in place for the year
- Annual progress report
- Consent from parent required – funding only or funding and input from EY SEND advisor

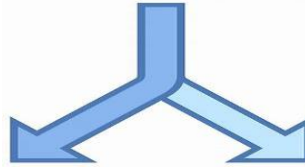
<b>Number of hours child is attending:</b>	<b>number of hours x 39 weeks=</b>
Up to 10 hours	£390
11-15 hours	£585
16-20 hours	£780
21-25 hours	£975
26-30 hours	£1,170



# Non-Statutory Funding for short-medium term needs

## Early Support Funding (ESF)

ESF is the process Hillingdon uses to allocate High Needs Block Funding for individual children who have significant barriers to learning and so require special educational provision which costs more than the nationally prescribed threshold. It is for children whose needs are best met within a mainstream provision but who require resources outside of what is 'ordinarily available'.



Education & Health Care Plans are for C/Y/P with severe and long-term needs with significant barriers to learning

## SEND Exceptional Funding (SENDEX)

SENDEX is allocated from the High Needs Block and is reserved for applications from settings where children/young people are presenting with **exceptional and unexpected** circumstances and their needs have not been fully identified due to unknown factors. The amount of SENDEX funding will be allocated using the EHCP banded model.

### ESF

Rapid process - less than 2 weeks from application to decision

Allocated SAS specialist advisor

1 round of APDR

Greater Flexibility

**BENEFITS**

[Information for professionals - Hillingdon Council](#)

# 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).

# My Support Plan

The London Borough of Hillingdon's 'My Support Plan' has been co-produced over a period of time alongside representatives from our Parent/Carer Forum, SENCo's, Early Years practitioners, Deputy Headteachers and various members of the SEND Advisory Service.

The 'My Support Plan' is a **non-statutory** holistic assessment for children between the age of 0-25 with Special Educational Needs and Disabilities (SEND).

My Support Plan was developed as a tool to identify and respond to children and young people's special educational needs and disabilities (SEND) at the earliest possible point.

In order to do this effectively we need to understand and capture hopes and aspirations for the child/young person (CYP) with SEND and their families to support planning of shared outcomes.

The image shows a screenshot of the 'My Support Plan' form. At the top left is the Hillingdon logo. The title 'My Support Plan' is in a blue font. Below the title is section 'A: Personal Information'. The form contains several fields: Name, D.O.B., Home language, Gender, Ethnicity, Primary area of need, Other identified needs (with a list of categories), Social Care needs, Details of setting (with a note to refer to educational settings), Nursery/school/college, Address, Key stage/year group, Main contact, Email, Plan start date, and Plan review dates & by who.



# **Whole School/Setting support**

# Supported SEND Reviews for EYFS, Schools and Post-16

SAS will provide support, guidance, joint evaluation and provide a report detailing agreed areas of strength and development which can feed into School development plan

- Evidence-based, self-evaluation framework developed by NASEN / Whole School SEND.
- This framework complements the OFSTED framework.
- If commissioned through NASEN - £1500 EY/Primary & £2500 secondary
- **LA offering at no cost to the school**

## What elements of SEND Provision are evaluated?

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



[SEND Review Final poster.docx](#)

**SAS have already supported a huge number of SEND reviews across Hillingdon. We would like to invite all educational settings to engage with a supported SEND review. More details can be found here: [SEND Review Final poster.docx](#)**

<b>No. of Completed SEND Reviews</b>			
<b>Setting Type</b>	<b>Year 1&amp;2 Target</b>	<b>Year 1&amp;2 Actuals</b>	<b>Year 3 YTD Completed / Agreed / Booked</b>
<b>PVI</b>	26	33	18
<b>Primary</b>	25	29	13
<b>Secondary</b>	4	4	1

## **Exceeding cumulative targets for Year 1 & Year 2**

- Year 2 SEND review survey feedback was positive
  - On a scale of 1 – 6 (low to high), 100% of settings rated 5 or 6 relating to the following:
    - Overall experience (73% scored 6 and 27% scored 5)
    - Collaboration (82% scored 6 and 18% scored 5)
    - Relevancy of next steps (45% scored 6 and 55% scored 5)
- Qualitative data included:
  - ‘excellent experience’ ‘clear process’ collaborative’ ‘realistic’

# Intensive, whole setting support through the Inclusion Commitment

- The inclusion commitment is a 1-year programme offered by the SEND Advisory Service.
  - Staff self-evaluation of skills and knowledge (at the start and end of the programme)
  - Several Whole school CPD sessions
  - Joint learning walks based on SCERTS framework
  - Parent sessions
  - Tailored support
- Includes a supported SEND Review
- It is a programme of change - to build upon and develop SEND provision in our educational settings
- Working in collaboration to develop and embed whole school strategies which will enable schools to secure even better outcomes and progress for ALL children
- Evidence based frameworks AET / Communication Trust / SCERTS



# **Training & Workshops**



# TRAINING

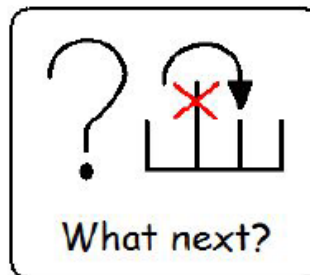
## SAS Universal Training 2023-2024 SAS Targeted Training 2023-2024



# Parent Workshops

## What do I do now - Workshops

An opportunity to find out more about Autism, to meet other parents and to find out more about services that can support you.



## How to book on

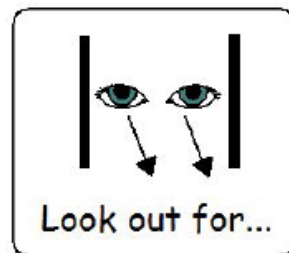
1. Visit Hillingdon Local Offer
2. Search Autism
3. Click Support for Autism
4. Read information on Early Bird or Cygnets
5. Book your place via the link



Early Bird is a support programme for parents and carers, of pre-school children with a diagnosis of autism (not yet attending full time school)

With or without a diagnosis of autism (not yet attending full time school) for dealing with young children with autism.

12 week programme



## SEND Workshops

- Toileting
- Sleeping
- Eating
- Communication
- Play
- Using visual strategies
- Behaviour



Cygnets is a FREE parenting support programme for parents and carers of children and young people ages 4 (and attending full time school) -18 with a diagnosis of autistic spectrum disorder (ASD) and/or social communication difficulties.

6 week programme

[Search results | Hillingdon Directory](#)

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Ducklings is a 4-week online course to support parents/carers with a child (or children) under 5 years of age, who have been newly diagnosed with Autistic Spectrum Disorder (ASD) or are awaiting an assessment with the Child Development Centre.



## Triple P parenting courses in Hillingdon.

### Triple P Online Courses

These are available by speaking to a professional working with you to explain more about the course and how they can refer you.

It is a 6 week online programme with 3 different options :

Triple P 2 – 12 yrs old

Fearless – children with anxiety

Teen – for 11 yrs upwards

### Triple P Stepping Stones - for Parent / carers of children with SEND

This will be a face to face course run over 9 weeks for parents of children aged 0 – 12 yrs old.

It will be starting in the Autumn Term and more details will be on the Local Offer and posters around Hillingdon.

If you are interested in attending the course then please speak to a professional working with you who can make a referral and explain more about what the course covers



The poster features the Partnership for Children of Wayne County logo at the top left. It contains three questions: 'HAS PARENTING GOT YOU STRESSED OUT?', 'DO YOU SOMETIMES STRUGGLE WITH YOUR CHILD'S BEHAVIOR?', and 'ARE YOU TAKING CARE OF YOURSELF AS A PARENT?'. A list of benefits includes: 'Reduce Stress and Build Confidence', 'Strengthen Your Parenting Skills', 'Make Connections with Like-Minded Parents', 'Learn about Praise, Rewards, and Effective Routines', 'Encourage Your Child's Development', and 'Birth to 12 Years'. The 'Triple P Positive Parenting Program' logo is prominently displayed with the slogan 'for every parent'. Below this is a photo of a diverse family and the text 'Primary Care Sessions for parents and caregivers; telephone or face to face.' At the bottom, contact information for the Partnership for Children of Wayne County is provided: 800 N. William Street., Goldsboro, NC 27530, 919.735.3371 ext. 237 or 222.

# Chattertots




- Chatter Tots is a unique group for pre-school children with hearing needs, and their families.
- The sessions are fortnightly and delivered by the Hearing Support Team.
- All the activities during the sessions are chosen to help enhance communication skills using spoken and/or sign language.
- The group provides opportunities to discuss person-centred, specific needs and the opportunity for families to network.

# Strategies Resource Bank

Created in 21/22 to support through COVID but still applicable. In the process of updating.

**Strategies resource bank 2023/24**

A guide to strategies and resources to support SEND in early years




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[www.hillingdon.gov.uk](http://www.hillingdon.gov.uk)

Early Years

**Strategies resource bank 2023/24**

A guide to strategies and resources to support SEND in schools/post-16




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Schools /  
Post 16

**Strategies resource bank 2023/24**

A guide to strategies and resources to support families and carers of children and young people with SEND



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[www.hillingdon.gov.uk](http://www.hillingdon.gov.uk)

Families  
and Carers





SEND



[Half-termly SEND & Inclusion Newsletter - Leap \(hillington.gov.uk\)](http://hillington.gov.uk)

# SENCO Forums

Dates	Slides	Summary of Information Covered
Wednesday 28 <sup>th</sup> September 2022	<a href="#">PPT 28.09.2022</a>	<ul style="list-style-type: none"> <li>&gt; EHCP Annual Review Timeline</li> <li>&gt; SEND Panel Details – SENCos and SLT from schools can attend</li> <li>&gt; SAS Team Details and Structure</li> <li>&gt; Early Years Offer including funding</li> <li>&gt; Autism Referral Guidance including details of school referrals for autism to the CDC – <i>Dr Chevi Kukeonda, and Dr Sivi Creed</i></li> <li>&gt; Children Integration Therapy Service – capacity and referrals (<i>Mita Mistry</i>)</li> <li>&gt; Information about and Strategies Supporting CYP during Transitions</li> </ul>
Wednesday 29 <sup>th</sup> June 2022	<a href="#">PPT 29.06.2022</a>	<ul style="list-style-type: none"> <li>&gt; Newsletter Reminder</li> <li>&gt; SEND and Inclusion Training Brochure (2022-2023)</li> <li>&gt; Interventions for SEN Support – SEND Code of Practice &amp; Effective Interventions</li> <li>&gt; Emotional Literacy Support Assistants (ELSA) Experience</li> <li>&gt; Requesting an Education, Health and Care Assessment (EHNCA) Process &amp; Details</li> <li>&gt; Annual Reviews</li> <li>&gt; SAS Team Details and Structure</li> <li>&gt; ESF Impact Forms – details and link</li> <li>&gt; Update on ASD (pre-diagnosis) Pathway Project – <i>Carol McLoughlin (CCG)</i></li> <li>&gt; SEND Green Papers</li> <li>&gt; SEND Initiatives, Support and Resources in Hillingdon</li> <li>&gt; Therapeutic Play – <i>Dr Melanie Adkins</i></li> </ul>
Wednesday 18 <sup>th</sup> May 2022	<a href="#">PPT 18.05.2022</a>	<ul style="list-style-type: none"> <li>&gt; Ordinarily Available Provision (OAP) Information</li> <li>&gt; Hillingdon Banded Funding Model</li> <li>&gt; EHCP Annual Review Process</li> <li>&gt; SENDEX Referral Example</li> <li>&gt; The Role of a SEND Officer</li> <li>&gt; SAS Team Details and Structure</li> <li>&gt; SEND Green Papers</li> <li>&gt; SAS Team Details and Structure</li> <li>&gt; London Borough of Hillingdon Speech &amp; Language Pathway</li> <li>&gt; Annual Reviews</li> <li>&gt; ESF Impact Forms – details and link</li> <li>&gt; Parent Support Group Details</li> </ul>
Wednesday 16 <sup>th</sup> March 2022	<a href="#">PPT 16.03.2022</a>	<ul style="list-style-type: none"> <li>&gt; Delegated Schools Grant (DSG) Overview</li> <li>&gt; Non-Statutory Funding – ESF &amp; SENDEX</li> <li>&gt; SAS Team Details and Structure</li> <li>&gt; Crisis and Urgent Support Details for CYP</li> <li>&gt; Annual Reviews</li> <li>&gt; Social Stories – information, guidance on creating social stories &amp; examples</li> <li>&gt; ADHD: Support for CYP &amp; Families – <i>Therese Glynn (CAAS) &amp; Dr Cynthia Pinto (Hillingdon EPS)</i></li> </ul>
Wednesday 12 <sup>th</sup> January 2022	<a href="#">PPT 12.01.2022</a>	<ul style="list-style-type: none"> <li>&gt; Signposting for SENCos</li> <li>&gt; Engagement Model</li> <li>&gt; Non-Statutory Funding – ESF &amp; SENDEX</li> <li>&gt; SAS Team Details and Structure</li> <li>&gt; Non-Statutory Funding – ESF Pathway, ESF Renewal &amp; Early Years Inclusion Funding</li> <li>&gt; Training Brochure &amp; Resource Bank</li> <li>&gt; Annual Reviews</li> <li>&gt; The SEND Review - <i>Sandy Atwal</i></li> <li>&gt; SEN Support Plans</li> <li>&gt; School Place Planning</li> <li>&gt; Dyslexia at Hillingdon</li> </ul>
Wednesday 24 <sup>th</sup> November 2021	<a href="#">PPT 24.12.11</a> <a href="#">Engaging GRT- Carmen Li</a>	<ul style="list-style-type: none"> <li>&gt; Referral Route: Stronger Families Hub</li> <li>&gt; Non-Statutory Funding – ESF Pathway &amp; ESF Renewal</li> <li>&gt; Training Brochure &amp; Resource Bank</li> <li>&gt; Preparing for Adulthood – <i>Stuart Smith</i></li> <li>&gt; SEN Funding &amp; Funding Formulas – <i>Graham Young</i></li> <li>&gt; Engaging with the Gypsy, Roma and Traveller communities – <i>Carmen Li</i></li> <li>&gt; My Journey (Autistic Adult) – <i>Deisy &amp; Uma</i></li> </ul>

SENCO forums (half-termly) are a platform for sharing good practice, providing national and local updates and guidance and contain an element of CPD. These are well attended.

We have created a summary of information covered in the SENCo Forums in the last 6 months. The summary sheet also has a link to the slides from the last 6 months.

[SENCo Forum Summary Information sheet.](#)



# EP Service

[educationalpsychologyservice@hillington.gov.uk](mailto:educationalpsychologyservice@hillington.gov.uk)



Who?

Educational Psychology Service: led by Dr Melanie Adkins  
A service which comprises of both a statutory function  
(through the process of EHC Needs Assessments) and a  
traded model to support schools / settings.



# 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.

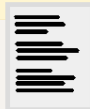
## Observation and Individual Work



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.

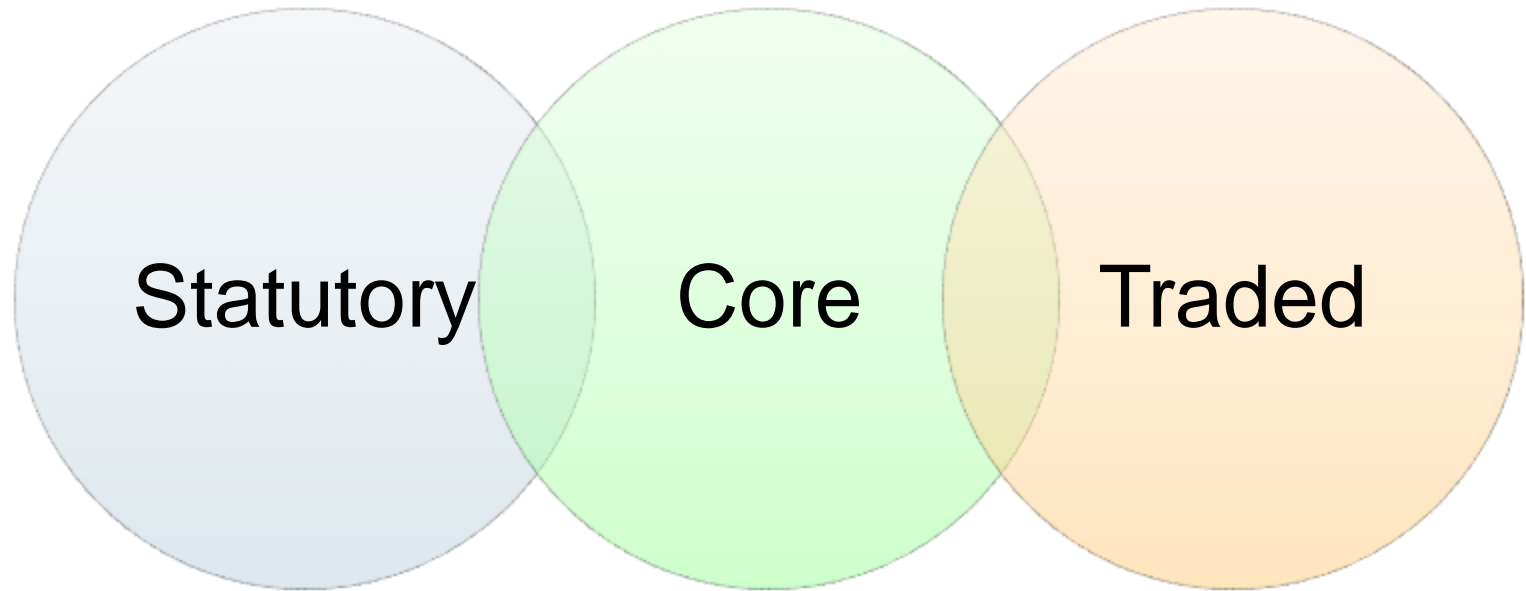
## Review

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.

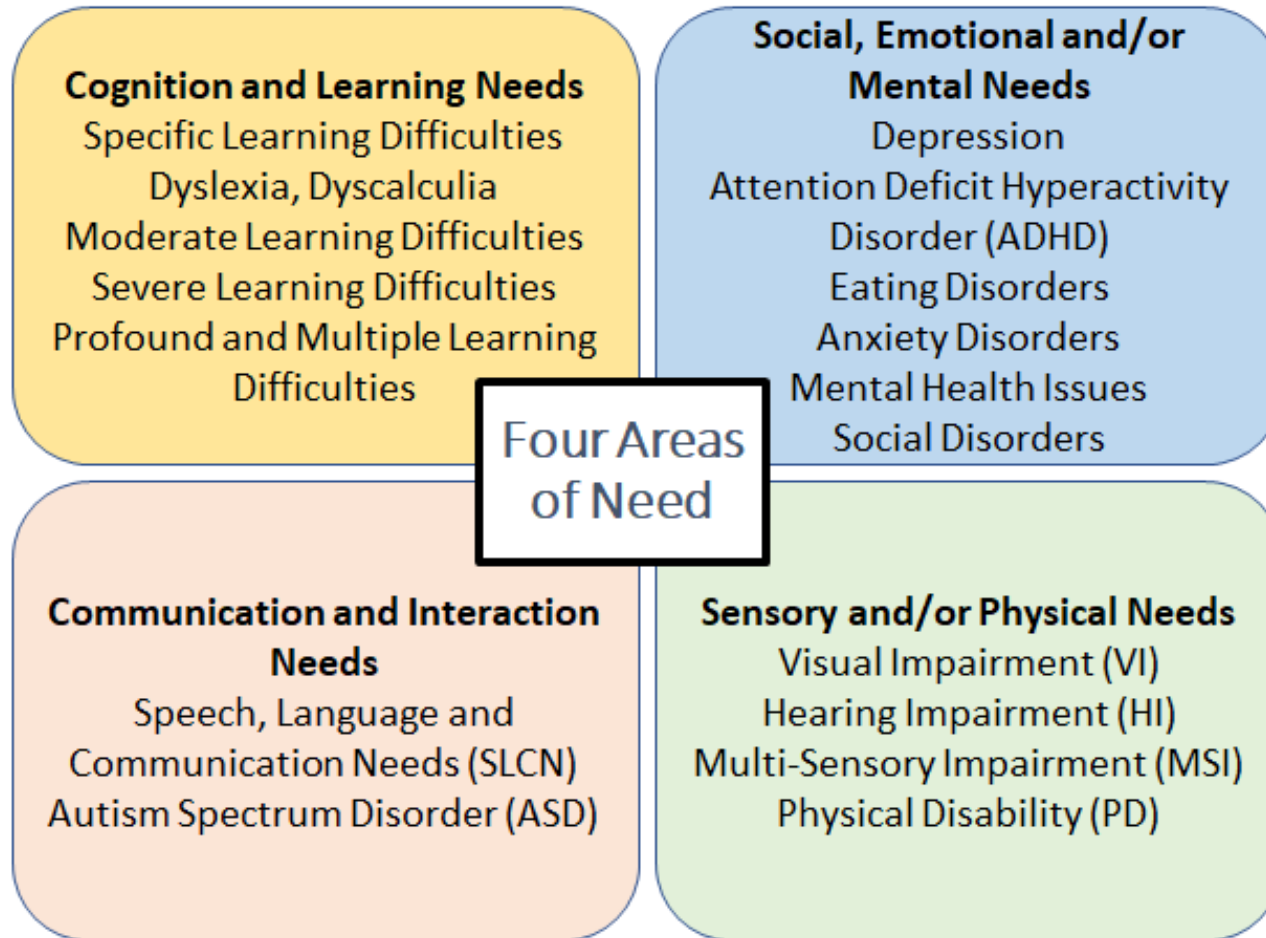
This may take place without an EP there.



# EP Service Delivery



# EP Input



# EPS Traded Services

Hillingdon Educational Psychology Service (EPS) have developed a comprehensive offer of support to our community of schools and other settings. This includes our traded EPS offer that provides a number of 'packages of support' that can be purchased to meet the individual needs of your setting.

Hillingdon EPS provides a specialist psychological service to schools, nurseries and other educational settings in Hillingdon. We contribute to improving outcomes for children and young people in schools and other educational settings and implement an approach that facilitates positive change.

## **The focus of work can be at the following levels:**

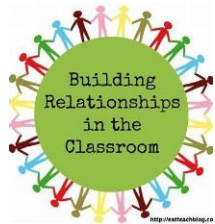
- strategic, systems and organisational level
- group and class level
- individual child, young person, staff, adult and family level



# EPS Traded Services

## Hillingdon EPS

- The EPS model of service delivery has been reviewed to ensure we provide high quality psychology and SEND support to a greater numbers of Hillingdon schools / settings
- The EPS builds upon existing positive relationships with our Hillingdon schools and settings to provide an offer that is flexible to individual needs, quality assured, and demonstrates impact
- The EPS is the only psychology service with direct and established links to other services in Education, Health and Social Care across Hillingdon. This means that you benefit from an effective and co-ordinated approach
- Our team of HCPC-registered Psychologists has excellent knowledge and expertise in child and Educational Psychology. We apply research to make sure that Hillingdon EP practice is evidence informed.

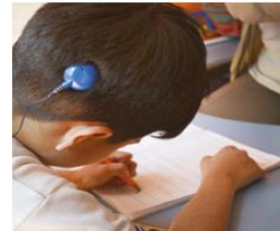
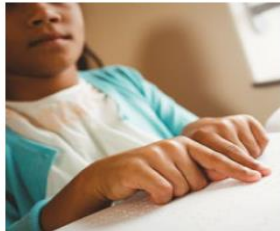




# EPS Statutory Function

- Educational Psychologists provide the Psychological Advice for an EHCP Assessment
- How does this link with the EP Traded Service?
- What is the usual practice of an EP completing an EHCP assessment?
- What might it look like for parents and young people?
- What happens after the EP has visited?
- EPs can update their written advice should there be any factual inaccuracies





## Hillingdon Ordinarily Available Provision



HILLINGDON  
LONDON

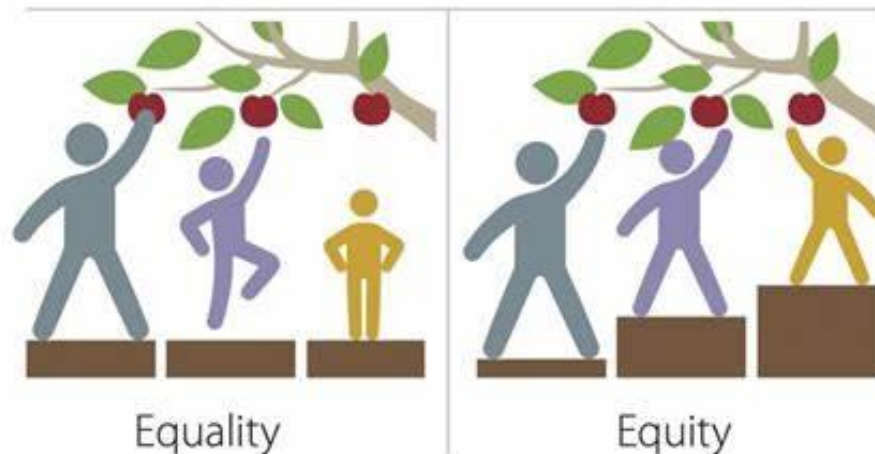
[www.hillingdon.gov.uk](http://www.hillingdon.gov.uk)



HILLINGDON  
LONDON

# 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.





# SEND Service



SEND Service: led by Sonal Sisodia  
Responsible for all children and young people with an  
Education, Health and Care Plans and those under  
assessment.

4 interim Amend Officers  
working on Annual  
Reviews



**SEND Service Manager  
Sonal Sisodia**

Primary Team Manager  
(0-Yr 6)  
Danielle Roberts

Secondary Team  
Manager (Yr7-Yr11)  
Marie Holmes

Team Manager (Post  
16 & Tribunals)  
Laura Stokes

Senior Officer (primary  
up to Yr 8)  
Hannah Akhtar

Senior Officer (  
secondary Yr 9 –25)  
VACANCY

SEND Resolution  
Officer  
Asmah Hussain

Primary (0-Yr 6)  
7 SEND Officer

Secondary (Yr7-Yr11)  
5 SEND Officers

Post 16 & Tribunals  
6 SEND Officers

Assistant SEND Officer  
(primary 0 to Yr 8)

Assistant SEND Officer  
(secondary Yr 9 –25)

SEND Review Officer  
(primary 0 to Yr 8)

SEND Review Officer  
(secondary Yr 9 –25)

# SEND

- Responsible for Education Health Care Needs Assessment and then Education Health Care Plans
- This is a specialist support through EHCP after school resources and pre-statutory services have been exhausted
- School liaison meetings, 'way forward' meetings and coproduction meetings



# The Role of a SEND officer

- The SEND officer is responsible from the point in which an EHC needs request is submitted
- The officer notifies all those known the CYP following panel of the decision
- The officer requests reports from all professionals known/needs to assess the child and ensures they are back within 6 weeks
- The officer then assesses all the information and compiles decision making material for a multi-disciplinary panel prior to week 16.
- The officer then needs to draft the EHCP, incorporating all of the reports and representations the family has made
- The officer determines the banding , which is agreed
- Consultations need to be sent to nearest appropriate/LA preferences and parental preferences
- Attend TAC/CIN and CP meetings
- Attend annual reviews and schedule time in for amendments
- Liaise with specialist settings for those pupils who require a placement – sometimes this means conversations with up to 20 schools
- Speaking to parents/YP about next steps via emails/calls
- Working through complex case work
- Administrative tasks – logging all stages and communication

## What does not fall within our remit?

- Advising on schools, we can signpost families to SENDIASS, the local offer and mention settings designated but we cannot advise a school being a 'best fit' for a child
- checking in on families – our team are not trained to liaise with families on this level, however we will maintain communication via our processes, but welfare check ins are no within our role.
- officers usually need to bring decisions back to panel such as : agreeing to specialist, change of placement, increase in funding



# SEND Service

- **Please note [senadmin@hillington.gov.uk](mailto:senadmin@hillington.gov.uk) inbox is deactivated!**
  - SENSUPPORT – new inbox for anything else, managed by Emily and others,
  - **Please use Stronger Families Hub. To request a statutory assessment please attach the EHC needs assessment application template from [Information for SEND professionals - Hillingdon Council](#) referring through: <https://www.hillingdon.gov.uk/stronger-families>. If you are a parent and would like to make a referral please contact: Email: [strongerfamilieshub@hillington.gov.uk](mailto:strongerfamilieshub@hillington.gov.uk) Phone : 01895 556 006.**
  - Any other generic SEND related queries (not cases) please email [SENSupport@hillington.gov.uk](mailto:SENSupport@hillington.gov.uk)
  - For SEND panel (every Wednesday 1pm virtually) please book place via email: [SENSupport@hillington.gov.uk](mailto:SENSupport@hillington.gov.uk)
- Annual reviews should be sent to [senannualreviews@hillington.gov.uk](mailto:senannualreviews@hillington.gov.uk)  
**[SEND caseload school allocation](#)**



# MEET THE SEND Team

We invite you to attend **Meet the SEND Team**

**DROP- IN SESSIONS** (face to face)

**12.30 pm – 3.30 pm**

**Thursday 28th September**

**Committee Room 5**

(please report at Main Reception)

**Civic Centre Uxbridge UB8 1UW**

# 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

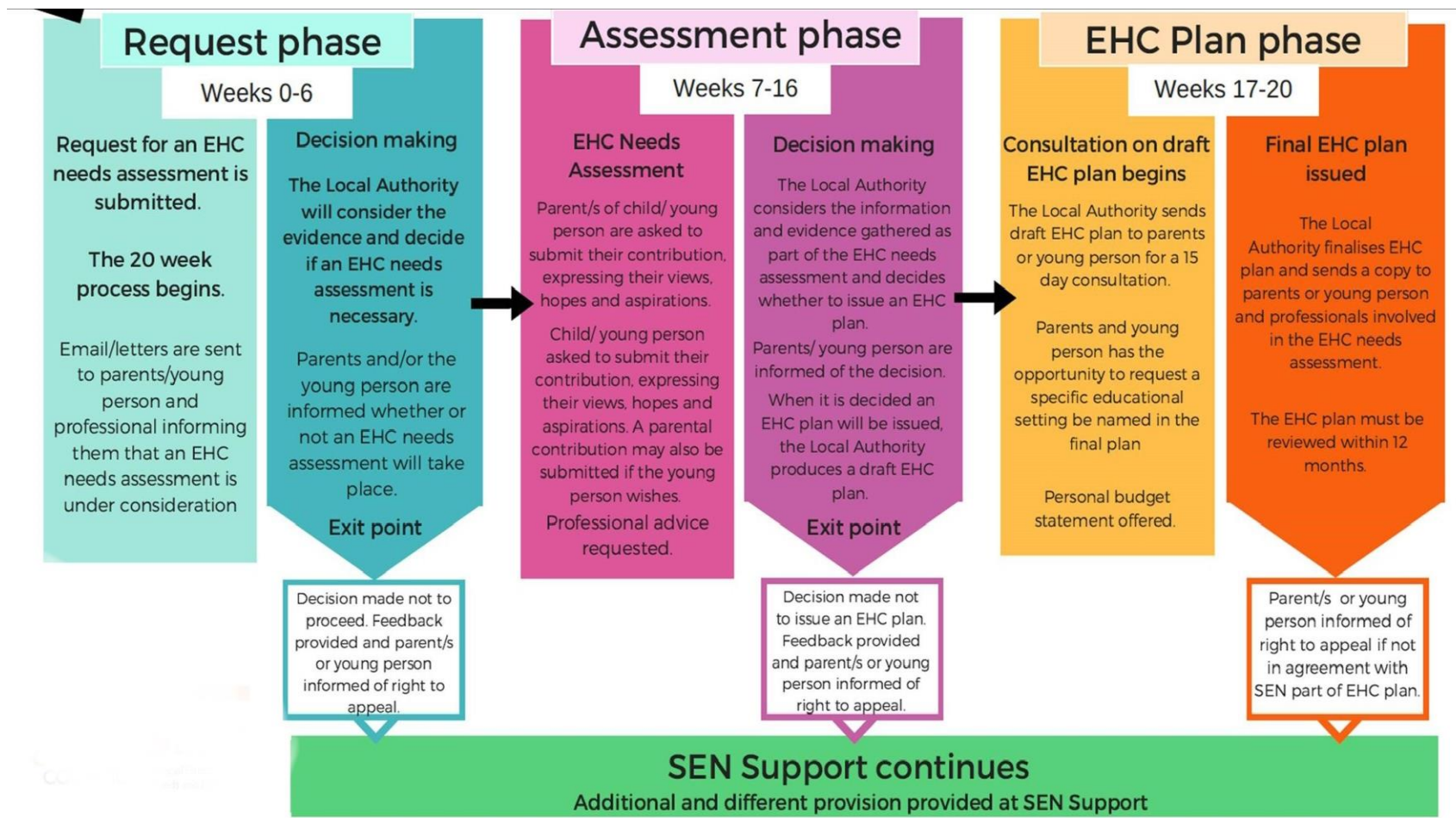
## Include copies of reports or minutes of review meetings held at various stages over the past year/18 months where appropriate

- 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)





# EHCNA process



# 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?



# SEND Panel

## *SEND Panel*

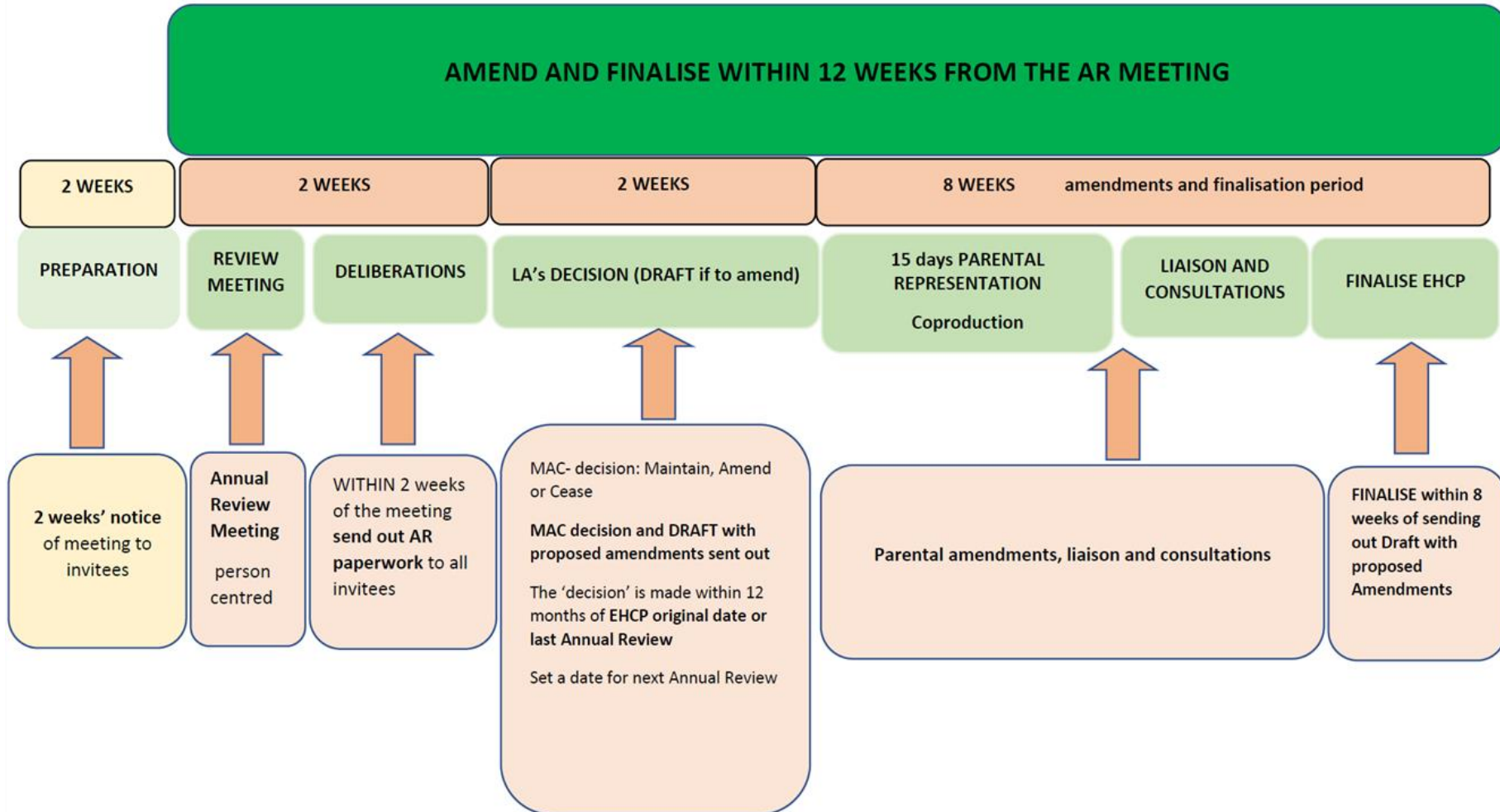
Please ensure your Headteacher or SENCO is attending the SEND Panel.

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: [sensupport@hillingdon.gov.uk](mailto:sensupport@hillingdon.gov.uk)

## 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.

