



HILLINGDON

LONDON

# SEND & INCLUSION NEWSLETTER

JULY 2025, VOLUME 25

SEND Inclusion Network Feedback- 2024 - 2025

*Great* *Insightful* *Networking* *Helpful*  
*Encouraging* *Tilly was* *Useful*  
*Positive* *Excited* *inspiring* *Interesting*  
*Informative* *Motivating* *Excellent*

## Subscribe now

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receive the latest newsletter

[Sign up now](#)



On average, 41 settings participated in the  
Inclusion Network for Education this year.

We extend our sincere thanks to everyone who  
attended and contributed to its success.  
To help us improve and plan effectively for next  
year, we kindly ask that you take a few minutes to  
complete our [feedback form](#). Your insights are  
greatly appreciated.

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# SPECIALIST EDUCATION INCLUSION SERVICE

## AIM HIGH

We are incredibly proud to have finished the first year of our Aim High SEND Youth Forum. We have loyal members who joined in September and have since then worked to improve SEND in the Local Area.

One of these loyal members, Tillie, delivered the Aim High training to the Inclusion Network in June and was described in feedback as "inspirational".

We are proud to see how Tillie and our fellow members have grown in confidence this year and are keen for more young people to join next year. If you have young people from Year 7 up to the age of 26 who may like to join Aim High, please encourage them to register here:

[Aim High - SEND youth forum - Hillingdon Council](#)



My name is Tillie Horal I am 24. I have Autism, Dyslexia, Dyspraxia and learning difficulties. I am doing a supported internship at BCA college.

I love Gymnastics. I work as a trampoline coach for children with Special needs for one hour every weekend. I want to work in a Leisure Centre or work with Children with Special needs.

Tillie is keen to support change in SEND in Education and has been a member of Aim High since the first meeting in September 2024.

## SHARING GOOD PRACTICE

## THANK YOU HAYES PARK SCHOOL



# EARLY YEARS



## SEND Early Years Inclusion Funding

NEW

A working group was established, comprising service representatives, early years settings, and the Parent Carer Forum, to review and improve the current model.

### Key outcomes included:

- Agreement on adopting a **'descriptor of need' model**, aligned with EHCP frameworks.
- Review of other local authority models to identify best practices.
- Adoption and adaptation of the **DfE Early Years Assessment Tool** to reflect local needs.
- Development of age-specific descriptors for **2-year-olds** and **3-4-year-olds**, following EHCP-style formats for both mainstream and specialist settings.
- Design of a **group application process** and a **resource funding element**, with defined minimum and maximum levels.
- Ongoing feedback from settings and services, with real-world testing and iterative refinements.
- Creation of a **streamlined application and evaluation form** to support implementation monitoring and impact assessment.
- Funding values for 3- and 4-year-olds aligned with **Early Support Funding (ESF)**, pro rata for 15 hours.
- Commitment to keeping the implementation under regular review.

Please find attached the **final draft of the SEND Early Years Inclusion Funding guidance**, which is currently in the process of being signed off. This will be finalised over the summer, with workshops confirmed in September—two face-to-face and one virtual.

### Early Years Inclusion Funding Applications

April 2023 - March 2024

Total Number: **363**

From October 2024 to May 2025

The number of applications received - **434**

The number of accepted applications - **383**



# SCHOOLS



## SCHOOLS TEAM IMPACT SNAPSHOT – THIS YEAR AT A GLANCE


“Cheryl has been a great wealth of knowledge that we can tap into. She continues to provide Cherry lane with the best tools to use with our send children. I wish to thank her for all her hard work.”

“The support and advice has been invaluable and made a huge difference to all our staff. Thank you.”



“I wish advisors had more time to visit us more often. Their advice is fab and having an outside perspective is always welcomed.”

### Referrals & Engagement

 **355 referrals** received from **76 different settings**

 Our advisors worked with **all 92 schools** in Hillingdon — 100% engagement!

### ... What You Told Us

✓ After SAS involvement, your confidence in supporting students with SEND increased from **3.3 to 4.6 out of 5.**

🧠 You felt **very confident** that your advisor understood the needs of the children and young people they supported

### ★ Satisfaction & Outcomes

Advisor satisfaction rating: **4.96 out of 5**

**100%** of schools said outcomes were **met or partially met**

**77%** said the outcomes were **fully met**

“SAS support has been invaluable for our school. It has helped staff to build knowledge and has had a massive impact on staff feeling supported and staff wellbeing. Heather is always quick to reply and share feedback, she is positive and provided supportive feedback. She has supported strategic development of our school as well as supporting individual children and families. I don't know what we would do as a school without Heather and without SAS!”

“Alison has been a fantastic support—thank you”

“I have really appreciated Rupal's support this year. Thank you”

# SEND KEY WORKING



Dear Colleagues

I am writing to inform you of an important development regarding the Special Educational Needs and Disabilities (SEND) Key Working Team.

Please see the [attached letter](#) which outlines the decision to formally close the SEND Key Working Team, along with the background to this decision, timescales involved, and next steps. This change has not been made lightly and follows careful consideration of service priorities, capacity, and evolving needs within our local SEND landscape.

We recognise the valuable work the Key Working Team has carried out in supporting children, young people, and their families, and we are committed to ensuring that appropriate transitional arrangements and alternative support mechanisms are in place.

Thank you for your understanding and continued support.

Kind regards

Abi Preston  
Director of Education & SEND

We would like to extend our heartfelt thanks to the SEND Key Working Team for their unwavering dedication and compassion in supporting children, young people, and their families. Your work has made a meaningful difference—offering guidance, advocacy, and a steady hand during times of uncertainty.

We would also like to take this opportunity to wish the very best of luck to colleagues within the SEND Key Working Team who are moving on to new adventures and those that have successfully secured new roles within the Borough.

# SENSORY



## SENSORY TEAM IMPACT SNAPSHOT – THIS YEAR AT A GLANCE

“The teacher was very friendly and helpful”

“Thanks you for supporting when we need it and trusting us to get on with it when we are ok.”

“The support was a massive help!”

“Doing an absolute fantastic job!”

“The team gave realistic advice and strategies which we could implement straight away.”

### Referrals:

Hearing Impairment  
Caseload: **360**

Vision Impairment  
Caseload: **166**

“I appreciate all of the help and support provided this year. It has been a very positive experience and I can see the positive impact it is having on my CYP.”

### Chattertots

Chattertots, for children diagnosed with a hearing need and their families, has been more popular than ever.

Sessions take place every other Thursday morning from 10:00 AM to 11:30 AM. For further details, please email [sassensory@hillington.gov.uk](mailto:sassensory@hillington.gov.uk)





# LONDON BOROUGH OF HILLINGDON EDUCATIONAL PSYCHOLOGY SERVICE

## MeLSA Training 2025-2026

MeLSA (Mediated Learning Support Approach) is a six-day training and supervision programme that builds the capacity of schools to support the learning needs of their pupils, equipping MeLSAs with the skills to assist children and young people in becoming more skilled and independent learners.

## EPS Shares:

Healing Through Humour |  
Writer Comedian Alison Larkin  
& Her Unique Approach to  
Grief & Loss  
Watch here:

<https://youtu.be/7z9CI7Yhs4E>

## Ordinarily Available Provision Workshops

This OAP (Ordinarily Available Provision) workshop offers a practical introduction to what OAP means and how to apply it effectively in educational settings (0-25). Through real-life examples and interactive discussions, participants will gain confidence in delivering inclusive, high-quality support as part of everyday classroom practice.

Centralised training (free):

**06/11/2025 - 1.00-4.00**

**05/03/2025 - 9.00 - 12.00**

**20/05/2025 - 9.00 - 12.00**

Expressions of interest to purchase EPS time **will not be accepted after 31st July.**

We encourage all interested parties to submit their requests **before this deadline** to ensure consideration. Thank you to everyone who have already completed the purchase request form.

The **refined Traded Offer for 2025-2026**, designed to provide greater flexibility and a broader range of opportunities for accessing Educational Psychology Service in Hillingdon. follow the link to express your interest in Trading with Hillingdon EPS

[Traded Offer Purchase Form 2025-2026](#)

Whether you're looking to:

- Purchase packages of Educational Psychologist (EP) days,
- Register interest in high-quality centralized or in-house training,
- Take part in workshops or targeted interventions (Please find more information in the Training, Interventions and Workshops Brochure, see attached).

To provide feedback on your experience with Hillingdon EPS this year. [Educational Psychology Traded Service Evaluation 2024-2025](#). Your insights are incredibly valuable and will help us continue to improve our service delivery and respond to your evolving needs.



# SEND STATUTORY SERVICE



## SEND DATA 2025

### Primary and Secondary School Placements

- Out of 283 children, **73% were placed in line with parental preferences** (first or second choice), with **over half receiving their first choice**.
- **85% of children** transitioning from Key Stage 2 to 3 were placed in **Hillingdon mainstream secondary schools**, including SRPs.
- The **Post 16 Team kept 87.9%** of young people in-borough this year.

### School Type Distribution

- **51%** of children were placed in **mainstream schools**.
- **35%** were placed in **specialist schools**, a slight decrease from last year.
- **6 pupils** successfully transitioned from **maintained special schools to mainstream** for secondary transfer.

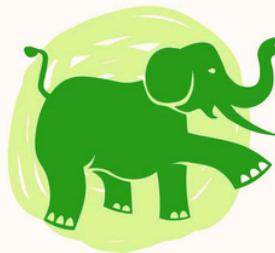
### Post-16 Transitions

- **32 young people** are set to begin **university or higher education** in September.
- **68 are moving into employment**, some following **supported internships**.
- **16%** of Post-16 transitions are into **Supported Internships**.
- **73.9%** of young people leaving special schools are progressing to **mainstream college or work-based programmes**.

## KEY DATES AND DEADLINES

Age range	Annual Reviews to be done by:	Preference forms to be returned by (sent early May)	Consultations sent to schools	Consultations due back from schools	Final deadline for a named school in Section I
Early Years	Summer Term	9th September	6th October	7th November	15th February
Year 2	Autumn/Spring term of pupil in Year 1	9th September	6th October	7th November	15th February
Year 6	Autumn/Spring term of pupil in Year 5	9th September	6th October	7th November	15th February
Year 11	Summer Term of pupil in Year 10/Autumn Term of Year 11	Forms sent in June should be returned by 8 September	All Year 11 mainstream young people will have a consult sent to Uxbridge College in October.	<u>Dependant</u> on consult date	31 <sup>st</sup> March
Post 16 (Year 12+) (anyone who is NEET or at a key transition point, e.g. Y14 special school leaver)	Y13 by summer term for special school leavers Any others to be done by October half term	Forms sent in June Returned by 8 <sup>th</sup> September	Some special college consults have already been sent! Bulk consults sent in September and October	Dependent on consult date	31 <sup>st</sup> March

# CITS



**Hillingdon**  
**talks | moves | plays**

Children's Integrated Therapy Service

**Please click here to view the  
CITS Training Flyer 2024-25**

Please visit the Children's Integrated  
Therapy Service website:

[www.cnwl.nhs.uk/children-  
integrated-therapy-service](http://www.cnwl.nhs.uk/children-integrated-therapy-service) for  
information about the service.

This includes strategies and resources  
for parents and professionals as well as  
links to other useful websites.



## Contact details

Children's Integrated Therapy Service (CITS)

Phone: 01895 488 200

Lines are open Monday to Friday (excluding bank holidays)

9am to 5pm

Email: [citsadmin.cnwl@nhs.net](mailto:citsadmin.cnwl@nhs.net)

**CITS have some new and updated presentations/advice  
sheets now available on the website:**

### Parent Workshops:

- An updated version of Developmental Language Disorder
- Co-Regulation
- Neurodiversity

### School Staff Workshops:

- Speech and Phonology
- Strategies to Support Stammering
- Classroom Language Games
- Transition to Mainstreams School

### Advice Sheets:

- Developmental Language Disorder: A New Advice Sheets  
for Parents and Schools

**To access- Please click here**

### Did you know?

CITS have a website and are on social media!

[Instagram](#) [Facebook](#) [Twitter](#) [Website](#) [LinkTree](#)

Please check us out for further information, resources and support.

Recent content includes; Signalong signs, Deafness awareness social media  
account links, tips for supporting deaf children in the classroom, information  
on parent training sessions, play skills advice and tools for cutting.





# NOTICE BOARD

**Nasen has partnered with The Careers & Enterprise Company (CEC) to launch a brand-new free CPD training initiative, designed to enhance access to careers learning and improve outcomes for young people with SEND.**

Launching September 2025, this specialist-written CPD course will be hosted on CEC's leading digital platform and is tailored specifically for SENCOs. It offers practical strategies for developing strong, collaborative relationships with parents and carers to support future pathways and career planning.

[Click Here](#)



**NEW**



## **SEND and Inclusion Training Brochure 2025/2026**

**We're pleased to share two updated training brochures:**

- **Training for Educational Settings** – including Early Years, Schools, and Post-16 providers, with a focus on inclusive practice and SEND support.
- **Training for Families and Carers** – offering practical, supportive sessions designed to empower and inform.

Training must be booked via **Learning Zone**. Please refer to the brochures for full details, including session descriptions and booking instructions.

[SAS Universal Training Brochure 2025/26](#)  
[SAS Early Years Training Brochure 2025/26](#)  
[Parent Training Brochure 2025/26](#)

## **Guide Dogs My Time To Play Virtual Sessions 2025 for children with a vision impairment aged 0-4**

Guide Dogs offer fun and supportive group sessions to help your child develop the practical skills and confidence to explore their world. Sessions run for seven consecutive weeks:

Friday 5<sup>th</sup> September 10.00-11.00 a.m.

Friday 23<sup>rd</sup> October 10.30-11.30 a.m.

Sign up for our My Time to Play virtual programme by calling 0800 781 1444 or by using the online [enquiry form](#)

# QUICK LINKS

[Stronger families](#)

[Non-Statutory Funding Guidance](#) (Updated May 2024)

[Hillingdon Banded Funding Model](#)

[Early Years Inclusion Funding Guidance](#)

[My Support Plan Advice & Guidance](#)

[Referrals to SEND Advisory Service via Stronger Families Hub](#)

[Information for SEND professionals](#)

[Brilliant parents- Triple P](#)

[EY Strategy Resource Bank](#)

[Early Identification Toolkit](#)

[SAS Advice Line](#)

[SAS Training Brochure](#)

[The OAP Checklist](#)

[SAS Localities list 24-25](#)

[Family hubs and children centres timetables](#)