# SEND GOVERNORS TRAINING SESSION
# MARCH 2024

**Director of Education & SEND**
**Abi Preston**

- **SEND Advisory Service (SAS)** — Carole Lewis
- **SEND Service (Statutory)** — Sonal Sisodia
- **Educational Psychology Service (EPS)** — Ingrida Stankeviciene

HILLINGDON
LONDON

# The change in percentages from 2021/2022 to 2022/2023 show Hillingdon is closing the SEND statistics gap between Hillingdon and London/England and Statistical Neighbours However, Hillingdon's EHCP cohort remains higher than Statistical Neighbours

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

| | | EHC plan % | Change from Previous Year | Comments | SEN support % | Change from Previous Year | Comments |
|---|---|---|---|---|---|---|---|
| England | 2015/16<br>2021/22<br>2022/23 | 2.8<br>4.0<br>**4.3** | **0.3% change** | England's change from 21/22 to 22/23 was significantly higher than Hillingdon | 11.6<br>12.6<br>**13.0** | **0.4% change** | England and London's change from 21/22 to 22/23 was the same |
| London | 2015/16<br>2021/22<br>2022/23 | 2.8<br>4.1<br>**4.5** | **0.4% change** | London's change from 21/22 to 22/23 was higher than our stat neighbours and significantly higher than Hillingdon | 11.7<br>11.7<br>**12.1** | **0.4% change** | |
| Hillingdon | 2015/16<br>2021/22<br>2022/23 | 3.3<br>4.4<br>**4.5** | **0.1% change** | 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<br>10.5<br>**11.1** | **0.6% change** | Hillingdon's change from 21/22 to 22/23 was higher than England and London but significantly higher than our stat neighbours |
| Statistical neighbours * | 2015/16<br>2021/22<br>2022/23 | 2.8<br>3.8<br>**4.1** | **0.3% change** | Our statistical neighbour's change from 21/22 to 22/23 was higher than Hillingdon | 11.4<br>11.4<br>**11.8** | **0.4% change** | Our stat neighbours % increased year on year |

HILLINGDON
LONDON

# Governing board SEND responsibilities

The legal responsibilities of governing boards in relation to pupils with SEND are set out in the Children and Families Act 2014 and the statutory guidance, the SEND code of practice: 0 to 25 years. They require governing boards to:

- Use 'best endeavours' (do everything they can) to ensure that pupils with SEND get the support they need.
- Ensure that relevant policies have been approved and monitor their effectiveness.
- Ensure the necessary SEND information is published on the school/trust website.
- Ensure that adequate resources are allocated to provision for pupils with SEND.
- Ensure a suitably qualified or experienced special educational needs coordinator (SENCO) has been appointed and is working effectively – identification and co-ordination of support.

HILLINGDON
LONDON

## The legal framework

The following primary legislation and guidance specifies or duties and governs our practice:

- SEND Code of Practice (0-25 years) 2015
- Special Educational Needs and Disability Regulations 2014
- SEND and Alternative Provision Improvement Plan 2023
- Equality Act 2010
- Education Act 1996/2011
- Children Act 1989/2004
- Mental Health Act 2010
- Care Act 2014
- Mental Capacity Act 2005
- Chronically Sick and Disabled Persons Act 1970
- Breaks for carers of disabled children regulations 2011

- Children and Families Act, 2014 established a clear programme of SEND reforms which developed best practice in service quality and service delivery into a set of robust requirements:
  - a person-centred, joined-up approach to identifying and meeting the needs of children, young people and their families
  - increased engagement and participation of young people and families so that they have greater choice and control, are listened to and their concerns are resolved swiftly
  - a published Local Offer of support, services and provision, how to access it and how to raise concerns or seek redress
  - the use of effective practice, data and wider intelligence and independent assessment to drive improvement
  - clearly defined and understood roles and responsibilities
  - increased integration of services and joint commissioning across the LA and Health

This legislation sits in the context of the Equality Act 2010.
Public bodies must give due regard to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

HILLINGDON
LONDON

# Ensuring the effective governance of SEND

SEND Governance Review Guide

Governance needs to be effective if the board is to meet its legal responsibilities and secure high-quality outcomes for pupils with SEND.

**The SEND governance review guide**, commissioned by whole school SEND, provides a structure through which boards can evaluate their effectiveness, drawing upon the DfE's six features of effective governance:

- strategic leadership
- accountability
- people
- structures
- compliance
- evaluation

HILLINGDON
LONDON

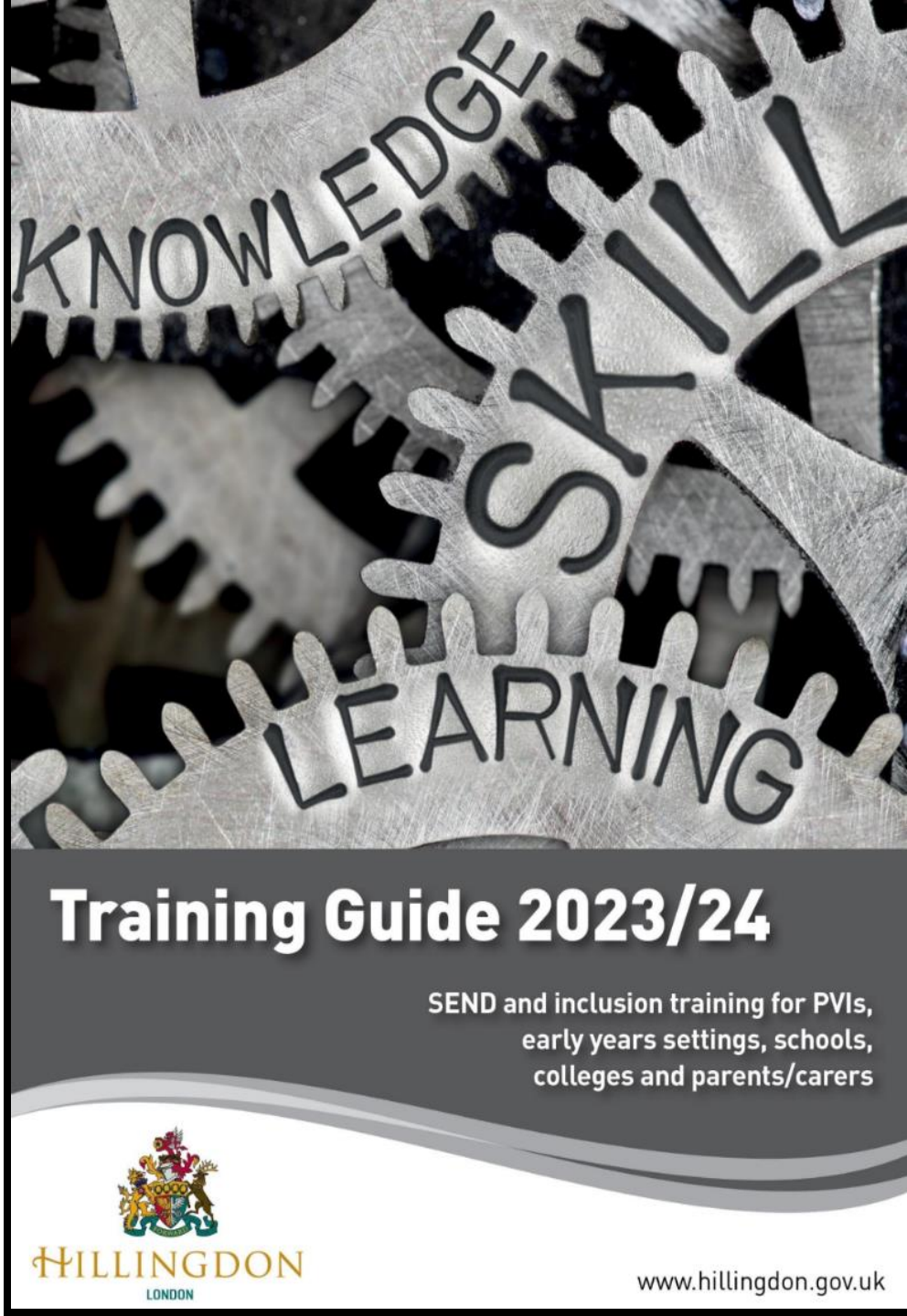
# Governing board SEND knowledge and capacity

SEND and Inclusion Universal Training 2023-2024

SEND is a whole board responsibility. While it is reasonable to expect SEND governors to undertake CPD that increases SEND knowledge and awareness, every member of the governing board should know what their legal responsibilities entail in practice.

As a starting point, we recommend that:

- All governors and trustees familiarise themselves with chapter six of the SEND code of practice, which is just twenty pages.
- The induction that new governors and trustees receive provides an overview of the SEND provision at their school/trust, how this is developing and how inclusion is realised.



# Understanding SEND provision in your school or trust

In order to meet legal responsibilities and provide strategic leadership, governing boards need to build their understanding of SEND and inclusion in the specific context of their school or trust. This means knowing:

- The proportion of pupils that require additional support and how many of these have EHC plans.
- The proportion of pupils that have specific needs relating to communication and interaction; cognition and learning, social, emotional and health difficulties; sensory and or physical needs.
- The level of funding the school/trust receives to meet the needs of pupils with SEND (the notional SEND budget and top up funding).
- How the funding and budget is used to deploy staff and resources to meet the needs of SEND pupils.
- How the curriculum is adapted to meet the needs of all pupils, including those with SEND.
- How staff at all levels are developed and supported to meet the needs of SEND pupils.
- What parents, carers, pupils and staff think about how the school or trust meets the needs of its SEND pupils (stakeholder feedback).
- Strengths and areas for development highlighted through inspection and self-evaluation.

HILLINGDON
LONDON

# 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**

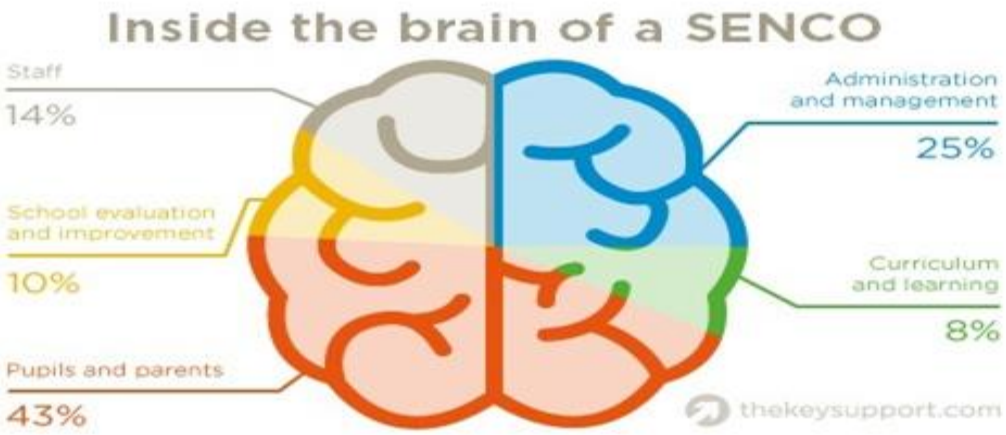
- Evidence-based, self-evaluation framework developed by NASEN / Whole School SEND.
- This framework complements the OFSTED framework.
- If commissioned through NASEN - £1500 EY/Primary & £2500 secondary
- **LA offering at no cost to the school**

## 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

HILLINGDON
LONDON




## Working relationships and collaboration

Collaboration and working effectively with leaders, staff and other stakeholders are characteristics of effective SEND governance. The SEND code also emphasises the need for collaboration between education, health and social care and other external bodies.

## Working with the SENCO

The working relationship between the SENCO and the governing board – in particular the governor, trustee or committee that has oversight of SEND – is one of the most important in governance.

- The SEND governor/trustee should meet with the SENCO every term.
- The SENCO should attend a full governing board meeting at least once a year.
- The SEND governor/trustee and SENCO should collaborate to produce an annual report to the governing board on progress against priorities.

## Maximise the impact of the SENCO

Boards should take a close interest in:

- How the SENCO engages in leadership planning and decisions if they are not a member of leadership team
- The administrative burden of the role and how it can be reduced.
- The amount of protected time the SENCO has to undertake the role.
- **Knowledge and development of the SENCO – Hillingdon and National**

HILLINGDON
LONDON

[Half-termly SEND & Inclusion Newsletter - Leap (hillingdon.gov.uk)]

# SENCO Forums

| Dates | Slides | Summary of Information Covered |
|---|---|---|
| Wednesday 28th September 2022 | PPT 28.09.2022 | ➢ EHCP Annual Review Timeline<br>➢ SEND Panel Details – SENCos and SLT from schools can attend<br>➢ SAS Team Details and Structure<br>➢ Early Years Offer including funding<br>➢ Autism Referral Guidance including details of school referrals for autism to the CDC – *Dr Chelvi Kukendra and Dr Sivi Creed*<br>➢ Children Integration Therapy Service – capacity and referrals (Mita Mistry)<br>➢ Information about and Strategies Supporting CYP during Transitions |
| Wednesday 29th June 2022 | PPT 29.06.2022 | ➢ Newsletter Reminder<br>➢ SEND and Inclusion Training Brochure (2022-2023)<br>➢ Interventions for SEN Support – SEND Code of Practice & Effective Interventions<br>➢ Emotional Literacy Support Assistants (ELSA) Experience<br>➢ Requesting an Education, Health and Care Assessment (EHNCA) Process & Details<br>➢ Annual Reviews<br>➢ SAS Team Details and Structure<br>➢ ESF Impact Forms – details and link<br>➢ Update on ASD (pre-diagnosis) Pathway Project –*Carol McLoughlin (CCG)*<br>➢ SEND Green Papers<br>➢ SEND Initiatives, Support and Resources in Hillingdon<br>➢ Therapeutic Play – *Dr Melanie Adkins* |
| Wednesday 18th May 2022 | PPT 18.05.2022 | ➢ Ordinarily Available Provision (OAP) Information<br>➢ Hillingdon Banded Funding Model<br>➢ EHCP Annual Review Process<br>➢ SENDEX Referral Example<br>➢ The Role of a SEND Officer<br>➢ SAS Team Details and Structure<br>➢ SEND Green Papers<br>➢ SAS Team Details and Structure<br>➢ London Borough of Hillingdon Speech & Language Pathway<br>➢ Annual Reviews<br>➢ ESF Impact Forms – details and link<br>Parent Support Group Details |
| | | |
| Wednesday 16th March 2022 | PPT 16.03.2022 | ➢ Delegated Schools Grant (DSG) Overview<br>➢ Non-Statutory Funding – ESF & SENDEX<br>➢ SAS Team Details and Structure<br>➢ Crisis and Urgent Support Details for CYP<br>➢ Annual Reviews<br>➢ Social Stories – information, guidance on creating social stories & examples<br>➢ ADHD: Support for CYP & Families – *Therese Glynn (CAAS) & Dr Cynthia Pinto (Hillingdon EPS)* |
| Wednesday 12th January 2022 | PPT 12.01.2022 | ➢ Signposting for SENCos<br>➢ Engagement Model<br>➢ Non-Statutory Funding – ESF & SENDEX<br>➢ SAS Team Details and Structure<br>➢ Non-Statutory Funding – ESF Pathway, ESF Renewal & Early Years Inclusion Funding<br>➢ Training Brochure & Resource Bank<br>➢ Annual Reviews<br>➢ The SEND Review - *Sandy Atwal*<br>➢ SEN Support Plans<br>➢ School Place Planning<br>➢ Dyslexia at Hillingdon |
| Wednesday 24th November 2021 | PPT 24.12.11<br>Engaging GRT- Carmen Li | ➢ Referral Route: Stronger Families Hub<br>➢ Non-Statutory Funding – ESF Pathway & ESF Renewal<br>➢ Training Brochure & Resource Bank<br>➢ Preparing for Adulthood –*Stuart Smith*<br>➢ SEN Funding & Funding Formulas – *Graham Young*<br>➢ Engaging with the Gypsy, Roma and Traveller communities – *Carmen Li*<br>➢ My Journey (Autistic Adult) – *Daisy & Uma* |

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.

HILLINGDON
LONDON

# Influencing SEND culture

**Co-production: engaging with pupils and families**
governing boards should be satisfied not only that the relevant meetings are taking place but that pupils and their families are being listened to

**Make SEND everyone's responsibility**
Schools need to foster a culture of inclusion where SEND is everyone's responsibility in much the same way that safeguarding is everyone's responsibility.

**Ensure every leader is a leader of SEND**
It is not only the SENCO or other members of the senior leadership team that have a responsibility towards pupils with SEND – do curriculum leads consider SEND? The Governing Board should 'Think SEND' when making all decisions, not just those that will overtly affect pupils with SEND. For example, changing policies such as homework, behaviour or complaints could impact on the inclusiveness of the school or trust due to unintended consequences.

ILLINGDON
LONDON

# Inclusive Quality First Teaching

*'Every child's needs are the business of every teacher, every LSA, every TA, every staff member, not just that of the SENCO.'*

*'Additional intervention & support cannot compensate for a lack of good quality teaching'*

(SEND CoP 2014)

HILLINGDON
LONDON

Department for Education

Department of Health & Social Care

NHS England

# Partnerships for Inclusion of Neurodiversity in Schools (PINS) Information session for ICBs

November 2023

HILLINGDON LONDON

# Partnerships for Inclusion of Neurodiversity (PINS) Pilot

The Department of Health and Social Care and the Department of Education have launched a new £13 million pilot to upskill school staff to offer "excellent inclusive provision" for neurodiverse children.

The pilot will focus on early support and intervention for neurodiverse children in the mainstream primary setting. It will achieve this by bringing together health, the local parent carer forum, the local authority, and education staff. The one-year pilot will "create environments that better meet neurodiverse children's needs, ensuring they are able to thrive as part of their wider cohort".

The PINS project comes with funding which will enable the ICB and LA to secure specialist support to deliver this initiative. This will enable us to provide five days' worth of additional support to your school across the academic year in order to:

- help shape whole school SEND provision
- provide early interventions at a school level
- upskill school staff
- support strengthening of partnerships between schools and parent carers

The project will reach 1,680 mainstream primary schools across England. Each of the 42 integrated care boards (ICBs), will work with 40 primary schools, meaning 450,000 children could be reached.

HILLINGDON
LONDON

**LBH Hillingdon is partnering with LBH Harrow to implement this initiative which will begin in September 2024. Hillingdon will be able to provide this to 20 schools maximum.**

**The support provided is determined by a supported self-assessment and chosen from a menu of support**

**Registration of Interest**

20240209_01FINAL_Menu_of_Support.pdf

Final Self Assessment Tool for Schools 06.02.24.docx

HILLINGDON
LONDON

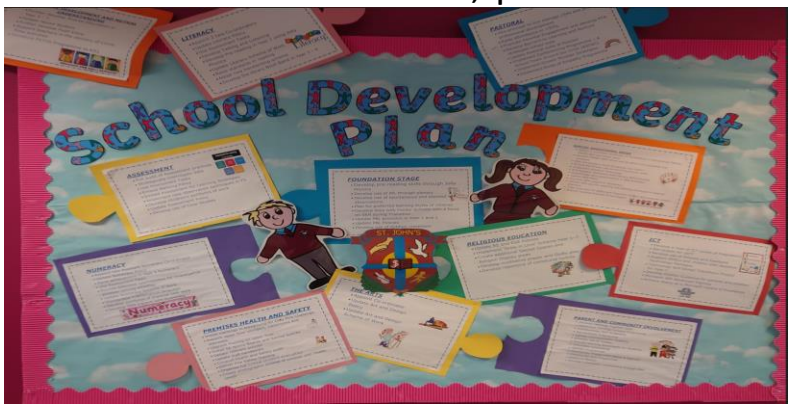
# Monitoring impact and outcomes

**Evaluating impact requires careful consideration and discussion between governing boards and school leaders over:**

- The information and data available to measure progress and outcomes. (
- Balancing the requirement for data, information and reports against other workload demands of staff.

**Start with first principles – the governing board needs assurance that:**

- Legal responsibilities are being met.
- The school or trust is sufficiently enabled to meet the needs of pupils with SEND.
- Strategic goals linked to SEND (such as building staff capacity) are being met, are sufficiently resourced and are having an impact (in terms of pupil outcomes).
- Resources (including the notional SEND budget) are being deployed effectively to meet strategic goals.
- Pupils with SEND achieve the best possible outcomes and are given the knowledge and cultural capital they need to succeed in life.
- There is an inclusive culture – for example, pupils are not entered for courses not in their educational interest, or removed from the school role without formal, permanent exclusion.




HILLINGDON
LONDON

# Understanding Academic Progress

An effective governing body holds its school leadership to account for improving pupil and staff performance by asking the right questions, informed by data



Caroline Ryder - SEND Education Advisor

# Rigorous analysis of Education data

The governing body will:

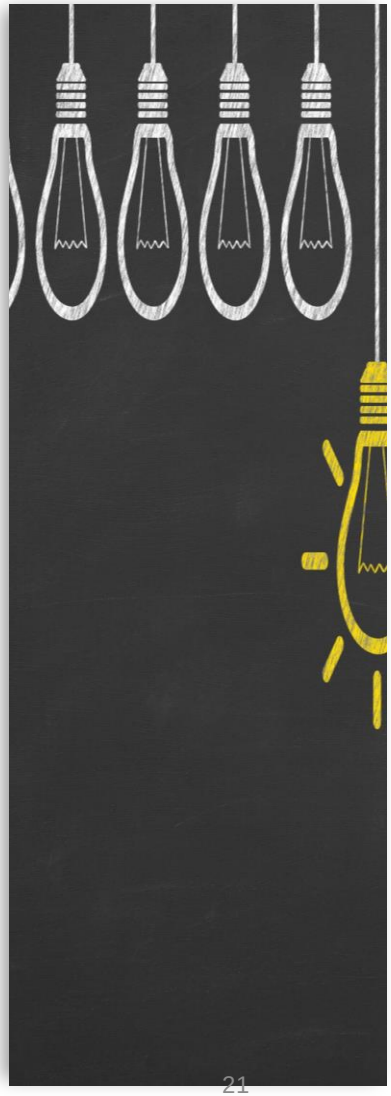
- Have at least one person with the skills to interpret the full detail of educational performance data
- Understand the limitations of performance data and be clear about what the data implies
- Have access to objective, high quality and timely data and know the questions that need to be asked of school leaders
- Identify issues of priority that need to be addressed and discussed
- Seek explanations from school leaders where performance is below expectations
- Maintained schools governance guide

# Sources of Data from School leaders:

- Data published by the Department for Education (DfE) and Ofsted
- Management information
- Information on priorities for improvement
- School Achievement data

This could include data, anonymised where appropriate, on:

- Pupil learning and progress
- Pupil admissions, attendance and suspension and permanent exclusions
- Safeguarding and child protection
- Staff deployment including LSA, absence, recruitment, retention, morale and performance
- The quality of teaching
- SEND data



# School leaders are not the only source of information on educational data.

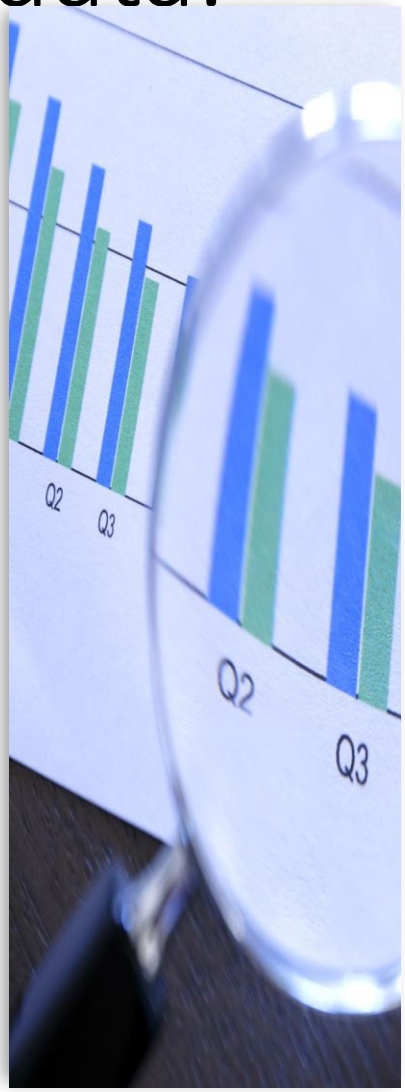
The governing body can also consider data from parent views, student voice and staff surveys, for example.

Governing bodies can use Analyse School Performance (ASP) to look into their school's performance and identify its strengths and weaknesses.

Governors who lead on attainment data will want to analyse the full ASP report. The ASP summary report presents data that governing bodies can focus on as the starting point for understanding school performance.

The school's DfE Sign-in approver can provide the governing body with a 'governor' account for ASP. This does not allow access to any named pupil data.

Find and check school performance data on the school performance tables.



# KS2 Data

Hillingdon

2023 | KS2 | VA

## Attainment & progress

### LA KS2 Attainment 2023

3993 pupils

Average Scaled Score (Re, Ma)

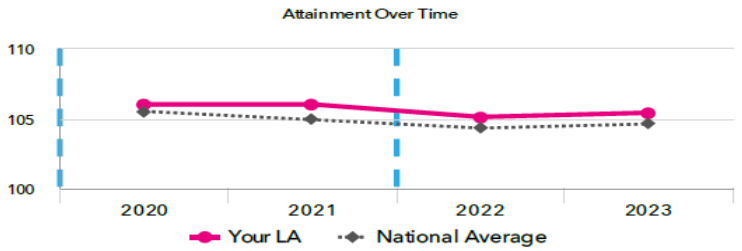
105.4 +

FFT Rank

24

100 BETTER ► 1

Significantly above the national average (104.6)




% Expected standard+ (Re, Wr, Ma) DFE

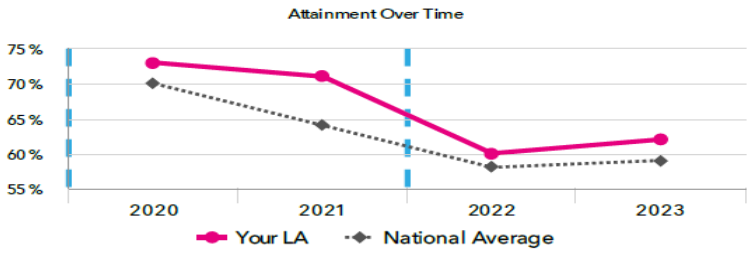
62% +

FFT Rank

28

100 BETTER ► 1

Significantly above the national average (59%)




### LA KS2 Progress 2023

3641 matched pupils

Average Scaled Score (Re, Ma)

+0.8 +

FFT Rank

15

100 BETTER ► 1

Significantly above the national average (0)

% Expected standard+ (Re, Wr, Ma)

+3% +

FFT Rank

20

100 BETTER ► 1

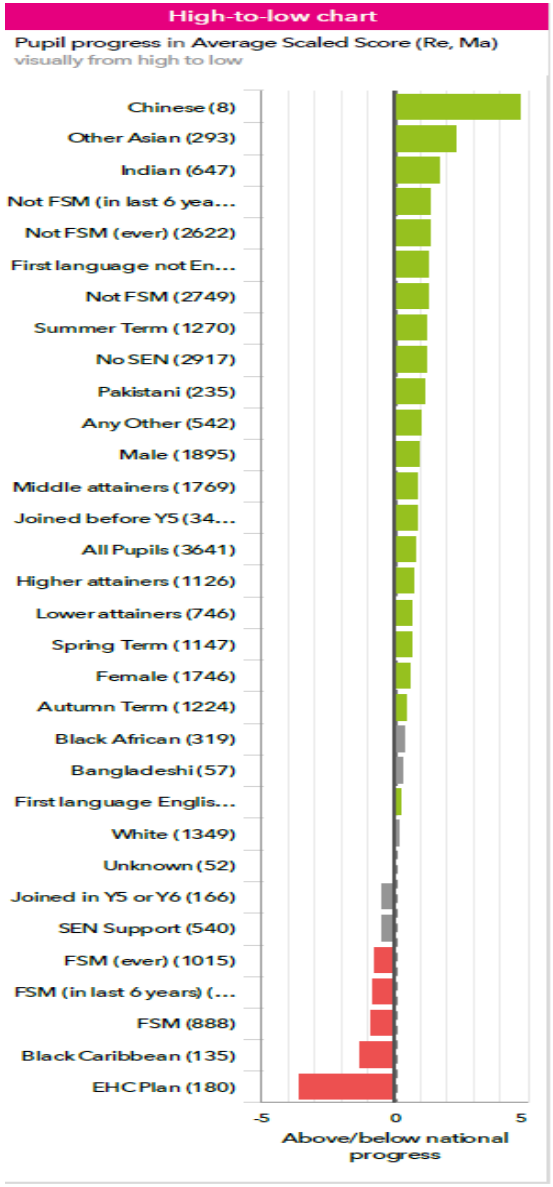
Significantly above the national average (0%)

# However data also shows ……

LA KS2 higher and lower performing pupil groups 2023

| | Higher performing | Lower performing |
|---|---|---|
| **Overall achievement** pupil progress | Other Asian (293)<br>Indian (647)<br>First language not English (1778)<br>Not FSM (ever) (2622) ↑<br>Pakistani (235) | EHC Plan (180)<br>Black Caribbean (135)<br>FSM (888)<br>FSM (in last 6 years) (990)<br>FSM (ever) (1015) |

| | | | | | | |
|---|---|---|---|---|---|---|
| **SEN Group** | SEN Support | 560 | 99.5 | 26% | -0.4 | -9% |
| | EHC Plan | 188 | 97.9 | 10% | -3.5 | -4% |
| | No SEN | 3218 | 106.6 | 72% | +1.3 | +6% |



# Analysing Data - What does it tells you?

- What are the strengths and weaknesses of your school?
- How does attainment and pupil progress at your school compare to the Local or National average?
- How are you performing in different subjects?
- How might the context of your school affect performance?
- How does pupil attendance compare to the national average?
- Is there a pattern? Comparing present and past years?
- How do your underperforming students do?
- What categories of students are underperforming? Eg SEND, FSM, EAL, ethnicity

# Raising aspirations- what next?

- How will The governing body challenge schools?
- What is the vision for achievement ? How is this shared with all staff?
- What measures are being put in place to support or change this?
- How is this improved change captured?
- How is the impact of these measures/changes being monitored?
- Are all staff aware of the School improvement plan?
- What support is needed?
- The questions will depend on the data and the vision

# Reporting to the board

There are a range of sources that can provide boards with assurance, and support questioning and further scrutiny. This includes the report from the executive leader to the full governing board, reporting from the SENCO to the governing board and reports to relevant committees. Reports should provide the board with:

- Relevant context (areas of need, type of support, statutory assessments etc.).
- Evidence of how the needs of pupils with SEND are being identified and met.
- Progress and attainment headlines including the impact of interventions.
- Evidence of how funding and resource is allocated to meet the needs of pupils with SEND.
- Staff development issues including an assessment of the SENCO role and impact.
- Relevant information about engagement with families, external agencies and its impact.

Annual report for govs - 16.10.2023 (1).docx

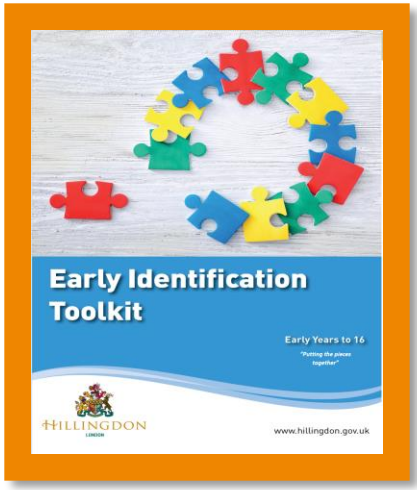
## Questions to ask

Below are five important questions that governing boards can ask about SEND provision in their school or trust. Consider how you might use these in your own context:

1. How do we identify children with SEND? Early Identification Toolkit Final June .pdf
2. How successful are we in meeting the needs of pupils with SEND so that they achieve good outcomes?
3. What If outcomes are not good, is this a resourcing issue? (staff numbers, competence, CPD requirements or classroom resources and equipment)
4. How does your schools SEND statistics compare to neighbouring schools e.g. EHCPs / SEND Support?

5. What does SEND Provision look like? How are individual's supported through 'Ordinarily Available Provision?' (OAP)

Questions for schools - SEND Governance



# What is OAP?

*"Equality of opportunity is not about giving everybody the same thing; it's about giving them the thing that enables them to do what they want in order to be the best they can be in life!"*

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

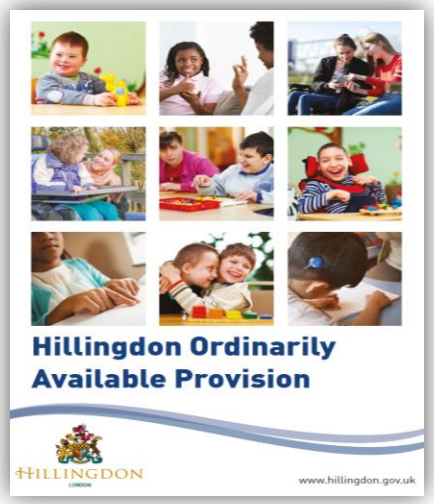
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

- 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.

HILLINGDON
LONDON




(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

| U= Universal/QFT<br><br>T = Targeted | Provision/ Strategy | Not in place | In place | Used consistently |
|---|---|---|---|---|
| | **Organisation** | | | |
| U | The environment is organised with clear signposts. Areas within the provision are labelled appropriately e.g., literacy corner, quiet area, sensory area | | | |
| U | Resources are labelled e.g. paper, scissors, paint, calculators, pens | | | |
| U | Children are clear about the structure of the day, there is a visual timetable that is effective, sessions are removed once they have happened | | | |
| U | Now and Next boards are used on a whole class and/or individual basis | | | |
| U | Visual aids/instructions using the same symbols throughout the learning environment | | | |
| U | Concrete resources are provided for concepts e.g., physical objects to count in maths | | | |
| U | Timers to indicate when an activity will finish are embedded e.g., sand timer, electronic countdown timer | | | |
| | **Attention** | | | |

# How is the SEND Register managed?

SEND Register.docx

**The CoP is clear that 'slow progress and low attainment do not necessarily mean that a child has SEN'. So not achieving age-related expectations should not automatically lead to placement on the SEND register. Equally, attaining in line or indeed above chronological age or attainment of same-age peers should not lead to an assumption of no SEND. There will be CYP identified with SEND who are achieving at age-related expectation as they need additional or different support for reasons beyond cognition and learning. CYP with SEMH or physical and sensory needs who are achieving academically still need to be included on the SEND register.**

**The assessment process to support identification is therefore vital in deciding, whilst recognising that this may change over time.**

*'Progress includes areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.'*

HILLINGDON
LONDON

# useful resources / websites

Maintained Schools Governance Guide

Academy Trust Governance Guide

SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Governance of SEND, part 1 | Nasen

SEND link governor/trustee role description | National Governance Association (nga.org.uk)

HILLINGDON
LONDON

Hillingdon SEND Strategy January 2024

# Hillingdon Local Area

## SEND and Alternative Provision Strategy for Children and Young People 0-25 years

**2023 - 2028 Strategy**

HILLINGDON

Hillingdon Parent Carers Forum

North West London Integrated Care System

# 19. Our Ambitions

## Local Area Ambitions for Children, Young people, and Young Adults with SEND

Our strategy is underpinned by five key ambitions:

### Ambition 1

**The right support,**
at the right time,
in the right place

### Ambition 2

**Fully inclusive**
education for all

### Ambition 3

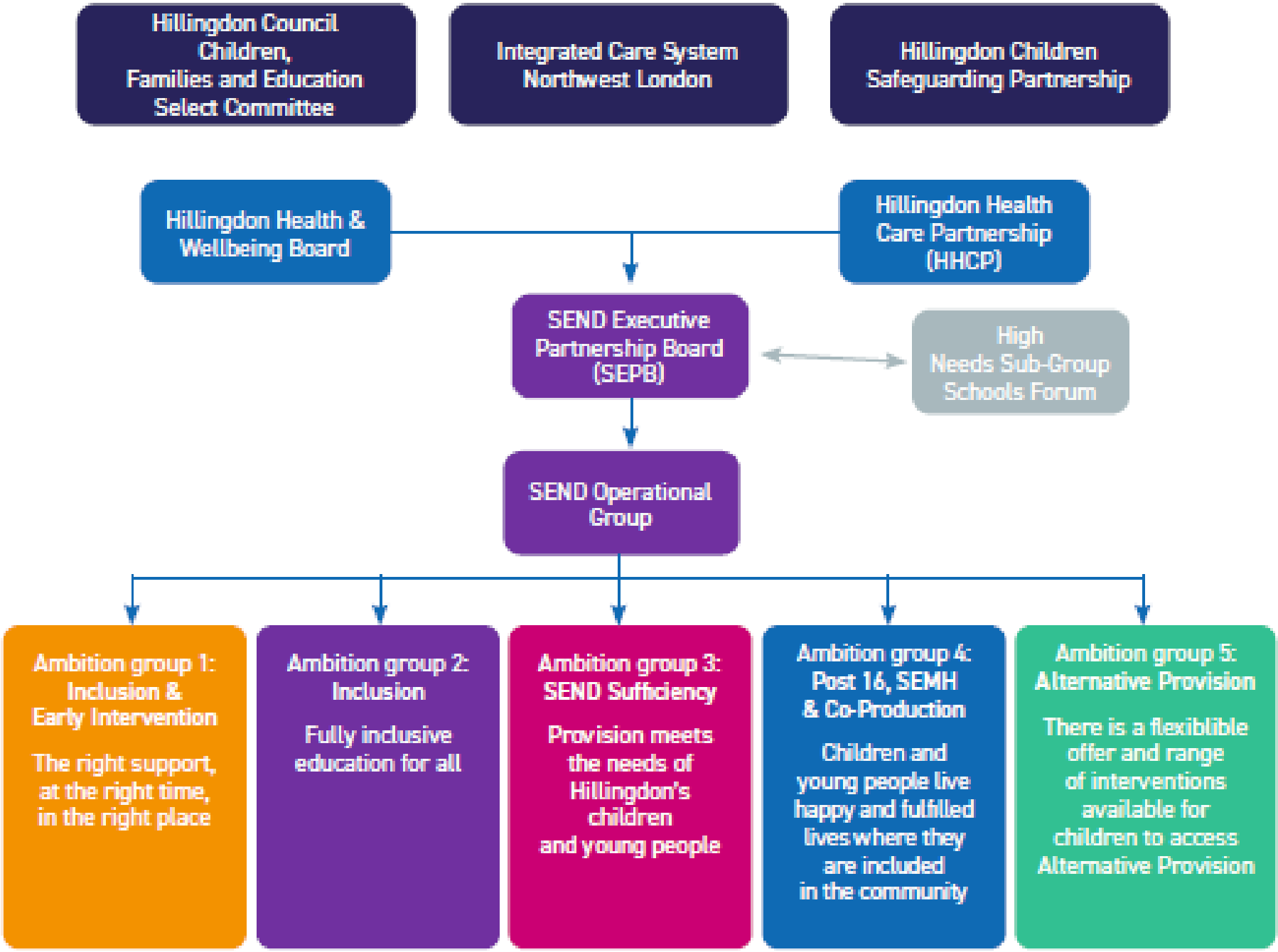
**Provision meets the needs**
of Hillingdon's children
and young people

### Ambition 4

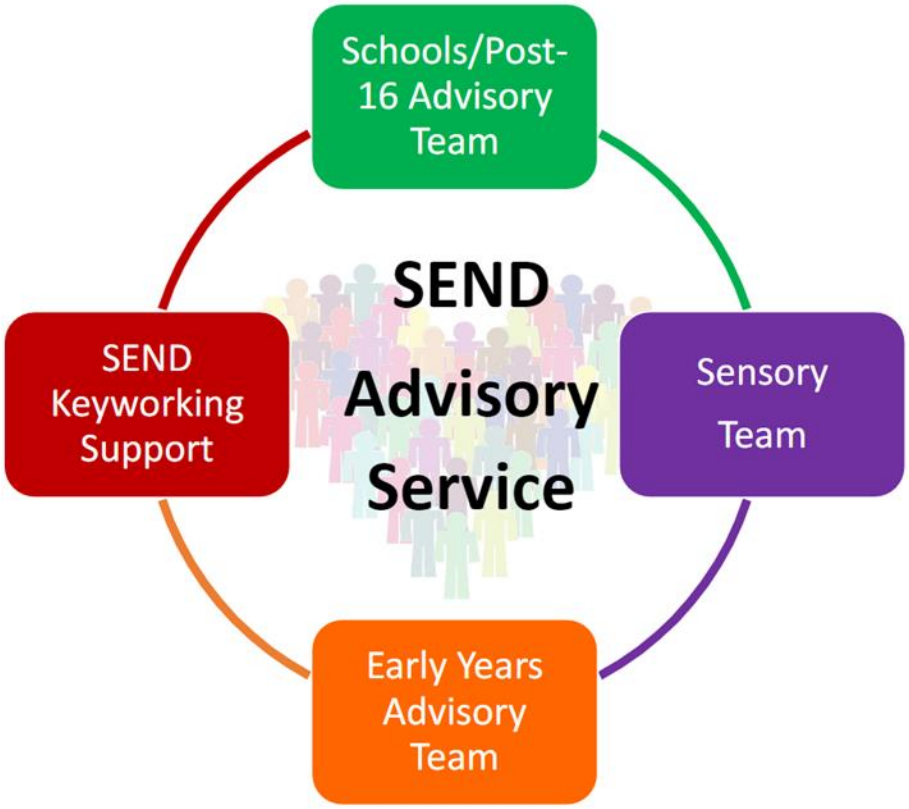
Children and young people live
**happy and fulfilled lives** where
they are included in the community

### Ambition 5

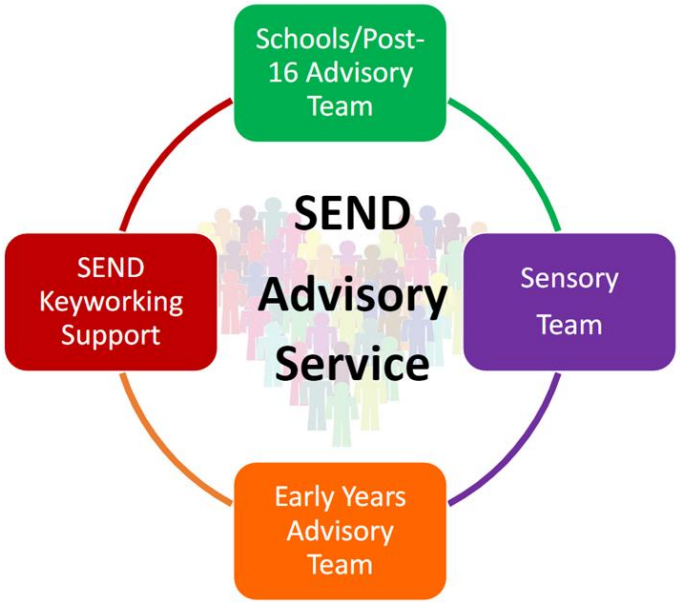
There is a **flexible offer** and
**range of intervention** for children
to access alternative provision


Hillingdon Council Children, Families and Education Select Committee
Integrated Care System Northwest London
Hillingdon Children Safeguarding Partnership
Hillingdon Health & Wellbeing Board
Hillingdon Health Care Partnership (HHCP)
SEND Executive Partnership Board (SEPB)
High Needs Sub-Group Schools Forum
SEND Operational Group
Ambition group 1: Inclusion & Early Intervention
The right support, at the right time, in the right place
Ambition group 2: Inclusion
Fully inclusive education for all
Ambition group 3: SEND Sufficiency
Provision meets the needs of Hillingdon's children and young people
Ambition group 4: Post 16, SEMH & Co-Production
Children and young people live happy and fulfilled lives where they are included in the community
Ambition group 5: Alternative Provision
There is a flexiblible offer and range of interventions available for children to access Alternative Provision

# SEND Advisory Service

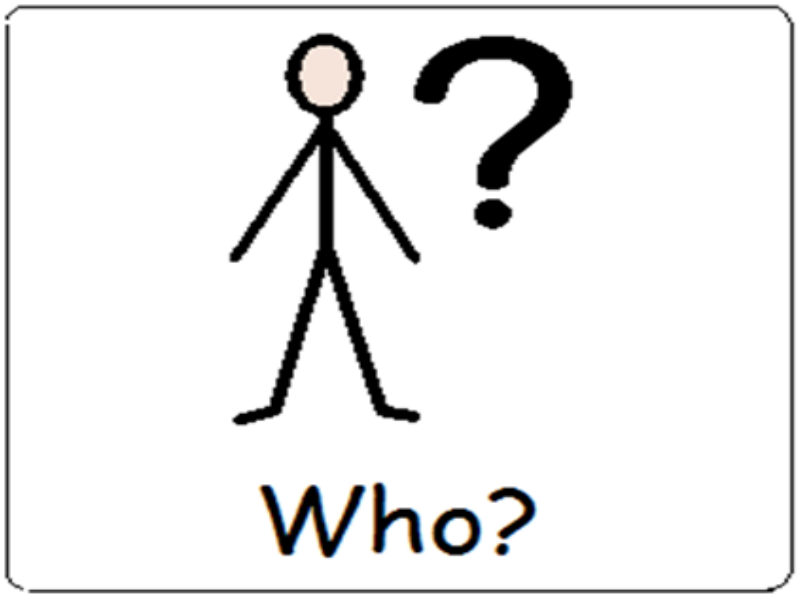


SEND Advisory Service (SAS): Led by Carole Lewis
A multi disciplinary early intervention service to support pupils with additional needs.



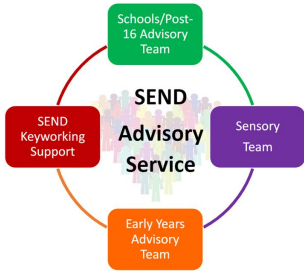
## SEND Advisory Service (SAS)

- 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)




HILLINGDON

# 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 (PVIs) 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 PVIs and work directly with children in school nurseries and reception

4 x Early Years SEND Advisors (PVIs )
2 x ASD Advisors
1 x Principal 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 Principal SEND Advisor

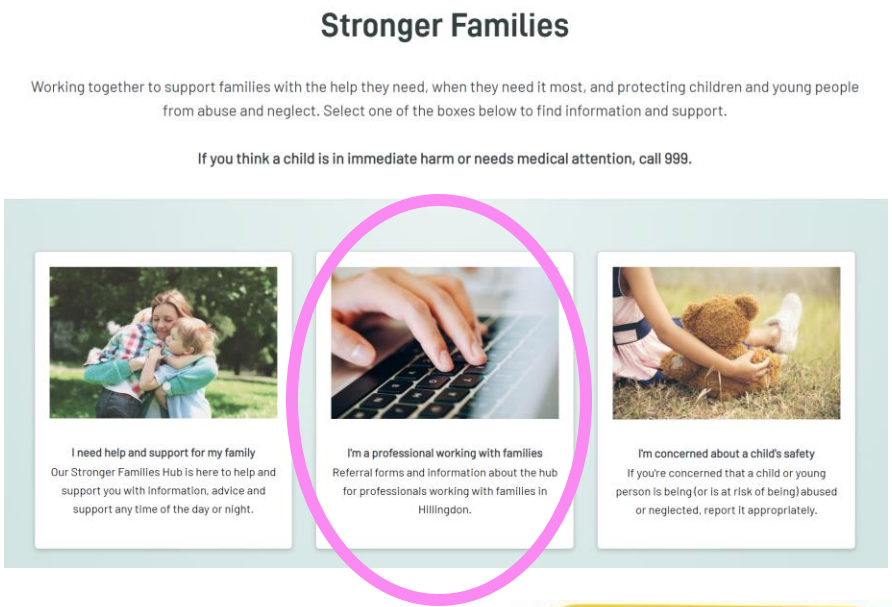
**The SEND Keyworking team** provide holistic emotional and practical support to empower families. They provide information and signpost (local services, childcare, charities, housing, finances, education) and Coordinate services through a TAC

2 x Senior Keyworkers (P/T)
5 x SEND Keyworkers

# 1:1 Support

HILLINGDON

# Referral Route: Stronger Families Hub




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.

REMINDER

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!

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) – linked with EP service

HILLINGDON
LONDON

# Non-Statutory Funding

HILLINGDON

# 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

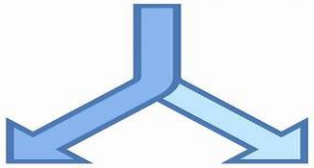
| Number of hours child is attending: | number of hours x 39 weeks= |
|---|---|
| Up to 10 hours | £390 |
| 11-15 hours | £585 |
| 16-20 hours | £780 |
| 21-25 hours | £975 |
| 26-30 hours | £1,170 |

HILLINGDON
LONDON

# 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

[Information for professionals - Hillingdon Council]

HILLINGDON LONDON

# 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.

HILLINGDON
LONDON

# Whole School/Setting support

HILLINGDON

# SEND Reviews

# 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

SCERTS®

SLCF
Speech, Language and Communication Framework

HILLINGDON
LONDON

# Training & Workshops

HILLINGDON

[SAS Universal Training 2023-2024]
[SAS Targeted Training 2023-2024]

**Specific**

Whole school approach
SEND Reviews
Inclusion Commitment

**Inclusion Commitment/SEND Review**

SEND Review is a reflective Self – Evaluation of areas of development

Intensive, whole setting, 1 year commitment. Carried out in collaboration with SAS and the setting

**85 requests for this academic year**

**Targeted**

Whole setting inset (1 per year)
(Whole school or specified cohort e.g. KS1)

**Whole setting/ Staff Cohort Training**

Hosted within the school
Setting identifies area for development
Chooses training from list
Knowledge/ skills/ application are evaluated

**Universal**

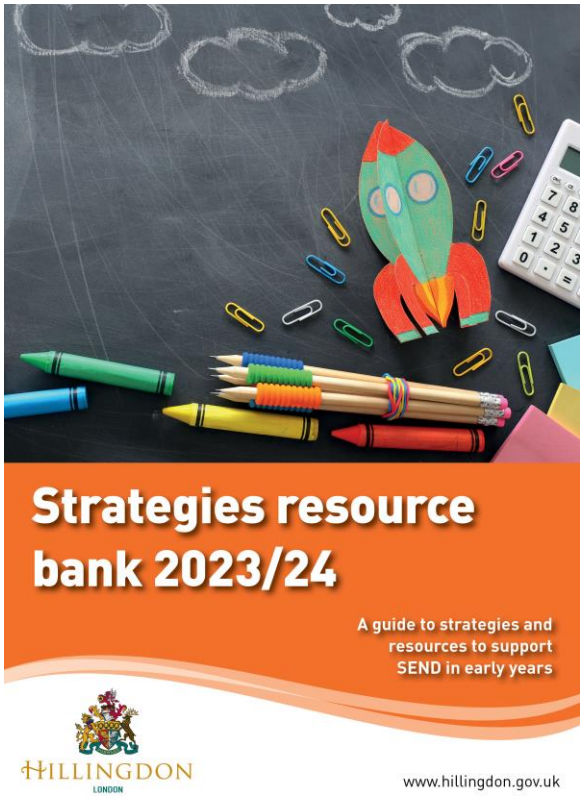
Introductory Training Sessions
Professional Surgeries
SENCO Forums

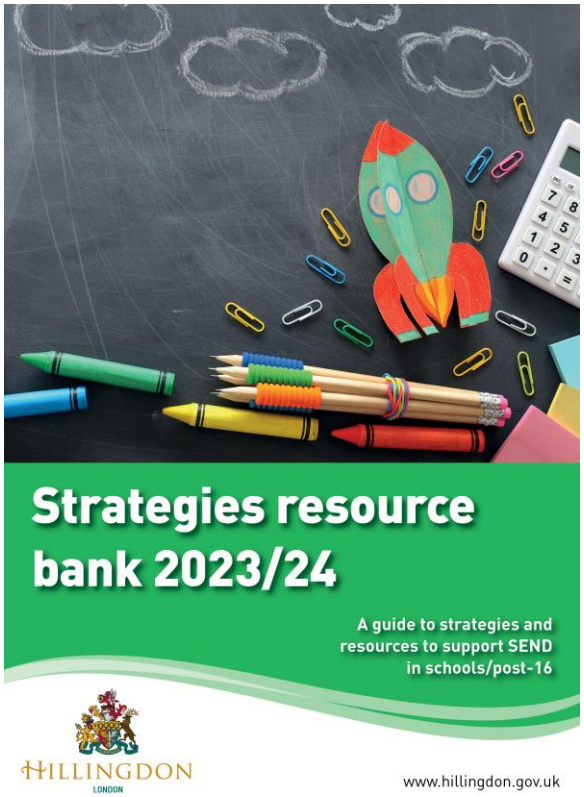
**Centralised Training**

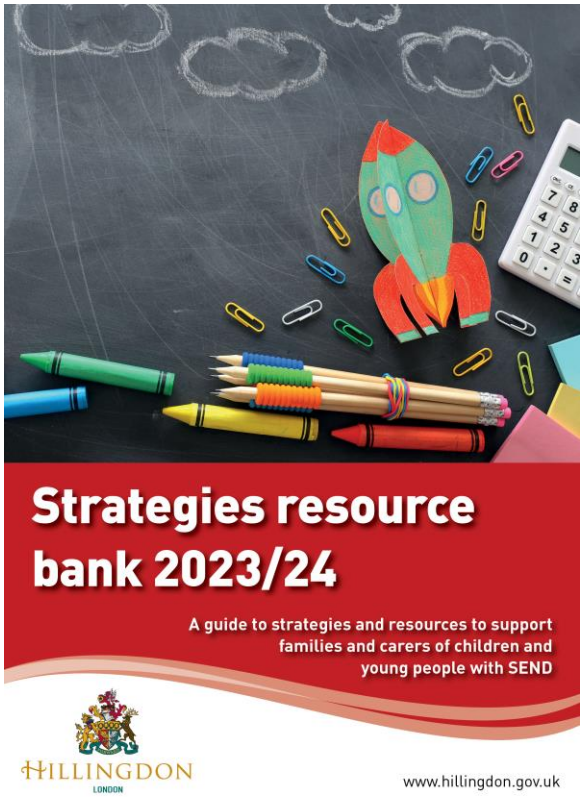
Introductory training sessions offered to all (sign-up required)
SENCO Forums and Newsletter - information sharing
Multi-disciplinary drop-in sessions offering specific advice on EHC/ESF applications.

# Strategies Resource Bank

**Created in 21/22 to support through COVID but still applicable.**




[Early Years]

[Schools / Post 16]

[Families and Carers]

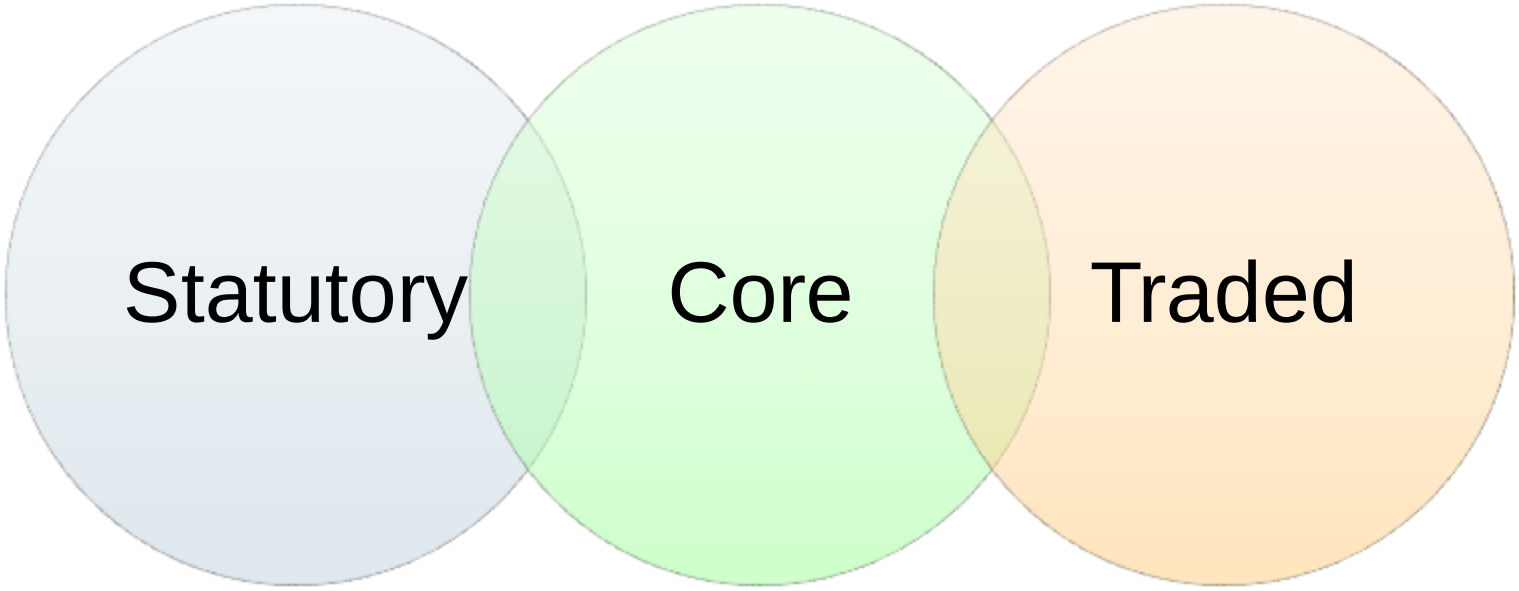
# EP Service

educationalpsychologyservice@hillingdon.gov.uk

Educational Psychology Service: led by Principal EP Ingrida Stankeviciene.

A service which comprises of both a statutory function (through the process of EHC Needs Assessments) and a traded model to support schools / settings.

# EP Service Delivery




HILLINGDON
LONDON

# Hillingdon Educational Psychology Service Traded EP Offer (2024-2025)

Hillingdon Educational Psychology Service (EPS) has 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

SLAs (Service Level Agreement) for academic year 2024-2025 will be sent out to schools in May 2024.

*We advise schools where possible to build in contingency EP time when purchasing initial packages so that you will not be disappointed if additional capacity doesn't exist.*

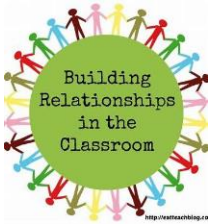
***For any further informal enquiry about the Hillingdon EP Service, charges, type of support required, please contact the EPS via email:*** **educationalpsychologyservice@hillingdon.gov.uk**

HILLINGDON
LONDON

# 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



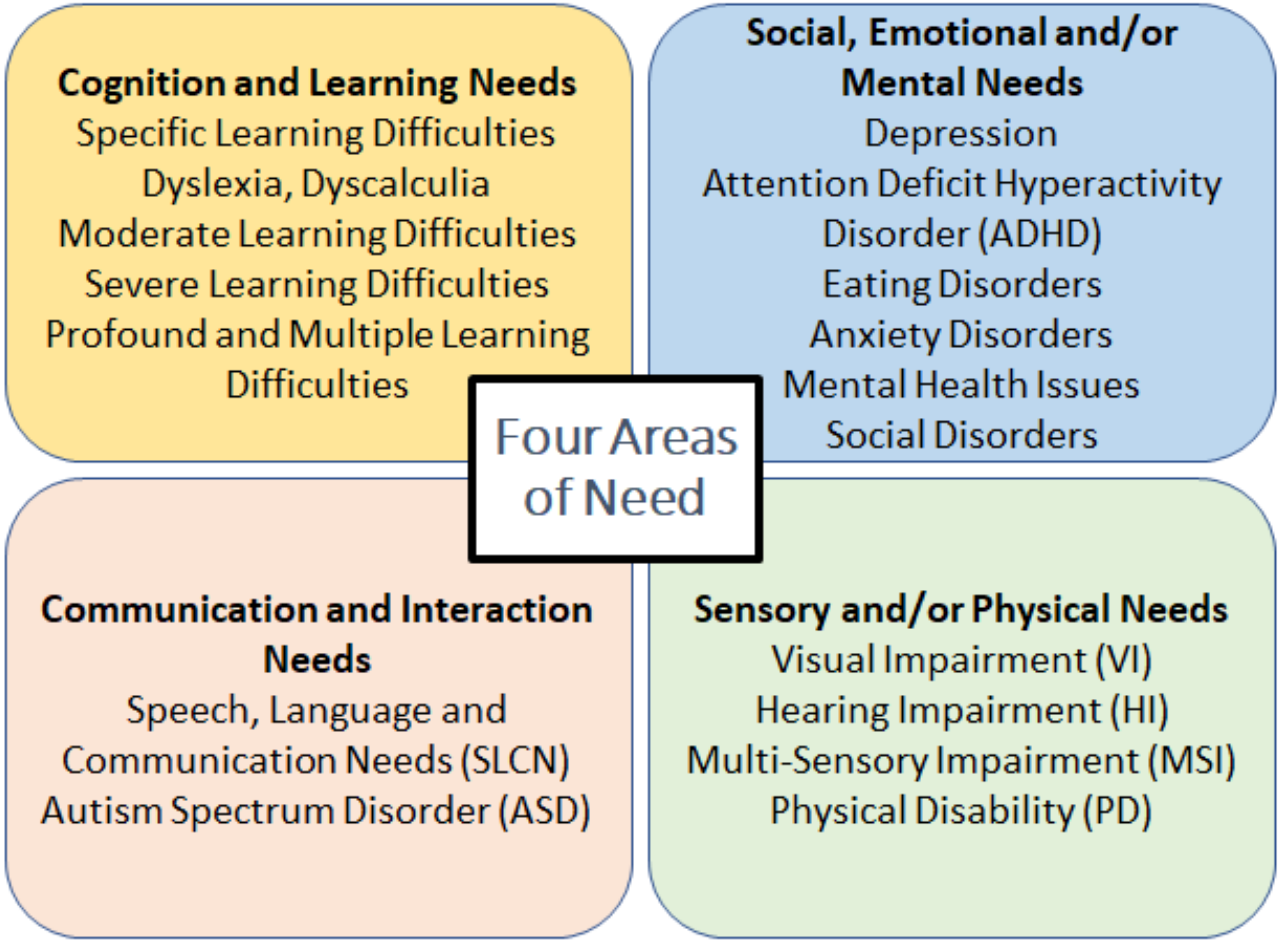

➔ The EPS builds upon existing positive relationships with our Hillingdon schools and settings to provide an offer that is flexible to individual needs, quality assured, and demonstrates impact

➔ 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.

HILLINGDON
LONDON

# EP Input




HILLINGDON
LONDON

# 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
LONDON

# 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)
Claire Davidson

SEND Resolution Officer
Simon Benson

Primary (0-Yr 6)
7 SEND Officers

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)

HILLINGDON
LONDON

# SEND

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

HILLINGDON
LONDON

# 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@hillingdon.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@hillingdon.gov.uk Phone : 01895 556 006.*
- *Any other generic SEND related queries (not cases) please email SENsupport@hillingdon.gov.uk*
- *For SEND panel (every Wednesday 1pm virtually) please book place via email: SENsupport@hillingdon.gov.uk*

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

***SEND caseload school allocation***

HILLINGDON
LONDON

# 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**

HILLINGDON
LONDON

# 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

## Guidance for schools:

**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**

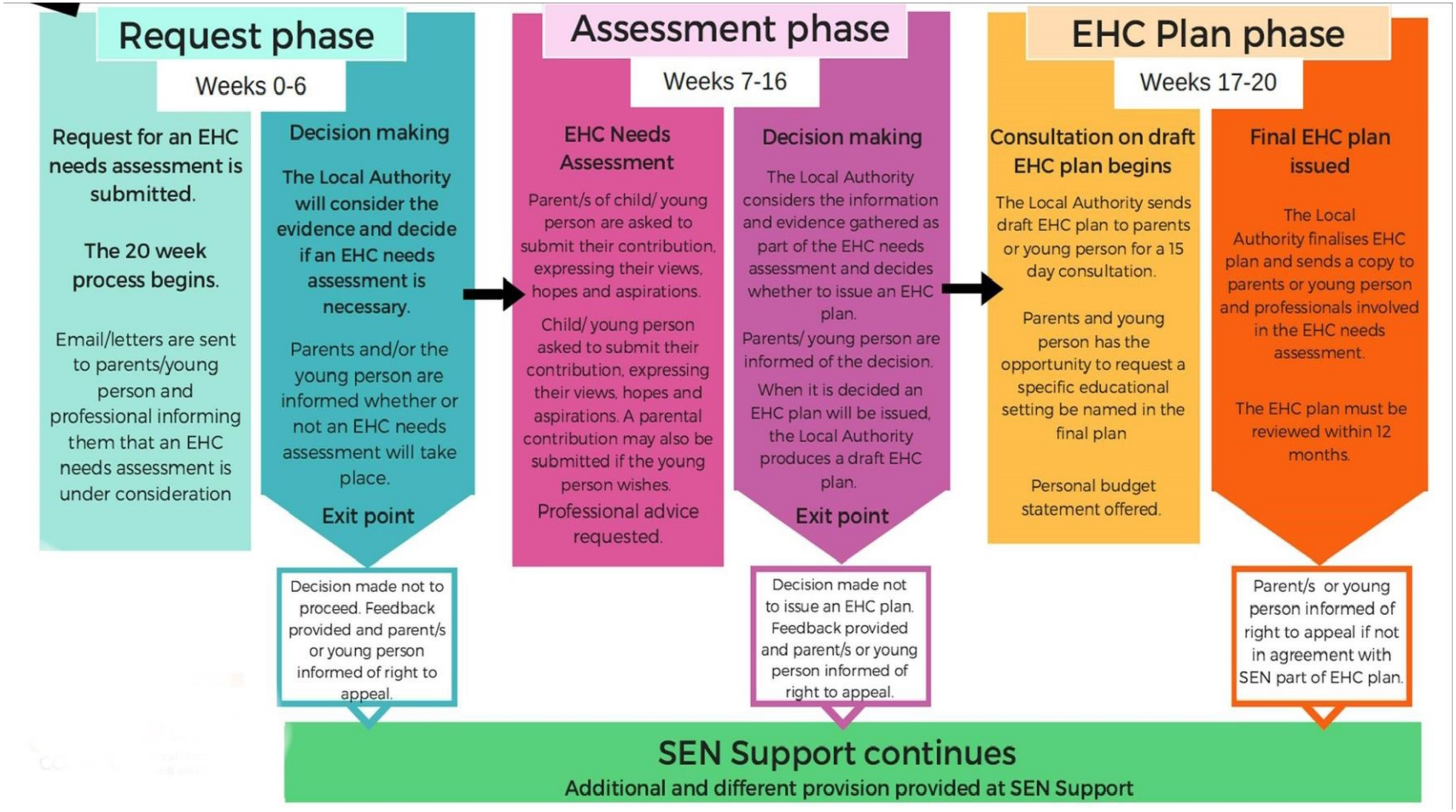
- Evidence of the involvement and views of Early Help support and/or external agencies including, where applicable:
- Educational Psychology Service
- Educational Welfare and Attendance Service
- Health Authority and Social Services

**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)

HILLINGDON
LONDON

# EHCNA process




HILLINGDON
LONDON

# 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?

HILLINGDON
LONDON

# SEND Panel

***SEND Panel***

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

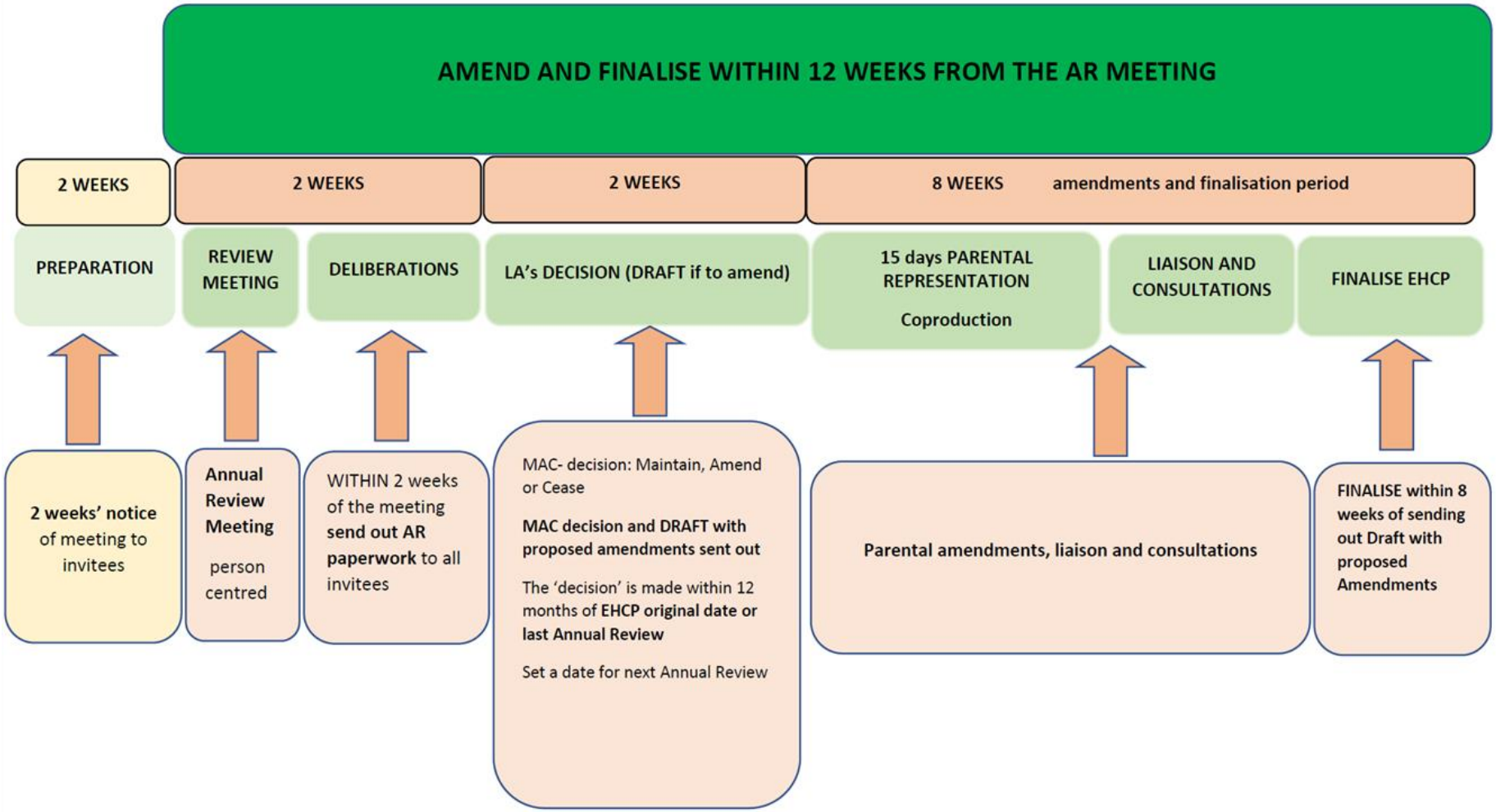
Weekly SEND panels continue as usual every Wednesday at 1pm. Please see the new rota for school professionals to book a place and attend our SEND Panel;

**SEND Panel Dates 2024**

Please book a place by emailing: sensupport@hillingdon.gov.uk

# Annual Review

## Education Health Care Plan Annual Review Timeline



# Annual Reviews

## Decision on resources is made:

**Annual Reviews/ Interim Reviews**

CoP 9.166 EHC plans should be used to **actively monitor children and young people's progress towards their outcomes** and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child or young person's **progress towards achieving the outcomes** specified in the EHC plan. The review must also consider whether these **outcomes and supporting targets remain appropriate**

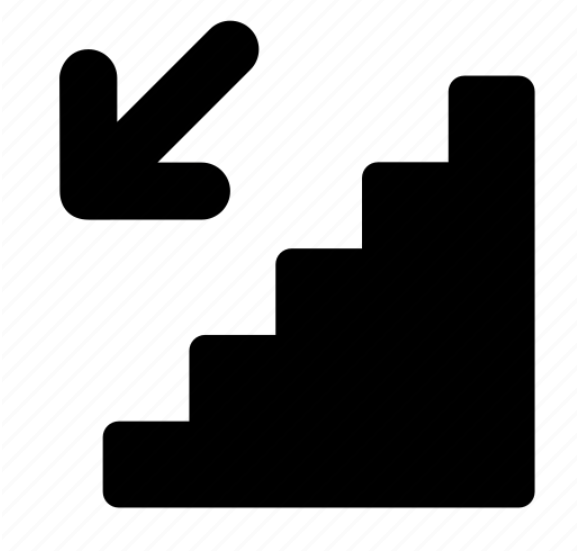
CoP 7.20 From the age of thirteen onwards, annual reviews focus on preparing for adulthood. 8.26 EHC plans must include provision to assist in preparing for adulthood from Year 9 (age 13 to14).

CoP 8.76 For young people with EHC plans, where it is known that a young person will soon be **completing their time in education and training**, the local authority should use the annual review prior to ceasing the EHC plan to **agree the support and specific steps needed** to help the young person to engage with the services and provision they will be accessing once they have left education.

HILLINGDON
LONDON

# 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 revaluate 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.



HILLINGDON
LONDON