



**WELCOME**

**INCLUSION  
NETWORK FOR EDUCATION**

**March 2025**

# Inclusion Network for Education

To foster **collaboration** and create a **solution-focused** environment where we can work together to address challenges and enhance inclusive practices. The Inclusion Network aims to **celebrate good practice and success**, sharing effective strategies and achievements to inspire and support continuous improvement.



# 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

1.05 - 1.20 pm – 50/50 Sync

1.25 - 1.45pm - Walking in Our Shoes

1.50 - 2pm – Break

2.05 - 2.10pm - Early Years – AET Training

2.10 – 2.20pm - EPs Updates

2.20 -2.45pm - Education Improvement & William Byrd

2.45 - 3.00pm - Q&A

3.00 - 3.15pm - Networking



SEND EHC Team

What happens next?

Post 16 Pathways and sharing positive stories!



# Understanding Post 16

- No GCSE's? No problem!
- Flexible courses, curriculums and pathways
- Each college differs hugely from one to other and there is a place somewhere for everyone
- A wide range of alternative provision
- Support is still available, but independence is promoted
- Young people can continue to access support through their EHCP until age 25 as long as they continue to make progress – most young people don't need it until 25, but it gives them some extra time



## Case Example 1 - Z

EHCP (was statement) since age 7, diagnosis of ASD, Microcephaly, Astigmatism and Hypermobility. Attended a mainstream schools in borough. Did not achieve the GCSE grades hoped.

Attended Uxbridge College in the foundation department and did a Level 1 course alongside GCSE English resits.

Z worked up the levels available at college until he achieved a Level 3 qualification (A-Level equivalent) 4 years after leaving his mainstream school.

He then went on to complete a Supported Internship at Hillingdon Council and achieved paid employment afterwards.

On ceasing his EHCP his family said *“I want you to thank everyone who has supported Z throughout his years in education and into employment because he has had this statement/EHCP since he was 7.”*



## Case Example 2 - S

Attended a mainstream school and then attended BCA 14-16 provision for Year 10 and 11. Suffers with social anxiety and has a lot of SEMH related needs.

Disengaged from formal education in Post 16 and did not enrol. Parents self-funded a short course.

In 2024 we agreed a Level 3 Qualification with a dog groomer S knows and is familiar with, as her aspiration is to set up her own dog grooming business.

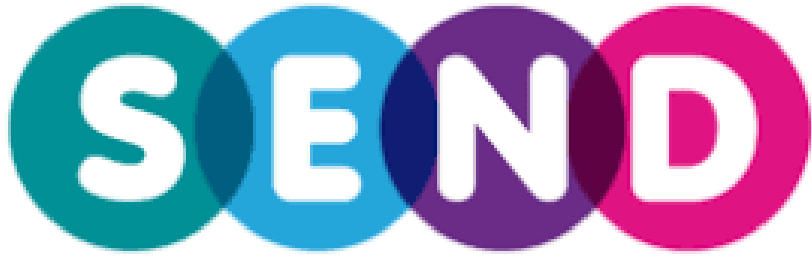
We received this email from the parent:

*“Thank you : S asked me to pass on her thanks : she was so thrilled when I told her and cannot wait to start the course : **you have really given her a great opportunity which will assist her with her career.** She struggles with social And emotional problems as you know and has always found it hard fitting in : I think that **seeing that people believe in her and are willing to help her with her dream**, and being able to complete the course with (provider), who she felt really comfortable with gives her the best chance of really doing well.*

*We are so very grateful and will keep you updated on her progress.”*

S is still completing the course and is doing well!





## Case Example 3 - J

Has EAL and moved to the UK in 2013. Attended an in-borough mainstream school and in Year 7 his reading age was 6y9m. He went on to attend a mainstream sixth form. He is now at University and we had a wonderful update from the family!

“He is studying at West London University in international tourism management. He started in the foundation program. He is very happy and proud of his success. He has received positive feedback of the modules that he took the last semester, all of them over 65 points of 100. Additionally, he joined to the university football team and in very excited about it.

Also, I would like take advantage of this opportunity to tell you, again, many thanks for all the support given to J. You have been part of the J's success.”



## Case Example 4 - L

Attended an in-borough specialist setting, after he was PEX from a mainstream school, and the specialist setting broke down in Year 11 and parents wanted to withdraw from the school. It was agreed to name Uxbridge College from September 2023 however L did not attend.

L was disengaged with education and wanted to work with animals. He was keen to go to a high-cost independent specialist college which did not provide work with animals however the SEND EHC Team worked with the family to explore the options and secured an Alternative Provision for him which allowed him to get qualifications and work with animals, which L had consistently said was his aspiration.

L is now fully engaged in education and made progress. He is planning to move into work at the end of the academic year as he has become a Dad!



## Case Example 5 - A

Placed into care at age 6 after a difficult early life with a history of abuse and neglect. Diagnosis of ASD and Dyslexia.

Attended mainstream schools throughout her education and did not pass GCSE's – scores mostly 1 or 2 (E/F/G)

Moved to a mainstream college after Year 11 and across two years completed a Level 1 and Level 2 course at two different colleges with a focus on Health and Social Care

Now completing a Supported Internship at the Civic Centre with the aspiration to become a Social Worker



## Case Example 6 - L

Throughout primary school was working approx 3 years behind ARE and known to SALT since infant school.

By Year 11 at a mainstream school was receiving 1:1 support in class, working behind his target grades and predicted to achieve F or below at GCSE.

Attended Uxbridge College and completed his Functional Skills and Entry Level 3 qualifications before dis-engaging with education and becoming NEET for a number of years.

Following work with him to support him to re-engage, he enrolled on the Hillingdon Hospital Supported Internship last year and his annual review highlighted that he was a valued member of every team he had participated in, excelling in all areas of work both back of house and with patients. He also achieved qualifications as part of the Supported Internship.

L was encouraged to apply to the hospital for a role by those he had worked with and is now working in a paid role as a Hospital Porter.



## Case Example 7 - Mathias

EHCP applied for when in Year 7. He had been out the country for over 2 years having been educated in the UK previously. His EP report scored almost consistently in the extremely low range at this stage and he struggled with self-care.

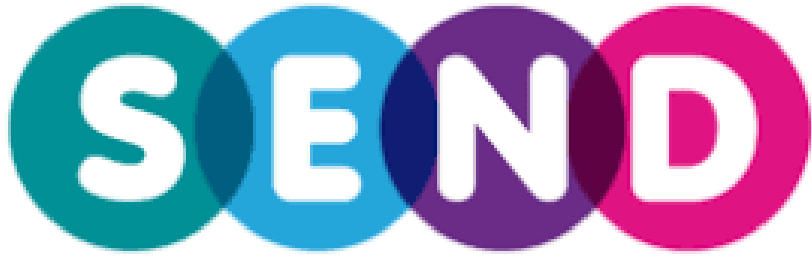
Mathias was placed in a mainstream school with an SRP.

By Year 11, his review highlighted he is still struggling to understand the curriculum but is growing in confidence. He relies on support from staff and resources such as word banks. He is predicted U's/1's for all GCSE subjects.

He moved to Uxbridge College and over 2 years completed a Level 1 and Level 2 course.

He is now at the Heathrow Supported Internship and has consented for us to share this update...





# Case Example 7 - Mathias

Starting an internship can be both exciting and nerve-wracking, but for Mathias, it was an opportunity to transform his skills and confidence. By joining the Shaw Trust supported internship, Mathias embraced the chance to learn, grow, and step into a professional environment where he could challenge himself and pave the way for a future career in customer service at an airport.

One of Mathias' biggest achievements so far has been improving his communication skills. Talking to people no longer feels intimidating; instead, Mathias embraces the opportunity to engage with passengers and assist them. Tasks such as handing out plastic bags for liquids and gels, which once seemed daunting, have become second nature. Mathias has also made significant progress in compliance, overcoming his initial shyness to perform his duties confidently and professionally. Additionally, he is learning to manage his time effectively in a busy workplace environment, gaining a skill that will be invaluable in the future.

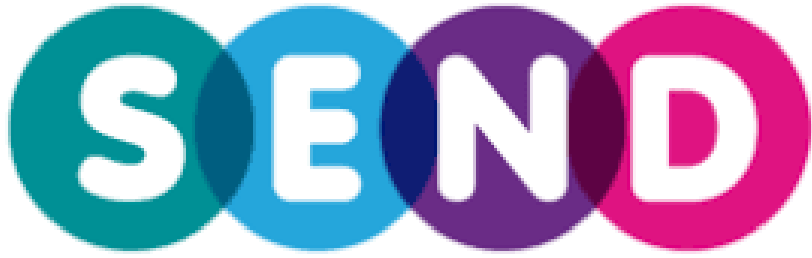
The most enjoyable part of Mathias' internship so far has been applying his skills and knowledge in a real-world setting. Being able to contribute meaningfully during placement is both exciting and rewarding. He particularly values the chance to collaborate with experienced professionals who are eager to share their expertise. Their feedback and support have already helped Mathias grow and gain insights into the fast-paced world of aviation.

Of course, the journey hasn't been without its challenges. Mathias has faced difficulties, such as giving passengers incorrect directions. Instead of letting this discourage him, he is taking proactive steps to improve by spending more time on placement and familiarising himself with the airport layout. This has helped him become more confident in guiding passengers accurately.

Throughout his internship so far, Mathias has been developing a variety of practical skills. From scanning boarding passes on the ATP system to ensuring compliance by handing out plastic bags for items like lighters and gels, and patrolling the airport to assist passengers, he is steadily building the foundation for a successful career. These experiences are helping Mathias improve his problem-solving and customer service abilities, while also preparing him for the demands of a dynamic workplace.

**Mathias is proud of the progress he's made so far and looks forward to continuing to learn and grow during the rest of the internship. Each challenge he overcomes and every new skill he masters brings him closer to achieving his goals. With determination, resilience, and an eagerness to step out of his comfort zone, Mathias is laying the groundwork for a bright future.**





## Case Example 8 - Darnell

Moved into Hillingdon in Year 10 and continued to attend his small mainstream school from previous borough.

He has a diagnosis of ADHD and ODD.

At age 16, his reading age was assessed at between 7-9 years. He struggled to self-regulate his emotions and could heighten very quickly. Behaviours that challenge were an ongoing issue since primary school.

Despite his challenges, Darnell achieved entry requirements for a Level 2 course which he completed at Uxbridge College last year.

He is now at the Heathrow Supported Internship and has consented for us to share this update...



## Case Example 8 - Darnell

Darnell's journey began with a desire to build confidence, gain experience, and pursue a fulfilling career. Joining the Shaw Trust supported internship was a step towards achieving these ambitions. Though uncertain at first, Darnell's determination to learn and develop became the driving force of his story.

Throughout the programme, Darnell discovered that working with the public was a significant milestone.

Engaging in conversations, solving problems, and assisting passengers helped him to develop communication skills in more formal and professional ways. From offering directions to families and overcoming language barriers with passengers, his confidence grew immensely. "Thinking back to who I was before," Darnell reflected, "I wouldn't have spoken to people on my own. Now, I can do it with ease."

One of Darnell's favourite aspects of the internship was experiencing the buzz of various airport terminals. Rotating through the different areas wasn't just a learning opportunity but also a chance to immerse himself in the dynamic, fast-paced world of aviation. With each new terminal, Darnell gained valuable knowledge about the inner workings of the airport, adding depth to his expertise and enhancing his adaptability.

Darnell has embraced challenges as opportunities to develop his mindset. He has focused on staying positive, keeping his sights on the end goal—securing a job in the future.

The internship also introduced Darnell to essential skills like problem solving, customer service, and professionalism under pressure. With guidance from a Heathrow Careers adviser, he honed his interview techniques, prepared for assessments, and completed crucial training like AirDat, all while learning the protocols that ensure Heathrow operates seamlessly.

Though he hasn't secured a job just yet, Darnell remains steadfast in his focus on achieving that goal. With his skills, confidence, and determination, he is more prepared than ever to step into the workforce and succeed. The culmination of these efforts was the realisation of just how far he had come. Darnell described himself as "an old soul in a young body," reflecting on his maturity and ability to understand situations beyond his years.

This growth fuels his aspiration to secure a job in security at Heathrow and pass his practical driving test. When asked what advice he'd give his past self, **Darnell's words were simple yet profound: "You've come a long way but keep going. Some days might be tough, but the end result will be worth it.**

**The harder the battle, the sweeter the victory."**





We are seeing fantastic achievements at the end stage of our young people's journeys; we know many of you only see the early stages so wanted to take this opportunity to celebrate our young people progress and say **thank you!**

Your input to their journey helps them achieve these amazing outcomes!



## Want to know more about Post 16?

- Hillingdon Post 16 Prospectus  
<https://www.hillingdon.gov.uk/post-16-prospectus>
- Hillingdon SEND Post 16 Brochure – devised by young people with SEND, for young people with SEND  
<https://www.hillingdon.gov.uk/send-post-16>
- Supported Internships Information  
<https://www.hillingdon.gov.uk/article/4419/Supported-internships>

Post 16 Team Manager: Laura Stokes  
[lstokes@hillington.gov.uk](mailto:lstokes@hillington.gov.uk)



# Meet the EHC SEND Team

Hillingdon EHC SEND Team welcome nurseries, schools and colleges for an opportunity to meet EHC Co-Ordinators, Senior EHC Co-Ordinators and SEND Team Managers who you regularly liaise with face-to-face and an opportunity to discuss any cases.

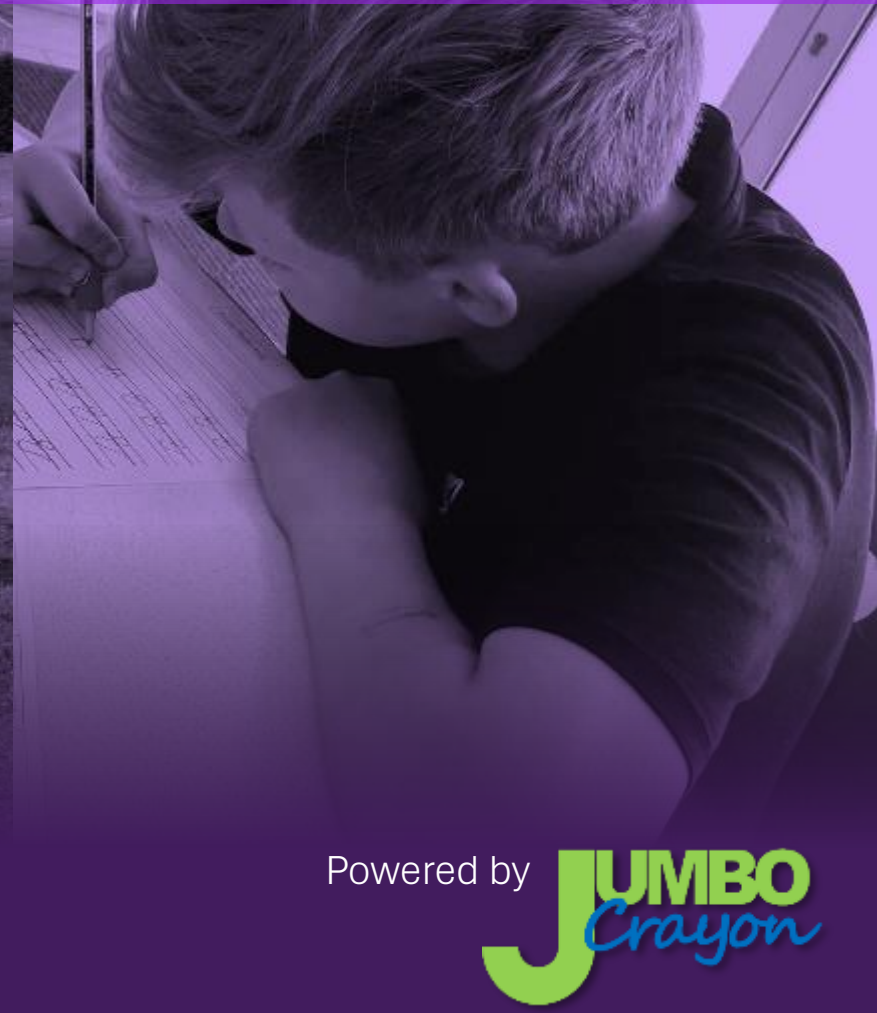
We are really keen to meet you and get to know you all!

At the Civic Centre. Please go to reception and you will be directed to the room (Civic Centre, High Street, Uxbridge, UB8 1UW). The next sessions are going to be on the following dates.

- Tuesday 6<sup>th</sup> May 9.30 - 12
- Tuesday 8<sup>th</sup> July 9.30 - 12

Please note, the SEND EHC Team supports young people with EHCPs and SEND Advisory Service (SAS) will not be in attendance at this meeting.

# 50-50 SYNC - Mentoring Programme



*“Unlocking the undiscovered potential in every child!”*



Date: 14/10/2024

## SMSC AREAS

### Moral

- Developing and expressing personal views or values

### Social

- Developing personal qualities and using social skills

Character Skill: Independence

1

Great Effort!

2

Great Attitude!

3

B

Additional Character Skills

## Employment Skills

### DRIVEN

DISPLAYS A POSITIVE ATTITUDE

### RECEPTIVE

OPEN TO NEW IDEAS AND WORKING IN DIFFERENT WAYS

### SELF-ASSURED

SEEKS MORE INFORMATION  
WILLING TO ASK QUESTIONS

### SELF-AWARE

TAKES RESPONSIBILITY FOR THEMSELVES  
AND OTHERS

## Lesson/Session aims and objectives

To organise and play a game of Herd Mentality. To explain the rules to the 50-50 staff and lead on running the game. To work independently.

## How character skill was displayed

[Pupil] was willing to work with Harry and Michael without his parents present. He communicated excellently throughout the entire activity. He explained the rules clearly, set up the board game and coordinated the entire game. He showed additional character skills such as Politeness, Teamwork and Communication.



Date: 04/12/2024

Character Skill: Teamwork

1

Great  
Effort!

2

Great  
Attitude!

3

B

Additional  
Character  
Skills

### SMSC AREAS

#### Moral

- Developing and expressing personal views or values

#### Social

- Developing personal qualities and using social skills

### Lesson/Session aims and objectives

To help set up the bike, to show good communication and teamwork. To be safety conscious.

### How character skill was displayed

[Pupil] displayed very good team work by cooperating with David and communicating very effectively about the activity. He showed a positive attitude and was polite throughout.

### Employment Skills

#### DRIVEN

DISPLAYS A POSITIVE ATTITUDE

#### RECEPTIVE

TAKES FEEDBACK AND ADVICE  
WILLING TO ADDRESS WEAKNESSES

#### SELF-ASSURED

SEEKS MORE INFORMATION  
WILLING TO ASK QUESTIONS

#### SELF-AWARE

ACCOUNTABILITY FOR ONES ACTIONS



## Lesson/Session aims and objectives

To take part in KS2 geography work set by his class teacher. To build a PowerPoint presentation all about a country in Europe of his choosing.

## How character skill was displayed

[Pupil] showed brilliant initiative by first researching which countries were in Europe. Then he chose Germany for his project. He then researched various facts about Germany including the language, food, places and largest mountains. He decided to create a graph on one of the slides showing the height difference of some of Germany's most famous mountains. He worked for almost an hour and a half with only a brief break in the middle. For the majority of the time he was working without direction or prompting, showing excellent initiative. Great job!

Date: 29/01/2025

Character Skill: Initiative

1

2

3

B

Great  
Effort!

Great  
Attitude!

Additional  
Character  
Skills

### Some Rare German Words

- Some Rare German Words Are: Backpfeifengicht, Kummerspeck, Weitschmerz, And Torchlusspanik Meaning: A face full of grief, grief, world-weariness and panic at the end of the goal



### German Mountains/Gebirge

Some German Mountain Names are: Ofnerspitze (2,576 M), Wildbarren (1,448 M), Hochwanner (2,744 M), Zugspitze (2,962 M), And Leutacher Dreitorspitze (2,682 M)



## SMSC AREAS

### Cultural

- Exploring, understanding and respecting diversity
- Participating and responding to cultural activities

### Social

- Understanding how communities and societies function

### Spiritual

- Exploring the values and beliefs of others
- Using imaginations and creativity in learning.

## Employment Skills

### DRIVEN

HARD-WORKING AND GOES THE EXTRA MILE  
MOTIVATED AND WELL ORGANISED

### INFORMED

DOES BACKGROUND RESEARCH

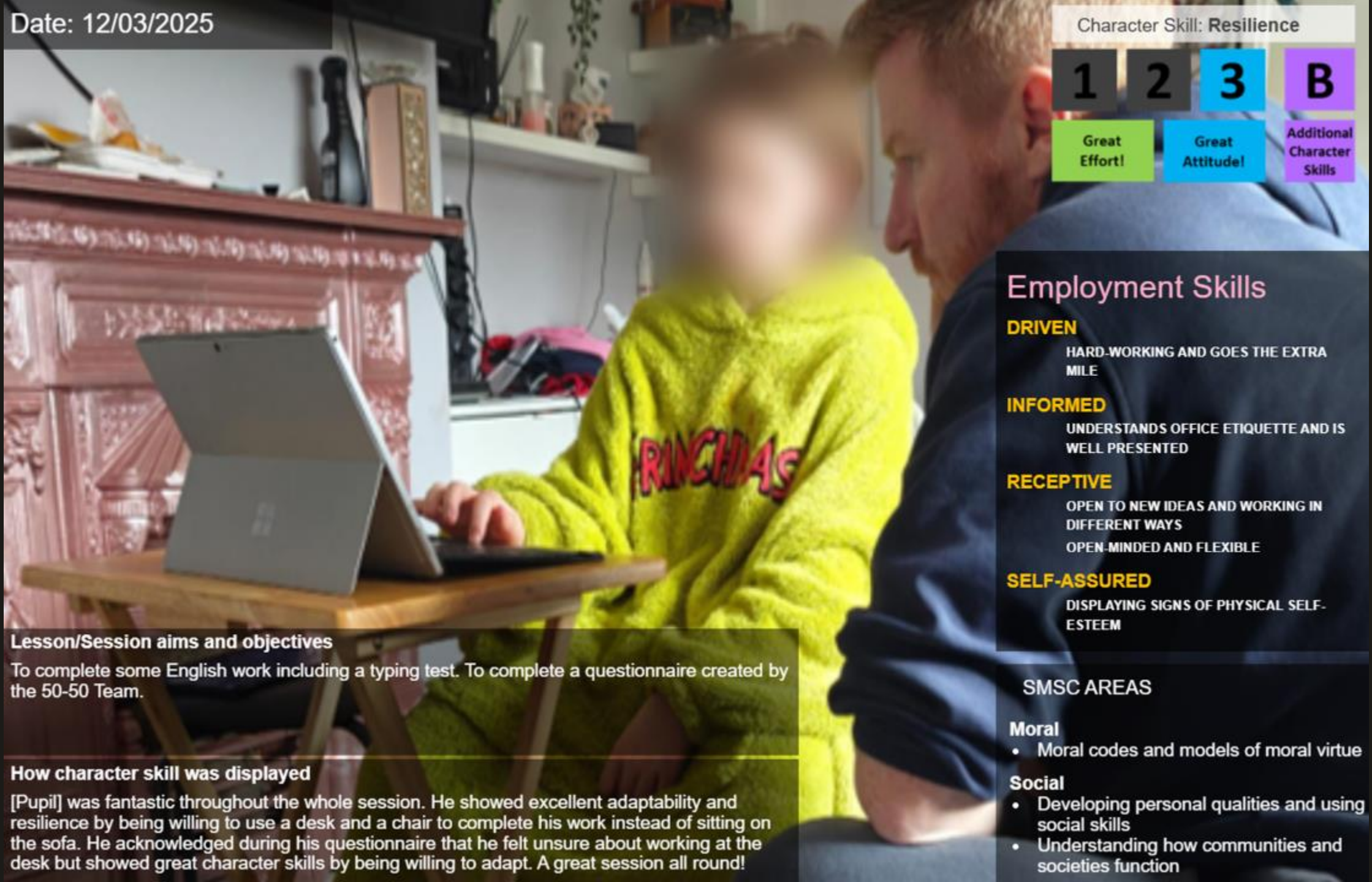
### SELF-ASSURED

CAN WORK ALONE WITHOUT CLEAR DIRECTION  
HAS GOOD LEVELS OF SELF-ESTEEM

### SELF-AWARE

RECOGNISES OWN STRENGTHS AND ABILITIES





Character Skill: Resilience

1

2

3

B

Great  
Effort!

Great  
Attitude!

Additional  
Character  
Skills

## Employment Skills

### DRIVEN

HARD-WORKING AND GOES THE EXTRA MILE

### INFORMED

UNDERSTANDS OFFICE ETIQUETTE AND IS WELL PRESENTED

### RECEPTIVE

OPEN TO NEW IDEAS AND WORKING IN DIFFERENT WAYS  
OPEN-MINDED AND FLEXIBLE

### SELF-ASSURED

DISPLAYING SIGNS OF PHYSICAL SELF-ESTEEM

### Lesson/Session aims and objectives

To complete some English work including a typing test. To complete a questionnaire created by the 50-50 Team.

### How character skill was displayed

[Pupil] was fantastic throughout the whole session. He showed excellent adaptability and resilience by being willing to use a desk and a chair to complete his work instead of sitting on the sofa. He acknowledged during his questionnaire that he felt unsure about working at the desk but showed great character skills by being willing to adapt. A great session all round!

## SMSC AREAS

### Moral

- Moral codes and models of moral virtue

### Social

- Developing personal qualities and using social skills
- Understanding how communities and societies function

# Online Referral

Simple Online Referral  
for Schools and Organisations.

Visit [5050sync.com](https://5050sync.com) to begin the  
referral process.

The screenshot shows a web form titled "Individual Pupil Support (IPS) Programme - Referral Form". At the top, it displays the email "mr.m.snowdon@gmail.com" with a "Switch account" link and a cloud icon. Below this, it says "Not shared" with a lock icon. A red asterisk indicates a required question. The form has a purple header for the "Referrer's Details" section. The first field is "School / Organisation \*" with a text input area labeled "Your answer". The second field is "Contact Person \*" with a text input area labeled "Your answer". The third field is "Contact Telephone Number \*" with a text input area labeled "Your answer".

# Bespoke Packages

## *We provide mentoring for:*

- ✓ Pupils at risk of suspension or permanent exclusion
- ✓ Pupils experiencing Emotionally Based School Non-Attendance (EBSNA)
- ✓ Pupils with challenging behavioural needs
- ✓ Pupils involved with the youth criminal justice system
- ✓ Pupils supported by social care
- ✓ Pupils who have experienced trauma

**Bespoke Package**  
developed around the needs of  
the child.

From 2-15 hours per week



# Home Visits

The programme is built around the family and incorporates home visits according to the needs of the child.

We also develop the young person's engagement at home with their parents, carers, and siblings. The programme provides activities and resources that encourage the young person and their family to practice skills together.



Online  
Referral

Bespoke  
Packages

Home  
Visits

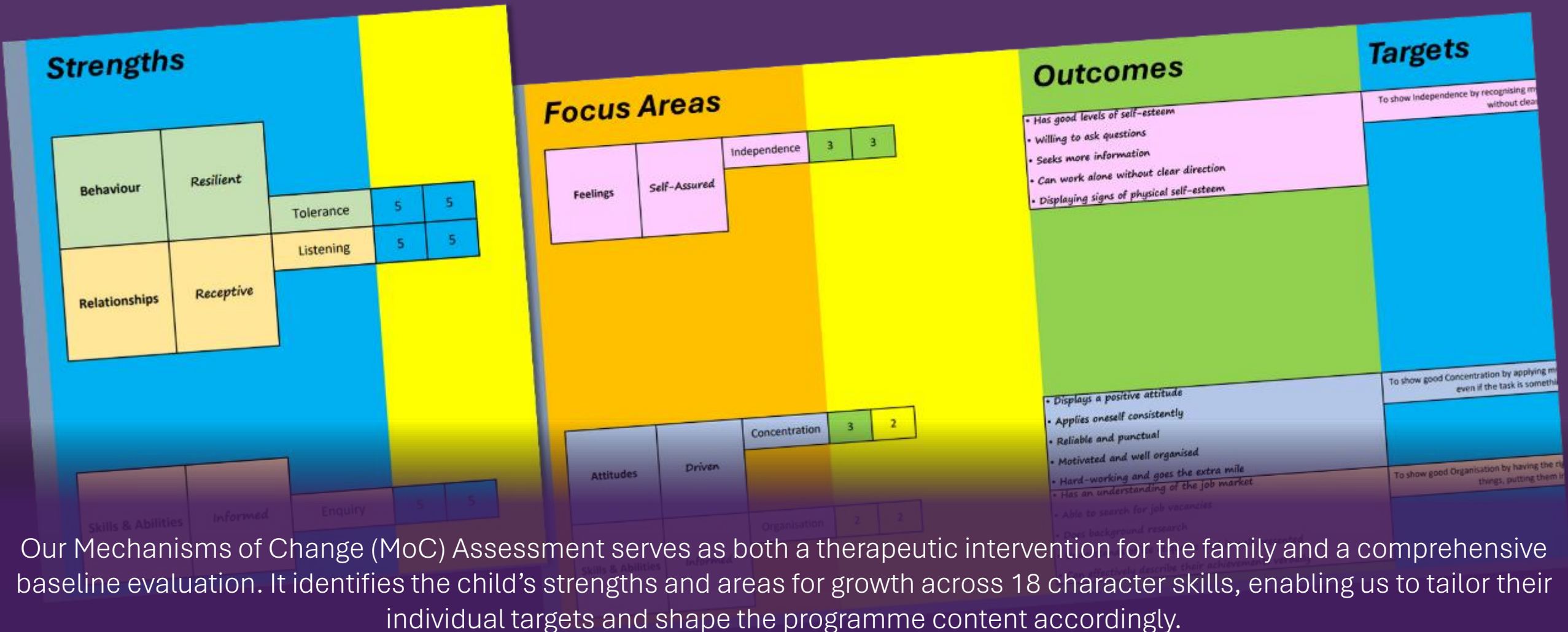
MoC  
Assessment

Programme  
Content

Online LAB  
Framework

PAD  
Journals

# Mechanisms of Change (MoC) Assessment



Online  
Referral

Bespoke  
Packages

Home  
Visits

MoC  
Assessment

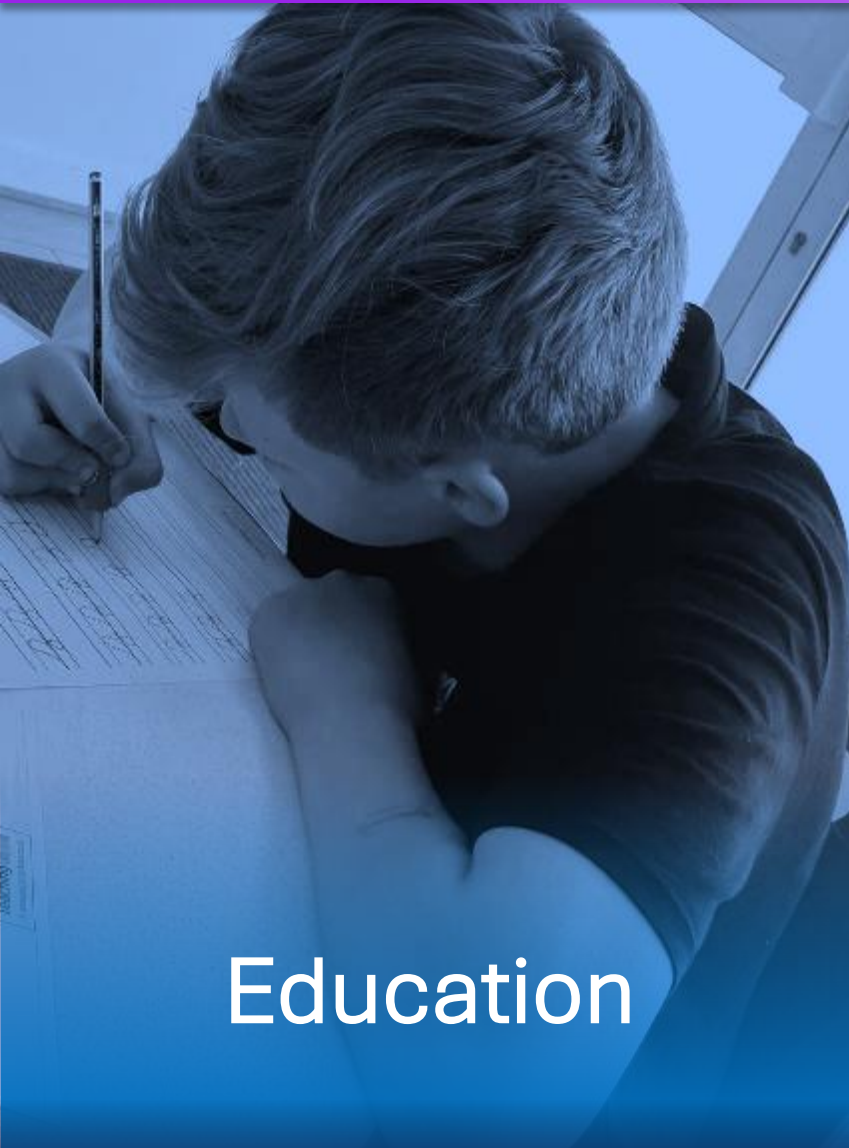
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# Programme Content



Education



Self-  
Reflection



Community  
Integration

Online  
Referral

Bespoke  
Packages

Home  
Visits

MoC  
Assessment

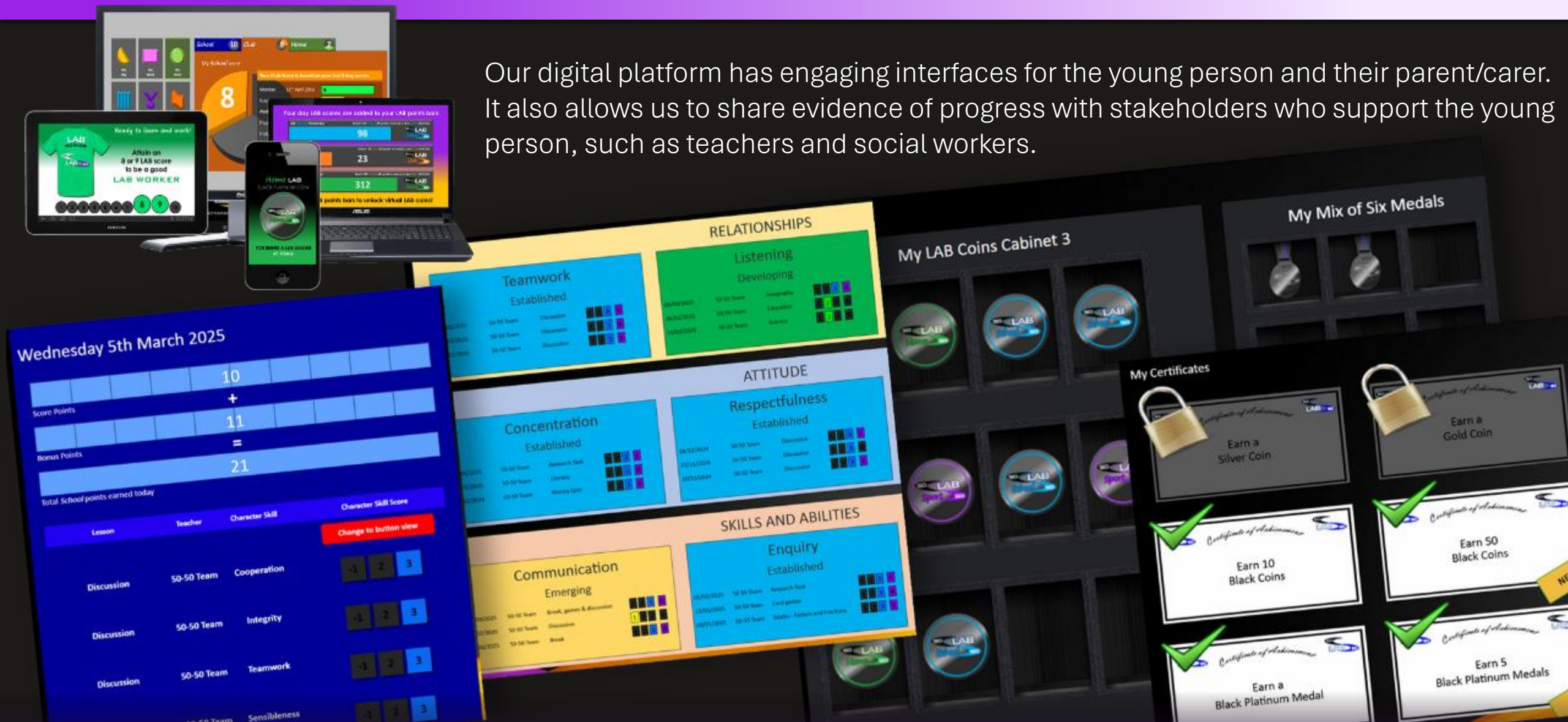
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# Online LAB Framework

Our digital platform has engaging interfaces for the young person and their parent/carer. It also allows us to share evidence of progress with stakeholders who support the young person, such as teachers and social workers.



Online  
Referral

Bespoke  
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Home  
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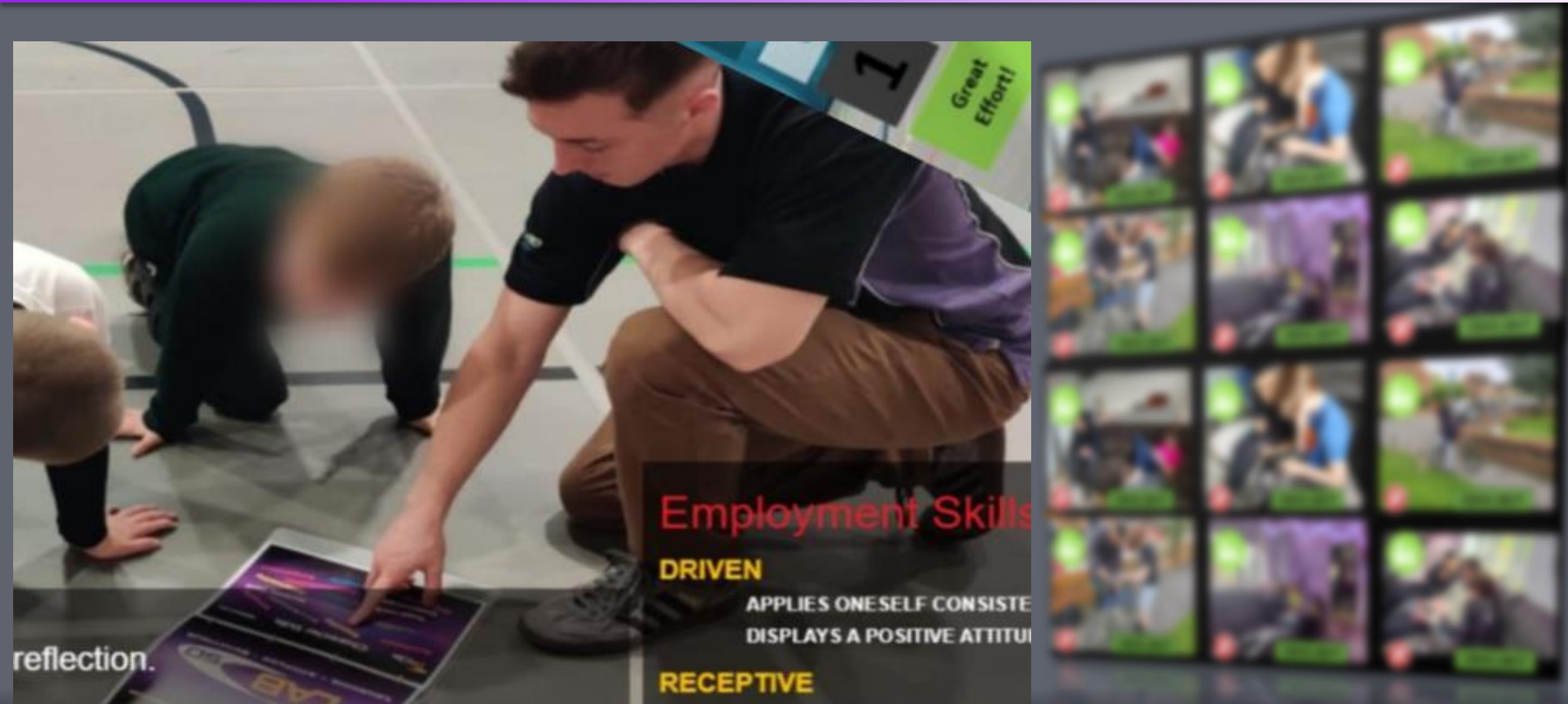
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# Profile & Attitude Development Journals



Online  
Referral

Bespoke  
Packages

Home  
Visits

MoC  
Assessment

Programme  
Content

Online LAB  
Framework

**PAD  
Journals**



**WALKING IN OUR SHOES**

**JAMES AND DILLON**





# Break

9/1/2025



# Early Years AET Training

Training dates :

AET Transitions in the Early Years	31st March 2025	9:30 - 15:00
AET Developing Toileting In the Early Years	15th May 2025	9:30 - 15:00
AET Developing Play in the Early Years	10th November 2025,	9:30 - 15:00

AET Making sense of autism in the Early Years	20th May 2025	9:30 - 15:00
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Please book via learning zone

What was most helpful about the training?

I have done previous Autism training but this training was helpful as it was specific to Early years.

It gave me more knowledge around autism and things I could do to support the child in my setting.

Handouts, information to take home and use in practice

Videos, interactive part. Discussions with peoples experiences.

# EPS Hillingdon – Schools' delivery rates / performance data

- The new EPS Traded Offer will be shared in May 2025, to encourage buy into Hillingdon EPS for 2025-2026. A total of 683 days of traded time has been bought for the academic year 2024-2025.
- Continuous close links with internal and external services: Education Improvement (Refugee Project), SAS (PINS Project), Virtual School, CDC and CAMHS.
- Remaining time is in discussions to be delivered after Easter. Ad-hocs are not possible to purchase due to capacity in EPS.
- Particularly noticeable difference between secondary and primary schools in terms of completion and progress.
- The 45% rate for secondary schools (as opposed to 66% expected) means that secondary schools are significantly behind—roughly 6 weeks of work behind. Meanwhile, primary schools are closer to their targets at 62%.



# Solutions

- ✓ **Identify the Causes:** big buy ins not always mean well discussed, well thought through casework, leaving autumn term being "slower" and summer term "busiest". This then makes it difficult for Link EPs to pace their caseload and plan accordingly the work that is required.
- ✓ **Adjust the Timeline:** It might be worth revisiting the total number of days that is really needed. Please discuss options with EPS Senior Management Team. Email: [educationalpsychologyservice@hillingdon.gov.uk](mailto:educationalpsychologyservice@hillingdon.gov.uk)
- ✓ **Focus on Priorities:** Make sure that the most critical parts of the casework, projects and training are prioritized. Secondary schools could focus on key outcomes, perhaps cutting back on less essential tasks for now.
- ✓ **Support and Resources:** if some time is not possible to deliver by end of this academic year, consider options such as:
  - 1) carry over the remaining time into new academic year;*
  - 2) use it for training staff to become MeLSA (2 days = 1 MeLSA);*
  - 3) pay back; or in some instances, lost time.*
- ✓ **Monitoring and Feedback:** Regular check-ins with your Link EP to track progress and course corrections can help avoid the gap growing any further.

# Emotional Literacy Support Assistant (ELSA) programme –

What does ELSA training focus on?

**Day 1:** Raising Emotional Literacy Awareness; Emotional Literacy in Schools  
**Day 2:** Building Resilience 1: Borba's model - Security and Affiliation  
**Day 3:** Building Resilience 1: Borba's model - Selfhood, Competence and Mission  
**Day 4:** Emotional Regulation; Social and Friendship Skills  
**Day 5:** Loss, Bereavement and Family Break-Up; Therapeutic Stories and Social Stories  
**Day 6:** Active Listening and Reflective Conversations; Afternoon Session TBC

37 new ELSA trainees from Nursery, Infant, Junior, Primary, Secondary and Specialist provisions. Delivered 3/6 sessions so far.

## What do ELSAs do?

- Help children and young people recognise, understand and manage emotions to increase success
- Plan and deliver individual and/or small group support programmes
- Receive training and supervision from Educational Psychologists (EPs)

Feedback from training so far:

looking forward to implementing some of the interventions

Really enjoying the course! Lots of 'food for thought'

So far the course has given me more confidence in my role when supporting vulnerable students

This course will help develop us think differently and positively.

Listening to others and getting ideas and tips from them

It was broken down into sections and explained really well

the link between emotions and behaviour will guide me in creating a supportive environment

# Mediating Learning Support Approach (MeLSA)

*"it's a new way of looking at learning" that can "just change your whole method of teaching"*

<b>1. Diverse Learning Needs</b> <ul style="list-style-type: none"><li>Equips LSAs with <b>adaptive strategies</b></li><li>Supports inclusive classrooms</li></ul>	<b>2. Limited resources &amp; time</b> <ul style="list-style-type: none"><li>Enhances LSA <b>efficiency</b></li><li>Develops student independence</li></ul>
<b>3. Measuring Progress</b> <ul style="list-style-type: none"><li>Offers <b>assessment frameworks</b></li><li>Tools for monitoring growth</li></ul>	<b>4. Implementing Effective Interventions</b> <ul style="list-style-type: none"><li>Provides <b>evidence-based strategies</b></li><li>Enhances intervention planning and delivery</li></ul>

*"rather than constantly calling on an EP to come in and assess and having this major waiting list . . . having a MeLSA at school is very much like a middleman . . . it's going to be so helpful to start assessments"*



SEND  
Education  
Advisor –  
Caroline Ryder



- **Aim High-** our new SEND youth forum – gives a voice for young people to support change [Aim High - Hillingdon SEND youth forum | Hillingdon Directory](#)
- **Co-production charter** to be launched in Summer term with an agreement for all services to sign up
- **Inclusion Pathways: Empowering Early Education for All-** EY SEND pilot project- multi-professional team offering targeted support package working with EY in schools & PVI to collaborate together on improving SEND in Early Years.



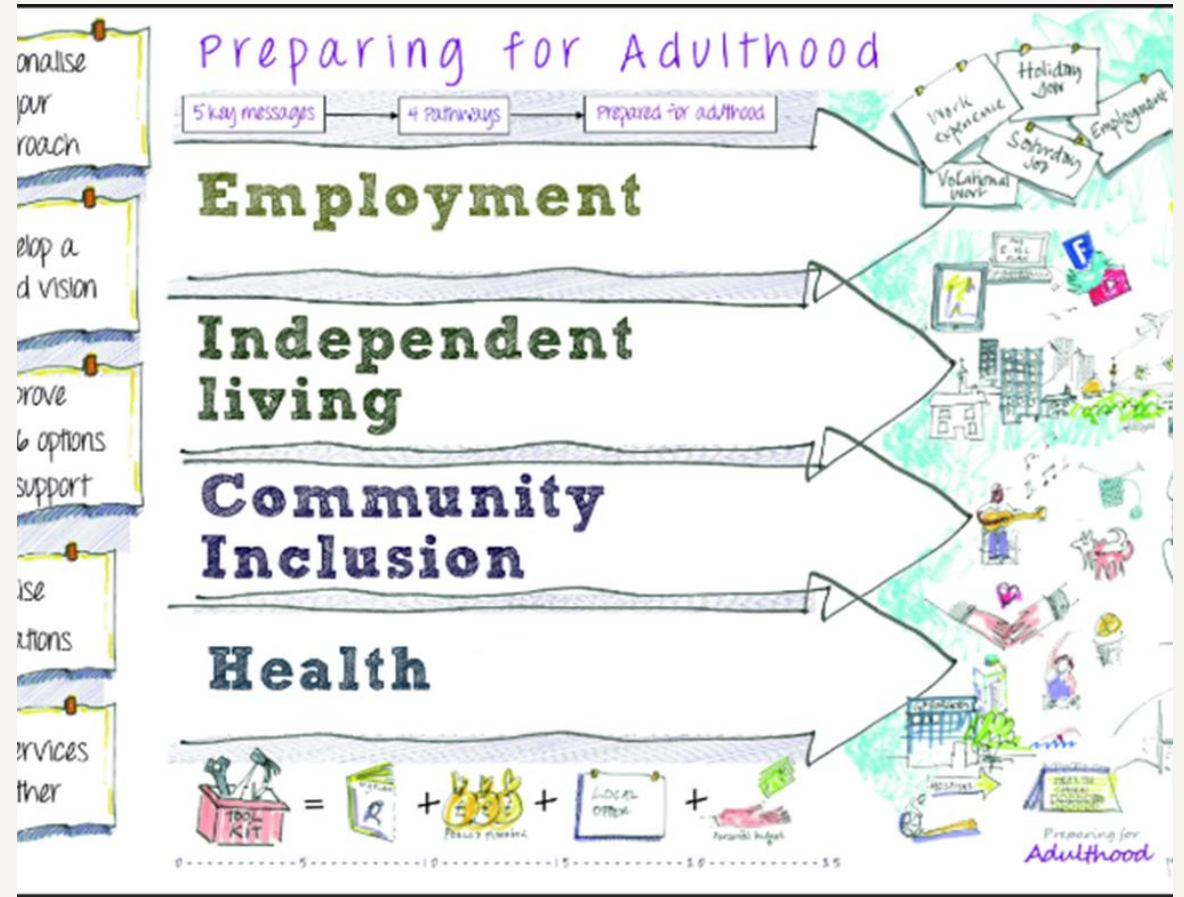


# Professional development PFAEY project

6 schools completed the project by identifying areas of practice to review and focus on developing with training provided by Nasen

## Looking at how to improve focus on PFA from Early years onwards

Laura from William Byrd to tell you  
about their project .....



# William Byrd PFAEY Project

## *Exposure to Careers*



**William Byrd**  
PRIMARY ACADEMY



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**Our PFAEY project has focused on the idea of exposing pupils to a wide variety of careers and teaching them the pathways to get into them.**







	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Careers through Curriculum, PSHRE and trips</p> <p>Science History Geography PSHRE/Trips</p>	<ul style="list-style-type: none"> <li>Nurse</li> <li>Firefighter</li> </ul>	<ul style="list-style-type: none"> <li>Shopkeeper</li> <li>Police Officer</li> <li>Dentist</li> <li>Doctor</li> <li>Post office</li> <li>Bus driver</li> </ul>	<ul style="list-style-type: none"> <li>Teacher</li> <li>Receptionist</li> <li>Ecologist</li> <li>Gardener</li> <li>Taxi Driver</li> <li>Pilot</li> </ul>	<ul style="list-style-type: none"> <li>Train operator</li> <li>Hairdresser</li> <li>Monarchs</li> <li>Member of Parliament</li> <li>Tour Guide</li> <li>Nurse</li> <li>Coastguard</li> <li>Farmer</li> </ul>	<ul style="list-style-type: none"> <li>Cook/Chef</li> <li>Meteorologist</li> <li>Florist</li> <li>Palaeontologist</li> <li>Carer</li> <li>Landscaper</li> <li>Curator</li> </ul>	<ul style="list-style-type: none"> <li>Contractor</li> <li>Plumber</li> <li>Paramedic</li> <li>Pharmacist</li> <li>Journalist</li> <li>Actor/Director/Designer</li> <li>Archivist</li> <li>Biologist</li> <li>Architect</li> </ul>	<ul style="list-style-type: none"> <li>Engineer</li> <li>Accountant</li> <li>Barrister</li> <li>Electrician</li> <li>Astronaut</li> <li>Rides Operator</li> <li>Security</li> <li>Maintenance</li> <li>Activist</li> </ul>	<p>Children do independent career research based on interest and look into salaries and education pathways.</p> <ul style="list-style-type: none"> <li>Graphic designer</li> <li>Software developer</li> <li>Customer service agent</li> <li>Advertiser</li> <li>Social Media Manager</li> <li>Social Worker</li> <li>Activist</li> </ul>
Careers based on class names	<ul style="list-style-type: none"> <li>Children's authors (James Campbell)</li> </ul>	<ul style="list-style-type: none"> <li>Children's authors (Michael Rosen, Julia Donaldson, Oliver Jeffers)</li> </ul>	<ul style="list-style-type: none"> <li>Visual artists and sculptors (Frida Kahlo, Claude Monet, Barbara Hepworth)</li> </ul>	<ul style="list-style-type: none"> <li>Women in Science – astronaut, <u>paleontologist</u>, nurse (Mary Anning, Mary Seacole, Katherine Johnson)</li> </ul>	<ul style="list-style-type: none"> <li>Engineer, Physicist, Mathematician (<u>Isambard</u> Kingdom Brunel, Isaac Newton, Michael Faraday)</li> </ul>	<ul style="list-style-type: none"> <li>Sports professionals in running, Paralympic swimming and Cricket (Mo Farah, Ellie Simmonds, <u>Sachin</u> Tendulkar)</li> </ul>	<ul style="list-style-type: none"> <li>Chemist, Mathematician, Physicist (Katherine Johnson, Marie Curie, Stephen Hawking)</li> </ul>	<ul style="list-style-type: none"> <li>Authors, playwrights and poets (Michael Morpurgo, Maya Angelou and William Shakespeare)</li> </ul>

Religious leaders that pupils will meet			Reverend/Priest	Gyani	Rabbi	Hindu Priest	Imam	Abbott
Artists they learn about in art		Picasso, Kandinsky Mondrian, Van Gogh, Angie Lewen, William Morris	Freida Kahlo, Kurt Schwitters and Van Gogh	Paul Cezanne, John Ruskin, Georgia O'Keefe	M. Cardew, Hamish Mackie, Jenny Urquhart	Gwen John, Morris Norvin, Andy Warhol	Peter Thorpe, Henri Rousseau, Picasso	Yinka Shonibare, Banksy, Ankur Patar
Application Skills					Job application	Job application CV	Job application CV Interview Skills	Job application CV Interview skills Cover Letter
Education Pathways							Children will research educational pathways that lead to careers	Children will research educational pathways that lead to careers
Money Management and Enterprise		Enterprise: Reception cake sale	Bank of England: Money and Me	Bank of England: Money and Me	Bank of England: Money and Me	Heathrow B.E.E. Workshop: Sweets Enterprise  Bank of England: Money and Me	Barclays travelling roadshow – money management	Year 6 Enterprise: Christmas Market
		Buying goods from co-op					(budgeting and coding)	Barclays travelling roadshow – money management (budgeting and coding)
SUMMER 2: CAREERS WEEK								

**Our Careers Week will go from Monday 30<sup>th</sup> June to Friday 4<sup>th</sup>!**

**Monday-Wednesday afternoons will include workshops and talks from visitors of varying careers,**

**Thursday and Friday afternoon will include money management workshops and educational pathways research (UKS2)**

**Children will get a multitude of opportunities to reflect on what they've learned through a careers passport (pending) which will go into their Personal Development folders**



Want to speak at an exciting careers week or know someone with an interesting career? Sign up here!



Our first step in ensuring our child with most significant need are included in Careers Week, we will be having small group sessions with members of the community who they may encounter and who keep them safe e.g. doctor, firefighter



## Careers and Life Skills for All – SEND

<b>My Independence Self Help Life Skills</b>	Anticipating key actions during learnt routines eg lifting foot to put on shoe  Sense of belonging  Reinforce structure and routines between home and school	Accepting support around self-help and personal care needs  Following a sequence in a <u>self care</u> routine and increasing independence in one step within the routine  Use the <u>velcro</u> on their shoes  Hang their coat up	Distinguish between edible and inedible foods  Wash hands after nappy change  Wash hands before food	Developing independence around everyday routines including <u>meal times</u> , handwashing and dressing  Taking their coat off  Take their shoes off	Increased independence by beginning to manage some aspects of <u>self help</u> skills  Putting their coat on  Put their shoes on	Reduce support, where appropriate, with everyday routines including <u>meal times</u> , handwashing and dressing  Make a choice – snack  Communicates they need to use the toilet through gesture, sign speech or visual

Any questions?



# Feedback





# Thank you