

Head Teachers Termly March 2022



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SEND & Inclusion Update - JM

- Draft SEND Strategy & Sufficiency Strategy 2022-2025
- Aiming for fully co-produced document – welcome engagement to ensure vision and priorities are correct

Timeline:

Mar 22- identify parents, CYP participate in consultation activity and partners

April 22- launch wider consultation, user friendly version- review & update

June 22- Education Select Committee Report

Aug-Sept 22 –Cabinet & HWB sign off

Autumn Term- Launch SEND Strategy

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SAS update

- Working with SENCO's
- Increase uptake of Early Years Funding,
- Steady uptake of SEND Review and Inclusion Commitment

EPS - update

- EPS expanded capacity to meet demand for buy in of our traded services (70% of schools this year.)
- PS Traded Model - offers the consistency of a link EP
- Interested in trading with EPS? -Dr. Melanie Adkins, Principal EP. Traded work runs Sept to Aug
- Expanded commissioned work - Virtual School and Youth Justice.
- Develop traded service - independent Childcare Providers.
- Emotional Literacy Support Assistant (ELSA) training. – Leading to staff accreditation
- EPS & Education, Health and Social Care Services completing Self-evaluation Framework (SEF) – SEND Inspection.

EHCPS Update

- **20 -week performance**

The cumulative average in Hillingdon for completing assessments and issuing an Education Health and Care Plan (EHCP) within 20 weeks has significantly increased in the calendar year (2021) from 22.7% in 2019 and 34.1% in 2020 to **87% in 2021** (nat. average in 2020-55.6%).

20 -week performance	No of EHPCs
EHCPs on time (within 20 weeks) including 10 exceptions	288
Total number finalised (in 2021) including 22 late due in 2020 22 late due in 2021 12 finalised in 2021 were due in 2022	332
% on time	87%

- **Communication within this process:** 'way forward' meetings implemented after *NO TO ASSESS*, more coproduction meetings with families during the EHCNA process and AR, flowcharts for SEND Panel decision and Annual Review process available on Local Offer

- **Annual Reviews :**

through Coproduction Group review of Annual Review Proforma (under Yr 9 and Post Yr 9 with PfA Outcomes

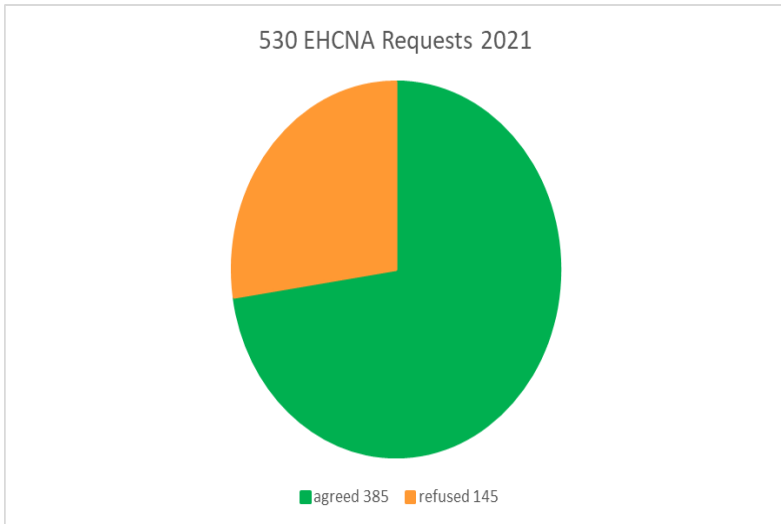
BAU- Review of all EHCPs during phase transfer process prior to consultation

- **Annual Review Project**

- 480 EHCPs reviewed in 16 schools (different type: special, special independent, SRP and mainstream)

EHCPs Update

- SEND Panel analysis - 2021

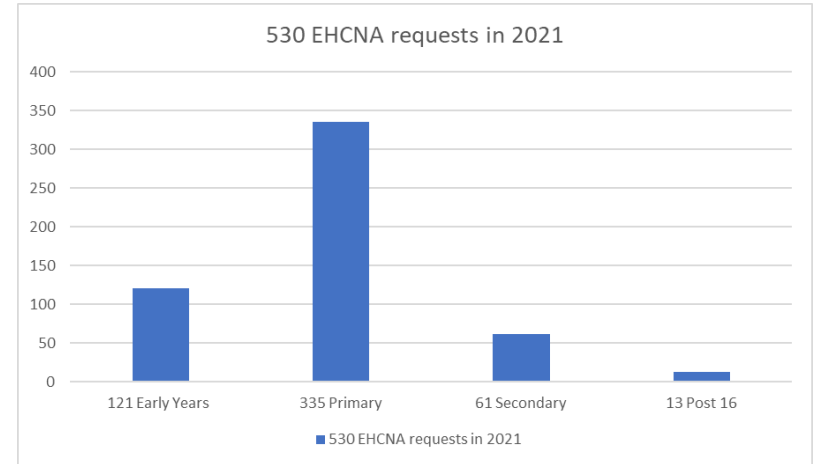


Key points:

- Increase in under 5s cohort EHCNA - 85% agreed
- Our greatest areas of need are:
 - **ASD** with Severe LD, or Moderate LD
 - SEMH (Social, Emotional and Mental Health),
 - SLCN (Speech, Language and Communication Needs)

Trends by cohorts in recent Panels:

- * Rising 5s and primary pupils- requiring more specialist provision (special or SPR)
- * secondary pupils- requiring mainstream provision



SEND Panel – weekly Wednesdays at 1pm
we would welcome your attendance

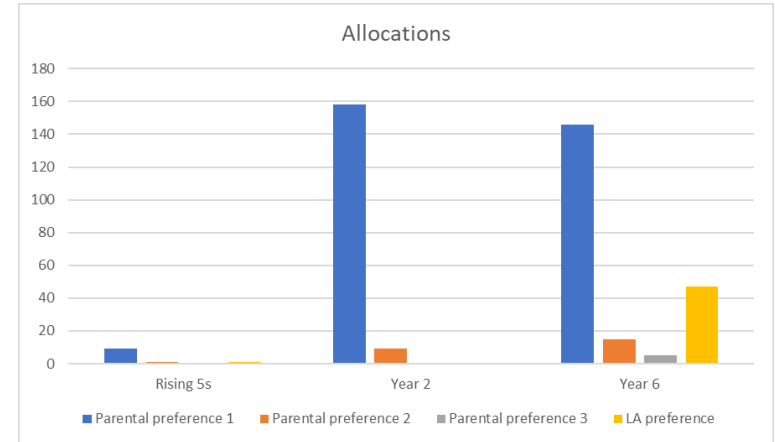
[SEND panels](#)

EHCPs Update

- Phase Transfer -391**

Rising 5s	11
Year 2s	167
Year 6s	213

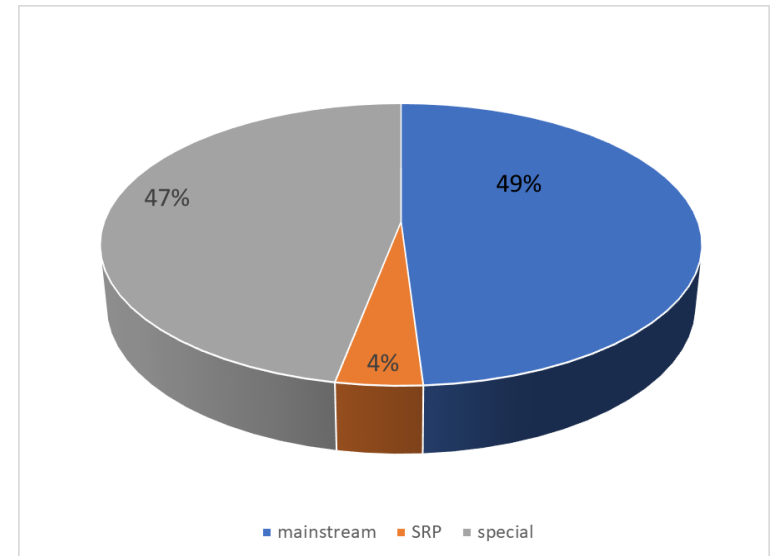
NCY	Parental preference 1	Parental preference 2	Parental preference 3	LA preference
Year 6	146/213 (69%)	15/213 (7%)	5/213 (2%)	47/213 (22%)



- 13 named by type –9 Yr2 and 3 Yr6**

NCY	Mainstream	SRP	Special
Rising 5s	0	0	11
Year 2	89	6	72
Year 6	105	9	99

Year 6 by type



- Staffing Update**

Primary Team

2 officers leaving

Jasmeet Kalsi left- Tashuma Lewis Interim Officer covers until newly appointed officer starts

Saira Khokhar leaving in April- awaiting newly appointed officer to start

Secondary Team

2 officers on long term sick leave- pending recruitment for interim officers to cover

Tatiana Mahmoudian and Sonia Raithatha - Ciara Sheenan Interim Officer covering

Other:

Jonathan Smith- Interim officer has left
As part of DSG Recovery plan- pending recruitment for 6 additional officers

EHCPs Update

- **Any challenges- please liaise with the SEND Team**
- ❖ EHCNA requests (without seeking SAS involvement where appropriate), incomplete provision maps, costings – *training available and OAP document includes examples*
- ❖ Consultation process- sometimes concerns around inclusion and mainstream offer, suggesting special –
- ❖ implementation of the EHCP and strategies/recommendations
- ❖ Review of the EHCP- quality of Annual Review paperwork, timeframe, golden thread (changed requested in Section F with no changes in Section B &E)
- ❖ Relationship with parents- creating TAF together with SEND Team
- ❖ SEND Team's communication- Hillingdon customer service standards- aim to acknowledge within 3 days and respond fully with 10 days but re-prioritising urgent cases related to statutory deadlines
- ❖ Termly liaison meetings can be more frequent if needed

DSG – Safety Valve Agreement Update



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DSG – Safety Valve Agreement Update

- Context
- Key Strands

Context

In 2020-21, the Department for Education introduced the 'safety valve' intervention programme for those local authorities with the very highest percentage DSG deficits.

The programme required those local authorities to develop substantial plans for reform to their high needs systems and associated spending, with support and challenge from the department, to rapidly place them on a sustainable footing.

The authorities will be held to account for their reform and savings via regular reporting to the department. The department will help the local authorities with additional funding over time to contribute to their historic deficits, contingent on delivery of the reforms.

The programme, working with a small number of local authorities in the first round, identified a number of ways in which local authorities can and should improve their management of their high needs systems.

The London Borough of Hillingdon were a part of the second round of local authorities to enter discussions with the DfE in regards to the safety valve agreement. This started in September 2021, where there was a focus on a detailed plan articulating how the authority were going to develop plans that were sustainable.

An expected decision as to whether the authority were able to secure a deal with the DfE is due imminently.



Key strands

- Deliver on the new 'SEND Reviews and Inclusion Commitment', to **standardise good practice and inclusivity across the mainstream sector** by promoting the use of SEND self-reviews;
- Continue to Implement the '**Early Support Funding**', to promote early intervention, reduce the escalation of children's needs. Facilitate adjustments for children and young people within their existing educational settings and divert future EHC needs assessments to Early Support Funding in order that needs can be met earlier.
- Deliver a new **Early Health Notification Process**, to improve the identification of SEND from birth to ensure appropriate services and support are provided in a timely manner;
- **Securing SEND places to maximise use of available capital assets**, to deliver temporary and permanent provisions for SEND places in conjunction with effective use of capital grants;
- **Deliver the SEND places and sufficiency by reviewing all placements** in independent and non-maintained schools to identify children and young people who should transition to mainstream settings;
- **Conduct a review of banding arrangements** to ensure the use of appropriate and sufficient top up funding for children and young people with EHCPs