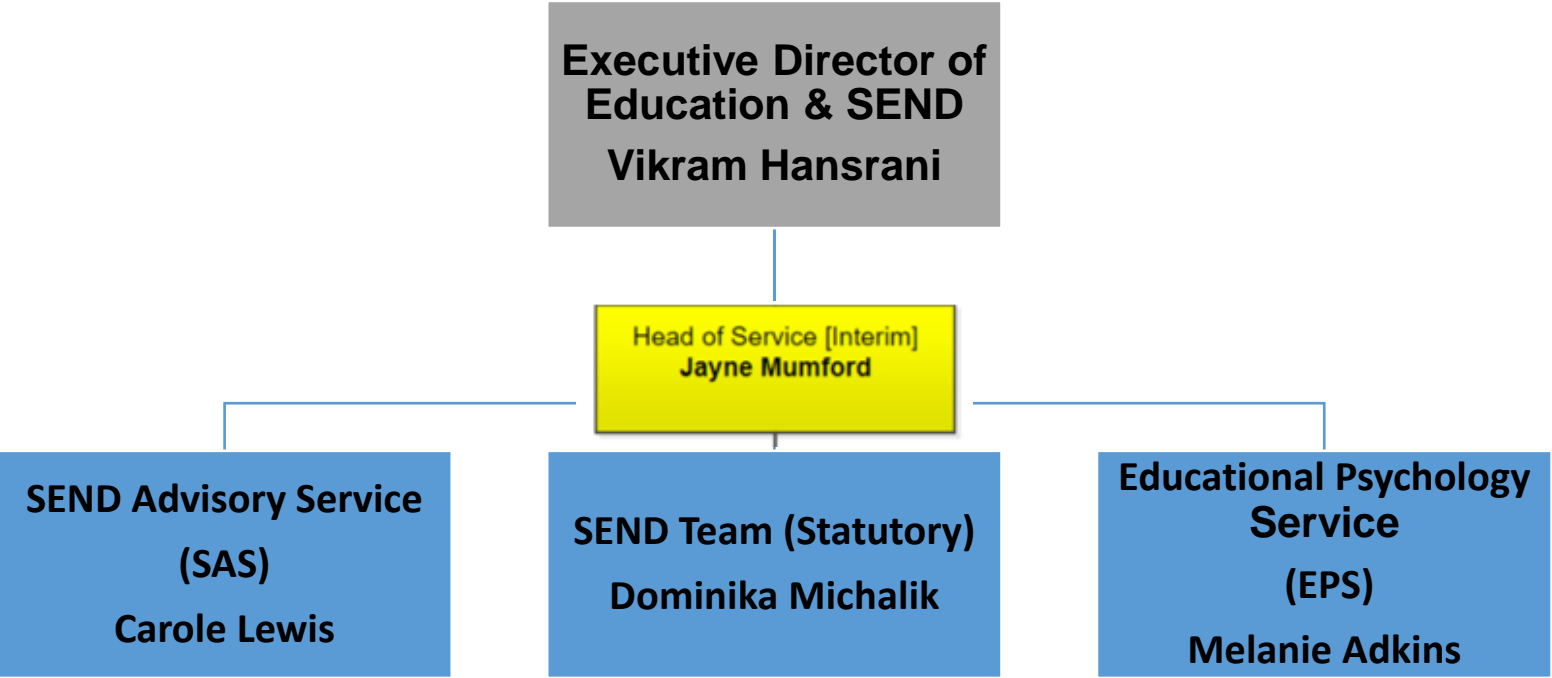


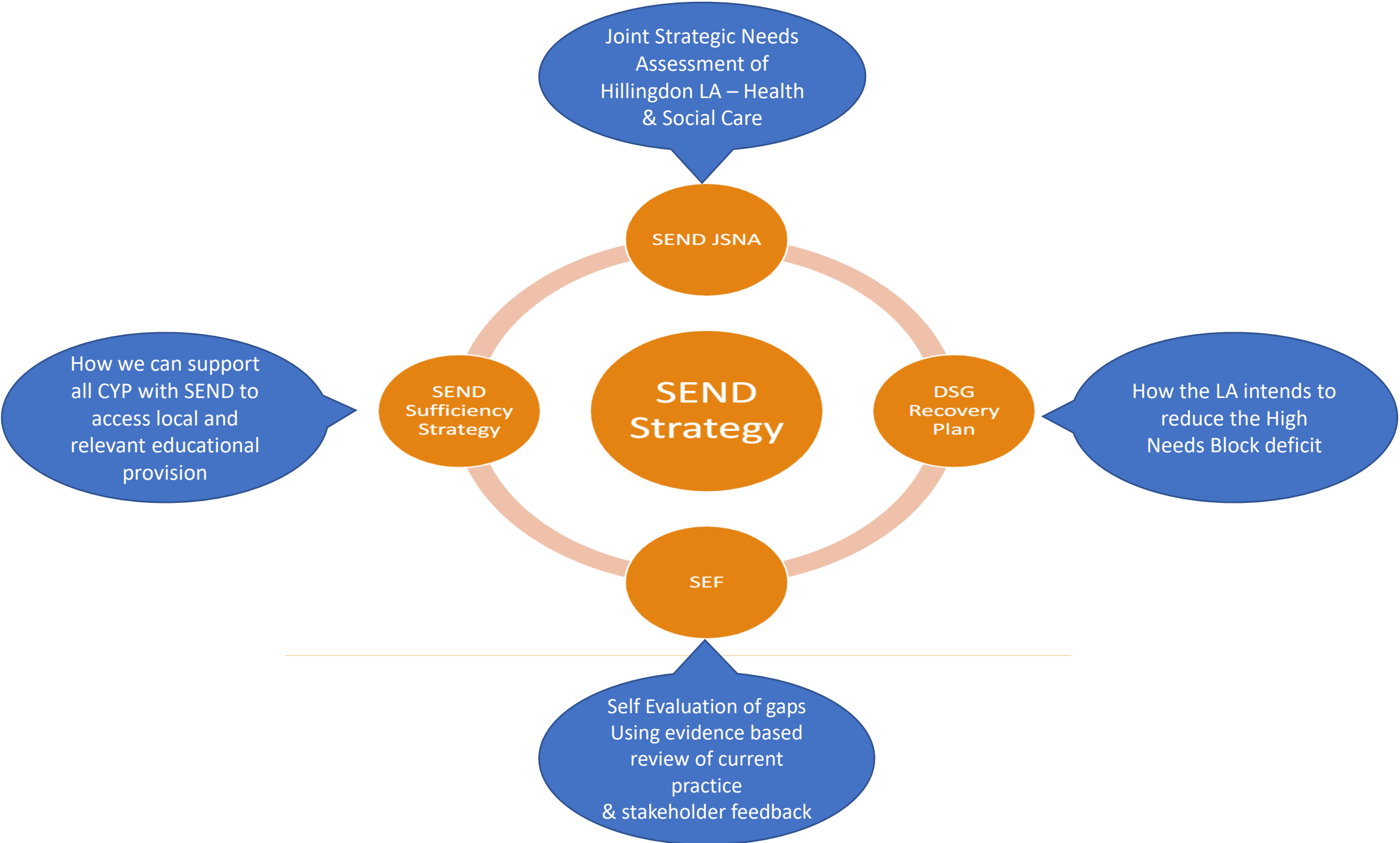
# Headteachers Briefing

## 16 June 2022



HILLINGDON  
LONDON





Joint Strategic Needs Assessment of Hillingdon LA – Health & Social Care

SEND JSNA

How we can support all CYP with SEND to access local and relevant educational provision

SEND Sufficiency Strategy

SEND Strategy

DSG Recovery Plan

How the LA intends to reduce the High Needs Block deficit

SEF

Self Evaluation of gaps Using evidence based review of current practice & stakeholder feedback

# Refresh of SEND Strategy

<p><b>May- June 2022</b></p>	<p>First draft of strategy developed</p>
<p><b>May – June 2022</b></p>	<ul style="list-style-type: none"> <li>• SEND Strategic Partnership Board members to have first sight of draft, provide initial feedback. Initial informal consultation with Parent Carers Forums to shape document.</li> <li>• Cllr O'Brien sign off.</li> <li>• Launch formal consultation on corporate and Local Offer website.</li> <li>• Agree series of stakeholder events.</li> </ul>
<p><b>July-Aug 2022</b></p>	<ul style="list-style-type: none"> <li>• Analysis of consultation responses and incorporate into SEND Strategy</li> </ul> <p>Updated strategy to be shared with SEND Strategic Partnership Board and other key strategic groups including <b>Strategic Schools Partnership Board (SSPB)</b> and <b>Hillingdon Health and Care Partnership (HHCP) Children and Young People’s Transformation Board</b></p>
<p><b>Autumn Term 2022</b></p>	<p>Political and appropriate health sign off</p>
	<p>SEND Strategy Launched</p>

# SEND Education Sufficiency Strategy 2022-2026

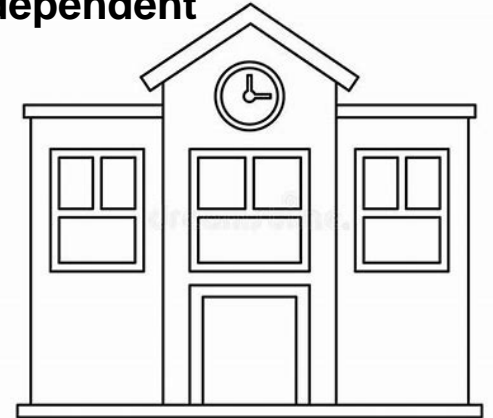
The Draft SEND Education Sufficiency Strategy (previously *Additional Needs Strategy*) is nearly completed and ready for wider consultation.

Development of more local specialist SEND Places to reduce the reliance on high-cost, independent placements

## Hillingdon's SEND Education Sufficiency Strategy

Our aims are to:

- Improve and develop specialist local provision
- Developing specialist satellite provision, making best use of the existing school estate in the borough to expand schools and commission new schools including Specialist Resource Provision (SRP's), Specialist Assessment Bases
- Encourage greater inclusion within educational settings and through early help and intervention ensure children and young people (CYP) with SEND needs are met as far as possible through mainstream provision.



# DSG Recovery Planning – Safety Valve Agreement update

The London Borough of Hillingdon were successful in securing a Department for Education (DfE) 'Safety Valve' Agreement and were able to offer the DfE assurances that the local authority would get to an in-year balanced position within the next five years (2026-2027). The DfE agreed to write off the local authority's cumulative overspend whilst the local authority and DfE will agree to ongoing monitoring of its performance in fulfilling this agreement.

**The DSG Delivery Group reports progress on workstreams to the DSG Programme Board.**

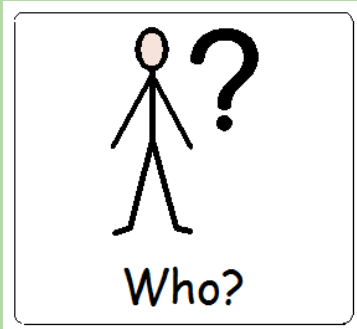
## **Key Areas of work include:**

Spending review - review of all areas of spend within all blocks of the DSG

- Support schools in Hillingdon to meet a high level of need whilst maintaining quality of provision through the SEND Advisory Service
- Review of health contributions to High Needs placements
- Review of Annual Reviews to ensure pupils are accessing the appropriate funding and provision
- SEND pathway - development of a pre-statutory pathway of support for children and young people with SEND
- SEND Places and Capital Build Programme of school expansion work.



# SEND Service



SEND Service: led by Dominika Michalik  
Responsible for all children and young people with an  
Education, Health and Care Plans and those under  
assessment.

# Number of requests for EHCPs

	Q3 21/22	Q4 21/22
Plans requested	112	147
Number of new EHCPs issued	131	79
Total number of EHCPs	2939	3099

**Increase in complex needs in Early Years, movers in, SEMH need; pressure on specialist placements**



# 20 Week Performance EHCPs

20 -week performance 2021	No of EHCPs
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%

The cumulative average for completing assessments and issuing 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.

	Jan 22	Feb 22	Mar 22	Apr 22	May 22
<b>Plans requested</b>	42	48	57	63	46
<b>Resulting no. of Proposed EHCP</b>	35	40	44	30	24
<b>No. of EHCP prepared within 20 Weeks</b>	5	12	23	22	7
<b>No. of EHCP not prepared within 20 weeks</b>	6	9	6	8	17
<b>% of EHCPs prepared within 20 Weeks (%)</b>	45%	57%	79%	73%	28%

- 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

# The Role of a SEND officer

- The SEND officer is responsible from the point in which an EHC needs request is submitted
- The officer notifies all those known the CYP following panel of the decision
- The officer requests reports from all professionals known/needs to assess the child and ensures they are back within 6 weeks
- The officer then assesses all the information and compiles decision making material for a multi-disciplinary panel prior to week 16.
- The officer then needs to draft the EHCP, incorporating all of the reports and representations the family has made
- The officer determines the banding , which is agreed
- Consultations need to be sent to nearest appropriate/LA preferences and parental preferences
- Attend TAC/CIN and CP meetings
- Attend annual reviews and schedule time in for amendments
- Liaise with specialist settings for those pupils who require a placement – sometimes this means conversations with up to 20 schools
- Speaking to parents/YP about next steps via emails/calls
- Working through complex case work
- Administrative tasks – logging all stages and communication

## What does not fall within our remit?

- Advising on schools, we can signpost families to SENDIASS, the local offer and mention settings designated but we cannot advise a school being a 'best fit' for a child
- checking in on families – our team are not trained to liaise with families on this level, however we will maintain communication via our processes, but welfare check ins are no within our role.
- officers usually need to bring decisions back to panel such as : agreeing to specialist, change of placement, increase in funding



# Decision making process

Evidence is presented to multi-disciplinary SEND Panel

Decision on assessments is made:

The child or young person has or may have special educational needs, **and**

It may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

CoP 9.14: The LA should consider whether there is **evidence** that despite the setting having taken **relevant and purposeful action to identify, assess and meet** the SEN of the c/YP, the c/YP has not made **expected** progress. To inform the decision the LA will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and **rate of progress**
- information about the nature, extent and **context** of the C/YP's SEN
- evidence of the **action already being taken** by the setting to meet the child or young person's SEN
- **evidence** that where progress has been made, it has only been as the result of much additional **intervention and support over and above that which is usually provided**
- **evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies**



# Diagnosis

Education Health Care Plan (EHCP) is needs led  
not diagnosis led

Not every child/young person with diagnosis  
(e.g. of Autism) will require an EHCP

Is this a short/medium  
term educational  
need?  
If so, is ESF more  
appropriate?

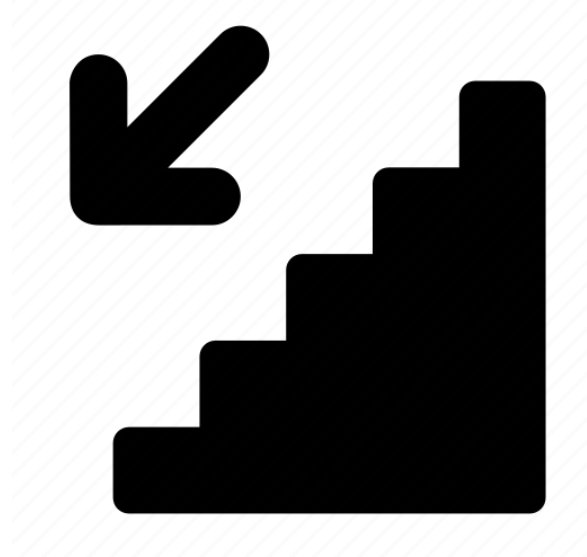
Can the needs be  
met by Ordinarily  
Available Provision?



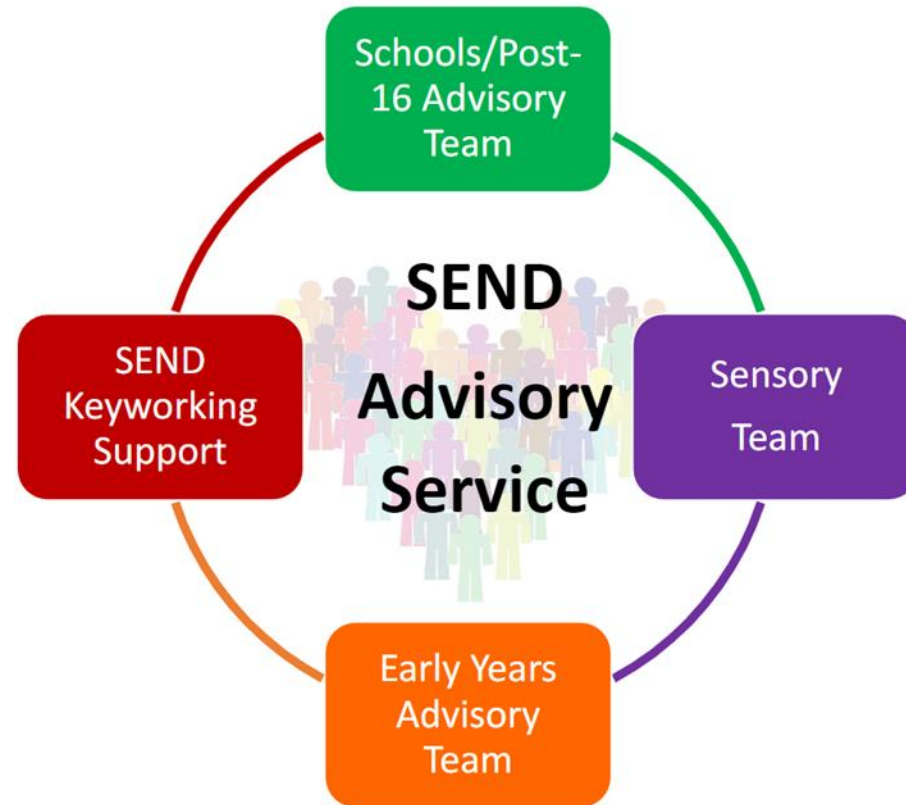


## Step down approach and ceasing – what is it?

- The main purpose of an EHCP is to provide targeted support to meet outcomes effectively, therefore allowing the pupil to make progress in line with their age, aptitude and ability
- If the EHC plan is effective, outcomes should be met in which we will celebrate
- Where outcomes have been met, needs change, provision decreases, the team will be carrying out the banding check and care-calc to reevaluate the financial support/resource allocated to a plan and will amend this accordingly at the bottom of the EHCP. Or if the outcomes are achieved the plan will be proposed to cease.



# SEND Advisory Service

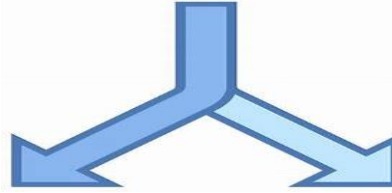


SEND Advisory Service (SAS): Led by Carole Lewis  
A multi disciplinary early intervention service to support pupils with additional needs.

# Non-Statutory Funding for short-medium term needs

## Early Support Funding (ESF)

ESF is the process Hillingdon uses to allocate High Needs Block Funding for individual children who have significant barriers to learning and so require special educational provision which costs more than the nationally prescribed threshold. It is for children whose needs are best met within a mainstream provision but who require resources outside of what is 'ordinarily available'.



Education & Health Care Plans are for C/YP with severe and long-term needs with significant barriers to learning

## SEND Exceptional Funding (SENDEX)

SENDEX is allocated from the High Needs Block and is reserved for applications from settings where children/young people are presenting with **exceptional** and **unexpected** circumstances and their needs have not been fully identified due to unknown factors. The amount of SENDEX funding will be allocated using the EHCP banded model.

### ESF

Rapid process - less than 2 weeks from application to decision

Allocated SAS specialist advisor

Included in 3% uplift

1 round of APDR

Greater Flexibility

**BENEFITS**



## ESF Break down by Education Stage – Current academic year 21/22

		SEP-21	OCT-21	NOV-21	DEC-21	JAN-22	FEB-22	MAR-22	Apr-22	May-22	Total
Early Years	Accepted			3	4	2	3	6	2	5	25
	Declined		1	3	3	2	1	2			12
<b>Early Years</b>	Total		1	6	7	4	4	8	2	5	<b>37</b>
Primary/Junior	Accepted	1	5	4	5	1	4	4	7	6	37
	Declined	3	8	5	1		3	5	2	1	28
<b>Primary/Junior</b>	Total	4	13	9	6	1	7	9	9	7	<b>65</b>
Secondary	Accepted	1									1
	Declined				1						1
<b>Secondary</b>	Total	1			1						<b>2</b>
FE/College	Accepted										0
	Declined										0
<b>FE/College</b>	Total										<b>0</b>
<b>Total applications</b>		<b>5</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>5</b>	<b>11</b>	<b>17</b>	<b>11</b>	<b>12</b>	<b>104</b>

- Total accepted for 21/22 = 63
- 75% of those declined are later accepted (included in figures)
- 87% acceptance rate for Summer term so far
- Total Applications for ESF academic year 20/21 = 146

350  
applications  
since March 20

ESF by Primary Need Sept 20 – May 2022  
Applications = 250

Hearing Impairment	2
Autistic Spectrum Disorder	93
Moderate Learning Difficulty	2
Other difficulty/disorder	4
Physical Disability	2
SEN support but no specialist assessment of type of need	26
Social, Emotional and Mental Health	44
Specific Learning Difficulty	1
Speech, Language and Communication Needs	75
Not Specified	1

*'It has been so helpful to speak to the SAS Inclusion team about applications that have both passed and failed. I often seek out the advisors to talk about next steps, evaluate progress and ensure things are going well for our children.'*



SAS Advice Line

GET IN TOUCH

## SAS Advice Line

For professionals and parents

Would you like some advice/ideas/strategies to support a child or young person with SEND?

The SEND Advisory Service Advice Line is here for all general enquiries, support, and advice. We're able to help or signpost for all things SEND, and would welcome your email to one of the following email addresses. If unsure which team, please just email one of them and it will be allocated appropriately.

We aim to get back to you within 48 hours.

I need some advice around supporting a child with a visual impairment

I need help with completing a child's individual risk assessment

I need help with issues at home, who can you sign post me to?

My child has just received a diagnosis, what do I do next?

I want to apply for funding, where do I start?



[saskeywork@hillingdon.gov.uk](mailto:saskeywork@hillingdon.gov.uk) - providing support and guidance for families with SEND 0-25

[sasinclusion@hillingdon.gov.uk](mailto:sasinclusion@hillingdon.gov.uk) - providing support and guidance to schools, settings, PVI's for children and young people aged 2 and above

[sassensory@hillingdon.gov.uk](mailto:sassensory@hillingdon.gov.uk) - providing support for children and young people with sensory impairment needs

# Referrals Break down by Education Stage – Current academic year 21/22

**Total Referrals academic year 21/22 = 306 (198 accepted 108 declined)**  
 52% of those declined are later accepted (included in figures)

		SEP-21	OCT-21	NOV-21	DEC-21	JAN-22	FEB-22	MAR-22	Apr-22	May-22 (12 <sup>th</sup> )	<b>Total</b>
Early Years	<b>Accepted</b>	15	18	7	22	15	9	13	9	3	<b>111</b>
	<b>Declined</b>	12	14	9	4	3	9	5	4		<b>60</b>
<b>Early Years</b>	Sum:	27	32	16	26	18	18	18	13	3	<b>171</b>
Primary/Junior	<b>Accepted</b>	10	10	8	9	5	9	10	8		<b>69</b>
	<b>Declined</b>	4	4	2	3	6	5	5	5	2	<b>36</b>
<b>Primary/Junior</b>	Sum:	14	14	10	12	11	14	15	13	2	<b>105</b>
Secondary	<b>Accepted</b>	3	3	2	1	1	2	1	5		<b>18</b>
	<b>Declined</b>	3	2	1	1	3		2			<b>12</b>
<b>Secondary</b>	Sum:	6	5	3	2	4	2	3	5		<b>30</b>
FE/College	<b>Accepted</b>										<b>0</b>
	<b>Declined</b>										<b>0</b>
<b>FE/College</b>	Sum:										<b>0</b>
	<b>Total</b>	<b>47</b>	<b>51</b>	<b>29</b>	<b>40</b>	<b>33</b>	<b>34</b>	<b>36</b>	<b>31</b>	<b>5</b>	<b>306</b>

## Referrals by Primary Need Sept 20 – March 2022

Total referrals = 690

Autistic Spectrum Disorder	142
Hearing Impairment	33
Moderate Learning Difficulty	8
Multi-Sensory Impairment	2
Other difficulty/disorder	14
Physical Disability	24
Profound & Multiple Learning Difficulty	3
SEN support but no specialist assessment of type of need	70
Severe Learning Difficulty	6
Social, Emotional and Mental Health	119
Specific Learning Difficulty	1
Speech, Language and Communication Needs	250
Visual Impairment	18

<b>SEND Reviews</b>	<b>Total settings completed (Before end of March 22')</b>	<b>Additional settings scheduled for Summer Term</b>	<b>Requested 22/23</b>	<b>Combined Total (completed and scheduled)</b>
<b>PVI</b>	7	9	23	<b>39</b>
<b>Primary</b>	10	13	9	<b>32</b>
<b>Secondary</b>	0	1	3	<b>4</b>
<b>TOTAL</b>	17	23	35	<b>75</b>

# SEND Reviews in Hillingdon

**A setting-led approach to  
improving provision for all**

## What is a SEND Review?

A SEND review is an evidence based, self-evaluative tool which looks at how your education setting provides for pupils or students with special educational needs and disabilities. Existing good practice is identified and the findings from SEND reviews can help improve SEND provision and strategy, so that learners are appropriately supported to achieve good outcomes.

*"Our SEND Review was a very collaborative experience. It helped to focus the key strengths and areas to develop in the school. I would certainly recommend it to any SENDCo."*

Primary School SENDCo

## What are the benefits of a Supported SEND Review?

The SEND Advisory Service (SAS) Principal SEND Advisors (PSA) will use the appreciative inquiry approach to work with you, collaboratively, to identify areas of good practice and development to improve provision for all.

The supported SEND review considers the OFSTED framework, Quality First Teaching and the use of Ordinarily Available Provision.

Access to a NASEN led workshop, only available to Hillingdon schools signed up for a review.

If commissioned through NASEN, the cost of a SEND Review is £1,200 for primary schools and £2,300 for secondary. **We are offering a supported SEND Review at no cost to your setting.**

## The Process

1. **Identification** – Setting requests a SEND review (contact below)
2. **Self-Evaluation** – Setting completes a self-evaluation of current provision
3. **Preparation** – The PSA will request preparatory information, analyse data, and confirm a programme for their visit
4. **Site visit** – The PSA will visit your setting, undertake joint learning walks, engage in discussions with key staff / parents / students and at the end of the day, meet with SLT to discuss strengths and areas of development
5. **Reporting** – The PSA submits a written report, based on verbal discussions, within a timescale agreed with the school
6. **Follow up** – The setting may agree follow up visits and support

For more information regarding NASEN SEND Reviews visit [www.nasen.org.uk](http://www.nasen.org.uk)

**nasen**  
Helping Everyone Achieve



### Contact Details:

To find out more information or to book a SEND Review contact:

Sandy Atwal – [satwal@hillingsdon.gov.uk](mailto:satwal@hillingsdon.gov.uk) – PVI's

Sharon Gill – [sgill@hillingsdon.gov.uk](mailto:sgill@hillingsdon.gov.uk) – Schools/Post-16



Consultation sent to SENCO's.

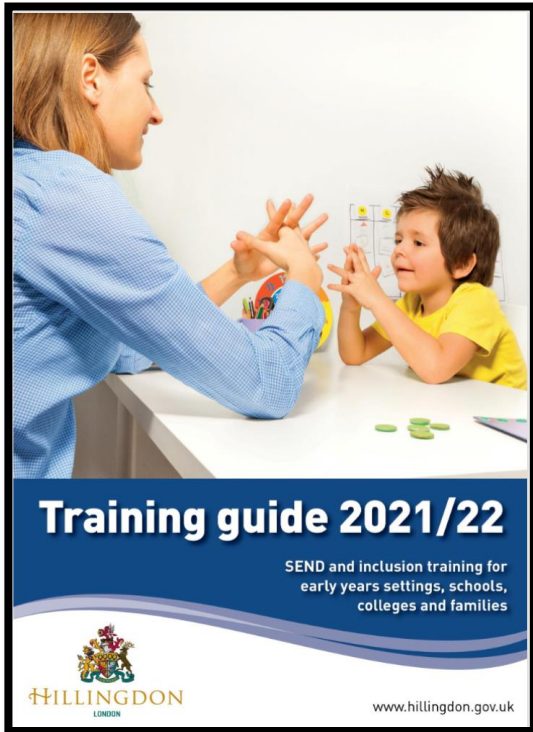
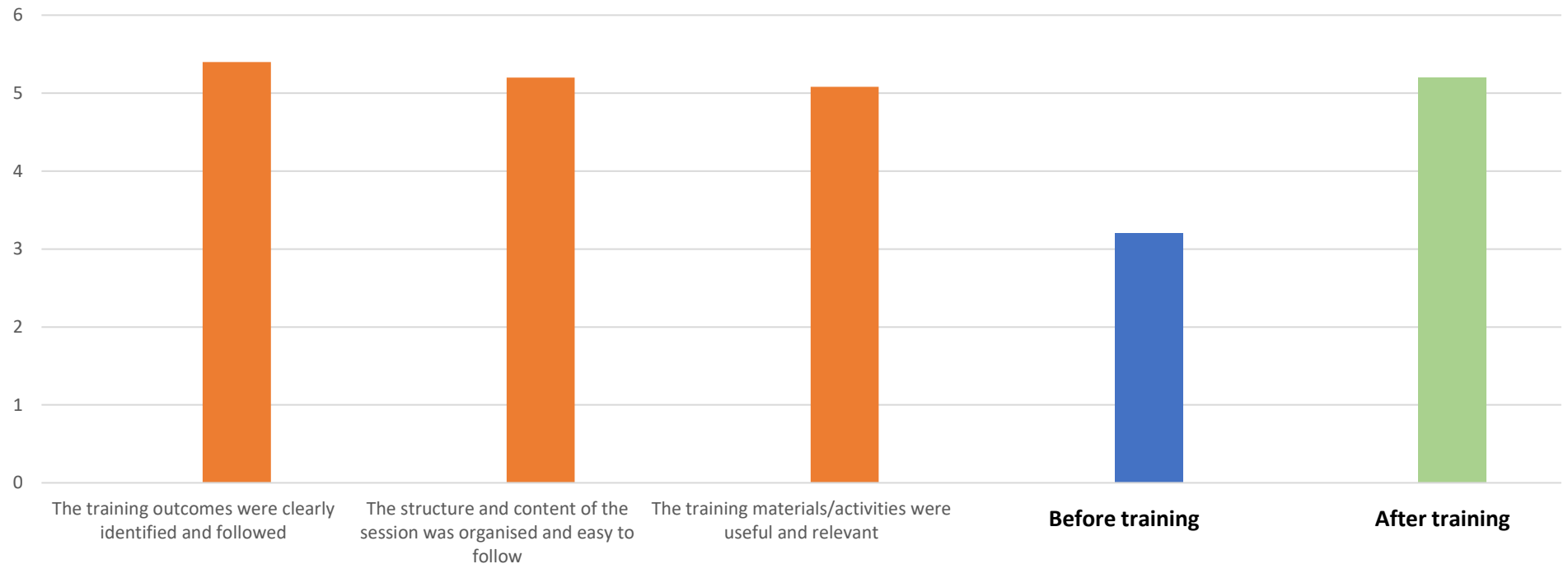
Mapping exercise

If not wanting a supported SEND review, what have you undertaken to review effective provision?

# How good is the training on offer?

Collated Scores for parent/professionals training delivered by SAS

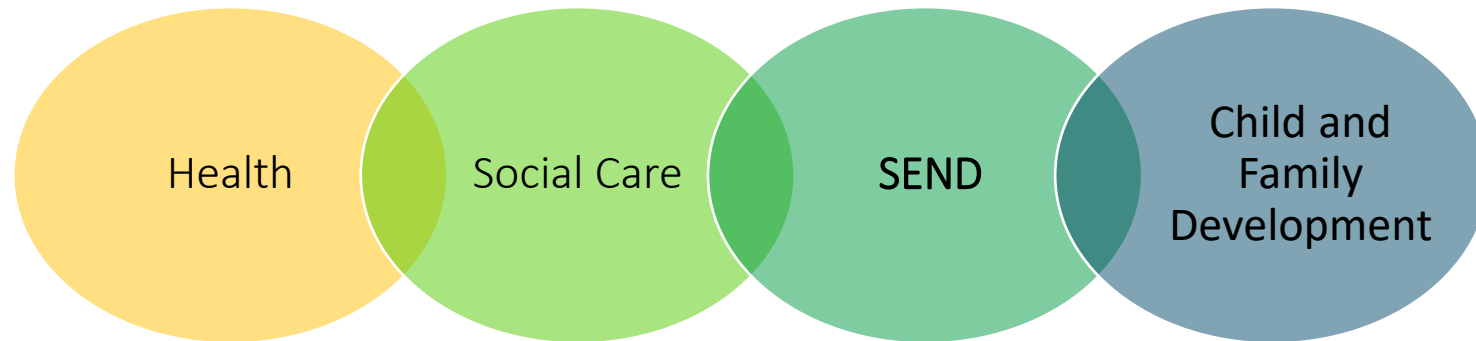
Training Feedback Average Scores for knowledge and skills related to training topic  
(Scale 1-6)







## Early Health Notifications (EHNs)



**Health partners MUST inform LA where a child is identified as having SEND (0-5)**

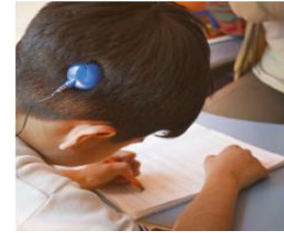
- 4 pupils require EIF, ESF pathways
- 3 pupils may require a specialist provision via an EHCP
- 8 pupils are being tracked as they are under multi-disciplinary pathways

# EP Service

[educationalpsychologyservice@hillington.gov.uk](mailto:educationalpsychologyservice@hillington.gov.uk)



Educational Psychology Service: led by Dr Melanie Adkins  
A service which comprises of both a statutory function (through the process of EHC Needs Assessments) and a traded model to support schools / settings.



## Hillingdon Ordinarily Available Provision

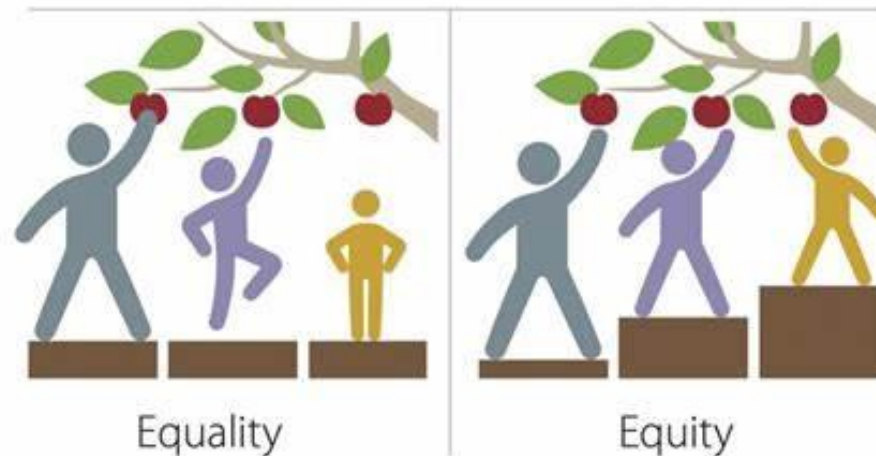


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[www.hillingdon.gov.uk](http://www.hillingdon.gov.uk)

# What is OAP?

- The delegation of SEND funding means that arrangements for the great majority of pupils who have SEND should be met effectively within mainstream settings through high quality teaching and arrangements at SEND Support. The OA document outlines the indicative arrangements that should be ordinarily available for pupils with SEND, from within schools' delegated budget shares.
- Schools and colleges must demonstrate how they use the place funding and the delegated SEN budgets to meet children and young people's needs with and without an Education Health and Care Plan (EHCP) and develop and review support plans in consultation with parents, children and young people.
- A request for an EHC needs assessment should only be made where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from with the resources normally available to their setting.



# What happens if your child is referred to an Educational Psychologist (EP)

## Initial Consultation



The school or EP may invite you for a joint school family meeting. This may be remote or in person. This is where you will have the opportunity to discuss your child, their strengths and difficulties and where you think they require support.

From this, the EP will begin to think about what they want to explore further.

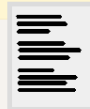
## Observation and Individual Work



The EP will usually complete an observation of your child in one of their lessons and/or on the playground.

They may also do some individual work with your child. This might include questionnaires and a range of assessments.

## Writing a summary



After completing consultation, observation and individual work, the EP will write a summary. This summary may include:

- The reason for EP involvement
- Your views
- Your child's views
- Outcomes of assessment
- Strengths and areas of development
- Recommendations for support

This helps them to develop a good understanding of your child's strengths and areas of development. This will help to inform their recommendations for support.

## Feedback Meeting

The EP may then arrange a feedback meeting with yourself and the school to discuss the report and agree upon a plan for support.

## Review

After an agreed period of time, a review of the agreed plan will take place to assess whether the strategies are having a positive impact.

This may take place without an EP there.



For more information, please contact the Educational Psychology Service on:

Email: [educationalpsychologyservice@hillingsdon.gov.uk](mailto:educationalpsychologyservice@hillingsdon.gov.uk)  
Telephone: 01895 558101