

INCLUSION NETWORK FOR EDUCATION

June 2025





Inclusion Network for Education

The Inclusion Network for Education is an initiative designed to foster collaboration and professional growth within the education sector. It provides a forum for a diverse group of professionals, including: Early Years Providers, Teachers, SENCOs, Inclusion Managers, Assistant Headteachers. Key Benefits are: Professional Development, Collaboration and Idea Sharing, Generating Solutions, Support and Networking.

Ground rules



Be Respectful
Be Considerate
Be Solution-Focused
Be Open-Minded



Confidentiality
Discretion
Sensitivity
Safeguarding



Share Ideas
Engage
Ask Questions



Fire Alarm

Agenda

12.30 – 12.45pm - Networking / Soft Start

12.45 – 1.00pm - SEND Team Updates – Phase Transfer Data

1.00 - 1.15 pm – OAP Heather Casey

1.15 - 1.45pm - Aim High Youth Forum

1.45 - 2pm – Post 16 Partnerships Mike Pearson

2.00 - 2.10pm - Youth ConneX Children's Service

2.10 – 2.20pm - Break

2.20 -2.35pm - Transition – Hayes Park

2.35 - 2.40pm - Ruislip Gardens Assessment Centre

2.40 - 2.55pm - EYs SEND Pilot Project

2.55 -3.10pm - PINS Chris Richmond

3.10 - 3.15pm - EPS Traded Offer

3.15 - 3.35pm - Development & evaluation of a digital peer support intervention



Phase Transfer - Working together to achieve the best outcomes for our young people

*A challenging process, but one where **partnership** is
essential*

SEND EHC Team

Key Dates & 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.	Dependant on consult date	31 st 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 th September	Some special college consults have already been sent! Bulk consults sent in September and October	Dependent on consult date	31 st March

What happened this year? Our phase transfer at a snapshot (EY's, Y2 and Y6) **on** 15th February 2025

Age Range	Total EHCP Pupils in year	No of special schools places	No of pupils requesting a special school	No of pupils offered a special school	Gap between need and provision
Early Years	15	Ongoing	12	6	6
Year 2	27	1	10	3 (2 went to OBB special schools)	7
Year 6	241	67 (local)	133	87 (13 pending)	50 approx

Since 15th Feb we have received around **30** more EHCP's in these year groups with **1/3** requiring special

What does this mean for this year?



We anticipate less places this year and can already see we have an even larger cohort with approx 252 Y6's already and EHCNA requests coming in thick and fast.



If we have 48 special school places available and no further EHCPs were provided to year 6's **this is less than 1 pupil per mainstream Hillingdon primary school who can be given a specialist placement for Year 7.** This means there will be a number of schools where none of your pupils can access a specialist setting.



If every mainstream secondary school in Hillingdon took 1 young person who is ready to leave a special school, this would free up enough spaces so that every primary school could then have 1 child per school transfer to specialist placement.

We're all in this together – lets hear how we can realistically help each other!



Scan the QR Code
or go to menti.com
and use code
6692 3178



SEND-ing Good News



- Out of 283 children, the Primary Team successfully placed 73% according to parental preference (first and second choices) and more than half were given their first choice.
- In terms of keeping children local, the Primary Team managed to place 85% in Hillingdon mainstream secondary schools of those where a mainstream school was named, including Specialist Resource Provisions (SRP) for Key Stage 2 to Key Stage 3 transfers. The Post 16 Team have also kept 87.9% of young people in borough this year.
- 51% of children were placed in mainstream schools, while 35% were placed in specialist schools, a slight decrease from last year.
- We have seen 6 pupils move from maintained special schools into mainstream schools for secondary transfer.
- 32 young people are due to move to University or higher education in September!
- 68 are anticipated to move into work in September, some of these follow completion of their supported internship!
- 16% of all of our Post 16 transitions are due to move to a Supported Internship
- 73.9% of our young people leaving Special Schools in Post 16 are moving into mainstream college or a work-based programme, such as a Supported Internship

Shout outs



Shout out to these schools who took higher than average SEN pupils in this years phase transfer:

- Grangewood, Moorcroft & Meadow
 - Uxbridge High
 - Ruislip High
- Park Academy West
 - Harlington
 - Rosedale

You made it possible for children to be placed **locally** – and to the other secondary schools who made it possible!

A big shout out schools who come to panel and meet the SEND Team, we love your participation in panel and getting the chance to meet you all!

Whitehall Infants, Hayes Park, St Mary's, William Bryd. St Catherine, Grange Park Infants, Field End infants, Whiteheath Infants and Junior, Grange Park Infants and Juniors, Charville Academy, Yeading Junior, Coteford Infants, Frithwood, Glebe, Warrender, Minet Infants, Harlyn, McMillan Nursery, Meadow, Colham Manor, Deanesfield, Barnhill, Harlington, Hillside Infants and Juniors, Sacred Heart...

Also to Oak Wood who successfully guided their Acorn Group students through to Year 11.

Reminders



These are our future dates for the “Meet the SEND EHCP Team” sessions

- Tuesday 8 July 2025 9.30 -12.00
- Tuesday 16 September 2025 9.30 -12.00
- Tuesday 4 November 2025 9.30 -12.00
- Tuesday 13 January 2026 9.30 -12.00

Please do come along and meet your Education Health Care Co-Ordinator.

Please try to send any outstanding EHCNA requests as soon as possible. If these are not received until the end of the school year this creates a backlog of cases. This then also creates delays for assessments that cannot be carried out whilst schools are closed.

Hillingdon Ordinarily Available Provision (OAP) 2024



Hillingdon SEND
and AP Partnership

Reflection



“How confident are you that every adult in your setting knows what they can do to support pupils with SEND — every day, in every classroom?”

Hillingdon's Ordinarily Available Provision (OAP)

Who produced the Ordinarily Available Document?

It has been co-produced with SENCOs, professionals and parents and involved consultation with a range of services and organisations.

What is Ordinarily Available?

Educational settings 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. The OAP document can support schools/settings in developing their provision for pupils with SEND to be more consistent with that in the majority of schools.

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

Legislation

"Schools should **use their best endeavours** to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN"

"**High-quality teaching**...is the first step in responding to pupils who have or may have SEN"

"A focus on **inclusive practice and removing barriers to learning** is at the heart of the SEND Code of Practice"

"**Early identification of needs is critical** to the future progress and improved outcomes that are essential in helping the child or young person to achieve their potential"

"Schools should take **a graduated approach to identifying and supporting pupils and students with SEN**. This is known as the 'assess, plan, do, review' cycle"

"Every teacher is a teacher of SEND"

"Local authorities must ensure that **children, young people, and parents are involved in discussions and decisions about their individual support and about local provision**"

SEND Code of Practice (2015)

Support Levels



Intervention Model

Quality First Teaching

1 Universal



Inclusive, quality first
teaching for all,
Ordinarily Available
Provision

All Children including
SEND

SEN Support

2 Targeted



Additional interventions
(excluding booster learning sessions).
Often a support plan.

Some SEND Children

SEN Support +

3 Specialist



Additional and highly
personalised interventions..
Often a support or EHCP.

Few SEND Children

OAP Workshop

Universal Workshop:

- Designed for all settings
- Focus on exploring the OAP document and what this means in practice
- Interactive and reflective
- Helps settings audit current provision and build shared ownership across staff

Targeted Workshops:

- Deeper dives into specific areas (e.g., attention and listening, SLCN)
- Tailored to the school's current development needs

Benefits to settings

- More confident staff
- Clearer expectations for what should be in place
- Easier conversations with families
- A more inclusive, consistent experience for pupils
- Successful embedding of OAP supports QFT

Benefits to settings

- *The OAP document has been very helpful for teachers to review the provision that they are offering to children and to use as a tool to ensure good practice. It is also helpful to review support for EHC plan applications.*
- Hermitage Primary

Next Steps

- Sign up for training!

Universal Offer: once a term – Hillingdon Learning Zone

Targeted Offer: as part of traded offer - EPS



Aim High SEND Youth Forum
Changing the world, one step at a time

Stand up if....

You've ever been bullied



Stand up if....

You find paper or words
blurry when reading or writing



Stand up if....

You've ever been kicked out of a classroom



Stand up if....

You've been permanently excluded or suspended



Stand up if....

You've ever had to sit in a separate room at school because of an internal exclusion.



Stand up if....

You've ever failed an exam or test



Stand up if....

You've ever been told not to come in
or to stay somewhere when Ofsted
is in



Stand up if....

You've ever failed an exam or test



Stand up if....

You've been offered a job
without having an interview



Stand up if....

You know the train map by heart



Stand up if....

You've won an award in sports



Stand up if....

You're good at drawing



Stand up if....

You've ever been told you can't
do something due to your needs

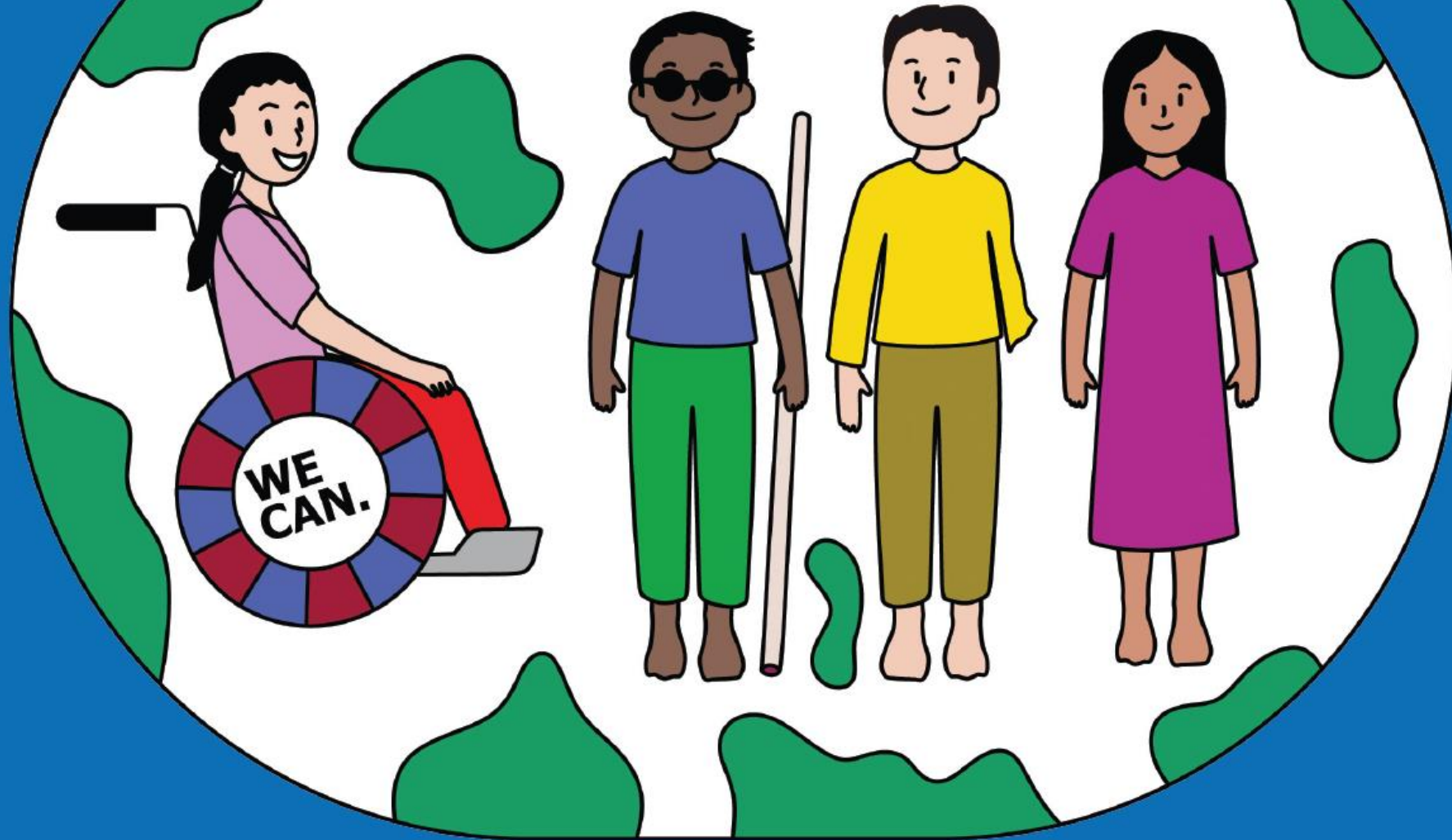


Stand up if....

You've had people make a decision about your life without involving you



Aim High





Tillie's Story



**What we wish
you knew about
us**



Good Practice Vs Bad Practice: Our Examples



**How can we make
schools better for
SEND students?**



**The most common thing
our forum and sub-
forum said is that we
want you to be patient,
welcoming and kind.**





**What one change
can you make today
to better support
SEND students in
your school?**



We want more voices!

Get your young people involved!
Scan the QR code below for more
information on Aim High, or contact
Laura Stokes or Caroline Ryder for
information on the group, how to join
and future sub-groups

Laura Stokes:
[lstokes@hillington
.gov.uk](mailto:lstokes@hillington.gov.uk)

Caroline Ryder:
[cryder@hillington.
gov.uk](mailto:cryder@hillington.gov.uk)

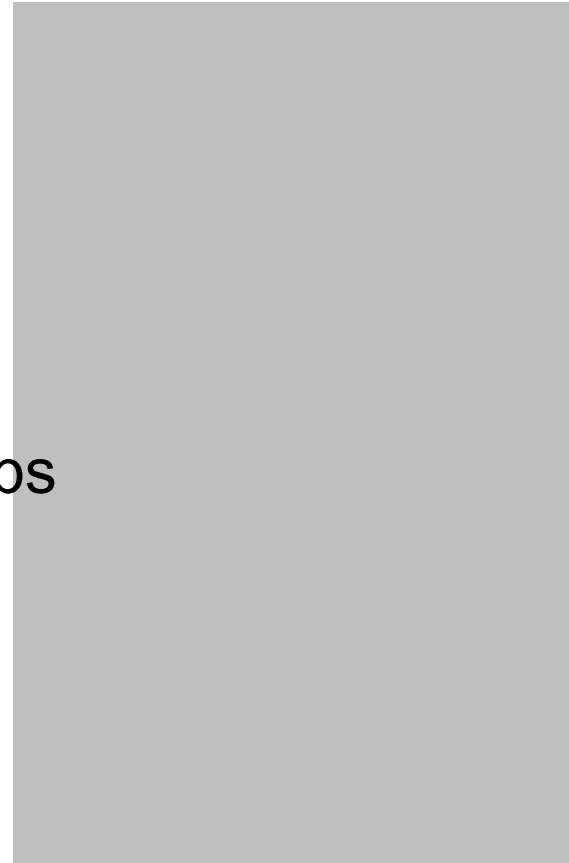


Post 16 Partnerships

Work streams that impact young people with additional needs

Michael Pearson

School Improvement and Partnerships
Team.



My role

- Collaborate with internal and external stakeholders to develop Post 16 provision.
- Support careers leaders to achieve positive Gatsby Benchmarks.
- Develop work experience offers through employer engagement.
- Work in collaboration with the NEET team to support raising participation age functions.

**What do young people in
Hillingdon think?**

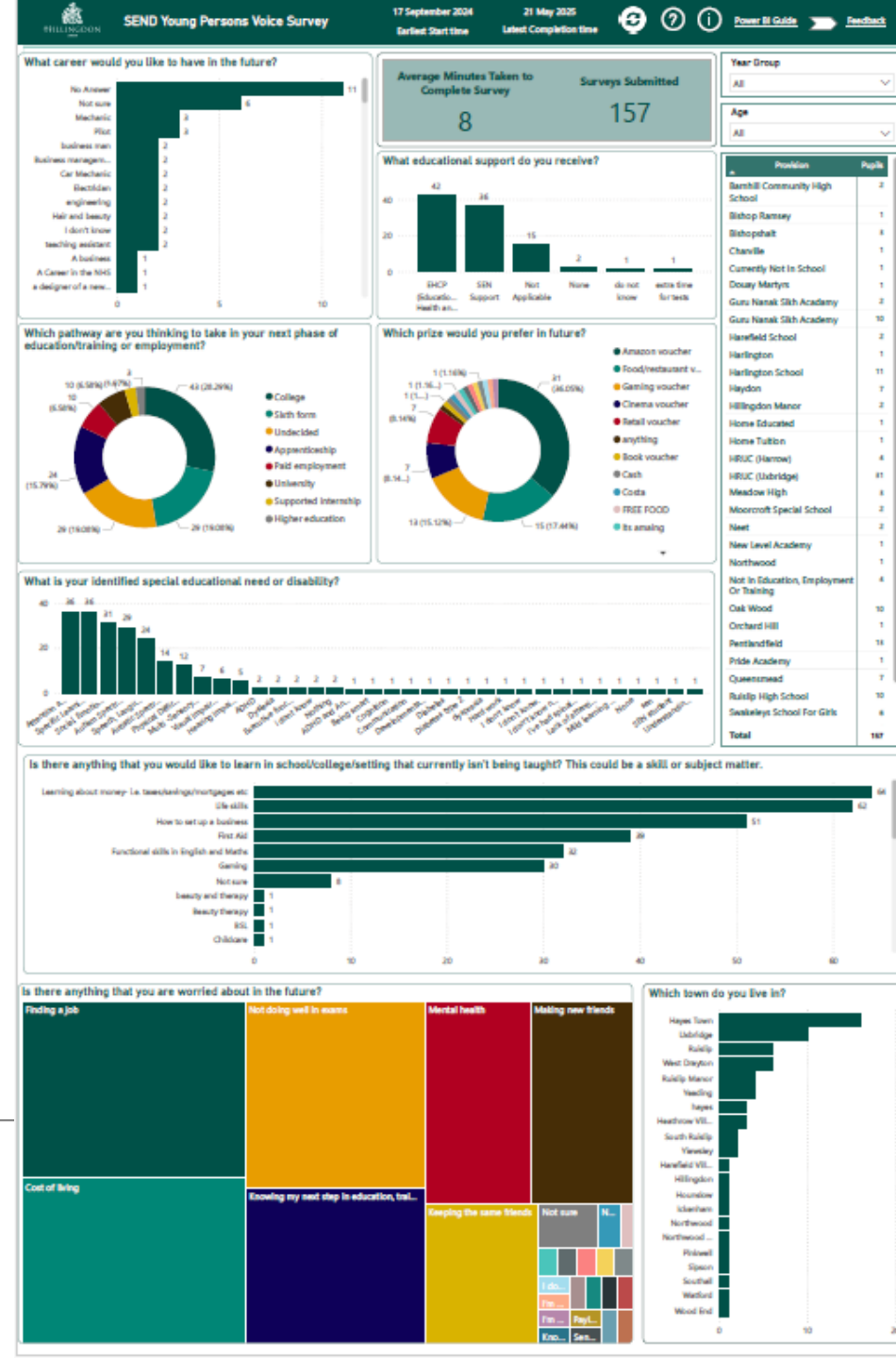
7860 4882

www.menti.com

The impact of young people's data

- A Dashboard has been created which provides reports to schools.
- Elevate Mentoring have been out to 5 schools to deliver sessions around themes covered in the surveys.
- HRUC have put in place First Aid lessons and Money Management based on the voice of their cohorts.
- Training was delivered last term to SENDCo's/Careers Leads around adapting Careers Advice for SEND.
- Data now backs up conversations around **PFA** and **Life Skills** within mainstream. Data also backs up a conversation around Functional Skills being delivered to Year 10/11's.
- Talks underway for a Dragons Den competition across Borough for young people with SEND – due to Entrepreneurship/Business being high interest areas.
- The Post 16 Prospectus will provide more information around 'desired careers'

Young People feel valued.

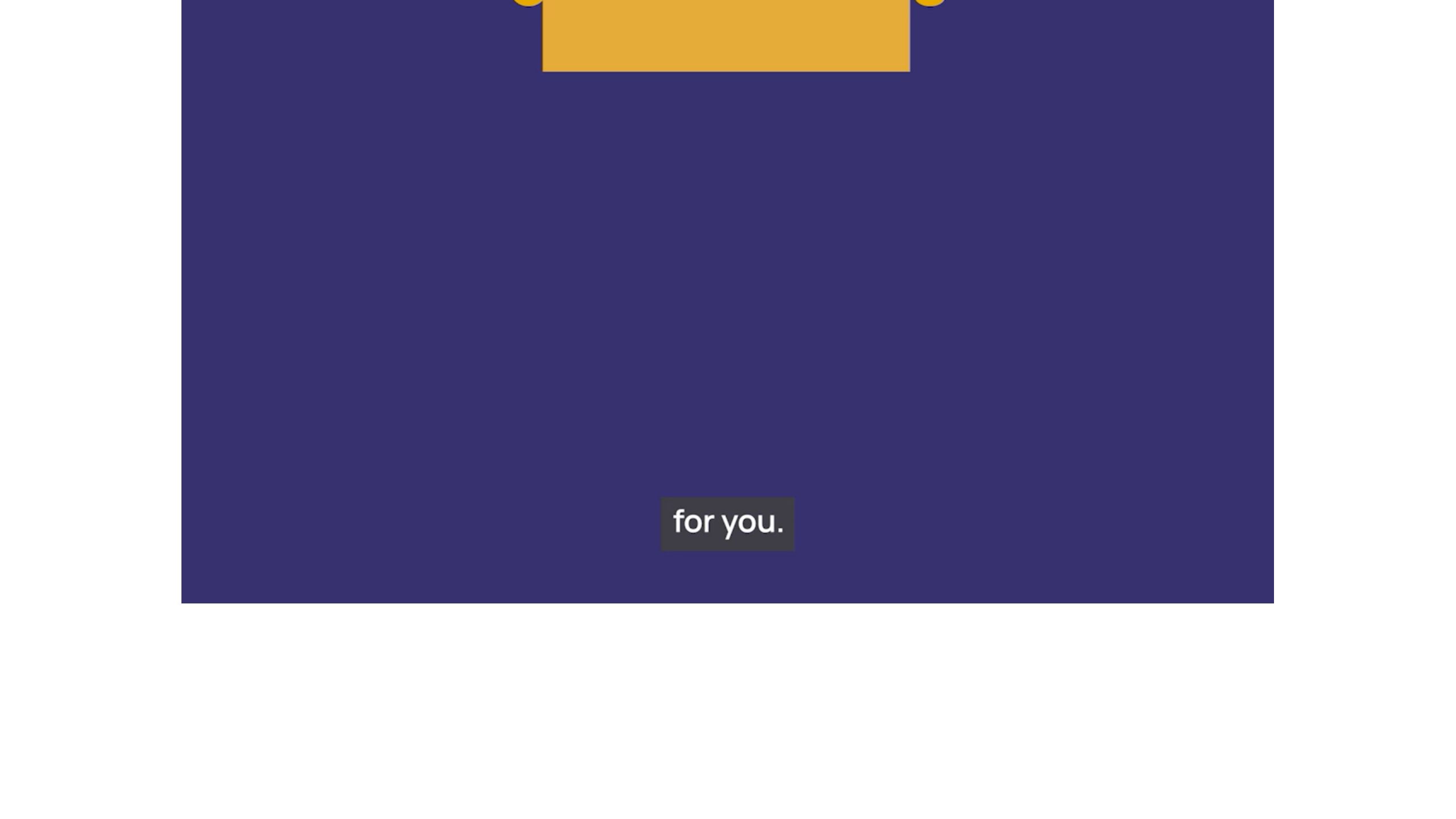


The Post 16 Prospectus

- A mobile friendly site that shows pathways to young people with visually pleasing content alongside various other information.
- An opportunity for 6th forms/colleges/provisions to highlight their Post 16 offer.
- Key highlights include: a tube map of pathways, apprenticeship videos, cartoon explanations and career pathways.
- Just under 3000 views this academic year.
- A SEND Pathways document is also embedded within the site. (see brochures at the back)

The Post 16 Prospectus...





for you.

Things you may not know about...

A 1 day a week,
6 week course
at HRUC for
Year 10/11
students

Business,
SEND trans,
Engineering,
ICT, Plumbing,
Health and
Social Care

Vocational
Carousel

Harlingto
n School

HRUC,
EDT,
AAXA,
JCP

Highlights the
opportunities
available
locally

22% of Young
People with
SEND attended
in 2024

GCSE results
hub

GCSE
results
day Aug
21st

Post 16 SEND
Pathways

Ideally to be
used during
Annual
Reviews, to
help aid
Section A type
discussions

A document
created for
young people
with SEND, by
young people
with SEND

Elevate
Mentoring

A free service that can
provide tailored
support around
pathways, financial
education



HILLINGDON
LONDON

www.hillingdon.gov.uk

Coming soon...

- Preparing for Adulthood guidance – May 2025 (sent out with slides).
- Chrono-Path – A Universal Preparing for Adulthood Guidance.
- Preparing for Adulthood Working Group.
- Moving from Childrens to Adult Services – A Young Persons version.
- SEND Local Offer revamp.
- Primary School Careers Award – William Byrd involved so far! Slides attached- for more info contact rjaswal@edt.org

Key Links

- ciara.hughes@hruc.ac.uk for information around the Vocational Carousel (starts Feb 2025)
- [Hillingdon Post 16 Prospectus 2024/25 - Hillingdon Council](#)
- [SEND colleges and sixth forms - Hillingdon Council](#)
- <https://forms.office.com/e/KFt0fnFdhx> - Referral link for Elevate Mentoring

Youth ConneX Children's Service



Youth ConneX Children's Service



- ▶ SEND inclusive provision with tailored activities
- ▶ Trained and qualified staff in a fun, safe and secure setting
- ▶ Flexible scheduling
- ▶ Assessment processes

Youth ConneX Children's Service



- ▶ Positive outcomes through:
 - Social development opportunities
 - Physical activities
 - Creative exploration
- ▶ Family involvement with “You said; we did” strategies
- ▶ Have your voice heard with Community ConneX values

communityconnex.co.uk

Questions



Break

9/1/2025





“Mood.” - the development and evaluation of a digital peer support intervention for adolescents with social, emotional, and mental health (SEMH) needs.

Presented by: Dr Michele Estwick

Background

- The World Health Organisation (WHO) (2021) reported that globally, one in seven 10 –19-year-olds experience a mental disorder.
- In the UK, Young people with diagnosed and undiagnosed SEMH needs are going unsupported since resources such as Children and Adolescent Mental Health Services (CAMHS) have a backlog and a continuously high referral rate (Beal, 2022).
- Adolescence is a sensitive and pivotal stage of overall development (Hazen et al., 2008).
- While Generation Z has been labelled the 'digital natives', Generation Alpha is the first generation to grow up in an entirely digital world (McCrindle & Fell, 2020; Prensky, 2001).
- In 2022, a linguistic study was conducted analysing how technology has transformed our communication. Findings revealed that our language for expressing our intentions and needs is shorter and the use of slang is widely accepted (Nelissen, 2022).



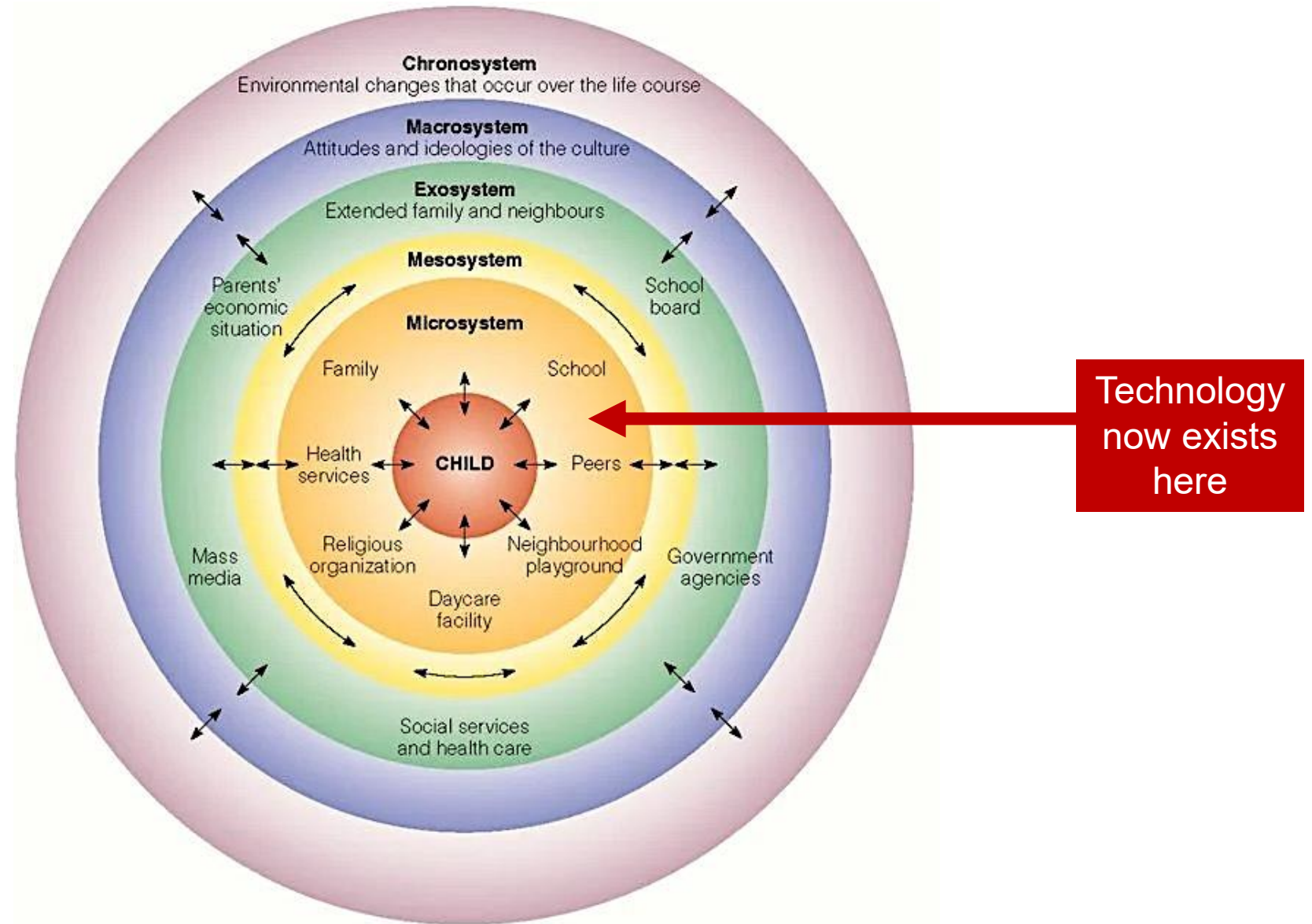
... Apr 14
mood



... Apr 11
mood.



Theoretical Framework



Bronfenbrenner's Ecological Systems Model (1979)

Aim



To explore the effectiveness of using digital interventions and peer support groups for adolescents with diagnosed or undiagnosed SEMH needs.

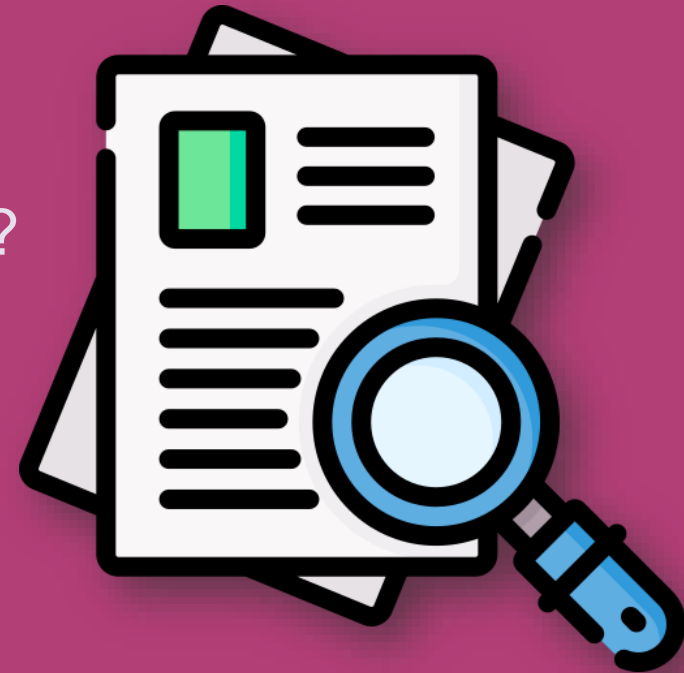
Focusing on their communication/interactions, their willingness to share with their peers who may be experiencing the same feelings as them and the support they offer to each other.

Research Questions

RQ1a: What existing support programmes and interventions are offered to adolescents with SEMH needs in Educational Psychology Services (EPS) in London?

RQ1b: How do adolescents perceive peer support services?

RQ2: How effective can an intervention ('MOOD') be delivered through a digital platform be in providing mental health support?



Literature Review

- **Stage of Adolescence**

- Identity Formation – Who Am I?
- Belongingness – Where do I fit in?
- The Role of Education in Adolescent Development

- **The Era of Digital Communication**
- The Increase of Parasocial Relationships
- Digital Interventions and Adolescent Mental Health



- **SEMH Needs of Young People**

- Factors Affecting Seeking Help
- EP Involvement in Providing SEMH Interventions

- **The Importance of Peer Relationships in Adolescence**
- The Concept of Peer Support
- The Use of Peer Support in Helping Adolescent Mental Health

Themes From Previous Research

1

Most of the research in this area was systematic literature reviews and studies exploring the development and evaluation of digital mental health tools.

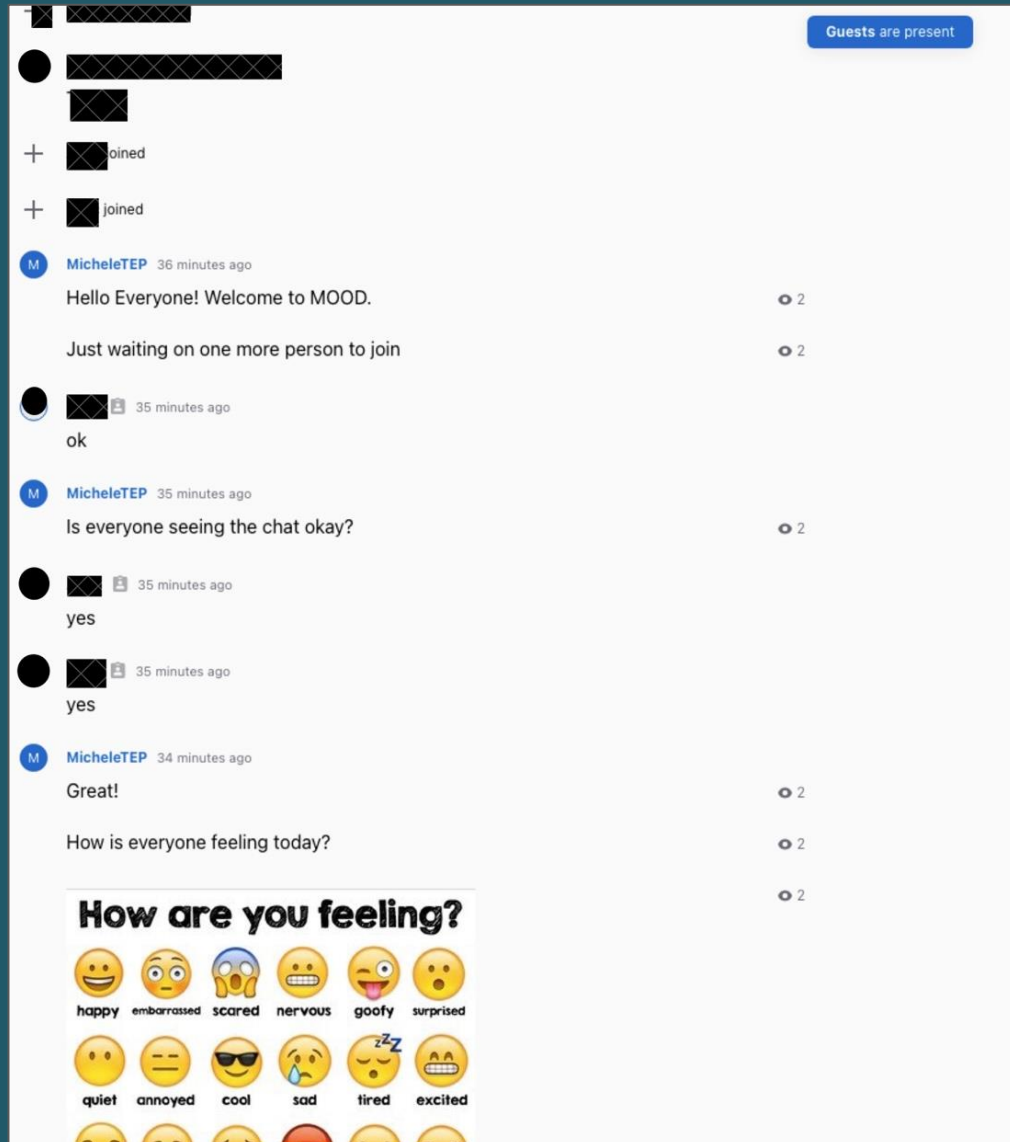
2

Research on digital tools found that it is possible and can be effective but factors such as individuals preferring face-to-face, lack of motivation to seek help and lack of understanding of the implementation by older professionals.

3

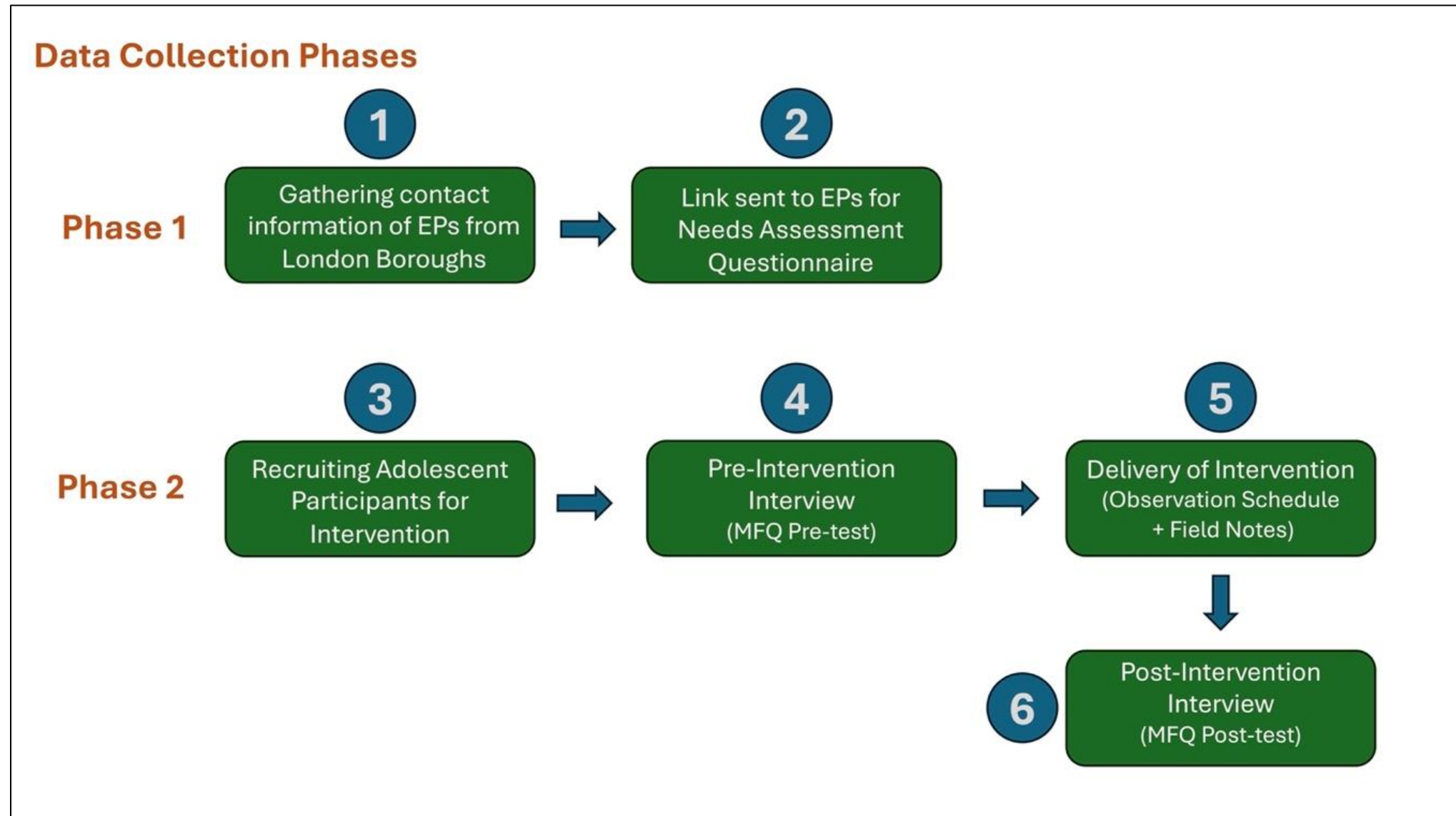
Difficult to generalise the findings from studies due to the tools used to collect data and the demographics of the sample.

Chatroom Intervention



- **Online Chatroom:** Hosted on the WIRE Platform (GDPR Compliant), Anonymous.
- **Sessions:** The intervention ran for 5 weeks, and each session lasted for 40 minutes.
- **Framework:** The Reflective Teams Approach (Andersen, 1987) will be used as the framework to guide the sessions.

Methods



Data Collection Tools



EP Small Scale
Survey



Semi-Structured
Interviews

Mood & Feelings
Questionnaire (MFQ)

Pre and Post Intervention



Observation
Schedule

Field Notes

Observation Schedule

Types of Behaviours	Behaviours	Definition of Behaviours
Task-oriented Behaviours	Giving Information	Stating or offering facts, data, etc. which can help clarify the problems or task at hand.
	Giving Opinion	Stating one's opinion or belief on the problem or task at hand, especially its value to oneself.
	Elaborating	Clarifying, giving examples, trying to add information already at hand.
	Summarising	Pulling together related ideas or suggestions, summing up what has been taking place to advance the group's thinking or to conclude appropriately.
	Seeking Opinion	Looking for expression of feeling about something from other members, seeking their opinion about issues at hand.
	Seeking Information	Asking for clarification, getting new data or information or requesting it, finding ways to enlighten the group regarding the problem at hand.
	Coordinating	Trying to pull ideas and suggestions together, forming or drawing together activities of various subgroups or members.
Group-maintenance Behaviours	Engaging with Others	Being friendly, warm, responsive to others, praising others and their ideas, agreeing with and accepting contributions of others.
	Following	Going along with the decisions of the group, thoughtfully accepting the ideas of others, serving as audience during group discussions.
Self-oriented Behaviours	Forming Subgroup	Keeping secrets from the whole group, forming cliques, holding side conversations while the rest of the group tries to solve the problems at hand.
	Playing Around	Disrupting the work of the group when everybody is serious by attracting the attention of others for no purpose, joking, clowning, laughing loudly.
	Attracting Attention	Attempting to call attention to oneself by loud or excessive talking, extreme ideas, unusual behaviour.
	Withdrawing	Acting indifferently, or being passive, resorting to excessive formality, daydreaming, whispering to others, wandering to other topics.

Adapted from Benne and Paul's (1948)"
Functional Roles of Group
Members"

Observation Schedule

[illegible]

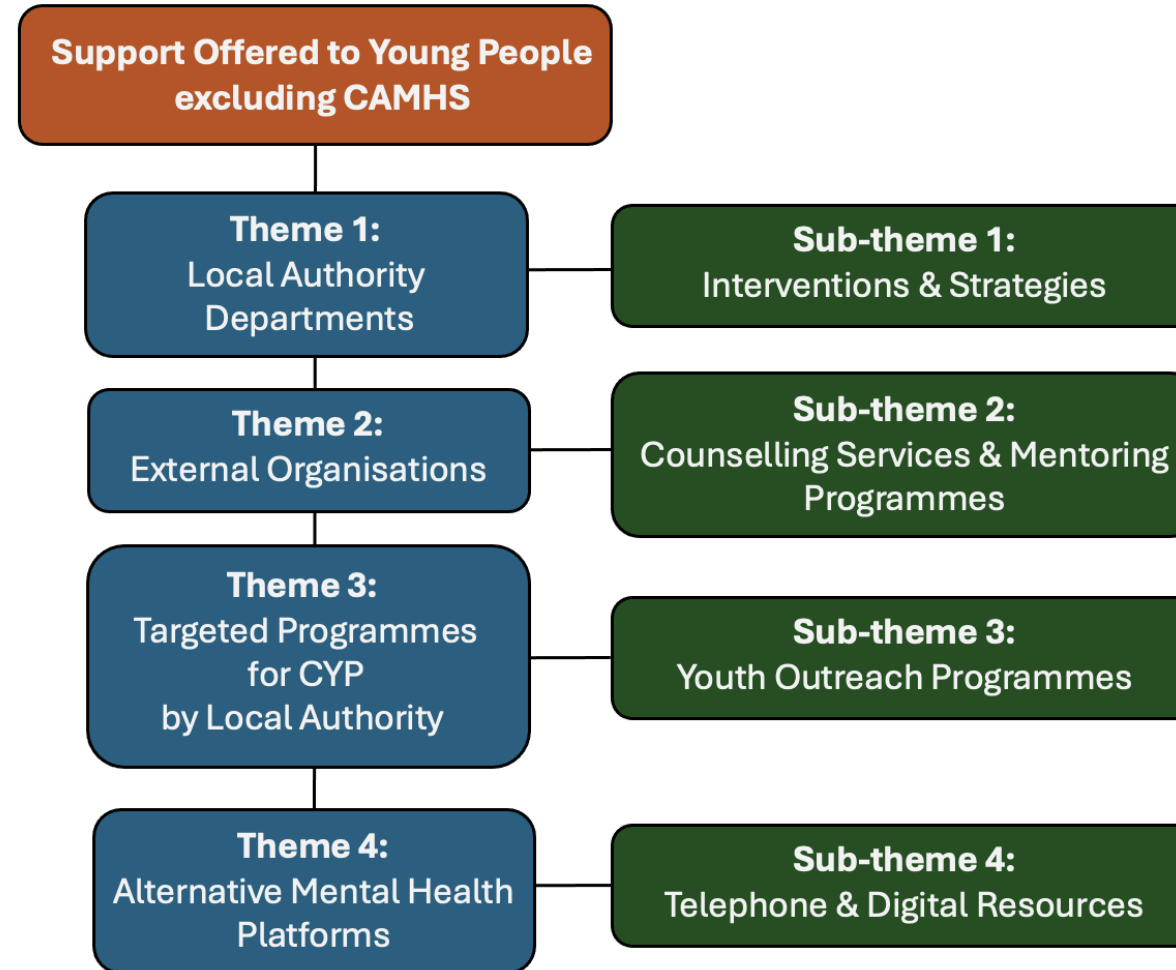
Observation Schedule

Session											
		Self-Oriented Behaviours									
	Intervals	Seeking Sympathy	Special Pleading	Attracting Attention	Withdrawing	Playing Around	Being Aggressive	Blocking	Forming own subgroup	Competing	Initiating Activity
Rebecca	10 mins										
	10 mins										
	10 mins			x		x					
	10 mins										
Lily	10 mins			x							
	10 mins								x		
	10 mins										
	10 mins										
Danielle	10 mins										
	10 mins										
	10 mins				x						
	10 mins				x						

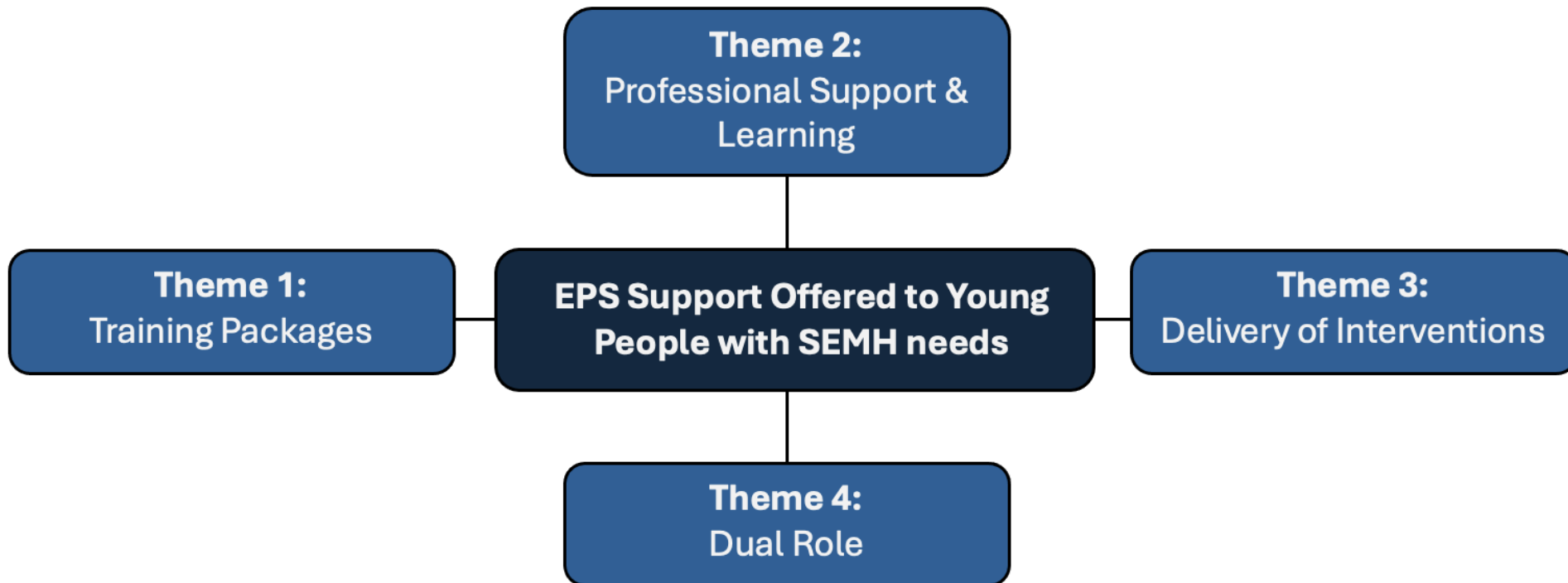
FINDINGS

EP SMALL SCALE SURVEY

*Are you aware of any specifically designed programmes/interventions currently in place outside of those offered by CAMHS to support young people ages (11-17) with SEMH needs?
If yes, please explain.*



Does your EPS offer specifically designed programmes/interventions (online or face to face) to support young people (ages 11-17) with SEMH needs? If yes, please explain further and note if they have been effective.



Are you aware of any peer-to-peer support programmes/interventions (online or face to face) offered to young people (Ages 11-17) in the borough you work in?

10 EPs

NO



2 EPs

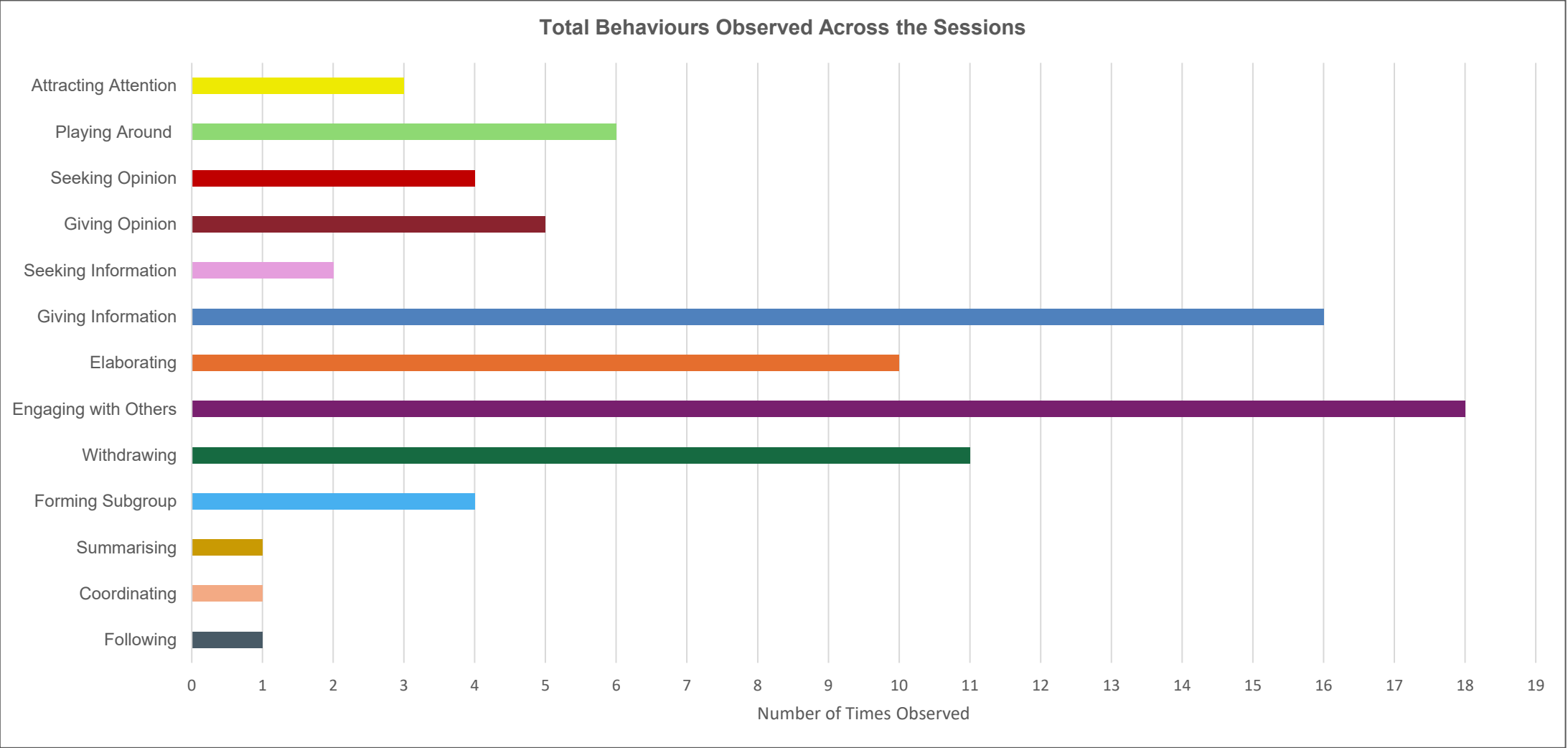
YES



FINDINGS

CHATROOM INTERVENTION

Total Behaviours Observed Across the Sessions



Chatroom Extracts

Giving Information	<p>R: "...in the group is a main person that HATES me"</p> <p>L: " there are things happening outside of school between me and a certain person.."</p> <p>D: "Ive had too many situations with friend groups or people"</p>
Elaborating	<p>R: "I wanna have good friends I can believe in and trust and depend on and talk"</p>
Withdrawing	<p>L: No contribution for 10 minutes</p> <p>D: No contribution for 10 minutes</p>
Engaging with Others	<p>R: "yeah Lily. ..those are VERY STRONG WORDS.."</p> <p>L: "How are you??"</p> <p>D: "Hi I'm good how about you?"</p>

Mood & Feeling Questionnaire (MFQ) Results

MFQ Pre & Post Intervention Scores

Participants	MFQ Pre-Intervention Score	MFQ Post-Intervention Score
Rebecca	26	20
Lily	35	12
Danielle	32	40

Post-Intervention Interview



Implications for EP Practice

- Call to action for Educational Psychology Services.
- Bringing attention to evolving factors affecting an individual's development.
- Inspiration to develop new modern resources or adapting existing interventions to provide efficient and accessible support.



THANK YOU



Transition

At Hayes Park School

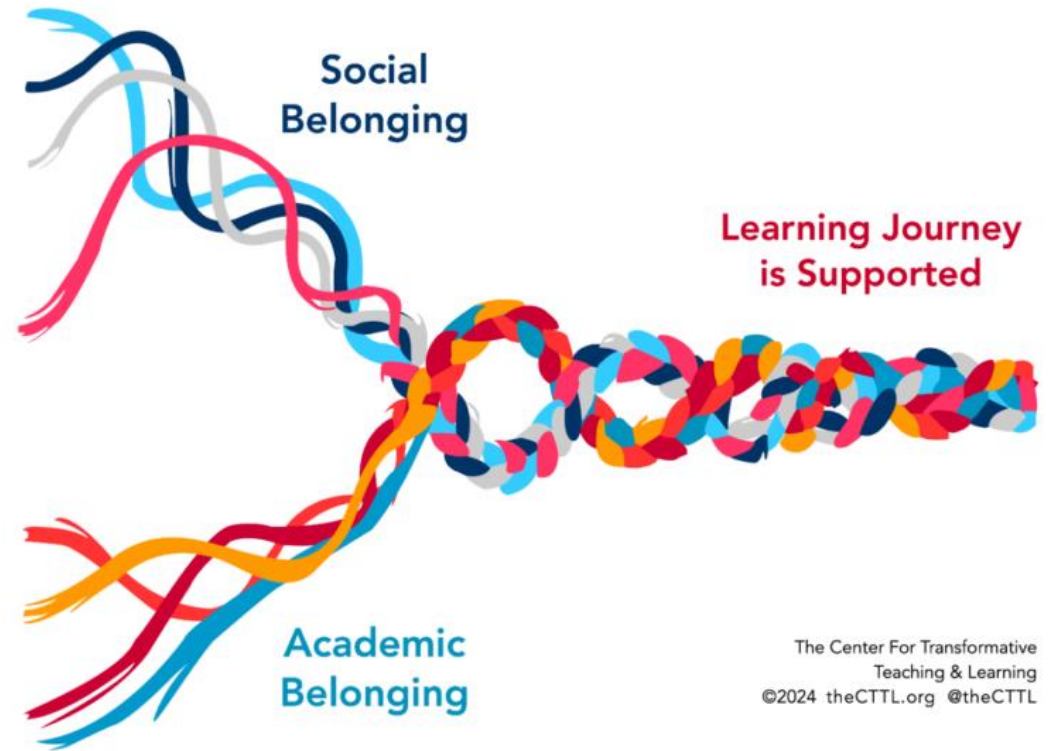
Belonging

MASLOW'S Hierarchy of Needs

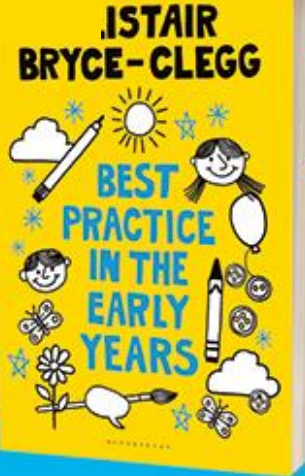
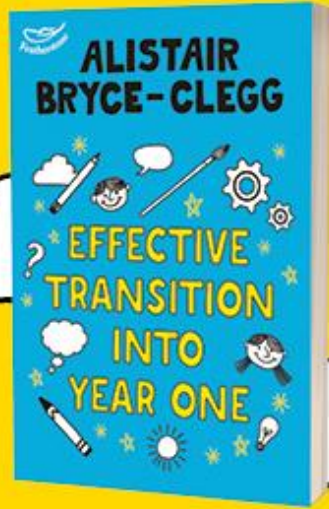


The Belonging Braid: Social Belonging & Academic Belonging are Interwoven

- Social Identity**
includes:
- Race & Ethnicity
 - Gender
 - Age
 - Sexuality
 - Language
 - Socioeconomic Status
 - Religion
 - Family Structure
 - Ability
 - Neurodiversity
 - Curriculum & Pedagogy
- Academic Identity**
includes:
- Neurodiversity
 - Effective Learning Strategies
 - Self Efficacy
 - Sense of Purpose & Relevance
 - Motivation
 - Feedback (receiver & giver)
 - Creativity
 - Voice
 - Curriculum & Pedagogy



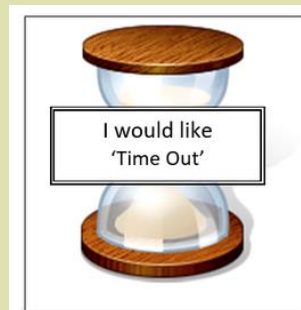
Early Years



Hayes Park School
Welcome to our Nursery!



Acorns



Acorns Guidelines

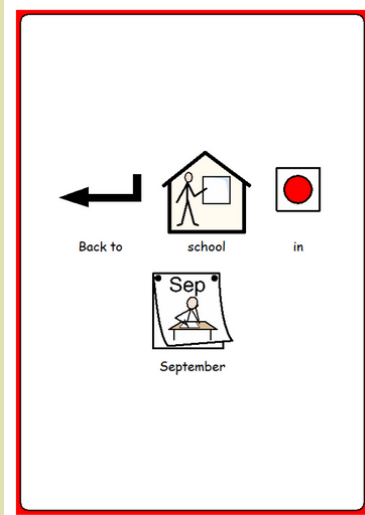
I have....
✓ My own seat in the classroom
✓ My own peg/locker
✓ My own tray & books
✓ Children around me that model good behaviour
✓ The same strategies available to me that I have in The Acorns: Time Out Card, Timetable, Traffic Lights (<i>speak to Acorns</i>)
I am....
✓ Identified on the planning
✓ Differentiated for when I am in mainstream
✓ Seen as part of the class by children and staff
✓ Made to feel welcome
I should...
✓ Be informed if something is changing
✓ Be given letters/Information
✓ Be given homework
✓ Have my own equipment/resources made up
My Teacher is...
✓ Aware of my strengths & difficulties
✓ Aware of my levels & Next Steps
✓ Aware when I am coming to class <i>See Weekly Timetables</i>
✓ In constant contact/Liaison with Acorns Staff
✓ Aware of the strategies that work for me
✓ Patient! Change is very hard for me

Sparrows

'A transitional classroom'



Across the school ...



Summer Vocabulary Homework
Click the picture to find out the detail about the Year 3 summer holiday activity challenge!

Please have fun clicking on the boxes, pictures and writing. They will take you to videos and information!

If you could master the English and maths skills in the videos labelled 1 2 3 and A B C you will start year 3 brilliantly! We've chosen some from the 'essentials' on the year 3 target cards above.

You will be learning the story 'Sand Wizards'. Click the picture to explore the vocabulary within the story!

In geography we will be learning about the United Kingdom. Click the map to look at the knowledge organiser. Which words can you learn the meaning of before we start?

Welcome to Year 3

A Handwriting

B Parts of a sentence

C Spelling

1 Numbers in words

2 Partitioning

3 +1, -1, +10, -10

10 books to read before the end of year 3

Summer Art Challenge

Total in class:		ASD:	Hearing impaired;	SEMH:
Main area of need:		Speech, Lang & Comm:	Physical/sensory:	EAL/NTE:

<u>Class:</u>	<u>Additional needs and Targeted Support</u> Initials of children/need/targeted support etc.
<u>Likes & Dislikes:</u>	<u>Pupil Voice</u> What do the children say is important to them? What do they say makes the biggest difference for them?
<u>What works well for this class?</u> <small>Teaching strategies/adaptations/differentiations.</small>	<u>Relationships/Bullying/Friendship issues</u> Personal, Social & Emotional Development, Friendship pairings, what they need.
<u>Parents:</u>	

Transition to Secondary



Central and
North West London
NHS Foundation Trust



The image features a light green background with stylized green foliage in the corners. The top-left corner shows a large, dark green leaf with white spots and a thin branch with small leaves. The top-right corner shows a branch with small, pointed leaves. The bottom-left corner shows a branch with small, pointed leaves. The bottom-right corner shows a large, dark green leaf with white spots and a thin branch with small leaves.

Thank You

Assessment Centre

Ruislip Gardens Primary School

Inclusion Network

11th June 2025



What is the Assessment Centre?

The Assessment Centre is a specialist provision for nursery age children (2 - 4 years) with SEND that offers full time and part time places during term time.

We support children who

- are presenting with severe and predicted long-term needs.
- demonstrating significantly delayed early learning and play skills.
- need to be assessed for an EHCP.

Children are identified by Health visitors, SEND professionals, nurseries/schools for the Assessment Centre.



Who can make a referral?

- SEND professionals can make a referral (*SEND Advisory Service, Portage, Specialist SEND Health Visitors or the EY Educational Psychologist*).
- Nurseries and Schools have the opportunity to indicate whether they feel a child in their setting would be suitable for consideration for a placement.
- Children being referred need to have at least two terms left before entering reception class in order for us to apply for an EHCP.



The referral process

- You need to email sasadmin@hillingdon.gov.uk
- They will give you all the information you need to submit a referral
- If you are a school/nursery, please contact the professionals working with the child to make a referral.
- Once referrals are received, they are discussed at the 0-5 tracking panel.
- If agreed the school contact the parents and start the admissions process



Points to consider

- We offer 15 hour (8:30-11:30 or 12:00-15:00) or 30-hour sessions (8:30-15:00)
 - For 30-hour children we charge for lunchtime provision
 - For 30 hours you need to be in receipt of a 30-hour code
 - <https://www.gov.uk/apply-30-hours-free-childcare>
 - 15 hours equates to 5 x am sessions or 5 x pm sessions
- We are located on **Stafford Road, Ruislip, HA4 6PD**
 - Tube links – Ruislip Gardens Tube station on the Central line
 - Bus links – E7 bus stop (Ruislip Gardens Station)
 - There is a 15-minute walk from Ruislip Gardens Tube station and the E7 bus stop from Bedford Road to Ruislip Gardens Primary School
- The Assessment Centre is part of our Primary School working to school hours. The timings are not flexible, we are unable to offer longer hours, later starts or early pickups as we are a School Nursery.
- All children have a settling in period when they start. Your child will attend for an initial 1 hour stay and play session with you the first day. This is then built up on a daily basis without parents. We will speak to you daily to let you know how your child is settling in and make any adjustments to the timetable that are needed to ensure a smooth and happy transition for your child.
- There is no entitlement to transport when a child is given a place in Assessment Centre. Parents are expected to transport their child.



Paperwork needed

- Local Authority referral form
- Ruislip Gardens referral form
- One page profile
- Any specialist care plans or assessment reports from therapists and other medical professionals
- Any evidence of contact/referral to CDC
- My Support Plan (ideally with at least one completed plan do review cycle)
- Any additional evidence created from previous setting, e.g. provision maps, individual plans



Any questions?



Early Years SEND pilot project

"Inclusion Pathways: Empowering Early Education for All"

A targeted support package, working with schools to collaborate together on improving SEND Early Years

EY SEND team :
Caroline Ryder EIP,
Annette Linnane EIP,
Helen Vogt EP,
Sandy Atwal SAS



- Step 1- Brief self-reflection by staff and school/PVI - collaborative joint visit
- Step 2- EY SEND team identify support and complete a support plan with school named mentor identified support implemented
- Step 3- Revisit and review progress and measure impact.

What happened

- The trial was originally planned for 2 schools and 2 PVI for 2 terms
- 3 schools and one PVI took part initially
- All settings completed the self- audits and received a joint visit
- 2 extra schools joined – they completed the audit , and short visit
- Team reviewed how best to support by looking for themes
- Identified supporting with Language and behaviour as two areas
- Two training sessions delivered
- Follow up visits did not take place due to time and staffing constraints
- All completed an evaluation survey this will be used to support decisions about delivering future projects



Key messages of the project :

- 'relationships are key',
- 'what's in our gift',
- 'change the environment not the child',
- 'all behaviour is a form of communication'
- and the importance of 'meeting each child where they are at' e.g. understanding them and engaging with them at their level.



This Photo by Unknown Author is licensed under CC BY

What EY settings said worked well?

- The project has brought an awareness of ways to communicate with parents
- The staff embraced the idea of having to watch videos that would support their ability to communicate clearly with children as seen on each video.
- Certain children are being understood more by staff and they are finding alternative ways of communicating with them. You can see that the child responds well to this and it is helping to improve behaviour.
- Our EYFS lead teacher was enthused and motivated by the project and enjoyed the networking opportunity.
- Staff are more understanding of the children's needs and have a clearer idea of how to support them. Children have been giving more attention and focus and some preverbal children are now speaking in words / short phrases and actively seek out interaction
- More positive communication and better understanding of it



What settings said?



positive Expository
understanding
Reflective awareness
Thought-provoking rewarding
informative
Insightful Inspiring Empowering
Knowledge Useful Intentional
Eye-Opening
Supportive

Scan the QR code if you would like
to be considered for any Future EY
SEND project

<https://forms.office.com/e/7Te4C3r7wc?origin=lprLink>



Overview of the PINS Programme

Partnerships for Inclusion of Neurodiversity (PINS) Pilot

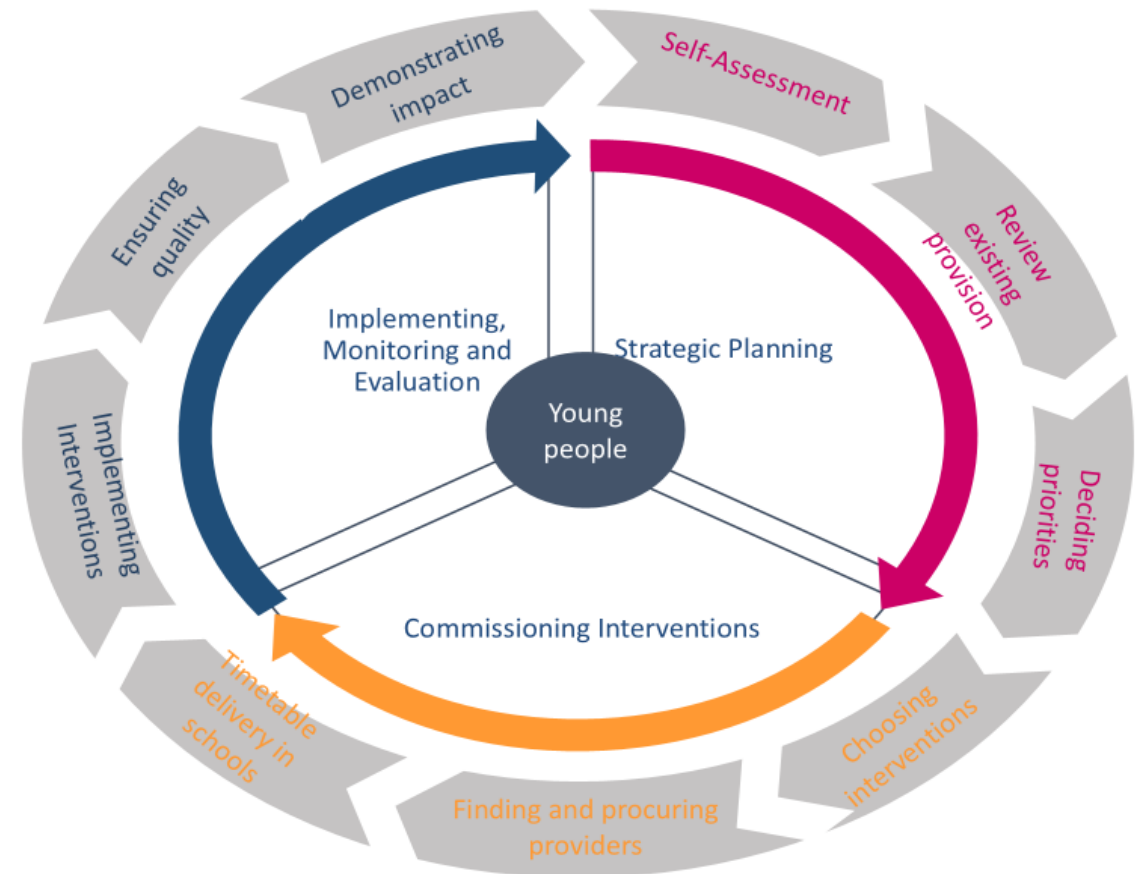
PINS will bring health and education specialists and expert parent carers into mainstream primary school settings to:

- Help shape whole school SEND provision
- Provide early interventions at a school level
- Upskill school staff
- Support strengthening of partnerships

Part of a National funded Project

Timeframe: March 2024 – March 2025

(We were late adopters May/June 2024)



Self-Evaluation/Schools identified their priorities

Domain 1 Leadership and Culture <ul style="list-style-type: none">Understanding the needs of Neurodiverse pupils - 5%School Leadership and Culture 25%Working and Co-producing change with Parent and Carers. 15%	Domain 2 Mental Health <ul style="list-style-type: none">Neurodiversity and Mental Health <p>PINS offered all schools a session on What could a universal offer for mental health could look like in schools.</p>	Domain 3 Readiness to Learn <ul style="list-style-type: none">Wellbeing and readiness to learnAttendance and absence, including emotionally based school avoidanceApproaches to behaviour 50% <p>All PINS schools have received a Podcast specific to the areas brought up by 5 schools arounds food sensitivities and sleep. These can be shared with SMSA's and Parents.</p>
Domain 4 Teaching and Learning <ul style="list-style-type: none">Skills for learning 75%	Domain 5 The Environment <ul style="list-style-type: none">Sensory and Physical Environment 100% - Audit	Domain 6 Communication <ul style="list-style-type: none">Social Communication and Peer relationships.The language of the classroom and learning 100% - Audit

Increase in confidence

Domain 1 Leadership and Culture 11 schools	Domain 2 Mental Health 1 school	Domain 3 Readiness to Learn 7 schools	Domain 4 Teaching and Learning 17 schools	Domain 5 The Environment All 20 schools	Domain 6 Communication All 20 schools
Baseline average score from school self- evaluation 0-5 34.5%	Baseline average score from school self- evaluation 0-5 30%	Baseline average score from school self- evaluation 0-5 36%	Baseline average score from school self- evaluation 0-5 39%	Baseline average from school self evaluation 0-5 41%	Baseline average from schools' self evaluations 0-5 39%
Post interventions average value added in confidence banding from baseline +44%	Post interventions average value added in confidence banding from baseline +50%	Post interventions average value added in confidence banding from baseline +45%	Post interventions average value added in confidence banding from baseline +33%	Post interventions average value added in confidence banding from baseline +52%	Post interventions average value added in confidence banding from baseline +56%

Parent/Carer Forums

- ❖ The PCF received funding to facilitate the PINS engagement.
- ❖ **Introduced the principles of co-production** to families which access or may access services.
- ❖ **Facilitate the collection and sharing of parent carers views** and experiences of the services delivered by the school via a **questionnaire** and through **engagement sessions** with parent/carers.
- ❖ **Signpost information to the parent carers** who access or who may access the services delivered by the providers in their local area, to inform their decision making and understanding of what support is available.
- ❖ Worked with the schools to identify and respond to feedback from parent carers in a **solution focused way**.
- ❖ **Parent/Carer Forum** collected the information from the parent carer PINS survey at the start and end of the programme.
- ❖ Between October and March **40 engagement sessions** were held across 20 schools. Lots of coffee and biscuits!!!!
- ❖ After speaking with the parent/carers the PCF met with the school's SENCOs and senior leadership teams.



School experiences of PINS



Hillingdon EPS Traded Offer 2025- 2026

To express your interest in purchasing Educational Psychology (EP) involvement for the 2025–2026 academic year (September 2025 to August 2026). The form is divided into three key sections, each outlining a different type of involvement available for purchase:

1. Packages of EP Time

- This section allows you to purchase a package of EP time to be used flexibly according to the needs of your setting or community. EP time can be allocated to a range of activities including consultations, assessments, training, and interventions. A planning meeting between your SENDCo and the allocated EP will be held at the start of the academic year to agree on priorities and use of time.

2. 'In-House' Training

- This section captures your interest in purchasing training delivered on-site at your setting. 'In-house' training offers a cost-effective way to train larger groups of staff. Brief details regarding cost, duration, and audience size are included in the form.

3. 'Centralised' Training

- This section allows you to register interest in sending staff to our centrally run training sessions, held at the Civic Centre. These sessions are ideal for settings needing to train a smaller number of staff and often offer more advanced or specialised content compared to in-house training.

4. Interventions for Individual or Groups of Children

- This section invites you to express interest in bespoke intervention work for individual pupils or groups, which can include therapeutic work, targeted support programmes, or other interventions identified during your initial planning meeting.

Educational Psychology Traded Service Evaluation 2024-2025



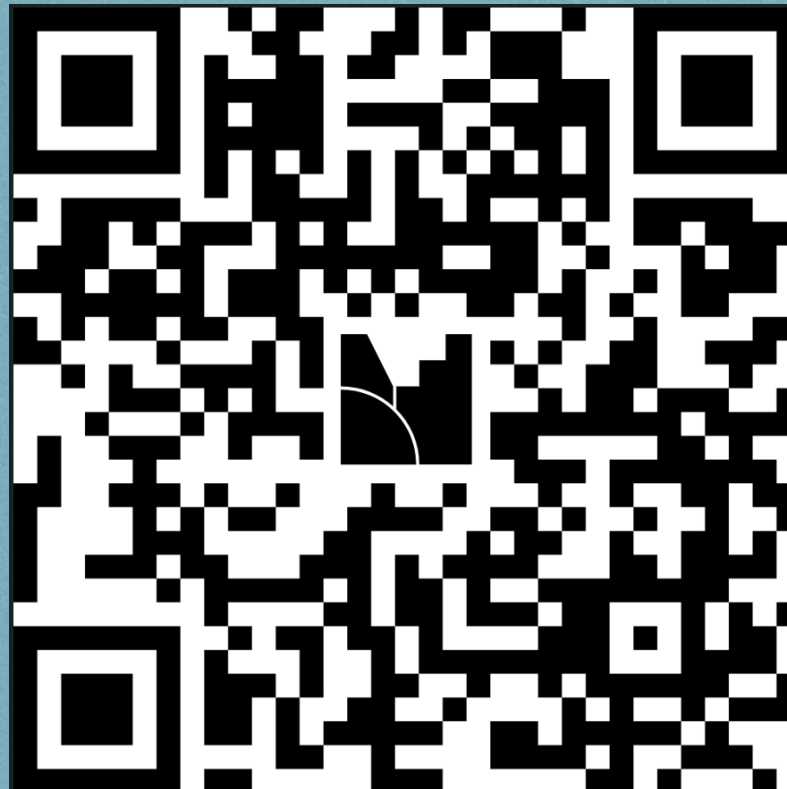
- Thank you for purchasing EP time in the 2024/2025 academic year.
- We would be grateful if you could complete the following feedback form about your experience with Hillingdon EPS in 2024-2025 [here](#)

Annual 2025 / 2026 Charge(s)

NUMBER OF EP DAYS	DAILY RATE
Min buy-in 4 days	£649
6 - 10 days	£633
12 - 20 days	£616
20 - 30 days (only available to Academy Trusts / Federations / school clusters)	£605

Feedback

Please describe your experience of this session in a few words



Thank you