

SEND Advisory Service

The overarching aim of the service is to:

- Develop meaningful partnerships with Children, Young People (CYP) and their families
- Work in collaboration with mainstream settings to foster outstanding, inclusive practice and remove barriers to learning
- Provide support and challenge to critically evaluate equality, equitability and inclusive provision in educational establishments
- Work with educational establishments to prevent suspensions and exclusions
 - Providing support and challenge to settings in terms of equality and discrimination where contributing factors are as a result of disabilities
- Enable CYP with SEND to achieve the best possible outcomes in life - academically, emotionally and socially
- Critically evaluate the need for additional funding to enable better outcomes for pupils with SEND, where their needs are not deemed to be complex and long-term

What was the equality issue?

Educational establishments have a duty to provide Quality First Teaching and ensure the graduated approach to SEND provision is embedded in their setting.

Census data highlighted disparity between settings in terms of their levels of Education, Health and Care Plans (EHCPs) and SEND support.

Exclusion data and progress data was considered and settings at risk of not providing children with disabilities equal access to learning were identified.

Discussions with school SENCOs also highlighted that there was inconsistency in early identification of SEND and staff confidence when supporting children and young people with SEND.

How was this addressed?

We developed a multi-disciplinary workstream to develop an Early Identification Toolkit to support settings in identifying emerging SEND needs more consistently.

The toolkit provides a guide to the graduated approach and provides assessment tools, recommended by Hillingdon partner agencies. The toolkit feeds into the

Ordinarily Available Provision (OAP) document which was created 2 years ago. The OAP document provides detailed guidance on what should be on offer to all students to facilitate equitability within the setting.

In addition to this, we started offering supported SEND Reviews for all schools and settings, using the census, exclusion and progress data to prioritise schools and settings at risk.

The SEND review is a self-evaluation of SEND Provision which addresses 6 key areas of strategic and operational delivery.

What was the outcome?

The Early Identification Toolkit has just been launched with follow-up training available. Feedback from the SENCO forum indicates that the Toolkit will support schools and settings to be more consistent in their identification of SEND.

A total of 53 SEND Reviews have been completed in PVI, Primary and Secondary schools, with a further 39 booked/agreed.

The top 3 emerging themes from completed SEND reviews indicated 23% of identified targets related to environmental suitability, 19% related to effective QFT/use of OAP and 13% related to effective provision mapping.

Follow up support is available to enable schools to meet their targets. This could be short-term targeted support or an intensive, one-year school development programme.

Some reviews have already taken place. Settings were asked to rate aspects of the SEND Review process using a scale of **1-6** (insufficient – excellent). The average score across 5 questions was **5.5**, which indicates that schools are extremely pleased with the overall process.

Of those schools who have had a follow up review of targets: At the start of the SEND Review settings scored an average of 0.1/2 towards their developmental targets. At the midterm review settings scored an average of 0.5/2, demonstrating progress towards their targets identified through the SEND Review.