



WELCOME

INCLUSION NETWORK

FOR EDUCATION

October 2024

Housekeeping



Fire Alarm



Toilets



Time Keeping



Confidentiality



Be Respectful



Ask Questions



Share Ideas



Devices Away

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.



Agenda

12.30 – 12.45pm - Networking / soft start

12.50 – 1.00pm - SIS (Specialist Inclusion Service) updates

1.00 - 1.10 pm – SAS updates

1.10 - 1.25pm - Minet Primary School

1.25 - 1.40pm - Barnhill Secondary

1.45 – 2.00pm - Meadow

2.05 -2.15pm - Break

2.20 - 2.35pm - SEND Team updates

2.40 - 2.55pm - EP updates

3.00 - 3.15pm - Co-production

3.15 - 3.30pm Networking

Ingrida Stankeviciene
Principal EP (PEP)
Lead for Specialist Inclusion Service (SIS: EPs SAS & EHCP+)



SAS Team Manager
Sharon Gill
sgill@hillingdon.gov.uk

Senior SEND Advisor
Sandy Atwal
satwal@hillingdon.gov.uk

Senior SEND Advisor
VACANT

Senior Practitioner (Sensory)
Alexander Juriansz
ajuriansz@hillingdon.gov.uk

Senior Practitioner (Keyworking)
Simmi Virdee
svirdee1@hillingdon.gov.uk

Early Years SEND Advisor
Lesely Kodia
lkodia@hillingdon.gov.uk

Language Specialist
Heather Casey
hcasey@hillingdon.gov.uk

Qualified Teacher of the Deaf
Danielle Lee
dlee@hillingdon.gov.uk

Visual Impairment Specialist
Teacher
Sara DiCiancia
sdiciancia@hillingdon.gov.uk

SEND Key Worker
Angela Upjohn
aupjohn@hillingdon.gov.uk

Early Years SEND Advisor
Kirsty Adams
kadams@hillingdon.gov.uk

ASD Specialist Advisor
Charlotte Kemp
ckemp@hillingdon.gov.uk

Qualified Teacher of the Deaf
Jamie Anderon
janderton@hillingdon.gov.uk

Visual Impairment Specialist
Teacher
Harry Cox
hcox@hillingdon.gov.uk

SEND Key Worker
Victoria Franklin
vfranklin@hillingdon.gov.uk

Early Years SEND Advisor
Parveen Bagha
pbagha@hillingdon.gov.uk

ASD Specialist Advisor
Rupal Dattani
rdattani@hillingdon.gov.uk

Qualified Teacher of the Deaf
Sarah Hart
shart@hillingdon.gov.uk

Visual Impairment Assistant
Rosina Salmon
lrsalmon@hillingdon.gov.uk

SEND Key Worker
Molly Crawley
mcrawley@hillingdon.gov.uk

Early Years SEND Advisor
Nicola Baker
nbaker@hillingdon.gov.uk

ASD Specialist Advisor
Sophia Abdel
sabdel@hillingdon.gov.uk

Hearing Impairment Support
Specialist
Norell Steven
nsteven@hillingdon.gov.uk

SEND Key Worker
Clover Hazlewood
chazlewood1@hillingdon.gov.uk

ASD Specialist Advisor
Alison Painter
apainter@hillingdon.gov.uk

SEND Key Worker
Laura McGoldrick
lmcgoldrick@hillingdon.gov.uk

ASD Specialist Advisor
Cheryl Tirahan
ctirahan@hillingdon.gov.uk

Key Updates:

- All the SAS mailboxes (sensory, inclusion and key working) have been combined into one new central mailbox called sasadmin@hillingdon.gov.uk
- All SAS training is now available on learning zone
- The ESF is currently undergoing a review to ensure its alignment with the new top-up funding model



Termly Planning Meetings	Total:
Primary Schools	36
Secondary Schools	3

September 2024	Total:
Referrals	45
Accepted Referrals	42
ESF	10
Accepted ESF	4

Sept Training	No. of attendees
Autism & Girls	15
Vision Impairment Awareness	5
Communication & Behaviour parent workshop	7
Intro to SLCN	8
AET Making sense of autism	2

Minet Infant & Nursery school

Personalised Planning

Sarah Dolan



School context

Minet Infant & Nursery school:

- 4 form entry Infant & Nursery school.
- 480 pupils
- 87% EAL
- 72% of pupils red on Language link (YR 2024)
- 87 pupils on the SEN register
- Currently 14 pupils with an EHC in place and 4 pending.
- B-Squared in place to support teachers with personalised objectives for pupils that are making smaller steps of progress.
- Adjusted OAP to include a Minet Infant school non-negotiable list:
 - Colourful Semantics
 - Personalised planning
 - Now and Next boards
 - Visual support for all lessons (Widgit online)
 - Carry over work from SALT/OT/Physio




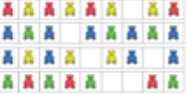
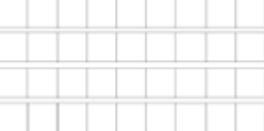



Personalised Timetable

	8.30 – 8.50	8.55 – 9.05	9.05 – 9.40	9.40-10.40		10.40– 11.00	11.00 – 12.00	12.00– 12.45	12.45 – 1.15	1.15-2.00	2.00-2.50	2.50 – 3.10
Mon	Soft Start and Register Readers (TA)	SENSORY ROOM	ENGLAND CLASS Music time with specialist (9.05 to 9.30) 9.30 to 9.45 Bucket time	9.45 – 10.15 Music lesson in class	10.15 – 10.40 WORKSTATION Personalised planning	Break	WORKSTATION English– see weekly personalised planning	Lunch	Hand control activity	ICT / Library	Maths see weekly personalised planning	Story time
Tue		SENSORY ROOM	ENGLAND CLASS Bucket time	PE with Ryan / Gross Motor Skills		Break	WORKSTATION IEP time English– see weekly personalised planning	Lunch	Hand control activity till 1	WORKSTATION IEP time then Mathematics – see weekly personalised planning	Science see weekly personalised planning then construction	Story-Time
Wed		SENSORY ROOM	ENGLAND CLASS Bucket time Phonics	WORKSTATION IEP time then Mathematics – see weekly personalised planning		Break	WORKSTATION IEP time then English– see weekly personalised planning	Lunch	Hand control activity	WCR (nursery Rhymes) then sand tray	DT / Art 1.45 - 3.00 see weekly personalised planning Thera putty	Get ready for home time
Thu		SENSORY ROOM	ENGLAND CLASS Bucket time	WORKSTATION IEP time then Mathematics – see weekly personalised planning		Break	WORKSTATION IEP time then English– see weekly personalised planning	Lunch	Hand control activity	1.15 – 2.15 Cooking session ENGLAND CLASSROOM	Geog / History see weekly personalised planning 2.30 Dog Reading	Story-Time
Fri		SENSORY ROOM	ENGLAND CLASS Bucket time	ENGLAND CLASSROOM IEP time then Mathematics – see weekly personalised planning		Break	ENGLAND CLASSROOM IEP time then English– see weekly personalised planning	Lunch	WCR (nursery Rhymes) Then Hand control activity	1.15 – 2.15 Gross Motor Activity Time (parachute games) ENGLAND CLASSROOM	PHSE – emotions / social story Peg boards	Story-Time

Group sessions

Cooking
Educational visits
(splash park, park, soft play)
Gross motor
Music

Personalised Planning - Year One

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Bank Holiday	 <p>Use this sheet to match the actual compare bears on the sheet.</p>	 <p>Have the compare bears (use the colours on the sheet) Place them on the sheet. Find the missing compare bear to complete the pattern</p>	 <p>Have this blank sheet. Say a pattern e.g. put the red bear first, then blue, then red, then blue etc.</p>	 <p>Have these colours out and they colour the pattern.</p>
English		Use the transport tub and name each item. Then match sheet – jigsaw. This can then be stuck in book	Use the clothes <u>tub</u> and name each item. Then match sheet **Try to cut clothes himself	Use the <u>animals</u> tub and name each item. Then complete animal cutting sheet.	Use the food <u>tub</u> and name each item. Then match sheet
Topic		<p>ART:</p> <p>Open up the large rolls of paper and cover the table / bench outside. Give a selection of markers – mark make together.</p>	<p>Science:</p> <p>Use this time to play turn taking games such as the connect 4</p> <p>Then gross motor skills – take to the playground and use climbing frame</p>	<p>Geography: weather</p> <p>Make paper snowflakes</p> 	<p>PHSE</p>  <p>Name family members, then each week make a lollypop person. Week 4 – sibling</p>

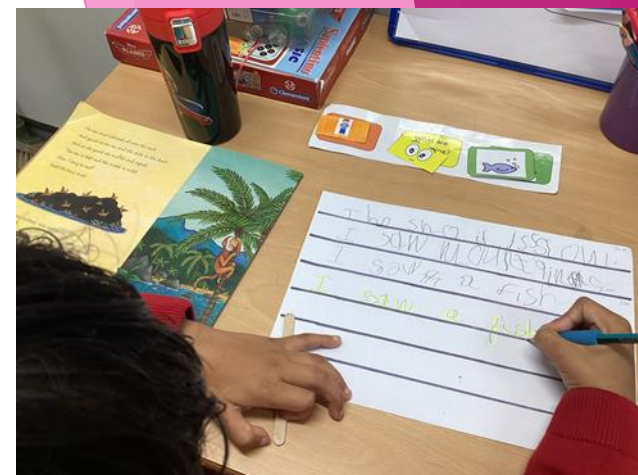
Termly outside agency targets

SALT	<ul style="list-style-type: none"> For Child A to have joint attention with an adult for 5 minutes during an Intensive Interaction session 80% of the time. For Child A to be able to follow single step instructions, e.g. Child A sit down, with adult support (e.g. gestures) 70% of the time.
OT	<ul style="list-style-type: none"> Follow 2 consecutive activities. Independently complete the sequence of the toilet routine. Hold a pencil with a pencil grasp.
IEP	<ul style="list-style-type: none"> Child A to trace the letters in his <u>name</u>. Child A to match numbers to <u>numerals</u> to 10. Child A to use kind hands when interacting with peers both inside and outside the classroom.



Personalised Planning - Year Two

	Monday – Activity with friends	Tuesday – singing assembly	Wednesday - Assembly	Thursday - Activity with friends	Friday – Assembly
AM English	Writing words and letters in sand. A B C	<i>Practise letter formation of the capital letters A B C</i>	<i>Practise writing <u>cvc</u> words on strip.</i>	<i>In class: Practise letter formation of the capital letters.</i>	<i>Practise writing. Words starting WITH all on the end. Ball, hall ...</i>
Lunch: 12:00	Colourful semantics – simple sentences (3 parts) In class: read a book with LSA. (Book bag book or library)	Colourful semantics – simple sentences (3 parts) In class: read a book with LSA. (Book bag book or library)	Colourful semantics – simple sentences (3 parts) <i>Trace the sentence on a whiteboard.</i>	Colourful semantics – simple sentences (3 parts) <i>Trace the sentence on a whiteboard.</i>	Colourful semantics – simple sentences. <i>Trace the sentence on a whiteboard.</i> In class: read a book with LSA. (Book bag book or library)
Maths	Subtraction – Use manipulatives and subtraction strip with dienes. Only numbers up to 10. Target: Solves number problems involving the addition and subtraction of single-digit numbers up to 10 (PKSS)	Subtraction – Use manipulatives and subtraction strip with dienes. Only numbers up to 10. Target: Solves number problems involving the addition and subtraction of single-digit numbers up to 10 (PKSS)	Subtraction – Use manipulatives and subtraction strip with dienes. Only numbers up to 10. Target: Solves number problems involving the addition and subtraction of single-digit numbers up to 10 (PKSS)	Recap day of concepts so far – money, ordering patterns, shapes recognition, adding	Subtraction – Use manipulatives and subtraction strip with dienes. Only numbers up to 10. Target: Solves number problems involving the addition and subtraction of single-digit numbers up to 10 (PKSS)
Task after work:	Schema – Enveloping/enclosure	Schema – transporting	Schema – transporting	Schema – rotating	Schema – Enveloping/enclosure
Schemas	Link to weather. Show pictures of weather. Wrapping and unwrapping a teddy or himself	Jumping on and off. Throwing hula hoops.	Jumping on and off. Throwing hula hoops.	Jumping on and off logs Rotating tyres Spinners – SEN room	Link to weather. Show pictures of weather. Wrapping and unwrapping a teddy or himself
Additional	Fine motor – cutting practise.	Sensory room Bucket time	Sensory room Fine motor	Bucket time	Bucket time



Target included to reflect B-Squared objectives

Children's schemas taken into consideration and planned into their day

Enrichment - personalised timetable



	8.30 – 8.50	8.55 – 9.05	9.05 – 9.40	9.40-10.40		10.40– 11.00	11.00 – 12.00	12.00– 12.45	12.45 – 1.15	1.15-2.00	2.00-2.50	2.50 – 3.10
Mon		SENSORY ROOM	ENGLAND CLASS Music time with specialist (9.05 to 9.30) 9.30 to 9.45 Bucket time	9.45 – 10.15 Music lesson in class	10.15 – 10.40 WORKSTATION Personalised planning	Break	WORKSTATION English– see weekly personalised planning	Lunch	Hand control activity	ICT / Library	Maths see weekly personalised planning	Story time
Tue		SENSORY ROOM	ENGLAND CLASS Bucket time	PE with Ryan / Gross Motor Skills		Break	WORKSTATION IEP time English– see weekly personalised planning	Lunch	Hand control activity till 1	WORKSTATION IEP time then Mathematics – see weekly personalised planning	Science see weekly personalised planning then construction	Story-Time
Wed		SENSORY ROOM	ENGLAND CLASS Bucket time Phonics	WORKSTATION IEP time then Mathematics – see weekly personalised planning		Break	WORKSTATION IEP time then English– see weekly personalised planning	Lunch	Hand control activity	WCR (nursery Rhymes) then sand tray	DT / Art 1.45 - 3.00 see weekly personalised planning Thera putty	Get ready for home time
Thu		SENSORY ROOM	ENGLAND CLASS Bucket time	WORKSTATION IEP time then Mathematics – see weekly personalised planning		Break	WORKSTATION IEP time then English– see weekly personalised planning	Lunch	Hand control activity	1.15 – 2.15 Cooking session ENGLAND CLASSROOM	Geog / History see weekly personalised planning 2.30 Dog Reading	Story-Time
Fri		SENSORY ROOM	ENGLAND CLASS Bucket time	ENGLAND CLASSROOM IEP time then Mathematics – see weekly personalised planning		Break	ENGLAND CLASSROOM IEP time then English– see weekly personalised planning	Lunch	WCR (nursery Rhymes) Then Hand control activity	1.15 – 2.15 Gross Motor Activity Time (parachute games) ENGLAND CLASSROOM	PHSE – emotions / social story Peg boards	Story-Time



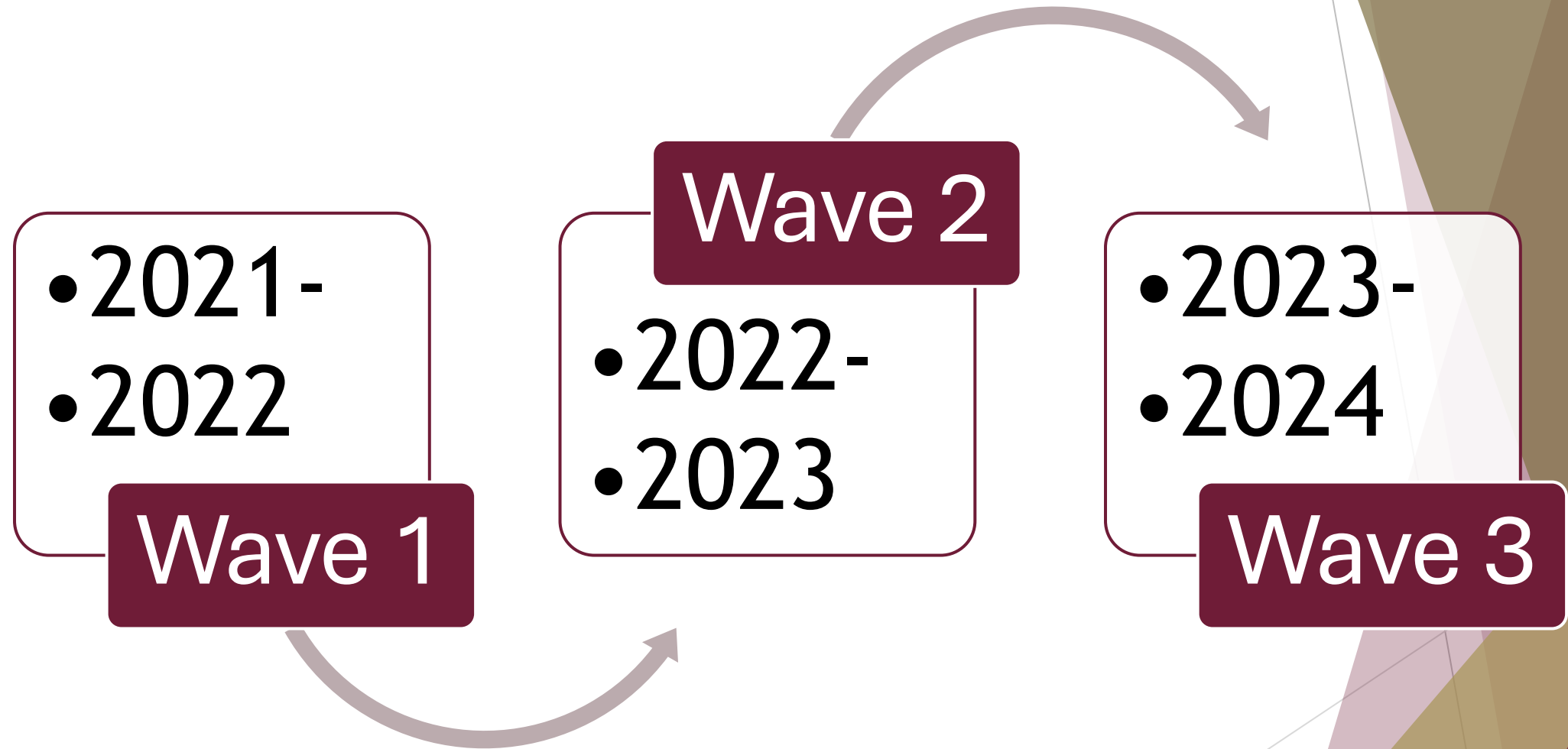
OUR JOURNEY TO OUTSTANDING...

Barnhill Community High School SEND
team

Claire Gibbons - SENCO



'Our vision is for the educational experience of learners with SEND to be consistently as good as it is for learners without SEND'



Year 1 - First Wave

Assess

- Staff did not know their students.
- SEND register was not accurate and did not reflect need.

Plan

- Overhaul and ensure SEND register reflected need in Barnhill.
- Improve staff knowledge of SEND learners and their barriers to learning.

Do

- Overview of SEND register so there was a narrative behind each student.
- Introduce Learning Profiles, Red Folders, Full Cohort Screening and undertake Learning Walks and Work Scrutiny.

Review

***Ensure all good practice is embedded within the fabric of Barnhill.
Meeting the needs of all students is the responsibility of all teachers.***

Year 2 - Second Wave

Assess

- Interventions need to meet need and Section F of EHCPs and complex needs of the SEND cohort
- Need for enhanced staff training to ensure QFT is consistently meeting the need of SEND learners in the classroom.

Plan

- External review of department to identify strengths and challenges.
- Enhanced staff training to ensure QFT is consistently meeting the needs of all SEND learners.
- Collaboration with DHT for curriculum.

Do

- Joined WESEND/Evaluate My School – targets set for self evaluation.
- CPD built into school calendar.
- TAs undertake a wide range of internal and external training to support and deliver a wide range of alternative provisions.

Review

Whilst students made good progress with alternative provision and the classroom, SEMH was identified as a priority need and one that was not consistently being identified and met.

Year 3- Second Wave

Assess

- Assess SEMH – under-represented in SEND register.
- Are mixed ability sets meeting the needs of all students?

Plan

- Devise criteria for students to be placed on SEMH register and gather the necessary information.
- Termly plan for curriculum deep dives.
- Enhance SSP by increasing department and wider school communication.

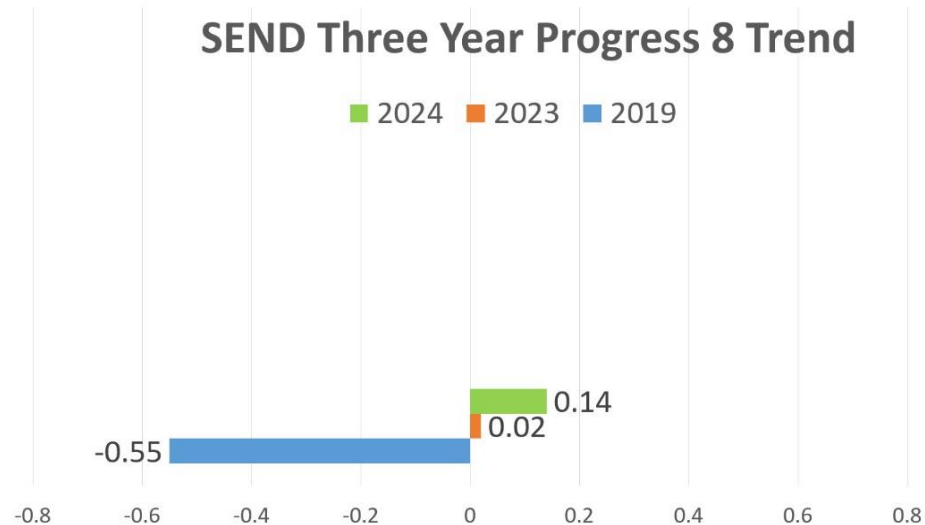
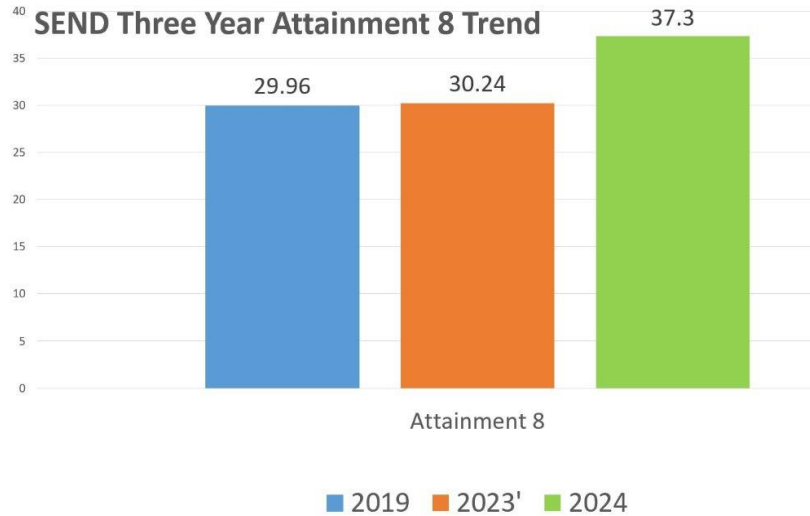
Do

- Worked with pastoral/mentoring team to create SEMH register.
- SEND on agenda for every department meeting and SENCO presence at SLT meetings.
- Undertake strategic analysis of weekly meetings to discuss and update SSP of all SEND students.

Review

SEND register now more reflective, accurate and informed. Alternative provision enhances students progress within lesson and wider school.


Year 4 - Reflections and Next Steps...



For this year our priorities are:

- To engage in Hillingdon's Inclusion Commitment programme.
- Collaboration across the Trust - increased consistency for SEND learners through sharing good practice.
- Outreach - sharing knowledge and good practice within the Borough.
- Presence at LBH SEND/Working Parties
- One page overview of SEND interventions to increase staff understanding behind implementation of interventions and to share transferrable skills.
- Reduce SEND Fixed Term Sanctions.

What we introduced to get where we are today.

Student Learning Profile				
Student Details and Data				
Name:	N.G			Things you NEED to know <ul style="list-style-type: none"> N.G cannot do contact sport. N.G cannot climb stairs and must use the lift. N.G wears a back brace and will wear trainers and joggers to school. Things you MUST do <ul style="list-style-type: none"> Allow N.G to leave class 5 mins early. Check for understanding. Be aware of N.G during a fire alarm.
Year/Form:	7J			
SEN Stage:	K			
SEN Need:	PD/SLCN/ASD			
Reading Age:	SS: 93			
Other results:	KS2: LPA			
Student Profile <p>N.G has 2 metal rods in his back and wears a back brace. N.G handles this well, however, <u>cannot</u> do contact sport, climb stairs up and down, sit on a chair that does not have back support (e.g. science tech room stools) or sit on the floor.</p> <p>N.G <u>must</u> use the lift from floor to floor and has a pass allowing him to do this and leave the classroom 5 minutes early. N.G will not go to line-ups for lessons if the lesson is not on the ground floor. N.G will wear black joggers and trainers to school <u>everyday</u> and should be allowed to wear these for PE and just change the top half of his clothes.</p> <p>The back brace can make N.G over heated therefore please allow him to remove his blazer if needed. N.G can get tired easily and may need time to sit down during PE lessons.</p> <p>N.G also has a diagnosis of ASD, however handles any concerns around this well. He is a very sociable boy who works and tries hard.</p> <p>ALWAYS call home if N.G has had a fall in any way.</p>				
Student Targets <ul style="list-style-type: none"> To settle into Barnhill and ensure he is able to navigate travelling from lesson to lesson. To ensure he speaks up and informs a member of staff if any concerns. 				
Current Interventions <p>Nurture Transition Tutor Group (7J)</p>				
Strategies to support <ul style="list-style-type: none"> Allow rest time if needed. Allow processing time Visuals to support learning Discreetly support his needs, both physical and academic. Check for understanding. 		What to avoid <ul style="list-style-type: none"> N.G does not want to appear different from his peers. 		
Teacher's Notes:				
Assessed by:	AMA	Review:	Termly	

- Learning Profiles
- Red Folders
- SEND Labs
- Yearly Y7 cohort full screening
- Y7 Nurture Transition Tutor Group
- SEN support plans
- EHCP Communication logs
- SEND Pre-Transition day

The above and further things we have actioned are elaborated on further in the handout booklet.

MEADOW HIGH SCHOOL

Phase Transfer 2025 and beyond...

OUR PUPILS

Pathway 1

- Age equivalent of 3–5 years old
- Working at Reception–Year 1 level for English and Maths, without support.
- Developing a functional communication system



OUR PUPILS



Pathway 2

- Age equivalent of 5–8 years old
- Working at Year 2 level for English and Maths, without support
- Able to work in small group with elements of independent learning
- Likely to have delayed communication strategies.



CURRICULUM

Pathway 1

- Pupils in Pathway 1 are supported by a more consistent staff team with class-based learning, allowing for more consistent structures and routines to be in place to support learning and sensory regulation. We embed opportunities for socialisation, communication and Independence in all curriculum areas.
- Follow the full National Curriculum but individualised to have a self-help and life skills focus embedded throughout.
- Some pupils access Entry Level Maths, English and Duke of Edinburgh qualifications.



CURRICULUM

Pathway 2

- Pupils in Pathway 2 move from lesson to lesson across the school day to access subject specialist teaching. These pupils are supported by class TAs, SCERTS approaches such as transactional supports and a Form Tutor who really gets to know the individual pupils' needs.
- Pupils follow the full National Curriculum, as they progress through the school they increasingly access subject specialist teaching. All Key Stage 4 and 5 pupils have access to 'options', which consist of a range of like skills, vocational and some accreditation based options.
- Pupils have opportunity to gain Entry Level or Functional Skills Maths, English and Science qualifications, Vocational Qualifications such as horticulture, hairdressing NVQs, sports and dance leadership qualifications and many others...



EXPECTED OUTCOMES

Life Beyond Meadow	Pathways to success	Pathway 1	Pathway 2
	Decision making	Support to advocate for themselves	Support to advocate for themselves in certain circumstances
	Living	Supported living with limited independence skills	Supported independent or semi-independent living
	Relationships	Able to form and continue relationships with support	Able to form relationships independently and continue them with support
	Travel	Ability to access the community safely with support	Independent traveller to school / familiar places
	Money	Will need a high level of support	Supported to manage their own finances
	Literacy	Will need a high level of support	Will require some support with forms and applications
	Communication	May need support to communicate	An effective communicator in most situations
	Destinations	Specialist 19-25 provision	Supported internships / Employment / Project Search



SUGGESTIONS TO SUPPORT THE TRANSITION FROM PRIMARY TO SECONDARY



Provision

Opportunities to work in a classroom setting with peers-

- In a class of 30
- In a small group setting
- In a small class of similar ability peers
- In a SEN class setting



SUGGESTIONS TO SUPPORT THE TRANSITION FROM PRIMARY TO SECONDARY

Resources

Visuals aid:

- Visual timetable
- Now and Next board
- Objects of reference
- Signs and symbols

Access to SALT and OT support and recommendations to be implemented
e.g. ear defenders



CONCERNS- PUPILS WHO CAN STRUGGLE TO TRANSITION TO OUR ENVIRONMENT

- Pupils who are only educated in a 1:1 setting with no access to social and recreational time with peers
- Pupils on significantly reduced timetables for long periods of time
- Pupils who display high level of dependency on their supporting adults
- Pupils not accessing routine forming activities in school, such as lunchtimes, assemblies etc.
- Pupils who have a primary need other than a learning need.



Break

9/1/2025





SEND Team

PRIMARY TEAM (0-Yr 6)



Role	Name	Email	Mobile
SEND Team Manager – Primary	Danielle Roberts	droberts2@hillingdon.gov.uk	07707279493
Senior Education Health Care Co-Ordinator (0-Year 8)	Hannah Akhtar	Hakhtar@hillingdon.gov.uk	07753 431 466
Education Health Care Co-Ordinator (EHCCO)	Farahat Majeed	fmajeed@hillingdon.gov.uk	07939 959795
Education Health Care Co-Ordinator (EHCCO)	Michael Woods	mwoods@hillingdon.gov.uk	
Education Health Care Co-Ordinator (EHCCO)	Emma Raeburn	eraeburn@hillingdon.gov.uk	07933399344
Education Health Care Co-Ordinator (EHCCO)	Leena Sykes	lsykes@hillingdon.gov.uk	07753 458146
Education Health Care Co-Ordinator (EHCCO)	Zahraa Mahmood	zmahmood@hillingdon.gov.uk	07720207041
Education Health Care Co-Ordinator (EHCCO)	Shankaron Gambi	sgambi@hillingdon.gov.uk	0189525 0464
Education Health Care Co-Ordinator (EHCCO)	Jeanette Sawka	jsawka@hillingdon.gov.uk	07892705444
Assistant EHCCO (0-Yr8)	Amy Oliver	Aoliver@hillingdon.gov.uk	
Review Officer	Sheila Wynn	swynn@hillingdon.gov.uk	01895 250489



SEND Team



SECONDARY TEAM (Yr7- Yr11)

Role	Name	Email	Mobile
SEND Team Manager	Marie Holmes	mholmes@hillingdon.gov.uk	07808 014527
Senior EHCCO (Yr7-Yr 8)	Hannah Akhtar	Hakhtar@hillingdon.gov.uk	07753 431 46
Senior EHCCO (Yr 9 –Yr 11)	Claire Davidson	CDavidson@hillingdon.gov.uk	075148 03652
Education Health Care Co-Ordinator (EHCCO)	Gina Sansby	gsansby@hillingdon.gov.uk	07451865311
Education Health Care Co-Ordinator (EHCCO)	Chloe Forbes	cforbes@hillingdon.gov.uk	07508810754
Education Health Care Co-Ordinator (EHCCO)	Elizabeth Biobaku	ebiobaku@hillingdon.gov.uk	01895556869
Education Health Care Co-Ordinator (EHCCO)	Dionne Doe	Ddoe@hillingdon.gov.uk	07802 872261
Education Health Care Co-Ordinator (EHCCO)	Jess Brodie	Jbrodie@hillingdon.gov.uk	
Assistant EHCCO (Yr8-post 16)	Jas Kaler	JKaler@hillingdon.gov.uk	01895277829
Review Officer (Yr7-Post 16)	Carol Mayers	cmayers@hillingdon.gov.uk	01895 250 244





SEND Team



POST 16 TEAM

Role	Name	Email	Mobile
SEND Team Manager	Laura Stokes	Lstokes@hillingdon.gov.uk	07802 872262
Senior EHCCO (Yr9-Post 16)	Claire Davidson	CDavidson@hillingdon.gov.uk	075148 03652
Education Health Care Co-Ordinator (EHCCO)	Nadeline Barrett	nbarrett@hillingdon.gov.uk	07546 761513
Education Health Care Co-Ordinator (EHCCO)	Andrea Blake	Ablake@hillingdon.gov.uk	07842 607491
Education Health Care Co-Ordinator (EHCCO)	Peter Heffernan	PHeffernan@hillingdon.gov.uk	07715619964
Education Health Care Co-Ordinator (EHCCO)	Marsha Newton	MNewton@hillingdon.gov.uk	07927 56 5038
Education Health Care Co-Ordinator (EHCCO)	Angela Woodford	Awoodford@hillingdon.gov.uk	07562 210999
Assistant SEND Officer (Yr8-Post 16)	Jas Kaler	JKaler@hillingdon.gov.uk	
Review Officer (Yr7-Post 16)	Carol Mayers	cmayers@hillingdon.gov.uk	01895 250 244
SEND Resolutions Officer	Simon Benson	SBenson@hillingdon.gov.uk sendtribunals@Hillingdon.gov.uk	07708108569
SEND Resolutions Officer	Sehrish Hussain	shussain@hillingdon.gov.uk	07745 206281





SEND EHC Team

Caseload allocation is continuously updated:

[SEND caseload school allocation
here](#)

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



If you need support with completing the annual review template, please contact our AR Officers.

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

For **SEND panel** (every Wednesday 1pm) please book place via email – we really value school input during panel and would be keen to see more schools attend:
sensupport@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 12th November 9-12.30
- Tuesday 14th January 9-12.30

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



Education Health Care Needs Assessments

The London Borough of Hillingdon has 3452 EHCPs as at 14 October 2024

During the 2023/2024 (September 23 to August 24) Academic year we received 728 requests to carry out an EHC Needs Assessment. These are the results

Yes to assess 392

No to assess 336

Looking at the final months of the academic year please see the breakdown of requests and outcomes.

Month	Total received	Parental request	School request	Other request	Yes to assess	No to assess	Other
June	74	22	50	2	31	41	2
July	95	29	62	4	51	43	1
August	29	15	11	3	10	18	1

Ingrida Stankeviciene
Principal EP (PEP)
Lead for Specialist Inclusion Service (SIS: EPs SAS & EHCP+)

Aaron Reynolds
Senior EP
(Specialist in SEMH)

Subha Samuel
Senior EP (SEP)

Helen Vogt
Deputy Principal EP

Specialist EP in Early Years
VACANT

Christopher Quinton
EP

Michele Estwick
EP

Charlene Ramos
EP

Alba Barbullushi
EP

Cynthia Pinto
EP

Rachael John
Trainee EP (TEP)

Danielle Daley
Trainee EP (TEP)

Nickey Lawrence
(Locum EP)

Kathryn Robinson
(Locum EP)

Loxley Simmonds
(Locum EP)

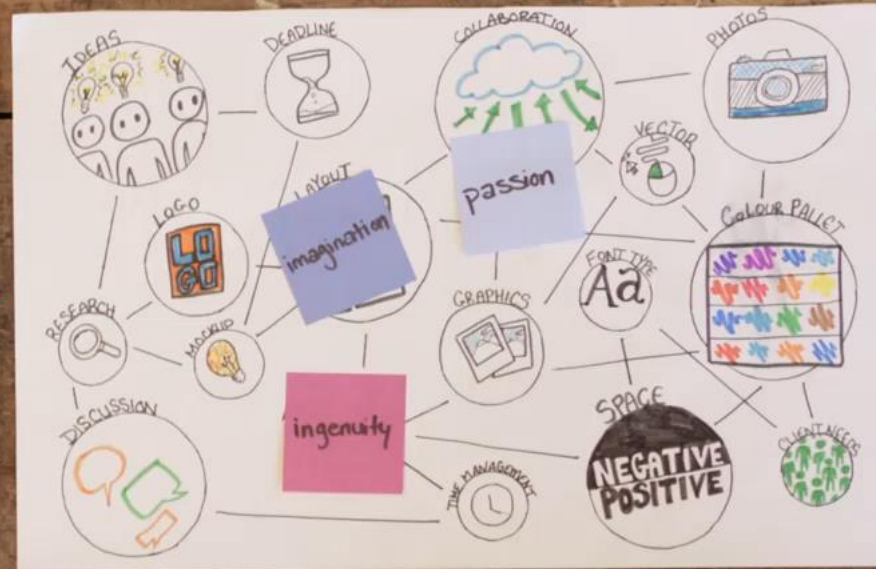
Paula Keen
(Locum EP)

Rachel Browne
(Locum EP)

EP Posts x 2
VACANT

EPS Vision

Empower:
Symbolizes the service's
role in enabling staff, CYP,
and families to thrive.



Partnership:
Highlights collaboration /
multi-disciplinary between
staff, CYP, professionals to
create a supportive learning
environment.

Solution-focused:
Represents the focus on
meaningful guidance and
helping CYP to achieve their
best potential.

Key Principles

- **Allow to Take Risks:** Encourage innovation and growth by creating a safe space for taking calculated risks.
- **Professional Development:** Invest in continuous learning and development opportunities for all stakeholders.
- **Expansion of Roles:** Promote flexibility and adaptability by expanding roles and responsibilities.
- **Operational and Strategic Involvement:** Ensure ongoing engagement in both day-to-day operations and long-term strategic planning.



MELSA and ELSA updates

MeLSA – Mediating Learning Support Assistants

New training for HLTA/LSA/TAs to support students with cognition and learning.

Similar model to ELSA

- training in how to assess and identify needs and how to plan and deliver intervention sessions
- Supported through regular group supervision by EPs
- Taster planned for Spring SENCO forum
- Training planned for academic year 2025-26.

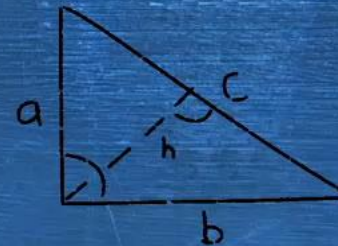
ELSA – Emotional Literacy Support Assistant

This year 37 ELSAs are continuing to receive supervision from across 24 schools, primary, secondary and specialist setting

New training sessions will be available running 1 day per month over 6 months from January – June 2025:

$$a^2 + b^2 = c^2$$

7



$$a + \sqrt{b}$$

ELSA training flyer

Registration of Interest in ELSA
Training January-June 2025



9 / 1 / 2 0 2 5

LONDON BOROUGH OF HILLINGDON ELSA TRAINING 2025

What is an ELSA?

ELSAs are Emotional Literacy
Support Assistants

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)

How did ELSA come about?

ELSA was originally devised by an EP in Southampton; she developed an alternative model when working in Hampshire

What does becoming an ELSA involve?

ELSAs are expected to attend six days of training over two terms, followed by at least four of six small group half-termly supervision sessions, and then attend on-going half-termly supervision, in order to remain 'accredited' as an ELSA

All sessions will take place face to face at the Civic Centre, Uxbridge from 9:00am-3:00pm

Pricing:

The cost for one person is £1,045 (with a reduced rate for additional delegates) which includes all six days training and also six small group follow-up supervision sessions.

All facilitated by a range of EPs and/or Trainee EPs from the EPS.

Upcoming training dates:

Day 1: 20th January 2025

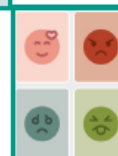
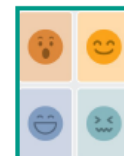
Day 2: 11th February 2025

Day 3: 11th March 2025

Day 4: 29th April 2025

Day 5: 20th May 2025

Day 6: 10th June 2025



What is the focus of the ELSA Training?

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

Please email educationalpsychologyservice@hillingdon.gov.uk to sign up to the course. **Closing date to sign up by is 20th December 2024**

Please do not hesitate to contact for further information if you have any questions.

Mediating Learning Support Approach (MeLSA)

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

1. Diverse Learning Needs <ul style="list-style-type: none">Equips LSAs with adaptive strategiesSupports inclusive classrooms	2. Limited resources & time <ul style="list-style-type: none">Enhances LSA efficiencyDevelops student independence
3. Measuring Progress <ul style="list-style-type: none">Offers assessment frameworksTools for monitoring growth	4. Implementing Effective Interventions <ul style="list-style-type: none">Provides evidence-based strategiesEnhances intervention planning and delivery

"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"



Co-production charter

SEND Co-production Charter - Hillingdon Council



- We want co-production to be a standard way of working together with families and across agencies who support families, so that:
- children, young people and their parents feel confident that their needs are being identified and met
- that there are more opportunities for families to be involved in shaping services and support.
- Our SEND Co-production Charter has been produced with young people, parents and professionals.
- An agreement will be shared with all services to commit to the 5 values shortly.

Framework for SEND top up Funding

Over the last few months, a framework has been developed for SEND top up funding.

The working group have proposed that we hold a series of workshops to go through the descriptors and help you become more familiar with them.

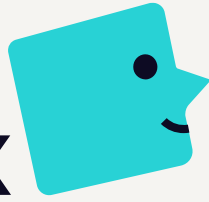
These will be held on:

- **6th November 4pm – 5.30pm at Willaim Byrd Primary School Victoria Lane Harlington, Hayes, Middlesex, UB3 5EW**
- **7th November 2pm – 3.30pm at Charville Academy Bury Avenue, Hayes, Middlesex, UB4 8LF**
- **7th November 4pm – 5.30pm at Charville Academy Bury Avenue, Hayes, Middlesex, UB4 8LF**

If you are in attendance, it would be helpful if you can bring along one EHCP of a school aged pupil at your school along with their most recent Annual Review.

Speech and Language UK

Changing young lives.

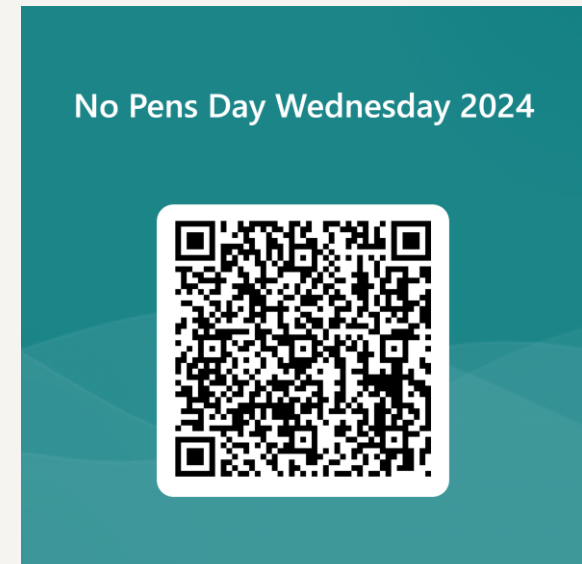
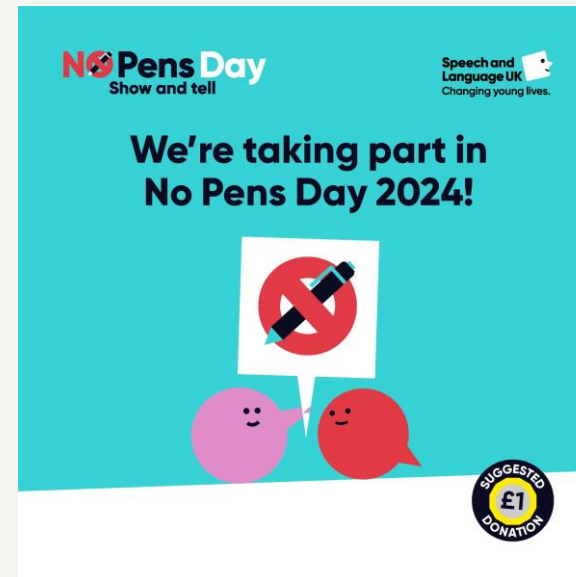


Wednesday November 27th, 2024

No Pens Day - Speech and Language UK:
Changing young lives



No Pens Day Wednesday is a nationwide event created by Speech and Language UK to help raise awareness of speech, language and communication needs. The London Borough of Hillingdon wants our settings to be taking part and championing Speech, Language and Communication Needs and support for our young children. Speech, Language and Communication are the highest primary need for our children in primary schools and the second highest primary need for our secondary school children - both of which are above the national average. By raising awareness of communication skills, we can make a huge difference to the lives of our young people and show them that we are here to listen, support and make change.



Thank you

Feedback in 1 word

