

Hillingdon SEND
and AP Partnership

Hillingdon Local Area SEND & AP Partnership Improvement Plan 2024-2028

October 2024

Hillingdon SEND & AP Strategy 2023-28



Working in partnership with:

- London Borough of Hillingdon
- North West London Integrated Care System
- Hillingdon Parent Carers Forum
- Central and North West London NHS Foundation Trust
- SENDIAS Service
- Schools and education settings
- Third sector organisations

Context

SEND (Special Educational Needs and Disability) is a key priority for the Hillingdon Local Area and is owned strategically and politically across the system by senior leaders who are collectively ambitious for children and young people with SEND and their families.

Ofsted and the Care Quality Commission (CQC) have recently undertaken a joint inspection of Hillingdon's Local Area Partnership between 29th April and 3rd May 2024. The purpose of inspection was to:

- Provide an independent, external evaluation of the effectiveness of the local area partnership's arrangements for children and young people with SEND.
- Where appropriate, recommend what the local area partnership should do to improve the arrangements.

The inspection outcome was that "the local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership must work jointly to make improvements and publish its plan based on the recommendations set out by inspectors".

Our Commitment and strategic vision

This Hillingdon SEND Local Area Partnership Improvement Plan aims to take forward the learning from the Ofsted/CQC inspection process and will set out how the Partnership will address the priority actions for improvement identified through the inspection. The Partnership will also incorporate actions required to fulfil ambitions from [Hillingdon SEND and Alternative Provision Strategy 2023 – 2028](#). This Plan has been co-produced with all partners through a series of workshops and various meetings.

The Hillingdon Local Area Partnership, led by the Hillingdon Council and the NHS Integrated Care Board, accept the findings of the inspection report. We recognise that some children and young people with SEND and their families have not received the service and outcomes they need and deserve. The Local Area Partnership are continuing to take action to address the areas for development highlighted in the report, alongside our broader SEND and AP ambitions, to lead to improved lived experiences for all.

Working in partnership, under the SEND Executive Partnership Board (SEPB), the Local Authority, ICS and our Parents and Carers Forum have developed a strong vision to reflect our belief that SEND is everyone's business. The Hillingdon SEND and Alternative Provision Strategy 2023 - 2028 outlines our vision, aspirations, and priorities for children and young people with SEND and their families.

The five ambitions outlined in our SEND and AP Strategy 2023-2028 focus on the delivery of local area services for children and young people with SEND and their families are:

- **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.
- **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.
- **Provision meets the needs of Hillingdon's children and young people**
We will deliver a new, ambitious, and innovative provision that enables children and young people with SEND to receive excellent education in their local community.
- **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 meaningful outcomes in adulthood.
- **There is a flexible offer and range of interventions available for children to access alternative provision**
We will create a 3-tiered model for alternative provision that offers flexible interventions and supports children back into mainstream where possible.

Coproduction

The Hillingdon SEND Local Area Partnership Improvement Plan has been coproduced during dedicated stakeholder sessions delivered between July and October 2024. The overarching governance sits with the SEND Executive Partnership Board (SEPB). Terms of Reference have been approved for this partnership work with specific objectives for leaders.

The views of parents, carers and young people have been included in the development of this plan via established forums:

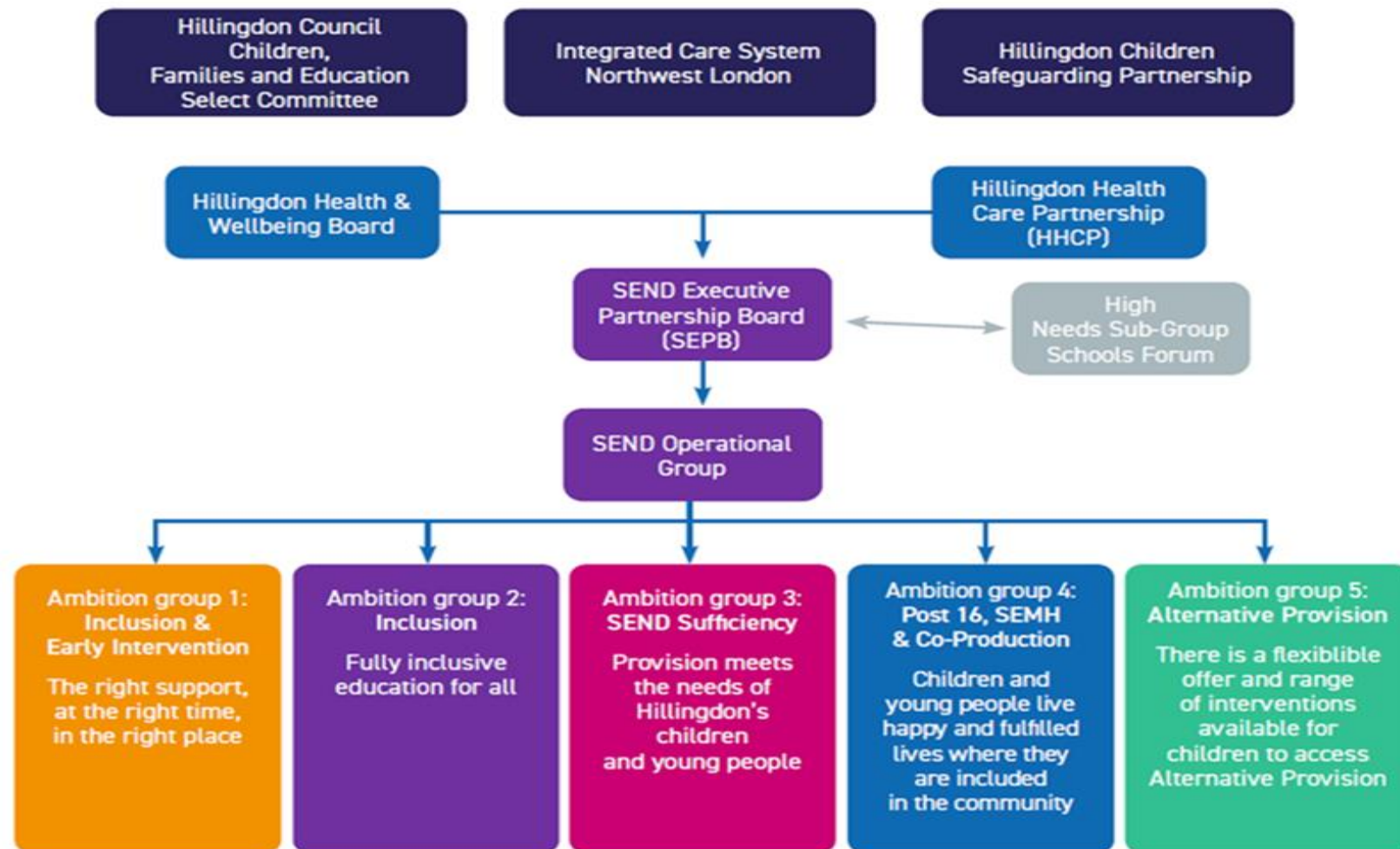
- Parent carer representatives have shared their thoughts about what families would expect to see in this plan and, more importantly, the changes that families want the plan to urgently deliver, in terms of improved service delivery and better outcomes for children and young people with SEND.
- Children and young people gave feedback on their experiences and shared improvement ideas through targeted sessions and have selected a new name for their SEND Youth Forum: "Aim High".

Educational settings have been involved in developing this plan through a dedicated Schools' Leaders Coproduction Session, with 70 representatives from a range of educational settings across Hillingdon. A Schools' SLT survey and School Governors' survey captured feedback and provided actions for improvement across all areas identified during the inspection.

Social Care and Health have actively participated in Leader Improvement sessions to build on the stakeholder feedback and shape them into joint system wide actions with clear timelines and success metrics.



Governance



The Hillingdon SEND Local Area Partnership Improvement Plan will be monitored by the SEND Executive Partnership Board (SEPB) within an established SEND governance structure. The board will ensure there is integrated leadership for all aspects of SEND, with the involvement of parents, carers and young people. This board will also provide both high support and high challenge across the partnership, facilitating solution-focused practice to resolve issues and barriers which impact on the timely delivery of actions. The board will remain within existing governance structures to ensure clear lines of accountability and oversight by local councillors, via the Select Committee, and the ICB's governing body. This board, together with the SEND Operational Group, will provide effective governance, leadership and oversight to address the priority actions and areas for improvement identified in the inspection report.

The SEPB will ensure the objectives of the programme are clearly defined, and Key Performance Indicators and Quality Assurance activity measures are set to track progress and achieve the desired impact. The operational delivery of the improvements will be implemented through reviewed action plans of the Ambition Groups and scrutinised by the SEND Operational Group.

To fulfil this plan's objectives and to ensure the effective working relationship across the partnership, SEPB will remain jointly chaired by Directors in Health and Children's Services. Membership of this Board also includes members of Hillingdon Parent Carer Forum.

Monitoring Progress

The progress against targets and outcomes against success measures will be monitored bi-monthly by the governance groups. The SEPB will receive reports from the leads of Ambition Groups and the SEND Operational Group providing assurance to members of the Board and to enable any emerging concerns to be raised. The effectiveness of these monitoring arrangements will be kept under review.

Each of the Ambition Group members will be responsible for monitoring their specific action plans and providing evidence of impact to demonstrate improvement. Actions will be signed off by the SEND Operational Group and included in the updates to the SEPB. Leaders will be held to account for the areas they lead on and will provide detailed changes and mitigations when actions are not being progressed as expected, and to take the steps necessary to improve outcomes. Updates on progress will be communicated to children and young people, families and wider stakeholders via existing communication channels, such as the LBH Forum of Parent Carer Representatives & Family Support Agencies, and the Local Offer.

The performance dashboard will incorporate key measures identified within each of the improvement priorities such as key performance indicators and quality assurance activities.

Areas for improvement identified during inspection

Ofsted and CQC SEND inspection of Hillingdon Local Area took place between 29th April and 3rd May 2024. During the inspection there were identified four main areas of improvement, and these are addressed within this action plan.

These are:

1. Leaders in education, health and social care should collaborate in a multi-agency approach to strengthen and embed their quality assurance framework of existing, amended EHC plans and annual reviews. This includes:

- improving the quality and timeliness of contributions from health and children's social care practitioners into the plans
- improving the quality and timeliness of annual reviews
- more effectively using the voice and aspirations of children and young people when shaping their EHC and/or amended EHC plan
- ensuring that PfA is more effectively planned from Year 9 onwards
- improving the specificity of outcomes, ensuring that they help the child or young person in readiness for transfer through to their next phase of education
- significantly increasing the timeliness with which final amended EHC plans are issued.

2. Leaders should improve how well information about children and young people and their families is shared and used between and across all those involved in the partnership. This should focus on ensuring that:

- systems to share information about children and young people are more robust and prevent them from ‘falling through the net’
- when children and young people move between settings, schools and colleges, information is shared in a timely way so that everyone works together to ensure that the support for children and young people is implemented quickly
- leaders use a wider range of information to inform how they evaluate children and young people’s needs and understand families’ lived experiences.

3. Leaders need to refine their strategies for training the workforce across education, health and social care in better understanding and supporting children and young people and their families. This should include how well mainstream schools identify children’s needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent exclusion.

4. Leaders across the partnership need to further improve their support for young people in PfA. They should focus on:

- ensuring that those young people with a learning disability under the age of 18 can receive a formal diagnosis when required to ensure a smooth and planned transition through to adult services
- ensuring that all children and young people benefit from an effective and timely presentation to the transition panel
- more robustly capturing the voice of children and young people and their lived experience about the partnership’s approach to PfA.

Improvement Plan

REFERENCE TABLE	
Areas of Improvement from Inspection:	Ambition Group Objective & Actions
1.1 improving the quality and timeliness of contributions from health and children's social care practitioners into the plans	1.2
1.2 improving the quality and timeliness of annual reviews	1.2 & 1.6
1.3 more effectively using the voice and aspirations of children and young people when shaping their EHC and/or amended EHC plan	4.2 & 4.4
1.4 ensuring that PfA is more effectively planned from Year 9 onwards	4.2 & 4.3
1.5 improving the specificity of outcomes, ensuring that they help the child or young person in readiness for transfer through to their next phase of education	1.5
1.6 significantly increasing the timeliness with final amended Plans issued following Annual Review	1.2
2.1 systems to share information about children and young people are more robust and prevent them from 'falling through the net'	1.1
2.2 when children and young people move between settings, schools and colleges, information is shared in a timely way so that everyone works together to ensure that the support for children and young people is implemented quickly	1.1 & 2.3
2.3 leaders use a wider range of information to inform how they evaluate children and young people's needs and understand families' lived experiences.	1.1 & 4.4
3.1. training the workforce across education, health and social care in better understanding and supporting children and young people and their families.	1.6
3.2 how well mainstream schools identify children's needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent Exclusion	2.2 & 5.2
4.1 ensuring that those young people with a learning disability under the age of 18 can receive a formal diagnosis when required to ensure a smooth and planned transition through to adult services.	4.2
4.2 ensuring that all children and young people benefit from an effective and timely presentation to the transition panel	4.2
4.3 more robustly capturing the voice of children and young people and their lived experience about the partnership's approach to PfA.	4.2
Integrated two-year-old review	1.2
Strengthen early identification of needs	1.1 & 2.2
Children and young people in Hillingdon wait too long for Neurodisability assessments. In Hillingdon, CYP are assessed on different pathways for Autism and ADHD, and in some cases, this means CYP having to wait twice for a full assessment of their needs.	1.3
the short break offer is not well developed. Some children and young people wait too long to access provision, for example due to a lack of appropriate equipment.	4.1
the local offer is not well established, many CYP and their families do not know about it	2.1
CYP are not directly represented on the local offer steering group or in SEND governance groups	4.2

Local Area Partnership Improvement Plan to implement SEND and AP Strategy 2023-2028

Actions are based on strategic ambitions and recommendations following Local Area Ofsted Inspection

Ambition Group 1

Objective 1: Review and refine early intervention offer

Areas of Improvement from Inspection:

Leaders should improve how well information about children and young people and their families is shared and used between and across all those involved in the partnership. This should focus on ensuring that:

- systems to share information about children and young people are more robust and prevent them from 'falling through the net'
- when children and young people move between settings, schools and colleges, information is shared in a timely way so that everyone works together to ensure that the support for children and young people is implemented quickly (see also 2.3).
- leaders use a wider range of information to inform how they evaluate children and young people's needs and understand families' lived experiences

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.1.1	Education settings, children and families have access to clear, understandable information to enable access to Early Help Services.	Coproduce Support Information Guidance for CYP and their families while awaiting neurodiverse assessments. → To commence project in <u>January 2025</u> for completion <u>by May 2025</u>	CYP Delivery Manager Hillingdon ICB DCO CDC Consultant Paediatrician
1.1.2		Training and information sessions for parent/carers/CYP to be designed as per parental/CYP's feedback → 2 parent information days will take place by <u>October 2025</u>	SEND Advisory Team Manager & PEP
1.1.3		Review current early intervention offer and refining it to meet the needs of CYP their families and educational settings. EI toolkit will be developed further. → Reviewed EI toolkit to be published <u>by July 2025</u>	SEND Advisory Team Manager & PEP
1.1.4		Strengthen multidisciplinary Early Intervention by increased accessibility to SEND specialist advice and support within Specialist Inclusion Services. → SEND Advisory Team and Educational Psychology Service joint school visits to commence <u>by February 25</u> → To lead on one year pilot with Harrow LA and ICB for Partnership in Neurodiversity for Schools (PINS) project to be implemented in 20 Hillingdon primary schools. Pilot to finish <u>by September 2025</u>	SEND Advisory Team Manager & PEP CYP Delivery Manager Hillingdon ICB

1.1.5	<p>There is effective multiagency working across the Partnership in supporting CYP with SEND, especially at transition points in their education, through joint plans, effective and timely information sharing and evaluation of families' lived experiences. Effective information sharing across Partnership agencies supports early intervention, prevents CYP 'falling through the net'.</p>	<ul style="list-style-type: none"> → The Partnership will develop protocols for information sharing, confidentiality and merged multidisciplinary meetings (where appropriate) across partnership to be established and implemented <u>by March 2025</u> → Configure EHM database system and build in reports to share information between SEND EHCP team, social care and health teams regarding Annual Review due dates. Report to be build and securely shared across partnership. <u>by January 2025</u> and every term thereafter. → The Partnership will utilise existing Early Years Tracking Panel that includes Early Health Notifications to prevent children 'falling through the net' by reviewing the membership of the panel and ensuring robust case monitoring system is in place <u>by February 2025</u> → Based on CYP's 'lived experiences' feedback <i>the Holistic Support</i> process map across education, health and social care to be developed <u>by June 2025</u> and implemented <u>by September 2025</u> → Develop surveys for CYP and their families to evaluate services. Surveys will be developed and implemented <u>by October 2025</u> 	<p>Borough Director Hillingdon NWL ICB DCO</p> <p>Director of Education & SEND</p> <p>AD of SEND & Inclusion</p>
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Ambition Group 1

Objective 2: Review and refine approaches to early identification, assessment and reviewing of EHCPs

Areas of Improvement from Inspection:

Leaders in education, health and social care should collaborate in a multi-agency approach to strengthen and embed their quality assurance framework of existing, amended EHC plans and annual reviews by:

- Improving the quality and timeliness of contributions from health and children's social care practitioners into the plans
- Improving the quality and timeliness of Annual Reviews (see also 1.6)
- Significantly increasing the timeliness with final amended Plans issued following Annual Review

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.2.1	<p>Improved quality of statutory advice for EHCP (EHCNA) and advice for Annual Reviews through processes that are rigorous, sustainable</p>	<p>The Partnership will co-develop the EHCP Quality Assurance Framework based on views and experiences of CYPs and their families. Both health and social care agencies will ensure accurate quality monitoring is built into operational service delivery.</p> <ul style="list-style-type: none"> → The EHCP education, health and social care advice templates to be developed to support better quality of information within statutory advice (for both EHCNA and Annual Review) <u>By January 2025</u> 	<p>CYP Delivery Manager Hillingdon ICB</p> <p>DCO</p>

	and lead to plans of consistent quality.	<ul style="list-style-type: none"> → The Partnership will utilise new EHCP Annual Review tool within Invision 360 to regularly audit the Plans following Annual Reviews and monitor the quality of amended plans. Annual Review Invision 360 tool to be in use <u>by May 2025</u> → Partnership Task & Finish Group will be established to design QA Framework. <u>by February 2025</u> → QA Framework and templates to be published by <u>September 2025</u> 	AD of SEND & Inclusion LBH
1.2.2	Improved timeliness of statutory advice for EHCNA and Annual Reviews	<p>The SEND EHCP Team will increase workforce establishment to ensure there are sufficient officers to respond to annual reviews in a timely manner and will provide appropriate ongoing training to upskill the officers to ensure the review is high quality.</p> <ul style="list-style-type: none"> → Recruit 6 substantive Annual Review Coordinators <u>by February 2025</u> → Recruit 2 additional EHC Coordinators to lower caseloads and ensure an increase in timeliness in issuing final EHCPs following reviews <u>by February 2025</u> → Configure EHM database system and build in report to monitor timeliness of the statutory advice. Report will inform health and social care of Annual Review due dates to enable them to participate in the process and monitor relevant agencies meeting the 6 weeks (EHCNA) and 2 weeks (Annual Review) statutory timeframe. Report will be shared with schools to support their timely planning of the Annual Reviews. Report to be build and securely shared across relevant agencies within partnership. <u>by January 2025</u> and every term thereafter. → Capture planned dates of Annual Reviews to be held by schools annually and monitor paperwork expected from each school with follow up communication where necessary <u>by September 2025</u> <ul style="list-style-type: none"> → <i>As per action in 1.1.5</i> Annual Review due report will be created and shared with health and social care teams to improve internal monitoring of timeliness of the statutory advice for Annual Reviews. 	AD of SEND & Inclusion LBH
1.2.3	Ensuring that Educational Settings work in close collaboration with health and social care to inform Annual Review contributions from these agencies.	<p>Both Annual Review Guidance with checklist for schools and Annual Review Proformas will be reviewed in consultation with CYP to enable settings to ensure relevant professionals' involvement.</p> <ul style="list-style-type: none"> → Reviewed Annual Review Guidance with checklist be published <u>by March 2025</u> → Coproduced new Annual Review Proformas to be published <u>by June 2025</u> 	AD of SEND & Inclusion LBH

1.2.4	Early years providers and 0-19 Healthy Child Programme Health Visitors work together to deliver the 2.5-year developmental review, initially for children with known SEND or significant developmental delay.	0-19 Healthy Child Programme will work together with the wider partnership to introduce a method of integrating 2-2.5-year developmental reviews between health and early years settings, initially for children with identified developmental delay or identified SEND. → To develop methodology utilising Systm1 data to measure progress against this plan. To commence discussions <u>by November 2024</u> → To launch pilot of agreed integrated model with selected early years providers <u>by March 2025</u>	CNWL HCP Lead DCO AD Children Family Support Services LBH
1.2.5	0-19 Specialist Public Health Nurses (Health Visitors) will receive 100% referrals of known vulnerable pregnancies from The Hillingdon Hospital via the 0-19 children's contact centre.	All referrals will be triaged and allocated to a HV who will offer a face-to-face antenatal contact. Systm 1 will be reconfigured to identify the nature of contact (face-to-face or remotely), reasons if not seen and referral source in order to capture measurable data. → To commence monitoring of referrals from THH <u>by December 2024</u> → To have agreed Systm1 updates related to capturing this data <u>by April 2025</u>	CNWL HCP Lead DCO AD Children Family Support Services LBH

Ambition Group 1

Objective 3: Develop clear pathways for support

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

Areas of Improvement from Inspection:

- Children and young people in Hillingdon wait too long for Neurodiversity assessments. In Hillingdon, CYP are assessed on different pathways for Autism and ADHD, and in some cases, this means CYP having to wait twice for a full assessment of their needs.

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.3.1	ICB will work to create consistent alignment of resourcing and development of a standard core common offer to improve services and reduce variation in CYP neurodevelopmental (ND) services.	<u>Pre-assessment and 'waiting well':</u> → NWL ICB will work with referrers and families to ensure the service has information for triage and signposting during 'waiting well'. → NWL ICB will provide parents / carers and CYP with a roadmap of assessment pathway and estimated timelines <u>by April 2025</u> → Referral and signposting process for parents / carers to 'waiting well' support to be implemented <u>by April 2025</u>	MHLDA NWL ICB

		<p>→ ICB will launch a procurement exercise <u>in November 2024</u> to commission a peer-led service for CYP with Autism and ADHD and their families. The service will offer pre and post diagnostic signposting and support to enable CYP and their families to 'wait well'. Service will be implemented <u>by April 2025</u></p> <p><u>Assessment and diagnosis:</u></p> <p>→ Joint assessments which are multi-disciplinary and simultaneously assess ASD / ADHD / Tics if multiple are indicated <u>by April 2025</u></p> <p>→ Share diagnosis following the joint assessment with relevant education provider / referrer / GP with CYP / parental consent to commence <u>by April 2025</u></p>	
1.3.2	CNWL will expand their current data capture to include a greater depth of information regarding numbers of CYP and waiting times for assessment on ASD and ADHD referral pathway	<p>CNWL Service Leads, Business Intelligence Team and ICB representatives will work together to implement increased breadth of data capture.</p> <p>→ BI to commence implementation of changes to IT systems <u>by March 2025</u></p>	<p>CYP Delivery Manager Hillingdon ICB CNWL Business Intelligence CNWL Service Leads</p>
1.3.1	Parents/carers have access to information regarding health services and are offered support for their CYP while awaiting diagnosis.	<p>The Hillingdon ICB and CNWL will work within Partnership to develop 'Waiting Well' support through informal cafe style respite, introduction to Autism programme, Brilliant Parents programme and School Transition Workshops for families awaiting ASD diagnosis.</p> <p>→ 'Waiting Well' initiatives will be implemented as a part of Pilot scheme <u>from April 2024 to March 2025</u></p>	<p>DCO CYP Delivery Manager Hillingdon ICB</p>
1.3.2	The Partnership has clear pathways of support which all professionals and parents understand and report being effective.	<p>Hillingdon early years settings and mainstream schools will increase their uptake in SEND reviews and peer mentoring to strengthen inclusion.</p> <p>→ SEND Advisory Team will undertake more SEND reviews, or revisits. There will be an increase from 62% to 93% of all Hillingdon settings undertaking SEND reviews to support schools' improvement around inclusion. Plan for SEND review visits or revisits to be created and monitoring of outcomes Reviews to be completed <u>by March 2026.</u></p> <p>→ SENCO Hubs will be set up to support peer mentoring <u>by June 2025</u></p>	<p>SEND Advisory Team Manager & PEP</p> <p>Head of Education & Lifelong Learning</p>

Ambition Group 1

Objective 4: Develop new collaborative agreement & ways of working for Children’s Integrated Therapies

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.4.1	New collaborative agreement with Children’s Integrated Therapies is in place and effective and appropriate to meet the needs of the local area.	<p>The LA, ICB and CNWL will create a Collaborative Agreement to demonstrate how key aspects of the local area will work together to meet the therapeutical needs of CYP with SEND (age 0-19). Outcomes will be monitored regularly.</p> <ul style="list-style-type: none"> → New Collaborative Agreement will be signed off by <u>March 2025</u> → Quarterly reviews of outcomes will commence by <u>June 2025</u> 	<p>Head of Children’s Services & Operations CNWL</p> <p>SEND Lead Commissioner LBH</p>

Ambition Group 1

Objective 5: Improve outcomes for children with EHCPs and SEND Support

Areas of Improvement from Inspection:

- 1.5 improving the specificity of outcomes, ensuring that they help the child or young person in readiness for transfer through to their next phase of education.

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.5.1	All CYP with SEND have SMART outcomes outlined in their EHCP or My Support Plan. All stakeholders measure the outcomes and intervene where outcomes are not improving.	<p>The Partnership will monitor outcomes of EHCPs and My Support Plans to ensure they are improving.</p> <ul style="list-style-type: none"> → All will have systems in place to QA the outcomes of EHCNAs & EHCPs including transition points which will be implemented via QA EHCP Framework, training offer, and regular internal auditing systems. <u>by September 2025</u> → Develop further training offer for schools, along with a traded coaching offer for SENCOs or teachers, to improve confidence in creating SMART outcomes and in delivering differentiated curriculums and support to meet CYP’s needs. <u>by September 2025</u> 	<p>DCO Service leads for CDC, CAMHS and CITS</p> <p>Director of Education & SEND LBH</p>

1.5.2	Monitor the outcomes of amended EHCPs via Annual Reviews and new EHCPs across the Partnership to ensure swift action can be taken if not sufficient progress is made towards outcomes.	<p>All agencies across the Partnership will work on improving outcomes for CYP with SEND within their internal processes as part of QA Framework and outcomes will be monitored at the point of Annual Review to ensure that CYP make sufficient progress.</p> <ul style="list-style-type: none"> → Report from EHM on EHCP outcomes (met/partially met/not met) to be created <u>By March 2025</u> → EYES (database) will be implemented to enable more effective data management <u>by Autumn 2025</u> 	<p>Borough Director NWL ICB CYP Delivery Manager Hillingdon ICB</p> <p>DCO</p> <p>CNWL Head of Children's Services & Operations</p> <p>AD of SEND & Inclusion LBH</p>
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Ambition Group 1

Objective 6: Develop training opportunities for LBH staff, health, social care and schools

Areas of Improvement from Inspection:

- training the workforce across education, health and social care in better understanding and supporting children and young people and their families

	Key Areas	Actions (with timeliness)	Lead role & organisation
1.6.1	There is an improved knowledge and confidence in identifying and effectively supporting SEND across Partnership agencies: education, health and social care as well as educational settings. This leads to improved quality of the EHCPs, better inclusive	<p>Partnership Training Programme and information sessions to be designed for schools, education, social care and health staff, tailored to partnership priorities and professionals' feedback. The impact and outcomes of training session will be monitored through feedback.</p> <ul style="list-style-type: none"> → Task & Finish Group will be set up to develop Partnership Training offer. <u>by March 2025</u> → First part of the Partnership Training Programme to be implemented <u>by September 2025</u> and second part of the training programme to be implemented as rolling programme <u>by September 2026</u> 	<p>AD of SEND & Inclusion LBH</p> <p>DCO</p>

<p>1.6.2</p>	<p>practices and smarter outcomes for CYP with SEND.</p>	<p>The Partnership will coproduce a series of information workshops, webinars, training sessions on EHCNA and AR processes to ensure all relevant agencies and educational settings have the knowledge and resources required to improve the EHCPs.</p> <ul style="list-style-type: none"> → Information workshops and webinars to be fully developed and implemented <u>by March 2026</u> → Termly SENCo Forums will continue to be delivered on themes related to early identification and preventative work as well as EHCP processes and inclusive practice as per school professionals' feedback. More bespoke sessions will be developed <u>by February 2025</u> and continue on regular basis. 	<p>AD of SEND & Inclusion LBH</p> <p>SEND Advisory Team Manager & PEP</p>
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	SUCCESS MEASURE FOR Ambition 1	Baseline performance	Target				Source
1.1.2& 1.1.3& 2.2.1 & 2.2.2	SEN Support in Hillingdon is in line with national averages	Baseline 23/24 census data Hillingdon SEN Support <u>11.86%</u> National 13.41%	24/25	25/26	26/27	27/28	Census Data
			12.00%	12.50%	13.00%	13.50%	
1.1.4	The impact of ESF increases leading to CYP's needs being met earlier and closing the gap leading to 3-6% decrease of children applying for EHCP after receiving ESF within 1 year	Baseline FY 23/24 29%	By April 25	By April 26	By April 27	By April 28	DSG PBI dashboard
			24%	20%	17%	14%	
1.2.1 & 1.2.2 a	% of <u>health advice</u> that meet the 6 weeks and 2 weeks reporting deadlines for EHCNA and Annual Review will increase	New measurement no baseline yet 6 weeks performance for EHCNA 2 weeks performance for AR	By Oct 25	By Oct 26	By Oct 27	By Oct 28	EHM / PBI
			6 weeks at 70%	6 weeks at 80%	6 weeks at 90%	6 weeks at 100%	
			2 weeks at 50%	2 weeks at 60%	2 weeks at 70%	2 weeks at 80%	
1.2.1 & 1.2.2 b	% of <u>social care advice</u> that meet the 6 weeks and 2 weeks reporting deadlines for EHCNA and Annual Review will increase	New measurement no baseline yet 6 weeks performance for EHCNA 2 weeks performance for AR	By Oct 25	By Oct 26	By Oct 27	By Oct 28	EHM / PBI
			6 weeks at 70%	6 weeks at 80%	6 weeks at 90%	6 weeks at 100%	
			2 weeks at 50%	2 weeks at 60%	2 weeks at 70%	2 weeks at 80%	
1.2.1 & 1.2.2 c & 1.2.3	Annual reviews 4 -week and 12-week timeline improved	Baseline 23/24 4-week decision met at 17% 12-week final amended date met is 38%	By Oct 25	By Oct 26	By Oct 27	By Oct 28	EHM / PBI
			4-week decision at 50%	4-week decision at 60%	4-week decision at 70%	4-week decision at 85%	
			12-week Amended Final at 50%	12-week Amended Final at 60%	12-week Amended Final at 70%	12-week Amended Final at 85%	
1.2.3 b & 1.6.1 & 1.6.2	Overall Quality of new Plans and Final Amended Plans following AR will improve	Baseline April 24 (based on monthly audit cycle of 20 EHCPs) Baseline for: overall quality of EHCPs	By Apr 25 Based on 25 EHCPs per month	By Apr 26 Based on 30 EHCPs per month	By Apr 27 Based on 30 EHCPs per month	By Apr 28 Based on 30 EHCPs per month	Audit Tool Invision 360

		<ul style="list-style-type: none"> • <i>G 'good' - 40% (43% national average)</i> • <i>RI 'require improvement' - 37% (42% national average)</i> • <i>IN 'inadequate' - 23% (14% national average)</i> 	G 43%	G 45%	G 50%	G 60%	
			RI 32%	RI 30%	RI 27%	RI 25%	
			IN 18 %	IN 15%	IN 12%	IN 9%	
1.3.3	Increase in the number of Hillingdon early years settings taking part in SEND Reviews or revisits.	<i>Baseline 23/24 30%</i> There will be 10% increase each year from the baseline	By Apr 25		By Apr 26		SAS database
			+ 10%		+ 10%		
	Increase the percentage of Hillingdon mainstream <i>primary</i> schools taking part in first SEND Reviews or revisits.	<i>Target 100% of all identified schools 68</i> <i>Baseline 23/24 75%</i>	By Apr 25		By Apr 26		SAS database
			+ 15%		+10%		
1.3.3	Increase the percentage of Hillingdon mainstream <i>secondary</i> schools taking part in first SEND Reviews or revisits.	<i>Target 100% of all identified schools 22</i> <i>Baseline 41%</i>	By Apr 25		By Apr 26		SAS database
			+41%		+ 18%		
	Schools' SEND Reviews outcomes will increase	<i>Baseline Outcomes measure (scale 0-2)</i> <i>Baseline Average 1.4 schools performance following SEND Review</i>	By Apr 25		By Apr 26		SAS database
			1.6-1.7		1.8-1.9		
	Number of early years settings and schools being part of Inclusion Commitment will increase.	<i>Baseline 11% of early years settings</i> 11% of schools	By Apr 25	By Apr 26	By Apr 27	By Apr 28	SAS database
			+10%	+10%	+10%	+10%	
			+10%	+10%	+10%	+10%	
1.4.1	Waiting times for the therapeutic input CYP receiving therapy (1:1 or group session, workshop, training) within 12 weeks of receipt of referral by therapy type: SALT, OT, Physio.	<i>Baseline</i>	By April 25	By Apr 26	By Apr 27	By Apr 28	CNWL database
			SALT 75%	SALT 75%	SALT 75%	SALT 75%	
			OT 75%	OT 75%	OT 75%	OT 75%	
			Physio 100%	Physio 100%	Physio 100%	Physio 100%	
			May 24	June 24	Baseline Quarterly		
	SALT	62%	63%	74%			
	OT	24%	57%	61%			
	Physio	100%	100%	100%			

1.5.1 & 4.2.1	Quality of EHCP Outcomes in Sections C, D & E will increase	<i>Baseline April 24</i> (based on monthly audit cycle of 20 EHCPs) <ul style="list-style-type: none"> ▪ Section C 50% rating as 'Good' or 'Outstanding' ▪ Section D 18% rating as 'Good' or 'Outstanding' ▪ Section E 87% rating as 'Good' or 'Outstanding' 	By Apr 25 Based on 25 EHCPs per month	By Apr 26 Based on 30 EHCPs per month	By Apr 27 Based on 30 EHCPs per month	By Apr 28 Based on 30 EHCPs per month	Invision 360
			C 55%	C 65%	C 70%	C 75%	
			D 55%	D 65%	D 70%	D 75%	
			E 87%	E 88%	E 89%	E 90%	

Ambition Group 2

Objective 1: Improve functionality of the Local Offer

Areas of Improvement from Inspection:

- the local offer is not well established, many CYP and their families do not know about it.

	Key Areas	Actions (with timeliness)	Lead role & organisation
2.1.1	Local Offer is well established, regularly reviewed and many CYP and their families can easily access it.	<p>The Partnership will review all information currently on the Local Offer to check it is still relevant and up to date and identify gaps. The Local Offer will be rebranded to help residents understand what it is and will be marketed more widely, monitoring the level of engagement over time and involving young people in the design and content. The Partnership will work in collaboration to raise awareness of the Local Offer with the community and to regularly promote the website.</p> <ul style="list-style-type: none"> → New branding for the Local Offer will be in place with a new name through coproduction <u>by December 2024</u> → Task & Finish Group will be set up to collate feedback from Families, CYP and other Professionals to evaluate the Local Offer and address all the gaps. Evaluation and improvement plan for LO to be implemented <u>by March 2025</u> → First draft of new Local Offer <u>by October 2025</u> → Regular survey on functionality of Local Offer to be coproduced and implemented <u>by October 2025</u> → Promotion of the Local Offer will be led by the above Task & Finish Group through social media platforms, information forums for parents/carers and YP and by identifying LO champions across all agencies. Promotional activities to be designed and implemented <u>by October 2025</u> and thereafter termly reviewed by AG2. 	<p>AD Children and Family Support Services LBH</p> <p>AD of SEND & Inclusion LBH</p>

Ambition Group 2

Objective 2: Support and empower settings to play their part in a fully inclusive system

Areas of Improvement from Inspection:

- how well mainstream schools identify children’s needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent Exclusion.

	Key Areas	Actions (with timeliness)	Lead role & organisation
2.2.1	<p>There are established frameworks across the Partnership to support educational settings with the identification of SEND needs, inclusion and putting support in place through Ordinarily Available Provision to strengthen inclusion in local mainstream settings.</p>	<p>The Partnership will review and update the OAP framework, create OAP checklists to support settings in strengthening inclusion in local mainstream settings.</p> <ul style="list-style-type: none"> → OAP guidance to be reviewed and published. <i>(please see also actions 1.6.1 & 1.6.2)</i> <u>by December 2024</u> → OAP checklists are published and promoted to schools and settings <u>by January 2024</u> 	PEP
2.2.2		<p>The schools’ community will coproduce an Inclusion Consistency Framework to ensure that an inclusive environment across the Partnership educational settings is transparent and coordinated.</p> <ul style="list-style-type: none"> → The Task & Finish Group will be created <u>by January 2026</u> → Inclusion Consistency Framework will be coproduced & implemented <u>by March 2026</u> 	Head of Education & Lifelong Learning LBH

Ambition Group 2

Objective 3: Review and refine support for SEND children with transitions, attendance and exclusions and vulnerable group

	Key Areas	Actions (with timeliness)	Lead role & organisation
2.3.1	Ensuring that agencies across education, social care and health are working collaboratively with educational settings to develop strategies to support CYP and their families through transition points in their education.	<p>The Partnership will:</p> <ul style="list-style-type: none">→ coproduce relevant guidance documents and information for professionals, and CYP and their families, on transition points in education to prevent placement breakdown and reduce requests for a change of placement to specialist where mainstream deemed appropriate <p><u>by July 2026</u></p> <ul style="list-style-type: none">→ Implement transition Pilot programme (run by LBH education in partnership with CAAS) for 4 secondary schools to support transition of CYP with ADHD & ASD with EHCP transferring to secondary mainstream provision <p><u>by October 24</u></p>	EHC Service Manager

	SUCCESS MEASURE FOR Ambition 2	Baseline performance	Target				Source
			By Oct 25	By Oct 26	By Oct 27	By Oct 28	
2.1.1	Number of views and returns on Local Offer website	<i>Baseline (01.10.23- 01.10.24)</i> → Views 1330 → Bounce rate 40%	Views 1530	Views 1730	Views 1930	Views 2130	LBH Website
			Bounce 42%	Bounce 45%	Bounce 48%	Bounce 50%	
2.2.1 & 2.2.2	Increase by 2 % each year the number of CYP with EHCPs attending local mainstream to increase inclusion.	<i>Baseline 22/23 - 44%</i>	By April 25	By April 26	By April 27	By April 28	EHM / PBI
			48%	50%	52%	54%	
2.3.1	Total number of suspensions and exclusions for CYP with EHCPs or on SEN Support.	<i>Baseline Jul 24</i> occurrences <u>SEN Support</u> Susp. Number: 561 Excl. Number: 14 <u>EHCP</u> Susp. Number: 344 Excl. Number: 3 % decrease from baseline	By Jul 25	By Jul 26	By Jul 27	By Jul 28	Education internal data
			Susp. -10% Excl. -10%	Susp. -5% Excl. -10%	Susp. -2% Excl. -5%	Susp. -2% Excl. -5%	
			Susp. -10% Excl. -30%	Susp. -5% Excl. -30%	Susp. -2% Excl. -60%	Susp. -2% Excl. -10%	

Ambition Group 3
Objective 1: Review SEND Funding approach

	Key Areas	Actions (with timeliness)	Lead role & organisation
3.1.1	Hillingdon SEND funding framework is reviewed and provides fair and transparent allocation of HNB funding in line with CYP's needs.	<p>The Partnership will continue banding review to enable continuum of support for CYP on SEN Support as well as with EHCPs.</p> <ul style="list-style-type: none"> → Mainstream Banding Model implementation commenced in September 2024 and conversion to the new model will be completed <u>by September 2026</u> → Special Schools Banding model review to be completed <u>by February 2025</u> and implemented <u>by July 2027</u> 	Director Education and SEND LBH

Ambition Group 3
Objective 2: Develop new SRP, Designated Units and Assessment base with appropriate quality assurance

	Key Areas	Actions (with timeliness)	Lead role & organisation
3.2.1	Quality assuring existing SRP/DU/AB provision by regular reviews to create a consistent approach to supporting children with SEND.	<p>The Partnership will develop a quality assurance framework for SRPs, DUs and AB.</p> <ul style="list-style-type: none"> → Pilot on SRP Review to be completed <u>by March 2025</u> → Develop QA model for all SRPs, DUs, AB and carry out the reviews for all <u>by September 2027</u> 	SEND Education Advisor LBH
3.2.2	Developing more specialist provision within mainstream to meet the range of needs locally in the Borough, including additional SRP places, Designated Units (DU) and Assessment Base (AB).	<p>The LBH will continue developing provision following the opening of 2 new primary SRPs, 2 DUs and AB.</p> <ul style="list-style-type: none"> → Secondary SRP provision and specialist FE provision expansions will be developed <u>by September 2027</u> 	<p>Senior SEND & Inclusion Commissioner LBH</p> <p>School Place Planning Manager LBH</p>

Ambition Group 3
Objective 3: Create additional places in local Special School provision

	Key Areas	Actions (with timeliness)	Lead role & organisation
3.3.1	Reviewing current SEND provision and developing further SEND school places as required to meet the current and projected demand.	<p>The Partnership will ensure that the types of needs in special schools are fit for purpose for the current cohorts and that the needs are constantly reviewed through Early Years tracking panel, and regular reports on trends and cohorts.</p> <ul style="list-style-type: none"> → SEND PBI Dashboard to be further developed to enable regular reporting on trends and cohorts <u>by July 2025</u> → SEND Sufficiency Strategy to be published <u>by March 2025</u> → Admission Guidance to specialist provision will be developed and published <u>by July 2025</u> → Pinn River and Meadow High Schools expansion to be completed <u>By January 2026</u> 	<p>School Place Planning Manager LBH</p> <p>AD of SEND & Inclusion LBH</p>

Ambition Group 3
Objective 4: Develop a SEND school outreach offer

	Key Areas	Actions (with timeliness)	Lead role & organisation
3.4.1	Creating a new SEND outreach and in-reach model to support mainstream settings with a range of needs.	<p>The Partnership will work together to create outreach and in-reach offer for mainstream schools.</p> <ul style="list-style-type: none"> → Centre for ADHD and Autism Support (CAAS) pilot commissioned by the LA to strengthen transition for EHCP students transferring from primary to secondary mainstream. Review impact of pilot and consider next steps <u>by September 2025</u> → Outreach and In-reach offer from special schools and SRPs to mainstream will be developed to support with a range of needs. <u>by September 2026</u> 	<p>AD of SEND & Inclusion LBH</p> <p>Director Education & SEND LBH</p> <p>SEND Education Advisor LBH</p>

	SUCCESS MEASURE FOR Ambition 3	Baseline performance	Target				Source
3.2.1	Number of SRPs, DUs and AB that have regular reviews will increase. There will be ongoing review for all.	Baseline September 2024 - 3/15 reviews completed	By Sept 25	By Sept 26	By Sept 27	By Sept 28	EIP internal database
			6	10	15	15	
3.4.1 & 2.2.1 & 2.2.2	Increase by 2 % each year the number of CYP with EHCPs attending local mainstream to increase inclusion.	Baseline 22/23 - 44%	By April 25	By April 26	By April 27	By April 28	EHM / PBI
			48%	50%	52%	54%	

Ambition Group 4

Objective 1: Develop further opportunities for children with SEND to take part in clubs & activities

Areas of Improvement from Inspection:

- the short break offer is not well developed. Some children and young people wait too long to access provision, for example due to a lack of appropriate equipment.

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.1.1		<p>The Partnership will work with CYP and their families to establish gaps in local area for activities.</p> <p>→ The Partnership will ensure events and activities for CYP are update on the Local Offer regularly to widen participation. <i>(part of action 2.1)</i> <u>By October 2025</u></p>	<p>SEND Education Advisor</p> <p>AD Child and Family Support Services</p>
4.1.2	<p>Ensuring that activities and opportunities for CYP with SEND across local area are accessible and provide range of possibilities within their interests including respite offer.</p>	<p>→ The Partnership will explore the development of short breaks offer through DPS and spot purchasing as well as a hub to ease access to short breaks to families. The Partnership will review the reasons for the delay in CYP accessing short breaks and will work across agencies to improve timely access to short breaks. Short breaks offer development plan informed by the review to be established by <u>October 2025.</u></p>	<p>AD Permanence & Specialist Services</p>

Ambition Group 4

Objective 2: Development of Preparation for Adulthood outcomes

Areas of Improvement from Inspection:

- ensuring that PfA is more effectively planned from Year 9 onwards
- ensuring that those young people with a learning disability under the age of 18 can receive a formal diagnosis when required to ensure a smooth and planned transition through to adult services
- ensuring that all children and young people benefit from an effective and timely presentation to the transition panel
YP are not always presented early enough to the transition panel and their views are often overpowered by parents.
- more robustly capturing the voice of children and young people and their lived experience about the partnership's approach to PfA.
- CYP are not directly represented on the local offer steering group or in SEND governance groups

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.2.1	There is a strong collaboration with CYP and their families to capture their voice, ensure YP's involvement in SEND governance, PfA is embedded across all agencies that work with CYP with SEND from Year 9 onwards and YP are presented to transition panel in a timely manner.	<p>The Partnership will work in line with the coproduction charter to ensure effective use of the voice of CYP in shaping EHCPs and will develop partnership's approach to PfA by coproducing a PfA strategy document. New Annual Review Templates (<i>action 2.2</i>) will include coproduced part for PfA. Training for schools (<i>action 6.2</i>) will include PfA. The Partnership will monitor PfA implementation through EHCP QA Framework (<i>action 2.1</i>)</p> <p>→ PfA Strategy to be coproduced and published by <u>October 25</u></p>	AD SEND & Inclusion
4.2.2		<p>The Partnership will review transition panel to ensure there are representatives from all relevant agencies to make it more robust and review the ToR of the panel to improve operational pathways across agencies to enable smooth transition for YP while focusing on their personal PfA Outcomes.</p> <p>→ Transition Panel Terms of Reference and membership will be reviewed by <u>March 2025</u></p>	AD Permanence & Specialist Services CNWL Transition Nurse/CCN Leads DCO

4.2.3		<p>The Partnership will work with CYP and their families to establish clear platforms for capturing YP's voice and involve them in the local area decision. Hillingdon Hospital LD Nurse supports CYP with SEND and complex health need to develop 'My Health My Plan' (Hospital Passport) that is PfA focused.</p> <ul style="list-style-type: none"> → SEND Youth Forum to be established <u>by January 2025</u> → YP with SEND to become members of Ambition Groups within Local Area SEND Governance <u>by February 2025</u> → 'Walking in our shoes' to be developed themed on CYP with SEND <u>by April 2025</u> 	SEND Education Advisor
4.2.4	Young People will have access to an assessment for Learning Disability to receive a formal LD diagnosis.	<p>NWL ICB will commission review of specialist services for people with LD</p> <ul style="list-style-type: none"> → To undertake a mapping exercise to highlight the gaps for MHLDA services. Findings will be presented to MHLDA Board and LDA Steering Group <u>by November 2024</u> → NWL ICB will investigate the scale of the issue, the impact on CYP and what is happening across other parts of the country. This will inform the decision to develop a business case seeking investment and service model options. <u>by November 2025</u> 	Head of Children's Services and Operations CNWL

Ambition Group 4

Objective 3: Further develop options for Post 16 through supported internships, provision, work and employment

Areas of Improvement from Inspection:

- 1.4 ensuring that PfA is more effectively planned from Year 9 onwards (see also 4.2)

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.3.1	All agencies across the Partnership are working with employers and FE providers to create more opportunities and pathways to support wider education, employment and training opportunities, including Supported Internships.	<p>The Partnership will involve YP with SEND in designing opportunities in local area for internships, work and employment.</p> <ul style="list-style-type: none"> → Supported Employment Forum to be further developed <u>By March 2025</u> → Pathways Guide to be further developed from existing Routes into Work Guide. <u>By July 2025</u> 	Work Inclusion Partnerships Manager

4.3.2	Strengthening practice in career advice and guidance for YP with SEND from Year 9 and onwards. Careers Leads/SENCOs have better understanding of their role in supporting YP with SEND in improving Careers, Education, Information, Advice, and Guidance (CEIAG).	<p>The Partnership will raise awareness about the importance of planning PfA more effectively from Year 9 onwards and will provide support to Careers Leads/SENCOs around CEIAG through the following:</p> <ul style="list-style-type: none"> → Training Sessions to Careers Leads/SENCOs about supporting YP with SEND in improving CEIAG. First session will be delivered <u>by May 2025</u> and thereafter 1 session per term. → Careers Leads Network termly meetings are implemented where Gatsby Benchmarks are discussed with all schools with strong emphasis on involving SEND students. Meetings implemented and run <u>termly</u>. → Pilot programme with few schools to implement vocational profiling as a part of the CEIAG for EHCP students and SEN Support students. Pilot to commence <u>by November 2025</u> 	Head of Education & Lifelong Learning LBH
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Ambition Group 4

**Objective 4: Regularly gather feedback from SEND children to understand what is working and what isn't
To develop a shared vision and expectation of responsibility, through the development of a Co-production Charter, across all service providers who support children and young people with SEND**

Areas of Improvement from Inspection:

- 1.3 more effectively using the voice and aspirations of children and young people when shaping their EHC and/or amended EHC plan
- 2.3 leaders use a wider range of information to inform how they evaluate children and young people's needs and understand families' lived experiences. (see also 1.1)

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.4.1	Ensuring that CYP with SEND are involved at all stages of support offered by services within the Partnership so that they are clear on their options and can make the best choices for themselves in line with their aspirations.	<p>Following the development of Coproduction charter, the Partnership will develop mechanism for coproduction charter implementation, ensuring that all agencies gather evidence of coproduction with CYP and their families. CYP's voice will be regularly evaluated to inform services' delivery.</p> <ul style="list-style-type: none"> → Coproduction implementation contract to be developed and monitored <u>by May 2025</u> 	AD of SEND & Inclusion LBH

Ambition Group 4

Objective 5: Improve support for children with Social, Emotional and Mental Health support

	Key Areas	Actions (with timeliness)	Lead role & organisation
4.5.1			LBH SEMH Specialist EP & ICB CAMHS
4.5.2	Ensuring there is an outreach service for CYP with SEND who present with SEMH needs to support them in mainstream settings.	<p>The Partnership will develop SEMH Inclusion commitment and further develop Mental Health Support Worker service in schools.</p> <ul style="list-style-type: none"> → SEMH Inclusion Commitment to be developed <u>by December 2025</u> → The Thrive Partnership lead by NWL ICB Hillingdon in collaboration with the Local Authority will create a Thrive Directory for CYP and their families/carers/schools and professionals which will signpost to the right service to support their SEMH needs. Directory to be published <u>by March 2025</u> → EHCP Plus team to be created with LBH Education & SEND to offer specialist advice and guidance to mainstream schools for CYP with EHCP who have SEMH/ complex needs. EHCP Plus Team to be recruited <u>by March 2025</u> and support fully enrolled to schools <u>by September 2025</u> 	AD of SEND & Inclusion LBH

SUCCESS MEASURE FOR Ambition 4		Baseline performance		Target				Source
4.2.1 & 1.5.1	Increased quality of PfA outcomes linked to YP's ambitions. Quality of EHCP Outcomes in Sections C, D & E will increase. (Themed audits specific on PfA)	<i>Baseline April 24</i> (based on monthly audit cycle of 20 EHCPs) <ul style="list-style-type: none"> Section C 50% rating as 'Good' or 'Outstanding' Section D 18% rating as 'Good' or 'Outstanding' Section E 87% rating as 'Good' or 'Outstanding' 		By April 25 Based on 25 EHCPs per month	By Apr 26 Based on 30 EHCPs per month	By Apr 27 Based on 30 EHCPs per month	By Apr 28 Based on 30 EHCPs per month	Invision 360
				C 55%	C 65%	C 70%	C 75%	
				D 55%	D 65%	D 70%	D 75%	
4.2.2	Improved timeliness of YP with SEND (EHCP and non- EHCP) presented to Transition Panel (adult social care& health)	<i>Baseline FY</i> Out of all CYP with SEND who potentially meet threshold for support under the Care Act Assessment are timely presented to the Transition Panel. 97% are presented on time (at the age of 17)		E 87%	E 88%	E 89%	E 90%	Panel data
				98%	99%	100%	100%	
4.3.1 a	Increased number of students with EHCP accessing Supported Internships	<i>Baseline September 2024</i> 18 students with EHCP accessing SI		By Sept 25	By Sept 26	By Sept 27	By Sept 28	Work Inclusion Partnership database
				+ 10%	+ 10%	+ 10%	+ 10%	
4.3.1b	% of YP who successfully move to employment following Supported Internships (SI)	<i>Baseline March 2024</i> 43% of YP who moved to employment following SI		By Mar 25	By Mar 26	By Mar 27	By Mar 28	Work Inclusion Partnership database
				45%	48%	51%	55%	
4.3.2	% of students with SEND in Education, Employment and Training (EET)	Baseline June 2024 % of students:	SEN Support 16-17 year olds	By Oct 25	By Oct 26	By Oct 27	By Oct 28	Participation Team Database and EHM
		<u>on SEN Support</u> 16-17 year olds = 91.3% Baseline October 2024 with <u>EHCP</u> :		92.5%	93%	94%	95%	

16-17 year olds – 93.8%

16-25 year olds – 86.2%

EHCP
16-17 year
olds

94%

94.5%

95%

96%

EHCP
16-25 year
olds

88%

89%

90%

92%

Ambition Group 5
Objective 1: Create a three-tiered alternative provision system

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.1.1	To ensure the three-tier alternative provision (AP) system is fully integrated into the local education landscape, with mainstream schools having a clear understanding of the system, how to access support, and how to make effective referrals.	<p>The Partnership will:</p> <ul style="list-style-type: none"> → Develop an easy-to-understand infographic or visual guide explaining the three-tier AP system, highlighting the types of support available at each tier <u>by October 25</u> → Establish a regular communication plan with schools to gather feedback on the AP system and address any gaps in awareness e.g. annual AP information sessions, feedback surveys to assess school satisfaction and identify areas for improvement. <u>by June 2025</u> → Develop an online hub on LEAP where schools can easily access information about the AP system, submit referrals, monitor student progress, and communicate with AP providers. Ensure it includes resources like case studies, guidance documents, and training videos. <u>by January 2025</u> 	AD for Education LBH
5.1.2	Ensure mainstream schools are equipped with resources and training to provide early, preventative interventions to reduce the need for alternative provision referrals.	<ul style="list-style-type: none"> → Provide additional resources to schools for early intervention program through Vulnerable Learners Clinics. Clinics to be implemented <u>by June 2025</u> 	AD for Education LBH

Ambition Group 5

Objective 2: Reduce the number of exclusions and suspensions from and within schools

Areas of Improvement from Inspection:

- 3.2 how well mainstream schools identify children’s needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent Exclusion (see also 2.2)

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.2.1	Ensuring that agencies across education, social care and health are working collaboratively with educational settings to develop strategies to reduce the numbers of CYP with SEND who are suspended or excluded from education.	<p>The Partnership will:</p> <ul style="list-style-type: none"> → Review existing guidance for educational settings to prevent suspensions and exclusions. <u>by February 2025</u> → Ensure that the Early Intervention and Inclusion Panel (EIIP) effectively links relevant professionals (from education, health, and social care) across the partnership to address cases at risk of suspension or exclusion for CYP with SEND. EIIP ToR to be reviewed <u>by December 2025</u> → Develop and implement strategies across the partnership to address the underlying causes of suspensions and exclusions for CYP with SEND (e.g., behavioural interventions, mental health support, family engagement). <u>by July 2026</u> → Develop and promote a directory of APs on the DPS, ensuring schools have access to a wide range of intervention options, including provisions for students with SEND. <u>by February 2025</u> 	<p>AD Education LBH</p> <p>AD SEND & Inclusion</p> <p>DCO</p> <p>CYP Delivery Manager Hillingdon ICB</p> <p>CAMHS Service Manager Hillingdon CNWL</p>

Ambition Group 5

Objective 3: Increase the number of children successfully reintegrated back into mainstream

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.3.1	<p>Alternative Provision is used as an intervention, not a destination. There is a reintegration process for CYP who receive a Permanent Exclusion (PEX) and children with SEND. Every CYP accessing AP has a support plan.</p>	<p>The Partnership will: establish clear reintegration (TAC) plans for each student placed in AP, co-developed with the student, their family, mainstream school staff, and AP providers:</p> <ul style="list-style-type: none"> → Reintegration Plans from AP to school to be implemented <u>by July 2026</u> → Explore reintegration processes for children with SEND <u>by July 2026</u> → Include requirement for support plans in all SLAs with providers <u>by July 2025</u> → Develop a process for assessing progress of children via their support plans <u>by July 2025</u> 	AD Education LBH

Ambition Group 5

Objective 4: Improve commissioning of independent providers to have a more flexible approach

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.4.1	There is functional, well developed Dynamic Purchasing System (DPS) for Alternative Provision (AP) with standardised Service Level Agreement (SLA) for all providers.	<p>The Partnership will:</p> <ul style="list-style-type: none"> → Regularly review and expand the list of approved AP providers within the DPS to ensure a diverse range of high-quality options <u>by July 2025</u> → Implement a Quality Assurance Framework for Alternative Provision providing structured QA process to regularly assess the performance and effectiveness of AP providers <u>by July 2025</u> → Offer information sessions for internal teams and AP providers on how to effectively use the DPS <u>by September 2025</u> → Create a standardised Hillingdon SLA for all providers <u>by January 2025</u> 	Senior SEND & Inclusion Commissioner LBH AD Education LBH

Ambition Group 5

Objective 5: Reduce the number of children requiring tuition

	Key Areas	Actions (with timeliness)	Lead role & organisation
5.5.1	Reduced reliance on Home Tuition by increasing Alternative Provision Capacity and more bespoke pathways of support to strengthen CYP outcomes and reintegration to educational setting.	<p>The Partnership will:</p> <ul style="list-style-type: none"> → ensure a broad range of AP is available <u>by December 2025</u> → work with AP providers to create pathways tailored to younger children <u>by July 2025</u> 	AD Education LBH

SUCCESS MEASURE FOR Ambition 5		Baseline performance	Target				Source
5..2.1 & 2.3.1 & 2.3.2	Total number of suspensions and exclusions for CYP with EHCPs or on SEN Support.	<i>Baseline Jul 24</i> occurrences <u>SEN Support</u> Susp. Number: 561 Excl. Number: 14	By Jul 25	By Jul 26	By Jul 27	By Jul 28	Education database
		Susp. -10% Excl. -10%	Susp. -5% Excl. -10%	Susp. -2% Excl. -5%	Susp. -2% Excl. -5%		
		<u>EHCP</u> Susp. Number: 344 Excl. Number: 3	Susp. -10% Excl. -30%	Susp. -5% Excl. -30%	Susp. -2% Excl. -60%	Susp. -2% Excl. -10%	
5.3.1 a	% of PEx CYP (including those with SEND) who were successfully reintegrated from alternative provision (AP) into education.	<i>Baseline Jul 24</i> 16% of CYP who were reintegrated to education following PEx.	By Jul 25	By Jul 26	By Jul 27	By Jul 28	Education database
			+5%	+6%	+7%	+8%	
5.3.1 b	A reduction in the average length of time CYP with SEND (EHCP and non-EHCP) spend in alternative provision, with the majority transitioning back to education indicating efficient use of AP as a short-term intervention.	<i>Baseline Jul 24</i> Average time of CYP in AP - 9.5 months	By Jul 25	By Jul 26	By Jul 27	By Jul 28	Education database
		% decrease in duration of AP	+2%	+2%	+5%	+10%	

Terms or Acronyms:

- AB- Assessment Base
- AD- Assistant Director
- ADHD- Attention Deficit Hyperactivity Disorder
- AP- Alternative Provision
- AR- Annual Review
- ASD- Autistic Spectrum Disorder
- CAMHS- Child and Adolescent Mental Health Services
- CCN- Community Children Nurses
- CITS- Children Integrated Therapy Service
- CNWL- Central North West London
- CYP –Children and Young People
- DCO- Designated Clinical Officer
- DPS- Dynamic Purchasing System
- DU- Designated Unit
- EHCNA- Education Health Care Needs Assessment
- EHCP- Education, Health and Care Plan
- FY- Financial Year
- ICB- Integrated Care Board
- LA-Local Authority
- LBH- London Borough of Hillingdon
- LO- Local Offer
- MHLDA- Mental Health, Learning Disability and Autism
- OAP- Ordinarily Available Provision
- PEP- Principal Educational Psychologist
- PEx – Permanent Exclusion
- PfA- Preparation for Adulthood
- QA- Quality Assurance
- SEMH- Social Emotional Mental Health
- SENCo-Special Educational Needs Co-ordinator
- SI- Supported Internship
- SLA- Service Level Agreement
- SRP- Specialist Resource Provision
- TAC- Team Around the Child
- THH- The Hillingdon Hospital
- ToR- Terms of Reference
- YP- Young People