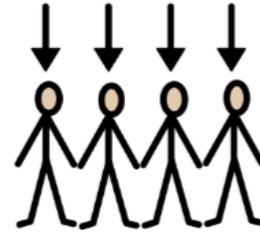
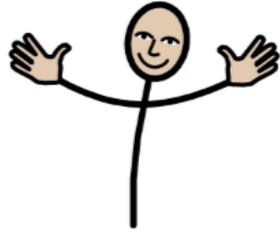
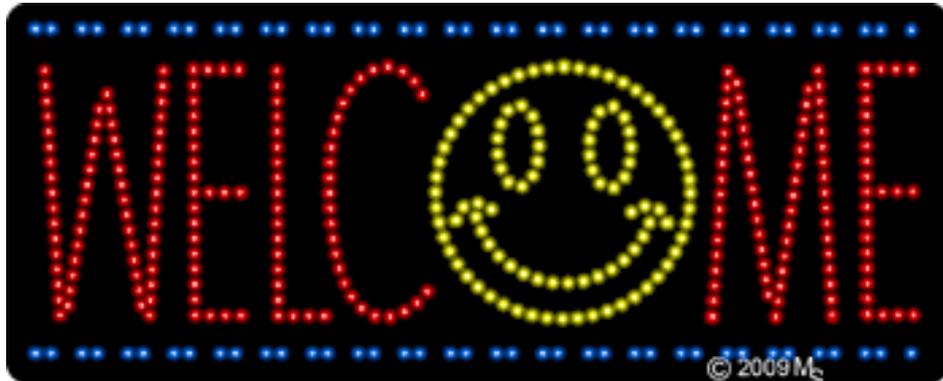


Please add your name, role and school/setting to the chat – many thanks



Welcome everyone



An overview of SEND Funding

AGENDA

Ordinarily Available Provision

Early Years Inclusion Funding

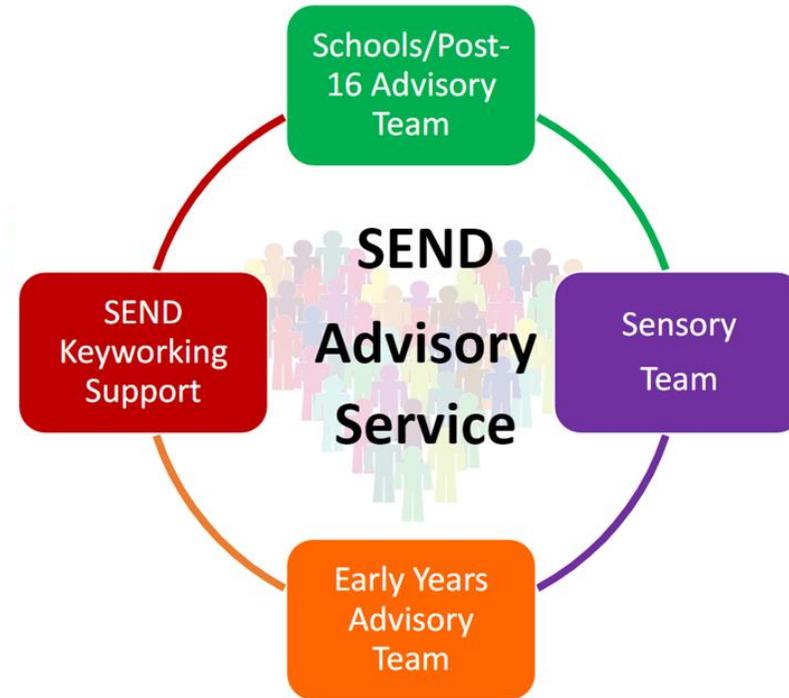
Early Support Funding

SENDEX

EHCPs



SEND ADVISORY SERVICE



Who?

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



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 Localities 2022-2023
.docx

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

**Team Manager
EY / Schools / Post-16**

On mat leave – covered by Principal Advisors detailed below

- 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

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

**Team Manager
Key working / Sensory
Priya Perera**

pperera@hillingdon.gov.uk

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

**Senior Keyworkers
Simmi Virdee**

svirdee1@hillingdon.gov.uk

**Senior Keyworker
Debbie Frank**

dfrank@hillingdon.gov.uk

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



ELEMENTS OF SEND FUNDING

Element 1 funding makes provision for every child or young person on roll in an early year setting, school or college. It pays for the school building, class teachers, etc.

in mainstream school Element 1 funding is approx. £4k

in a resource base (SRP) at a mainstream school the place funding is £10k (£4k Element 1 plus £6k Element 2).

in a special school the place funding is £10k.

in alternative provision the place funding is £10k.

-
- **Element 2 funding** is a part of the budget in schools and further education settings that is especially for children with additional needs, including special educational needs and disabilities. The government has said that a mainstream school or college has up to £6,000 to spend on each child with additional needs from within the school or setting's budget, if they need extra help to be able to make progress. This is sometimes called 'delegated funding' or 'notional budget' and it is for schools to provide early intervention support, which may include, for example, small group or individual support or special equipment. There is a funding formula which determines the amount of funding allocated. Hillingdon's funding formula can be found here
- **Element 3 funding** - if a child or young person with special educational needs and disabilities has been receiving early intervention support and the support provided is meeting expectations of the 'Ordinarily Available Provision' ([OAP](#)) document, but are still not making sufficient progress, it is possible that they will need to access **element 3 funding**. This is also called 'top-up' funding.

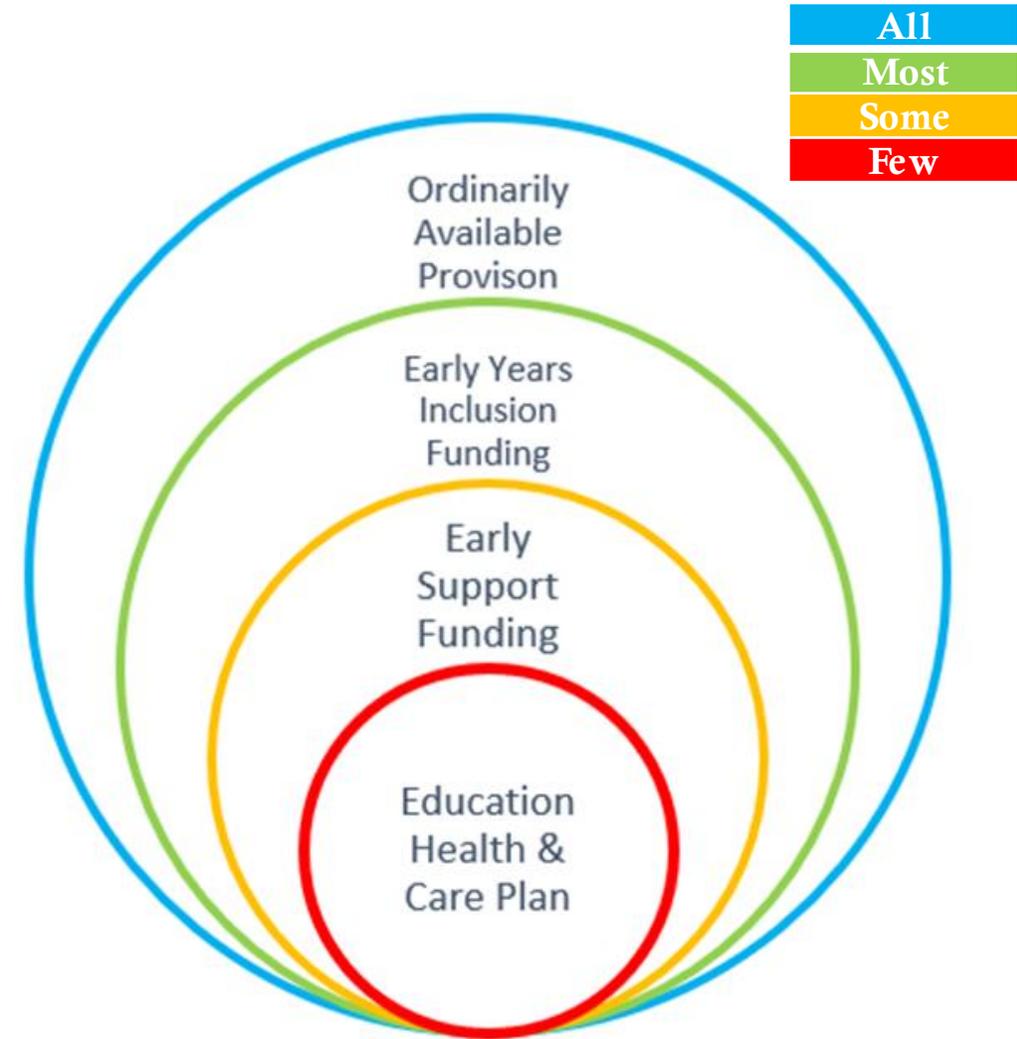
NON-STATUTORY FUNDING

SEND Advisory Service

Carole Lewis & Heenal Amin



-
- **Quality First Teaching and Ordinary available provision:** Educational settings should make a range of ordinarily available provision for all children and young people, including those with SEND from the totality of resources available to them. Teachers should have high expectations and strategies should in place to engage all learners.
 - **Early Years Inclusion Funding:** Early Years Inclusion Funding should be applied for children with lower level or emerging SEND' (SEND Support) to support early identification and intervention.
 - **Early Support Funding:** Some children and young people will need a higher level of support than educational settings feel they can provide from their normal budget. These will be children and young people who have medium term needs who are already receiving a high level of support within the setting (SEN support) but are not progressing - or not progressing sufficiently well.
 - **Education, Health and Care Plan:** A small number of children and young people with severe and long-term needs may require their needs to be met through an Education Health and Care Plan
-



ORDINARY AVAILABLE PROVISION

What is Ordinarily Available?

It is what you do every day for every child
It is embedded into your everyday practice
You do it without thinking

[ordinarily available.pdf](#)



**Hillingdon Ordinarily
Available Provision**



HILLINGDON
1965

www.hillingdon.gov.uk

STRATEGIES RESOURCE BANK

[Strategies Resource Bank - Early Years \(1\).pdf](#)

[Strategies Resource Bank - Keyworking.pdf](#)

[Strategies Resource Bank - Schools & Post-16.pdf](#)



Strategies resource bank 2023/24

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



HILLINGDON
LONDON

www.hillingdon.gov.uk



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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Strategies resource bank 2023/24

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



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OAP CHECKLIST

Ordinary Available Provision Schools Checklist

(Please also refer to the following: Children and Families Act (2014), Equality Act (2010), Education Act (2010) and Send Code of Practice which outlines the expectations on all schools, according to the needs of the COYP)

Attention & Concentration

Provision/ Strategy	Not in place	In place	Used consistently
Organisation			
The environment is organised with clear signposts. Areas within the provision are labelled appropriately e.g., literacy corner, quiet area, sensory area			
Resources are labelled e.g. paper, scissors, paint, calculators, pens			
Children are clear about the structure of the day, there is a visual timetable that is effective, sessions are removed once they have happened			
Now and Next boards are used on a whole class and/or individual basis			
Visual aids/instructions using the same symbols throughout the learning environment			
Concrete resources are provided for concepts e.g., physical objects to count in maths			
Timers to indicate when an activity will finish are embedded e.g., sand timer, electronic countdown timer			
Attention			
Backward chaining is used, breaking the tasks into achievable chunks allowing the child completes the task independently			
Concentration station / individual workstations are present e.g., where only focused tasks are completed, this sets a clear expectation to the child, when I am sitting 'here' I am expected to follow an adult's instruction, whilst providing a low arousal area with predictability, which may include a privacy board.			
Low arousal areas are present within the main classroom, which are visually and auditory less stimulating, this should provide a calm space for either relaxation or small group teaching			
Display boards are organised within a border and support current learning			
The Interactive White Board is free from clutter			

Autistic Spectrum Disorder (ASD)

In addition to attention and concentration

Provision/ Strategy	Not in place	In place	Used consistently
Identification and assessment of pupil's needs			
Teaching staff are aware of of ASD and comorbid conditions			
They recognise individuals' strengths and interests using pupil profile, passports and disseminate to relevant staff			
The One-page profile is collaboratively produced with pupil and/or family to ensure a 'team around the child' approach.			
Teachers embed pupil's special interests into the curriculum to enthuse and differentiate for individual needs			

Early Years Inclusion Funding (EYIF)



- Early Intervention
- Pre-school children with emerging needs on SEND register
- To put in place interventions and purchase resources (childminding services can also apply)
- 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

This would mean that the following groups would be eligible:

- Children aged 0 – 3 years of age where parents/carers are paying the cost of placement or other funding streams are supporting their placement
- 2-year-olds in receipt of 2-Year-old Funding
- 3- and 4-year-olds in receipt of any number of hours of Early Education Entitlement

The following groups would not be eligible:

- Early Years children with SEND who attend an out of borough setting
- Children who have access to High Needs funding through an EHCP or Early Support Funding
- Children who are in Reception classes

To apply for EYIF please submit the following form

<https://forms.office.com/r/wa6PH9sjyC>

Funding Allocation: The following calculations have been based upon the total amount available and the number of applications received last academic year, allowing for an increase of 2%.

Up to 10 hours = £390

11-15 hours = £585

16-20 hours = £780

21-25 hours = £975

26-30 hours = £1,170

For Example: Tom attends Nursery for 17 hours per week he would receive £780

Early Support Funding (ESF)



Early Support Funding (ESF)

What is it?

Early Support Funding (ESF) is non statutory funding process Hillingdon uses to allocate High Needs Block Funding for individuals who have significant barriers to learning and so require special educational provision which costs more than the nationally prescribed threshold.

'The ESF fund is very helpful, it enables extra support for children'

What are the benefits?

- This is person centred funding, not a banded model, allocated by the support required as itemised on the provision map.
- SAS Panel meet weekly, so if the request is accepted then funding is usually allocated within two weeks of submission.
- All successful ESF applications are allocated a SAS linked advisor for further support.

'It has been so helpful to speak to the SAS Inclusion team about applications that have both passed and failed. I often seek out the advisors to talk about next steps, evaluate progress and ensure things are going well for our children.'

Who is it for?

It is for children and young people who require support over and above what is expected to be provided for all pupils, including those with SEND, and so more than what is considered ordinarily available. For children and young people whose needs are severe and long term, this funding is not appropriate.

The child or young person must:

- Have significant barriers to learning which could be readily addressed through intermediate funding to provide intensive SEND support that is above the SEND notional budget
- Have a My Support Plan in place which contains two cycles of the Assess, Plan, Do, Review (APDR) process
- Live in the London Borough of Hillingdon
- Be accessing a mainstream Early Years, School or Post 16 setting within the London Borough of Hillingdon
- Be on roll and actively attending the educational setting which is making the application
- Have a clearly and correctly costed provision map

How to apply

[ESF Application Form](#)

In addition, please submit the relevant documentation including the My Support Plan and professional reports to:

saskeywork@hillington.gov.uk

Further Information

[Non-Statutory Funding Guidance](#)

[Information for professionals - Hillingdon Council](#)



EARLY SUPPORT FUNDING

- 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.
 - Hillingdon has adopted an approach used by other local authorities who also delegate high needs funding to educational settings as a way of incentivising educational settings to be more inclusive and allowing them to use funding creatively' (London Councils - inclusive practice; 2019:25).
-

Further Clarification on distinction between ESF and Education, Health and Care Plans (EHCP)

- ESF through a 'My Support Plan' is not a replacement for an Education Health and Care Plan.
- Children and young people with severe and long-term needs will continue to have their needs met through an Education Health and Care Plan in line with the Code of Practice 2015.
- ESF is not an additional influx of resources available to the Local Authority and is funded through the same stream as Education Health and Care Plans.
- It is expected that as the number of children and young people who access ESF increases, due to an early intervention approach we will see a relative reduction in the total number of Education Health and Care Plans.



Early Support Funding (ESF)

The Child / Young Person **must:**

Have significant barriers to learning which require support over and above what is considered 'Ordinarily Available' and thus incurs costs which are over and above any SEND notional budget

Have a person-centred MSP in place which has been created through a TAC / YP process:

- Early Years: This must contain clear evidence of the four-part cycle, Assess, Plan, Do, Review (APDR). Ensure there is a minimum of 1 cycle of APDR - properly reviewed for impact
- From Reception onwards: This must contain clear evidence of the four-part cycle, Assess, Plan, Do, Review (APDR). Ensure there is minimum of 1 cycle of APDR - properly reviewed for impact. (Notional Budget should be used to support the assessment process).

Live in the London Borough of Hillingdon

Be accessing a mainstream Early Years, including Private, Voluntary, or Independent settings (PVI's), School or Post 16 setting within the London Borough of Hillingdon

Be on roll and actively attending the educational setting which is making the application

Have a clearly and correctly costed provision map in place, in line with Hillingdon's expectations - Non statutory funding of £12.70 per hour

Costings for physical resources will be considered:

- For sole use of the child, the full cost will be considered. These should transition with the child.
- Those which will benefit others will be considered for partial costing (20% of total cost)



Early Support Funding (ESF)

The Child / Young Person **must not**:

Be in the process of applying for statutory assessment, undergoing statutory assessment or have an existing Educational, Health and Care Plan (EHCP)

Have significant barriers to learning which are considered severe and long-term and are likely to result in the need for an EHCP:

- Where panel feel this is the case, the application will initially be declined, and the SEND team will be alerted. It is the applicant's responsibility to complete an EHCNA application form and submit any further evidence if appropriate
- The SAS outcome letter should contain a link to enable the applicant to complete the EHC Needs Assessment request form with parental consent
- All evidence previously submitted with the ESF application, will be made available to the SEND team

If the EHC Needs Assessment is declined, the SEND team will return the application to the SAS panel for further consideration for ESF

If ESF is agreed following a 'no to assess' letter from SEND Team, ESF will be backdated to the original ESF application date (only where ESF was applied for prior to EHCP)

What CAN be costed for:

- An initial assessment by an Educational Psychologist can be included (up to maximum 1.5 days @ £550 per day). It is expected that the relevant recommendations are then transferred into the child's MSP and reviewed regularly.
- Full-time 1:1 support is not guaranteed therefore personnel costings should be broken down e.g., intervention support / subject support required / lunchtime support
 - If 1:1 support is needed to access specific SEND interventions e.g., Attention Hillingdon, then in exceptional circumstances, the other adult leading the group can be costed on a ratio basis (only 1 other adult)
- Ensure groups have been costed to the ratio of adult: child e.g., if CYP is attending a Lego-therapy group with 4 other children, the staffing cost would be divided by 5
- Costings for physical resources will be considered
 - Those which are purchased for the sole use of the child / young person will be considered for full costing – expectation is that these transition with the CYP
 - Those which could be considered SEND specific, and will benefit others (e.g., Handwriting Without Tears) will be considered for partial costing (20% of total cost)

What CANNOT be costed for:

- SENCO / Head Teacher / Deputy / Core teaching
- Do not cost for direct support from the above
- Do not cost for meetings, preparing paperwork etc.
- Assistance with personal care support (e.g., toileting, putting a jacket on)
- Intervention Preparation time
- On-going Educational Psychologist (EP) intervention, assessment, or support (beyond initial assessment)
- Assessment or ongoing Speech and Language Therapy, Physiotherapy or Occupational Therapy input
- Before or After School clubs
- Additional staffing support for off-site activities
- Staff training e.g., Team Teach, understanding ASD (an extensive list of free training is available through SAS, but does not include positive handling)
- Health training should be sought through Health

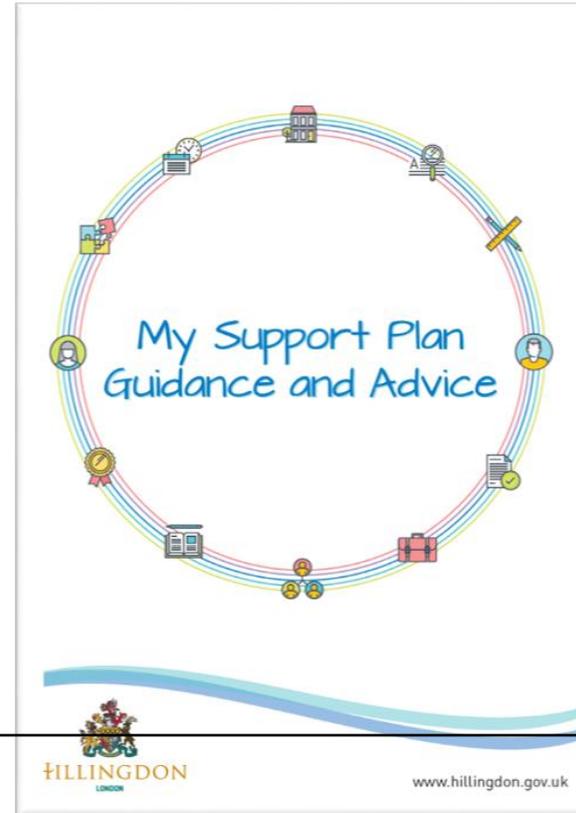
HILLINGDON MY SUPPORT PLAN

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.



 My Support Plan

A: Personal Information

Name:	
D.O.B:	
Home language:	
Gender:	
Ethnicity:	
Primary area of need:	
Other identified needs: (choose all that apply)	Communication and Interaction Cognition and Learning Social, Emotional, Mental Health Physical and/or Sensory Autistic Spectrum Conditions
Social Care needs: (choose all that apply)	Child in Need Child Protection Child in Care Other

Details of setting:
(Please go to the following section if the child/young person does not attend an educational setting)

Nursery/school/college:		Funded placement (Y/N)	
Address:			
My Key stage/year group:		Attendance	
Main contact:			
Email:		Telephone number:	
Plan start date:			
Plan review dates & by who:			

How to apply:

ESF Google Form [Early Support Funding \(ESF\) Application Form \(NOT 'Exceptional Funding'\) \(google.com\)](#) and send the documents listed below to saskeywork@hillington.gov.uk

Please include the following information documents/information:

- A 'My Support Plan'.
- A provision map detailing expenditure to date (or projected costs) in line with Hillington's expectations (see below)
- Any professional / medical reports outlining the resources the child/young person will require to meet the outcomes outlined in the My Support Plan.

SEND Exceptional Funding (SENDEX)



SEND Exceptional Funding (SENDEX)

What is it?

SENDEX is allocated from the High Needs Block and is a short term, non statutory funding source, for a maximum of 26 weeks allocation. It is reserved for applications from settings where children and 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.

Who is it for?

The child or young person must:

- Be attending an educational setting (in any borough) and live in the London Borough of Hillingdon
- Be likely to require an immediate and high level of support due to severe and long-term needs which are likely to result in an EHCP
- Have no effective assessment of educational needs within a mainstream school/college, nursery or PVI.
- Started at the setting within the last 6 weeks
- A projected provision map submitted with the application

OR

- Have a need which has arisen urgently and unexpectedly.

The child or young person must not:

- Have a draft or finalised EHCP in place
- Be in receipt of Early Support Funding (ESF)

SENDEX Examples:

- CYP moves into Hillingdon, clearly meets the legal test for a needs assessment and services need time to fully assess.
- CYP is not compulsory school age yet, who has significant long-term needs that will require resources through an EHCP.
- CYP is school age and has never accessed compulsory education, has significant long-term needs and services require time to fully assess.
- CYP suffers a serious accident or deterioration in a physical/sensory, mental health condition, which requires immediate support for the medium to long term, to access the curriculum.
- CYP's behaviour shows sudden and serious deterioration, external, professional advice has been sought and implemented and there is a need for immediate support before long term support is put in place.

How to apply

[SENDEX Application Form](#)

Further Information

[Non-Statutory Funding Guidance](#)

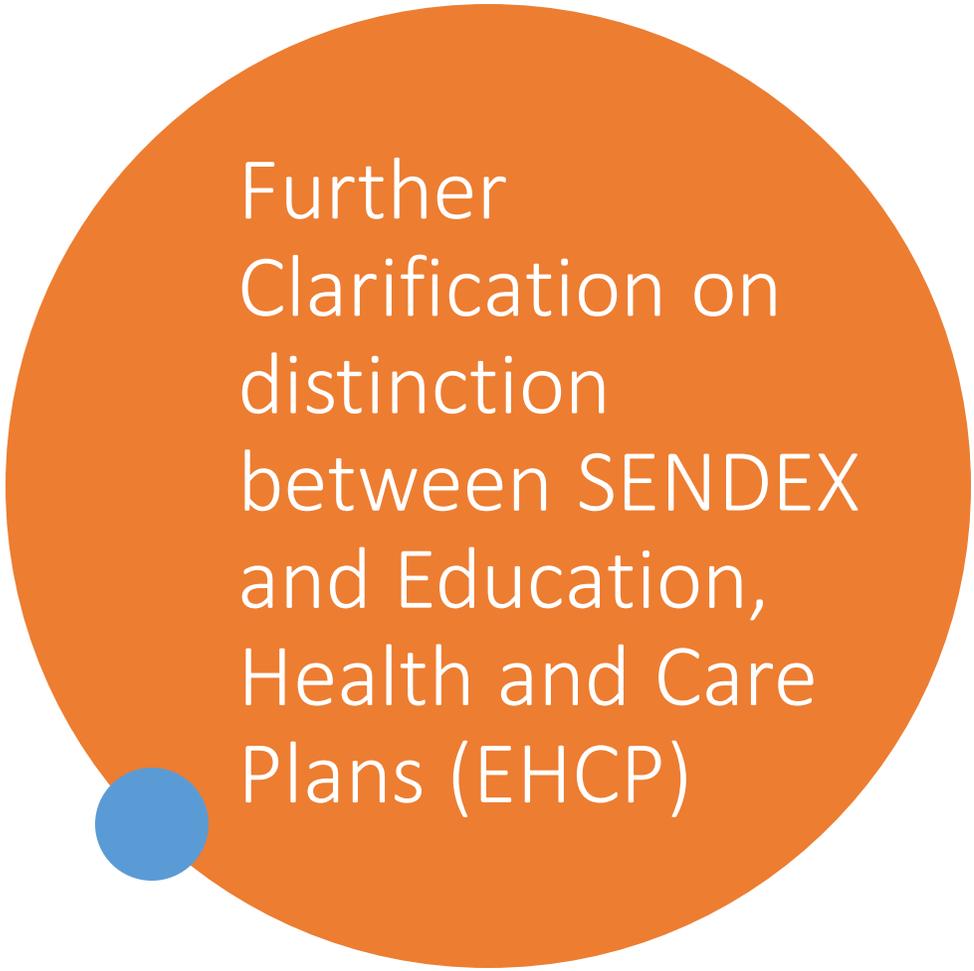
[Information for professionals - Hillingdon Council](#)



What is SEND 'Exceptional' Funding?

- SEND Exceptional funding (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.

-
- Educational settings may ask the local authority to provide urgent and immediate financial assistance to help educate a pupil who requires immediate support for the short to medium term for accessing the curriculum, and where such access is likely to be at additional cost to the school's budget.
 - This assistance may be needed due to exceptional circumstances in which the setting cannot access support through regular pathways such as Early Support Funding or special educational needs provision through the Education Health and Care Plan (usually where there is no specific evidence of Assess, Plan, Do, Review).
 - Exceptional funding can support a pupil who is not the subject of EHCP but is likely to meet the threshold for needs assessment or those whose Educational Health Care Needs Assessment has been just initiated.
 - The SEND Exceptional Funding is allocated to the setting on the short-term basis and does not move with the pupils when they change setting.



Further
Clarification on
distinction
between SENDEX
and Education,
Health and Care
Plans (EHCP)

- SENDEX is a short-term funding allocation for a maximum of 26 weeks and is a non-statutory funding source. The EHCP is a statutory process which is a long-term plan of funded provision, which is reviewed on an annual basis.

The following criteria must be adhered to.

The Child/Young Person **must**:

- Be attending an educational setting (in any borough) and live in the London Borough of Hillingdon
- Be likely to require an immediate and high level of support due to severe and long-term needs which are likely to result in an EHCP
- Have no effective assessment of educational needs within a mainstream school/college, nursery or PVI.
- Started at the setting within the last 10 weeks

o Where a child is not of compulsory school age, Early Years SEND Inclusion funding will be recommended instead (unless significant medical evidence is provided and/or the child is actively being provided significant input through CITS and/or Portage service).

OR

- Have a need which has arisen urgently and unexpectedly.

The Child/Young Person must not:

- Have a draft or finalised EHCP in place
- Be in receipt of Early Support Funding (ESF)

How to apply:

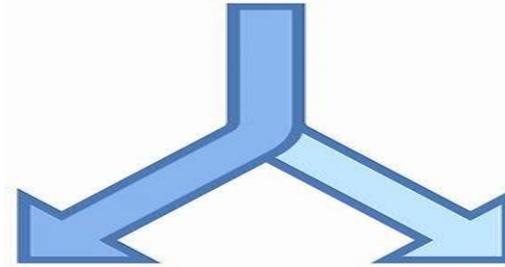
- [Special Educational Needs and Disabilities \(SEND\) Exceptional Funding Application Form - Hillingdon Council](#)



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/YP 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

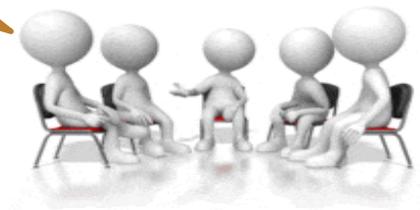
Rapid process - less than 2 weeks from application to decision

Allocated SAS specialist advisor

1 round of APDR



Greater Flexibility



Example of ESF applications for EY and Schools



My Support Plan

[Information for SEND professionals - Hillingdon Council](#)

A: Personal Information

Name:	*****
D.O.B:	08/**/17
Home language:	English
Gender:	Female
Ethnicity:	
Primary area of need:	Communication and Language (Speaking, Listening and attention, and thinking and understanding)
Other identified needs: (choose all that apply*)	Communication and Interaction Cognition and Learning Social, Emotional Mental health Physical and/or Sensory Autistic Spectrum Conditions
Social Care needs: (choose all that apply*)	None

Details of setting:

(Please go to the following section if the child/young person does not attend an educational setting)

Nursery/school/college:	Nursery	Funded placement (Y/N)	Y
Address:	Hillingdon		
My Key stage/year group:	Early Years	Attendance (present & unauthorised)	Very Good
Main contact:	02088884444		
Email:	nursery@gmail.com	Telephone number:	02088884444
Plan start date:	26/02/20		
Plan review dates & by who:	May 2020 (NAME) Nursery SENCo	November 2020 (NAME) Nursery SENCo	May 2021 (NAME) Nursery SENCo



Useful documents

- Guidance
- Example MSPs
- How to apply

Can be found...

Information for
SEND professionals
- Hillingdon Council



Funding document

[SEND & Inclusion Funding Document for Local Offer
na1.docx \(sharepoint.com\)](#)



SEND and Inclusion Funding for Educational Settings

Education, Health and Care Plan
Early support Funding
Early Years Inclusion Funding
SEND Exceptional Funding
Pupil Premium Plus for Children Looked After
Families in Need Funding
Pupil Premium
Pupil Premium (Service Children)
Disability Access Fund (DAF)
Early Years Pupil Premium
Free childcare for disadvantaged two-year-olds
15 hours free childcare for three- and four-year-olds
30 hours free childcare for three- and four-year-olds

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.

EHCP Funding



An EHC needs assessment is an assessment of the educational, health care and social care needs of a child or young person.

EHC plans are for those children (0-16) or young people (16-19) or adults (19-25) with special educational needs who require support beyond that which an educational setting can provide at SEN support.

A child who has educational needs may also have additional health and social care needs and those can be included in the plan so long as they relate to education.

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

Any funding agreed is allocated on a banded funding model in accordance with the presenting needs of the child

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)



Decision making process

Evidence is presented to multi-disciplinary SEND Panel

Decision on assessments is made:

The CYP has or may have special educational needs, **and**

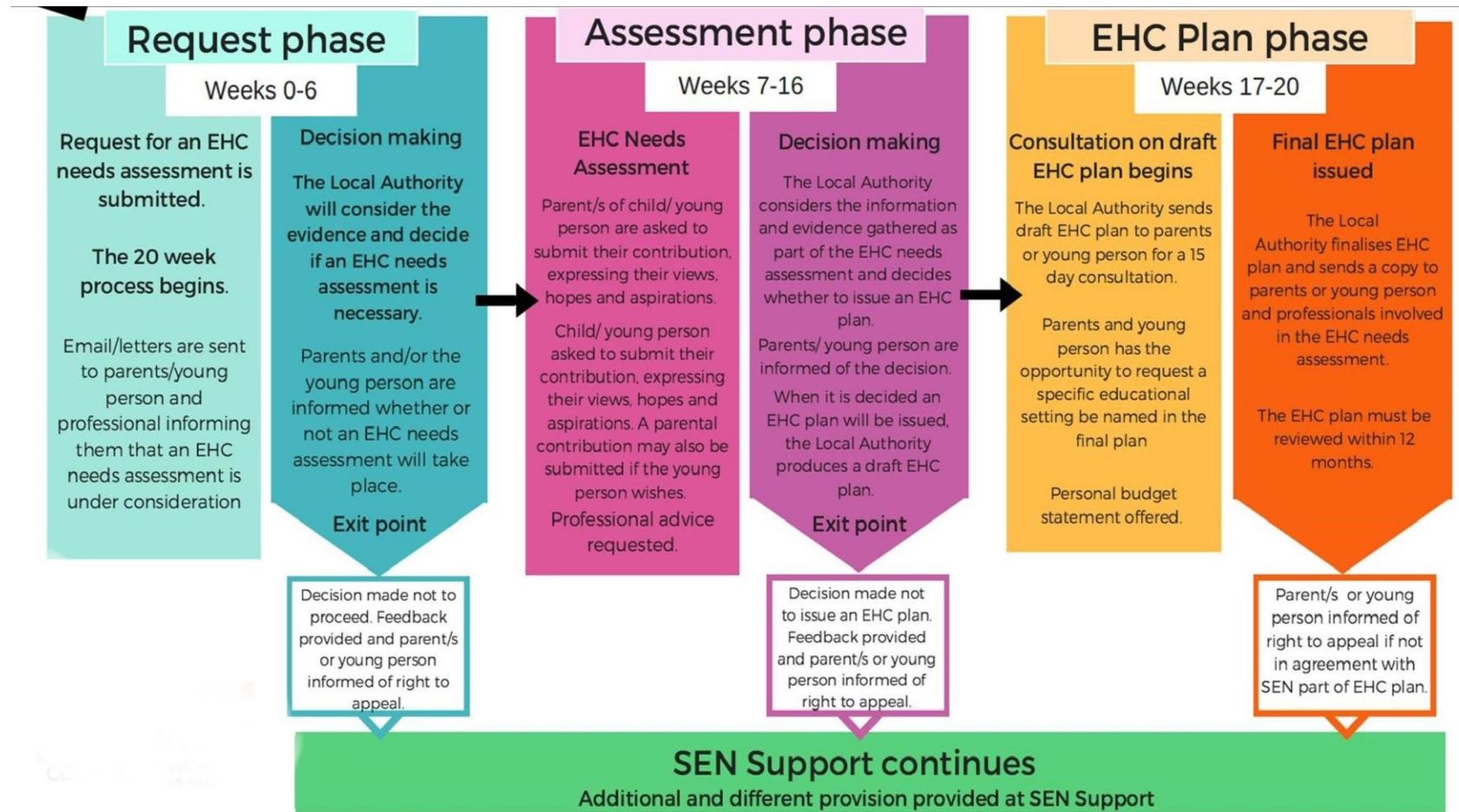
It may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

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**



EHCNA process





All referrals relating to Children and Families are now managed through our **Stronger Families Hub**.

If you are a professional and are requesting EHCNA please follow the link below to request a statutory assessment for special educational needs. **Please attach the EHC Needs Assessment Application** Template from *Information for SEND professionals* - Hillingdon Council referring through: <https://www.hillingdon.gov.uk/stronger-families>.

EHC Needs Assessment Application Template: <https://www.hillingdon.gov.uk/send-professionals>

If you **are a parent** and would like to make a request for a statutory assessment for special educational needs please contact: Email: strongerfamilieshub@hillington.gov.uk Phone: 01895 556 006. Alternatively complete the referral form online: <https://www.hillingdon.gov.uk/send-support-levels#Education,%20Health%20and%20Care%20Plans>

Please note there is no need to call Stronger Families Hub for an update the SEND Service will provide letter with acknowledgment of the request and timeline for the decision and next steps.

If you would like support in completing annual review paperwork please contact Sheila (swynn@hillington.gov.uk)





Applying for an EHC Needs Assessment

Do's



- Ensure parents are a part of the discussions and you have their consent
- Signpost parents to relevant support services
- Contact relevant professionals for advice
- Work with the SAS Team
- Implement a 'My Support Plan'
- Ensure you are outcome focused and provision is correctly targeted
- Assess the impact of the relevant provision and review regularly
- Apply for Early Support funding if required
- Ensure advice is clear concise and factual
- Diagnosis and relevant reports are shared
- Demonstrate how funding is used using the correct 12.7ph costings
- Supporting information from setting – Assess, Plan, Do, Review (overtime – it must be reviewed)
- The Child/YP's special educational needs, attainment levels, progress made, costed provision map, attendance

Don'ts



- Put in an application prematurely
- Apply without parental consent
- Apply without seeking advice from the SAS Team
- Apply without implementing and reviewing provision from a 'My Support Plan'
- Don't leave it too late so that pupils have it in place before primary where appropriate



Provision Map

- The SENCO has an important role to play the senior leadership team, and the governing body, to outline the development of SEN policy and what provision is available within the schools **(6.87 Code Of Practice)** .
- Provision mapping is a transparent document that shows the different types of provisions available in your school and how they are implemented to and how to engage those who are disengaged.
- An effective provision map will indicate a clear link between the provision and the learner progress

Provision Map: Completing Costings



Information that you will need:

In order to complete the Provisional Map to make it easier for the Panel you MUST outline the following clearly:

- The type of provision or activities the CYP is accessing
- The size of the group
- The length of each session
- The number of weeks the activity or provision will last.
- Clearly define the role of the staff who will lead on the activity or provision

Provision Map:

What can schools cost and not cost for

Note: It is important that the Costed PM only includes provision which is ***additional to and different*** from the normal curriculum and additional to **Ordinarily Available Provision (OAP)** which is expected to be delivered by the setting (school/college)

Yes - ✓	No - ✗
All Support staff	SENCO Time
EPS (Educational Psych.Service)	Head Teachers
HLTA (Higher Level Teach Assist.)	Class Teacher
Wellbeing worker	Lunch and Break time
Learning resources	Library time

Hillingdon Banding model

- Hillingdon banded model is over and above to OAP.
- Banding is calculated within our Resource Allocation System where descriptors include all the needs outlines in the EHCP the provision that is required to meet these needs.

OAP

Provision is made through place funding plus up to £6k from the school's own budget which can deliver up to 12 hours of Learning Support Assistance (LSA)

This includes pupils with:

- learning difficulties, speech and language difficulties, sensory impairment, physical disability or social, emotional and mental health difficulties, who require small teaching groups largely within the class for a large proportion of the day together with a differentiated curriculum.
- speech and language difficulties following programmes set by a speech and language therapist, e.g. language delay, auditory perception difficulties, basic skills development, speech and language disorders, requiring additional teaching.
- physical difficulties requiring additional teaching support, assistance in toileting, feeding, IT access, assistance to ensure mobility, posture and self-organisation, but with some independence.
- sensory impairment who require additional teaching support and/or support with aids/equipment.
- social, emotional and mental health difficulties or social communication difficulties requiring small group support in a consistent and well-structured environment.
- medical problems but able to manage medication with supervision.
- a need for increased supervision during PE, breaks or off-site activities to ensure safety.
- a need for repetition and reinforcement of instructions.

OAP

Schools will be expected to arrange provision such as:

- differentiated work in the classroom and in homework, including production of materials
- support in the use of care of specialist equipment
- support to manage medication
- access to adult supervision when needed
- access to an individual workstation where necessary
- access to aids, adaptations and equipment to facilitate access for disabled pupils
- regular contact with parents/carers to support progress and parental confidence (in which case, use of the Achievement for All structured conversation is recommended)
- access to support services as appropriate to the pupil's needs (please see the note *Expectations on Mainstream Schools* for more detail about this)
- access to personal support for part of each day including toileting and feeding
- access to in-class support on a daily basis e.g. within a small group in the classroom
- withdrawal for intensive individual or small group teaching for specific programmes for short periods
- delivery of the National Curriculum at a slower pace with an emphasis on basic skills
- opportunities for practical experiences to support reinforcement and over-learning
- implementation of programmes designed by therapists e.g. speech and language therapy, occupational therapy, physiotherapy, and release of staff to be trained by therapists
- a personalized curriculum with regular monitoring
- teacher oversight with stringent measurement of impact of interventions delivered
- termly planning with support services and therapists including systematic and regular communication, joint target setting, an agreed Lead Professional/Key Worker following the Early Support principles with regular Team Around the Child (TAC) or Team Around the Family (TAF) meetings

Hillingdon Banding model

Qualifying needs

- It is recognised that diagnosis alone is not a reliable predictor of the impact of a condition on a child's functioning, performance and participation at school.
- Pupils may have one or more developmental (before birth) or acquired (during or after birth) conditions which may be acute, chronic, fluctuating or life-threatening in nature. It is important to understand both the nature of the condition/s and the impact on the ability of the child to function in an educational setting.

BAND	TO UP	Equivalent to No of HOURS
1	2.2 k	17
2	3.7 k	20
3	6.1 k	25
4	8.5 k	30
5	10 k	
6	15 k	
7	20 k	
8	25 k	
9	30 k	

Hillingdon Banding model

The nature of the condition

- Conditions regularly seen in school include the following. All may vary in severity
- Specific learning difficulties and cognitive impairments
- Learning disabilities
- Physical disabilities
- Physical health / medical conditions
- Emotional and / or mental health conditions
- Language and communication difficulties
- Sensory impairments
- Social interaction difficulties
- Behavioural difficulties.

Impact on function and participation

Functional areas where performance may be affected by these conditions include, but are not limited to:

- **self-care**, including feeding, toileting, changing outfits, medication etc.
- **independence skills** e.g. getting to and from school, mobility around school and in classroom.
- **engaging with the curriculum and learning**, e.g. ability to attend, tolerate distractions in the environment, follow instructions, organise self and immediate environment (desk, chair, books etc), produce expected amount of work most of the time.
- **participation in the school day** e.g. managing transitions (beginning and end of the day, between activities / lessons), tolerance of planned and unexpected changes (e.g. different teachers), adapting to a variety of settings (different classrooms, dining hall, classroom, gym, playground etc).
- **play and leisure skills**, e.g. having a range of interests, ability to use unstructured play times safely, willingness to try out new or different activities.
- **social interactions with peers and staff** e.g. making needs known, verbal and written communication skills, collaborate in a group, observe spoken and unspoken rules.

Example what includes Band 2

A specific condition from those listed above with a moderate to severe impact on function. Function is significantly affected in at least one of the areas listed, within the school environment. These difficulties are likely to impact on functioning in the home environment and outside school

This includes pupils with:

- learning difficulties, which include communication difficulties, physical disability, speech, and language disorder and/or sensory impairment.
- limited physical control requiring assistance for basic needs to develop independence.
- requirements for special facilities e.g. reproduction of materials using Braille, signing facilitators.
- behavioral difficulties requiring significant support to avoid potentially damaging situations and difficulties requiring significant support in social situations to avoid distress or anxiety.

Schools will be expected to arrange provision such as:

- a high level of personal care.
- staff with skills in Braille, or willing to learn.
- staff able to sign, or willing to learn.
- small group support for most of the day with opportunities for individual work under the direction of the teacher within the whole class.
- adult support to facilitate communication with others and interaction in the environment
- TOP UP: £3.7k - equivalent to 20 hours of LSA in a mainstream school.
- This means £6k from school budget and £3.7k from the LA

Other LA comparison Funding

c

Buckinghamshire	£14648 including notional	32.5 hours / full time support <i>This is the full top up banding you can receive, there is no higher banding</i>
Windsor and maidenhead	£16523 including notional	Full time top tier banding
Merton	£12338	32.5 hours / full time support
Bromley	£11370	Full time adult 1:1 support

Hillingdon Banding model

Level of need and risk

- The severity of the condition and the impact on the child's functioning will affect the level of need. They may also produce behaviours which pose a risk to the safety of the child and/or others. This is an important consideration when determining the level of care and support required. The level of need may alter over a period of time and will be reviewed at least annually by way of the annual review process.



SEND Team



PRIMARY TEAM (0-Yr 6)

Role	Name	Email	Mobile
SEND Team Manager – Primary	Danielle Roberts	droberts2@hillingdon.gov.uk	07707279493
Senior SEND Officer	Hannah Akhtar	Hakhtar@hillingdon.gov.uk	07753 431 46
SEND Officer	Farahat Majeed	fmajeed@hillingdon.gov.uk	07939 959795
SEND Officer	Leah Baker Williams	lwbaker@hillingdon.gov.uk	07514 822 325
SEND Officer	Marta Mazik	mmazik@hillingdon.gov.uk	07542123261
SEND Officer	Leena Sykes	lsykes@hillingdon.gov.uk	
SEND Officer	Gintare Abramaviciute	gabramavicivue@hillingdon.gov.uk	07840 641 367
SEND Officer	Aderonke Ogundiya	aogundiya@hillingdon.gov.uk	07355028961
SEND Officer	Jeanette Sawka	jsawka@hillingdon.gov.uk	07892705444
Assistant SEND Officer (0-Yr8)	Amy Oliver	Aoliver@hillingdon.gov.uk	
Review Officer	Sheila Wynn	swynn@hillingdon.gov.uk	01895 250489



SEND Team



SECONDARY TEAM (Yr 7-Yr 11)

Role	Name	Email	Mobile
SEND Team Manager	Marie Holmes	mholmes@hillingdon.gov.uk	07808 014527
Senior SEND Officer (Yr8-Post 16)	TBC		
SEND Officer	Gina Sansby	gsansby@hillingdon.gov.uk	07451865311
SEND Officer	Chloe Forbes	cforbes@hillingdon.gov.uk	07508810754
SEND Officer	Veronica Cummings	Vcummings@hillingdon.gov.uk	07840641529
SEND Officer	Mia Spreadbury	mspreadbury@hillingdon.gov.uk	07541553420
SEND Officer	Connor McMahon	cmahon2@hillingdon.gov.uk	07720 209255
Assistant SEND Officer (Yr8-post 16)	TBC		
Review Officer (Yr7-Post 16)	Carol Mayers	cmayers@hillingdon.gov.uk	01895 250 244



SEND Team



POST 16 TEAM (Yr 11- 25 yrs)

Role	Name	Email	Mobile
SEND Team Manager	Laura Stokes	Lstokes@hillingdon.gov.uk	07802 872262
Senior SEND Officer (Yr8-Post 16)	TBC		
SEND Officer	Nadeline Barret	nbarrett@hillingdon.gov.uk	
SEND Officer	Sehrish Hussain	shussain@hillingdon.gov.uk	07745 206281
SEND Officer	Andrea Blake	Ablake@hillingdon.gov.uk	07842 607491
SEND Officer	Agnese Giolo	Agiolo@hillingdon.gov.uk	07720208653
SEND Officer	Uzma Houston	uhouston@hillingdon.gov.uk	07720207401
SEND Officer	Claire Davidson	Cdavidson@hillingdon.gov.uk	075148 03652
Assistant SEND Officer (Yr8-Post 16)	TBC		
Review Officer (Yr7-Post 16)	Carol Mayers	cmayers@hillingdon.gov.uk	01895 250 244
SEND Resolutions Officer	Asmah Hussain	Ahussain@hillingdon.gov.uk	01895250527



SEND Team

Caseload allocation

[SEND caseload school allocation](#)
[here](#)

Annual reviews should be sent to;
senannualreviews@hillingsdon.gov.uk

Please note that it is OBLIGATORY for a school to hold an Annual Review and please send **pre and post** paperwork **within 2 weeks** from the AR Meeting using **Hillingdon Proforma**.

For **SEND panel** (every Wednesday 1pm) please book place via email:
sensupport@hillingsdon.gov.uk



SEND Contacts for Tribunals and Mediations

SEND Primary Manager – Danielle Roberts, droberts2@hillington.gov.uk

SEND Secondary Manager – Marie Holmes, mholmes@hillington.gov.uk

SEND Post 16 & Tribunals Manager- Laura Stokes, lstokes@hillington.gov.uk

Allocated SEND Officers take forward the case work

Tribunals

SEND Resolution Officer – Asmah Hussain, ahussain@hillington.gov.uk

Mediations

Primary Senior SEND Officer – Hannah Akhtar hakhtar@hillington.gov.uk

Secondary Senior SEND Officer – Emma Tennent etennent@hillington.gov.uk

Tribunals – Who has attended a tribunal before?

EHCP Appeal Process

Right to appeal is given to Parents/Carers and Young People (over 16)

Right to appeal is given following:

- Refusal to assess (s.36 (8))
- Refusal to issue an EHC Plan (s.37 (1))
- Refusal to amend following review
- EHCP content – **B, C, D, F, G, H1/H2, I** (s.37. (2) - & Depends on placement sought. **Extended appeals but these are non binding and apply to all appeals apart from no to assess.*)
- Decision not to secure a re-assessment
- Decision not secure amendments or replace of EHC Plan follow assessment
- Decision to cease to maintain an EHC Plan (s.45 (1))

(S . 51 CAFA 2014)



EHCP Appeal Process

- Following a trigger of appeal Parents/Carers and YP are offered way forwards meetings and mediation.
 - ◆ **No to assess decisions-** if there is more evidence available that was not presented at panel this can be re-submitted at any time; please take offer of '*way forward*' meetings
- A mediation certificate is required to go to log an appeal.
- Parents/Carers and YP have two months from the date of the decision letter to log an appeal.



Thank you
Any questions