

Our Ambitions

Local Area Ambitions for Children, Young people, and Young Adults with SEND

Our strategy is underpinned by five key ambitions:



Ambition 1

The right support,
at the right time,
in the right place



Ambition 2

Fully inclusive
education for all



Ambition 3

Provision meets the needs
of Hillingdon's children
and young people



Ambition 4

Children and young people live
happy and fulfilled lives where
they are included in the community



Ambition 5

There is a **flexible offer** and
range of intervention for children
to access alternative provision



Ambition 1



The right support, at the right time, in the right place

We will improve children's and parents' experience of the SEND system by delivering the right support in the right place at the right time

Context:

There is clear evidence in research that helping families as early as possible and providing support at the right time can reduce the likelihood of problems escalating (and the need for more intensive interventions) and improve long term outcomes. NASEN reported on the importance of early intervention services, as reported by Cerebra. A recent study of over 600 families found that less than 30% of children had received targeted early intervention support in the preceding 12 months.

In Hillingdon, early intervention services are delivered through a multitude of ways. The SEND Advisory Service (SAS) offer a range of support free of charge for schools to support children with SEND needs (without an EHCP). Support is provided by specialist advisors as well as a range of funding streams to close the gap early. Referrals for EHCPs are managed centrally through one front door within the Stronger Families Hub. This enables the Council to offer support from a range of services prior to and alongside an EHCNA. The Council offers an early years SEND

advisory service, supporting nurseries and PVI's with specialist advice and guidance, as well as services such as portage and keyworking support.

Health services are provided via an integrated therapy agreement with CNWL, in collaboration with the Integrated Care System (ICS). The current agreement is historic and needs updating in light of the substantial increase in demand over the past few years. Through this agreement, early interventions are offered to support children without an EHCP.

Our current outcomes data for children with SEND in 2022 shows that this group perform well compared to national in most areas of outcomes, however, there is more we can do to ensure our children achieve more at their statutory assessment points and have the best opportunities to succeed. In line with the SEND & AP Improvement Plan, we aim to focus further on early intervention in order to close the gap before it widens, where possible.



Ambition 1



The right support, at the right time, in the right place

We will achieve this by:

Review and refine early intervention offer

- Increasing awareness of Early Help, intervention and inclusion across schools, community and families
- Reviewing our current early intervention offer and refining it to meet the needs of our families
- Further developing & implementing the Early Identification Toolkit (EI Toolkit) that promotes a graduated approach
- Provide more support to our early years settings via the SEND Advisory Service, EPS and health services to ensure that needs are identified early, and appropriate interventions are in place. New EPS Early Years advisor role to commence to support this

Review and refine approaches to early identification, assessment and reviewing of EHCPs

- Offer support, advice and resources for families while they might be waiting for assessment and diagnosis
- Ensure annual reviews are up to date and high quality, appropriately planning for the next phase of education and completed in expected timeframes
- Provide high quality training and support to schools
- Ensure high levels of compliance to timelines for new EHCPs

Develop clear pathways for support

- Make more support and resources available without the need for a diagnosis, and without needing an EHCP
- Create clear pathways which families and professionals can easily navigate to arrange support and assessment
- Further developing the Early Health Notification Panel to improve the identification of SEND from birth to ensure services are provided in a timely manner
- Develop an Early Years Assessment Base

Ambition 1



The right support, at the right time, in the right place

Develop new collaborative agreement & ways of working for Children's Integrated Therapies

- Develop new ways of working to meet the current demand of health services and support whilst also ensuring more children receive the support they need at the right time
- Create a collaborative agreement between health and the Council to demonstrate how key aspects of the local area will work together to meet needs

Improve outcomes for children with EHCPs and SEND Support

- Working closely with the Education Improvement team, SAS, schools, governors and the Hillingdon Learning Partnership, develop effective training, evidence-based interventions and support for schools to have high ambitions for children with SEND and to tailor support to close the gaps
- Support schools to identify needs early and appropriately with support put in place without delay

Ambition 1



The right support, at the right time, in the right place

What does success look like?

- Parents have confidence in the local area SEND services available in Hillingdon, and know how to get support, whether that is within health, education, social care or the voluntary sector, as evidenced in surveys
- Numbers of children and young people identified with SEND will be in line with population expectations and fewer children require an EHCP to meet their needs, due to successful early intervention
- Quality of all assessments reflect a child centred approach and show joined up working
- Education, Health and Care assessments are completed in a timely manner and are high quality
- Reviews are on time, thorough, and support providers to enable improvements in the outcomes for the child or young person.
- Parents report that access to health services has improved and their health needs are being identified and met earlier
- There are clear pathways for support which parents understand and report being effective
- A new collaborative agreement with Childrens Integrated Therapies is in place and effective and appropriate to meet the needs of the local area
- More children with SEND will achieve the expected standard in reading, writing and maths at the end of Key Stage 2, and the Attainment 8 and Progress 8 scores of young people with SEND show a sustained improvement

Ambition 2



Fully inclusive education for all

We will support all schools and settings in Hillingdon to be inclusive and welcome children and young people with SEND

Context:

There has been a substantial increase in SEND needs in England over the past decade, which has been compounded by the lasting impact of COVID-19, leading to more children with speech and language delays, increased SEMH needs and wider SEND needs nationally. More children are being placed in special school provision and requiring specialist support than ever before. Hillingdon has a range of specialist provision and a wide range of mainstream schools who support children with SEND needs. The most recent census data demonstrates there are significant variances in the levels of inclusion in different schools across the borough, ranging from schools having 0.3% of children with EHCPs in mainstream schools to around 6%. [Warnes \(2021\)](#) researched mainstream teachers' concerns about inclusive education for children with SEND and identified there was a varied understanding of what was meant by inclusive education and varying levels of confidence amongst teachers in supporting children with a variety of needs. Parent feedback, as part

of the development of this strategy, demonstrated similar concerns were felt by parents in Hillingdon, where they saw that mainstream teachers needed more support to better understand how they can improve outcomes for their children. The DfE reported on this as part of research informing the SEND reforms. It was found that some schools subtly dissuade parents of children with SEND, stating they cannot meet their needs. Not all schools in Hillingdon welcome children with SEND as much as others, whilst some schools are very inclusive. Refocusing intervention and quality inclusion within mainstream schools will also enable our specialist settings to concentrate on those learners with the most complex of needs as the bar in terms of severity continues to rise. In line with the SEND & AP Improvement Plan, we aim to create a skilled workforce and excellent leadership of SEND. As a local area, it is vital that we support our schools to feel empowered to support more children with a variety of needs and that they have the tools to do so.



Ambition 2



Fully inclusive education for all

We will achieve this by:

Promote Hillingdon's approach to inclusion including increasing uptake in SEND reviews & peer mentoring

- Identify, model and share good inclusive practice in schools (i.e., where CYP with SEND feel they belong, feel valued, supported to make progress to achieve their ambitions through high quality teaching and a challenging, broad curriculum)
- Promote peer reviews of inclusion with an identified focus on SEND provision
- Increase uptake and impact of SEND reviews across all settings

Improve functionality of the Local Offer

- Review current effectiveness and ease of use of the existing local offer, listening to feedback from families, practitioners and schools
- Improve content and signposting within the Local offer so families feel they can make effective use
- Raise awareness of the Local Offer with the community and regularly promote the website

Support and empower settings to play their part in a fully inclusive system

- Establishing frameworks to support settings with the identification of SEND and how to best put support in place through Ordinarily Available Provision
- Provide all schools with a contextualised overview of inclusion data in mainstream schools to help identify areas for development and measure impact
- Include schools with low levels of EHCPs when consulting on settings, as they have resources and capacity to meet needs

Ambition 2



Fully inclusive education for all

We will achieve this by:

Develop training opportunities for LBH staff, health, social care and schools

- Create a workforce training plan across the local area to share expertise, improve consistency and to ensure all partners work together to improve outcomes for SEND
- The SEND Executive Partnership Board will monitor impact and outcomes collectively through regular monitoring of data across the area

Review and refine support for SEND children with transitions, attendance and exclusions and vulnerable group

- The Council, working collaboratively with schools, to develop strategies to reduce the numbers of children who are excluded from education
- Monitor children with SEND who are part of the YJS, analyse ethnicity breakdown and other factors to ensure support is appropriately targeted to improve outcomes
- Create a map for parents around key ages and stages, with core information about what to expect at common transition points, including videos and lived experiences of what the next stage of education, health or social care support looks like

Ambition 2



Fully inclusive education for all

What does success look like?

- Parents report the Local Offer is easy to navigate and offers a wealth of information and signposting which meets their needs
- The majority of children and young people with an EHCP are educated in their local mainstream school – nationally published data shows the proportion of CYP with an EHCP in mainstream is at least in line with national, regional & statistical neighbour
- Schools report increased levels of confidence in supporting a range of needs and are more inclusive
- Schools, families and the local area workforce report effective training programmes are available and are improving practice
- Children with SEND with wider needs have appropriate support holistically to improve outcomes and trends in data are used to target support accordingly. Barriers to health or education support are removed for key groups where inequalities were evident
- Parents are clear on the choices available for transition points and children are supported through transitions to have successful placements in their next phase of education – leading to a reduction in the number of requests for a change of placement
- There is a reduction year on year in the number of suspensions and permanent exclusions of children and young people with SEND
- More children and young people with SEND attend school regularly and less children and young people with SEND are attending school on a reduced timetable
- Our local area partners tell us that that they have the right skills and knowledge and access to appropriate training

Ambition 3



Provision meets the needs of Hillingdon's children and young people

We will deliver new, ambitious and innovative provision that enables children and young people with SEND to receive excellent education in their local community



Context:

Nasen recently reported on the importance of early intervention services to close the gap on children's needs at the earliest opportunity. A recent report, 'Investing in Early Intervention', referenced the impact this can have on the types of settings children are placed in:

"Many of the children and young people currently in residential special schools and colleges could be educated in their local communities if better support was available." (Lenehan, 2017)¹⁰ (page 5)

We have a shared vision with children, parents and stakeholders that Hillingdon children should be educated locally wherever possible within their communities, enabling children to be with other children in their

local area and access wider curriculum opportunities locally. Therefore, we continue to create additional specialist school places in Hillingdon, both in special schools and in Specialist Resource Provision (SRP's) as well as Designated Units (DU) and Early Years Assessment Centre (EYAC) in mainstream schools. Hillingdon places a higher than average number of children in high cost independent schools, leading to budget pressures as well as increased journeys for children attending school. There are also large differences between the number of children with EHCPs attending each mainstream school in the Borough. We hope to provide a continuum of provision to meet a range of needs and provide the best possible support for our children in Hillingdon.



Ambition 3



Provision meets the needs of Hillingdon's children and young people

We will achieve this by:

Review SEND Funding approach

- Review Hillingdon's banded funding model and create a new banding matrix to better support needs and the provision required to achieve this
- Review funding of existing EHCPs to ensure it enables effective support
- Ensure high quality annual reviews take place to ensure support is appropriate to meet the needs

Develop new SRP, Designated Units and Assessment bases with appropriate quality assurance

- Quality assure existing provision to create a consistent approach to supporting children with SEND
- Develop more provision to meet the range of needs locally in the Borough, including additional SRP places and Designated Units
- Review all independent and non-maintained schools to optimise the use of mainstream settings

Create additional places in local Special School provision

- Review current SEND school provision and ensure it meets the current needs of children
- Further develop more SEND school places as required to meet the current and future demand
- Develop clear admissions criteria for our local provision in partnership with the settings

Ambition 3



Provision meets the needs of Hillingdon's children and young people

We will achieve this by:

Develop a SEND school outreach offer

- Create a new SEND outreach model to support mainstream settings with a range of needs
- Tailor support to enable mainstream schools to increase confidence in meeting SEND needs

Strengthen our provision around Alternative Provision

- Quality assure current AP provision and review existing provision, including all SLAs with AP providers
- Review AP offer and commissioning arrangements and revise as required to ensure children are supported effectively and transitioned back into mainstream at the earliest opportunity
- Explore different models for Alternative Provision

Ambition 3



Provision meets the needs of Hillingdon's children and young people

What does success look like?

- The proportion of children with EHCPs in mainstream and SEND schools is in line with national
- Children who require specialist provision are placed without delay in appropriate local provision
- Children and young people and their families are positive about their experiences of the SEND provision in Hillingdon and tell us the services are meeting their needs
- Review of banding is completed through co-production with stakeholders and a new model created which is fit for purpose long term, ensures equity and supports children appropriately in all settings
- The number of placements in SRPs increases, developing areas of expertise and outstanding practice across the borough
- Mainstream settings access outreach support from local SEND schools to further develop outstanding inclusive practice
- Alternative Provision in Borough meets needs and is used effectively to improve outcomes by supporting transition back into mainstream at the earliest opportunity
- A reduction in SEND transport demand as more children will be attending their local school

Ambition 4



Children and young people live **happy and fulfilled** lives where they are included in the community

We will enable all children and young people to achieve independence, take part in activities they want to be part of, build good relationships and have a meaningful outcomes in adulthood

Context:

Our ultimate goal for children in Hillingdon is for them to be happy and live fulfilled lives. Children and families should feel they can access a range of extra-curricular activities to ensure children and young people with SEND can access the same opportunities as children without SEND. We know parents do not feel this is the case.

We also know that parents and children find transitions to the next phase of their education or moves from one school or service to another a time of anxiety and disruption. We strive to aim high for our young people and to support them in their aspirations. We will work closely with schools to improve phase transition processes and we will work collaboratively with our social care and health colleagues to deliver smooth transition points for young people on the journey to adulthood.



There is an increase in the prevalence of SEMH needs across the Borough which is leading to more children being out of formal education and children requiring specialist support as their needs are not met early enough. COVID-19 has exacerbated the need for targeted support for schools and children and their families with supporting SEMH needs. Hillingdon has a strong SEMH provision within the Borough but more needs to be done to support children who do not need specialist provision.

As referenced in the SEND & AP Improvement Plan, Hillingdon is keen to ensure our children and young people are supported successfully move through education and into adulthood, regardless of whether they have an EHCP, through the wide variety of routes available.

Ambition 4



Children and young people live **happy and fulfilled** lives where they are included in the community

We will achieve this by:

Develop further opportunities for children with SEND to take part in clubs & activities

- Review our current offer across the local area for children with SEND to take part in wider opportunities
- Share information with parents in one place so they can access a range of opportunities
- Monitor uptake of provision and listen to feedback from children and families

Development of Preparation for Adulthood outcomes

- Strengthening 'Preparing for Adulthood' offer for young people with SEND to be healthy, remain within their communities, continue with their education or employment and promote greater independence
- Ensuring smooth transition planning between Children's & Adult Social Care, where we start planning transition at 14 years so that support can be planned in advance

Further develop options for Post 16 through supported internships, provision, work and employment

- Working with employers and FE providers, create more opportunities and pathways to support wider education, employment and training opportunities, including Supported Internships
- Work with schools to identify pupils at risk of NEET
- Working with Hillingdon PCF, develop a transitions or 'pathway' guide using examples of good practice from other LAs

Ambition 4



Children and young people live **happy and fulfilled** lives where they are included in the community

We will achieve this by:

Regularly gather feedback from SEND children to understand what is working and what isn't

- Involve children and young people at all stages so they are clear on their options and can make the best choices for them, linking with their aspirations
- Ensuring that parent/carers and young people are active participants in designing service delivery and represented on the SEND Executive Partnership Board

Improve support for children with Social, Emotional and Mental Health support

- Develop an outreach service for children who have SEMH needs to support them in mainstream settings for longer with appropriate support
- Work with CAMHS to provide effective support earlier, including further developing the Mental Health Support Worker service in all schools
- Recruit an SEMH EP specialist to support schools and families with SEMH needs

Ambition 4



Children and young people live **happy and fulfilled** lives where they are included in the community

What does success look like?

- Interventions and support to improve children and young people's emotional wellbeing and mental health are having a positive impact
- Activities and opportunities are accessible, no longer preventing children and young people's participation in locally based activities
- Children with SEND report they feel included and are active in their local community
- Families and children are supported at Year 9 to consider options for post 16 choices and report smooth transitions between services
- The percentage of children with SEND who are NEET decreases
- Children report feeling heard and can influence the SEND provision and processes within Hillingdon to improve outcomes and meet their needs
- Schools report feeling supported with SEMH needs and mainstream schools can meet the needs of the majority of children with SEMH needs
- There is well-coordinated transition for children and young people at all key points, through to adulthood and beyond
- All agencies have high aspirations for all children and young people with SEND and work effectively together to support them through key transitions to be independent and well-prepared for adult life
- Children and young people with SEND and their families are involved in designing and evaluating services

Ambition 5



There is a **flexible offer** and **range of intervention** for children to access alternative provision

We will create a three tiered model for Alternative Provision that offers flexible interventions and supports children back into mainstream where possible.

Alternative provision in Hillingdon must be a collective system in which educational settings, community services, health and education support services all play a crucial part in responding to vulnerable children and assisting with reintegration to school; this moves away from viewing alternative provision as a 'market' with a selection of services, or a number of places to be commissioned.

Demand for alternative provision is driven by a combination of how schools approach inclusion, the support available to enable inclusion, a collective understanding of how to respond to social, emotional and mental health needs and behaviour that schools find challenging and children for whom a standardised route to GCSEs is not appropriate. It has been well documented that 'the more alternative provision that exists, the more it is filled' (IntegratED report, pg. 64) – solutions need to come from a whole system approach to meeting needs.



We share the DfE's vision that:

"Every child deserves an excellent education and the chance to fulfil their potential, whatever their background, needs or location in the county. Children in alternative provision deserve these opportunities too". (Creating Opportunity For All, March 2018).

Every child accessing Alternative Provision in Hillingdon will be:

- Given access to a diverse, imaginative and engaging curriculum that is relevant, appropriate and includes core subjects
- Involved in developing a plan which focuses on their reintegration back into mainstream school, where appropriate
- Supported by a flexible, multi-disciplinary intervention according to need which considers the whole child within their family context
- Educated in their local community, where possible and appropriate

Ambition 5



There is a **flexible offer** and **range of intervention** for children to access alternative provision

We will work collaboratively across schools, the local authority, and health services to ensure that where possible, we respond to children's needs before they escalate and require alternative provision. Many children currently accessing alternative provision require a special school placement as outlined in their Education Health and Care Plan (EHCP). If it becomes apparent a child needs specialist education, it is our aspiration they are swiftly moved to the right specialist school according to their needs.

Our ambition for alternative provision in Hillingdon is to:

Create a three-tiered alternative provision system

- Create a three-tier alternative provision system, focusing on targeted early support within mainstream school, time-limited intensive placements in an alternative provision setting, and longer-term placements to support return to mainstream or a sustainable post-16 destination

TIER 1

Targeted support in mainstream schools

AP specialist early interventions and support to help at-risk pupils stay in mainstream school.

TIER 2

Time-limited placements

Short-term placements in AP schools to assess and address pupil's needs, with the expectation of return to their mainstream school.

TIER 3

Transitional placements

Placements in AP schools for pupils who need support to move on to a new mainstream school or sustained post-16 destination.

Effective reforms would move the system's emphasis upstream, away from expensive long-term places

Ambition 5



There is a **flexible offer** and **range of intervention** for children to access alternative provision

Reduce the number of exclusions and suspensions from and within schools

- Continue to reduce the number of exclusions from and within schools (including suspensions) through a focus on developing trauma-responsive practice in our schools and providing the right support at the right time to our children and families

Increase the number of children successfully reintegrated back into mainstream

- Increase the number of children and young people supported in mainstream provision, reducing the need for off-site provision
- Increase the number of pupils successfully reintegrated into mainstream provision through an increased focus on establishing unmet needs and how these can be addressed

Improve commissioning of independent providers to have a more flexible approach

- Improve commissioning of independent providers to have a more flexible approach, offering a range of support tailored to children and young people's needs
- Gain a better understanding of alternative provision pupils needs and outcomes and apply consistency of opportunity across the borough

Reduce the number of children requiring tuition

- Reduce the rising number of young people receiving independent tuition as there will be appropriate provision in place within local settings

Ambition 5



There is a **flexible offer** and **range of intervention** for children to access alternative provision

We will achieve this by:

- Working with schools to promote inclusion and tap schools into new models of support and therefore have less children needing alternative provision
- Establishing a database for all children accessing alternative provision so that a single register of children using alternative provision can be maintained, and the data gathered to understand the impact of alternative provision on children and young people's educational and wellbeing outcomes
- Setting out our alternative provision 'offer' clearly as part of the local offer
- Evolving SAS as a preventative service which is aligned to support in-school settings for children who are at risk of exclusion or in need of personalised education
- Developing new service level agreements with our AP providers which will ensure the emphasis will be on providing temporary education with a view to reintegration to mainstream settings or swift transition to special schools