



# HILLINGDON

LONDON

## ADDITIONAL NEEDS STRATEGY DEVELOPING LOCAL PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS IN HILLINGDON 2017-2021

### 1. EXECUTIVE SUMMARY

#### 1.1 Purpose

- 1.1.1 The purpose of this Additional Needs Strategy is to set out London Borough of Hillingdon's (LBH) priorities and proposals to develop local educational provision to meet predicted needs of children and young people (CYP) living in Hillingdon.
- 1.1.2 This refreshed Additional Needs Strategy builds on work undertaken over a number of years in developing a range of local provision within mainstream schools e.g. Specialist Resource Provision (SRPs) as well as more specialist provision together with the work on developing the capacity of mainstream settings to include children with a range of additional needs.

#### 1.2 Scope

- 1.2.1 The LBH is committed to the ongoing development of local provision to enable as many CYP as possible to have their additional needs met locally, supporting inclusion in the local community and avoiding the need to travel long distances to school. This enables the community to know and understand them, care and watch out for them, provide work experience and work for them so that they are truly part of the community..
- 1.2.2 The Local Authority (LA) aims to work with partners to extend the local provision to meet the predicted increase in demand due to the general population increase and other factors such as increased levels of disability leading to an increase in the number of CYP with additional educational needs living in Hillingdon.
- 1.2.3 The LA also aims to increase the ability of local mainstream schools to successfully include a greater range of CYP with additional needs and to enable them to achieve good outcomes.
- 1.2.4 This refreshed Additional Needs Strategy is intended to provide a framework for the development of local provision and inclusive practice from 2017 to 2021 and will provide evidence to support any building programmes to facilitate expansion. *(It should be read in conjunction with the Accessibility Strategy, Inclusion Policy and Special Educational Needs Policy in particular).*

#### 1.3 Strategy Overview

- 1.3.1 This Strategy offers an overview of the provision required to support predicted needs over the next 4 years and the support that is required to develop the inclusive practices within mainstream settings.

1.3.2 It also offers an overview of the support that will be required by the LA, the specialist schools and partner agencies if implementation is to be successful in increasing access to local provision in Hillingdon.

#### 1.4 References to Legal, Central Government and Other External Documents, including Research

- Special Educational Needs and Disability Code of Practice: 0-25 years
- Planning and Developing Special Educational Provision: A Guide for Local Authorities and Other Proposers - [www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg)
- Equalities Act 2010
- Reasonable Adjustments for Disabled Pupils (2012)
- Children and Families Act 2014
- Inclusive Schooling - Children with Special Educational Needs  
<https://www.gov.uk/government/publications/inclusive-schooling-children-with-special-educational-needs>

#### 1.5 London Borough of Hillingdon References

- SEND Local Offer
- Family Information Service
- Accessibility Strategy 2014-2017
- Inclusion Policy 2016
- *Special Educational Needs Policy 2012 (to be updated)*

#### 1.6 Definitions

1.6.1 The Code of Practice 2015 provides a definition of a special educational need (SEN) as:  
*"A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- a. has a significantly greater difficulty in learning than the majority of others of the same age;*  
*or*
- b. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16.*

*A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if the special educational provision was not made for them (s20 Children & Families Act)."*

1.6.2 The Equality Act 2010 defines disability as *"....a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities"*. Long term is defined as a year or more and substantial is defined as more than minor or trivial.

## 1.7 Roles

- 1.7.1 It is the duty of all those working within schools and the LA on areas associated with this Strategy to ensure it is implemented and adhered to.

## 2. BACKGROUND

- 2.1 Over a long period, it has been acknowledged that there is a need to review and develop provision for pupils with additional needs. A programme to establish new specialist provision in mainstream schools took place as far back as the early 2000s. Provision has evolved over time, with some of the key drivers for development of provision being the principle of provision within mainstream schools, the greater and more complex needs being met by local special schools, changes in the profile of need (including increases in the numbers of pupils with complex health needs and pupils assessed as being within the autistic spectrum) and the general increase in overall pupil numbers of recent years.
- 2.2 The large increase in the school age population mainly reflects the large and sustained increase in birth-rates from 2008, which also means that there is expected to be at least a commensurate increase in the number of pupils with additional needs. Hence, there will also be an increase in the number of pupils who will need specialist provision. Increasing this provision in all phases of education has to be part of the overall school place planning strategy for the LA.
- 2.3 There is also a need for local provision to better meet the needs of children and families, to make the most effective use of resources in the interests of all children and to reduce the need for pupils to travel long distances.
- 2.4 Historically, improvements to access were supported through the national Schools Access Initiative programme. Funding provided through this programme enabled smaller-scale development of provision (e.g. soundfield systems) and building adaptations to enable specific pupils to remain in mainstream schools. In terms of physical accessibility, the age of the school building stock means that relatively few schools are fully accessible. However, in recent years, there has been huge investment in additional primary school places. The additional and replacement accommodation provided through this programme has also increased the number of accessible school buildings. Some additional accommodation has also been provided at special schools.
- 2.5 In 2012, a review of provision for pupils within the autistic spectrum took place, which confirmed the need for additional provision and which also identified options for development.
- 2.6 The 'Inclusion of Pupils with Additional Needs in Hillingdon Strategic Plan 2009-2013' identified eight strategic principles that would underpin the development of provision in Hillingdon. These principles included education in mainstream wherever this is possible and appropriate and early intervention and support. The report also analysed local needs and future trends.
- 2.7 An important aspect of the overall policy landscape is the greater freedoms of individual schools and, in particular, the conversion of schools to academy status and the establishment of new academies and free schools. Hence, in 2012, the borough gave its support of two applications to the DfE for new special free schools, one of which was successful. Pentland Fields School opened in January 2015, and will provide 140 places for pupils of all ages with moderate to severe learning difficulties and ASD. Under the 'Academy presumption', generally, it is no longer possible for local authorities to establish new maintained community schools. However, in its role of strategic commissioner of school places, a local authority can invite academy proposals and determine the specification for the educational provision. The Council's Cabinet agreed in principle that new schools should have SRP provision. Hence, when academy proposals were invited in 2012 for three new primary schools, the specification for two of these schools included SRPs (at the third site this was not possible due to site constraints). Lake Farm and St Martin's have now opened and include SRPs for pupils with autism/complex

needs. There is a need for additional secondary SRP places, as the larger primary cohorts reach secondary age.

### **3. PUPIL DATA**

#### **3.1 Children and Young People with Education, Health and Care Plans (EHCPs)**

3.1.1 As at August 2016 there were 1,818 children with a statement of SEN or EHCP who were the responsibility of the London Borough of Hillingdon (either in Hillingdon schools or elsewhere). Of these children:

- **738** attended mainstream schools
- **98** attended resourced provision (SRPs) within mainstream schools
- **589** attended state funded special schools
- **64** attended special free schools
- **127** attended non-maintained or independent special schools
- **107** were in further education
- **53** are 'no school'
- **26** are 'other' (ie educated otherwise than at school by parents)
- **16** attended Early Years settings

Source: BSL SEN database, 1/8/2016

3.1.2 Of these children with statements/EHCPs they are recorded as having their primary need as:

- Autism Spectrum Disorder = 639
- Social, Emotional and Mental Health = 150
- Hearing Impairment = 44
- Visual Impairment = 27
- Physical Disability = 101
- Moderate Learning Difficulties = 186
- Severe Learning Difficulties = 172
- Profound and Multiple Learning Difficulties = 36
- Specific Learning Difficulties = 41
- Speech, Language and Communication Needs = 350
- Multi-Sensory Impairment = 3
- Other / Medical = 41

- Blank records = 28

Source: BSL SEN database, 1/8/2016

### 3.1.3 SRP and state funded special school provision in LBH for pupils with EHCPs/Statements

School	Primary Need	Planned Place Number 2016/17	Number on roll at Sept 2014	Number on roll at January 2015	Number on roll at Sept 2015	Number on roll at Jan 2016
Hedgewood	Moderate learning difficulties and autism	135	135	137	139	139
Meadow High	Moderate learning difficulties and autism	235	239	247	220	222
Grangewood	Severe and profound learning difficulties	96	93	97	94	98
Moorcroft	Severe and profound learning difficulties	65	73	75	64	65
Pentland Field (opened January 2015)	Moderate and severe learning difficulties and autism	32 in Jan 2015 70 in Sept 2015 140 in Sept 2016	n/a	32	63	67
The Willows	Social, emotional and mental health	30	18	21	27	33
Young People's Academy	Social, emotional and mental health	60	48	54	44	54
Hayes Park Primary SRP	Autistic Spectrum Disorder	12	12	13	13	14
Abbotsfield SRP	Autistic Spectrum Disorder	8	3	5	8	8
Coteford Infants SRP	Physical disabilities	10	10	11	9	9
Coteford Juniors SRP	Physical disabilities	13	8	9	9	9
Harlington School SRP	Physical disabilities	7	5	5	3	3
Deanesfield Primary SRP	Speech, language and communication needs	8 and 3 assessment places	6	7	7	7
Pinkwell Primary SRP	Speech, language and communication	12	11	12	9	10
Northwood SRP	Speech, language and communication	10	8	12	8	8
Glebe Primary SRP	Hearing Impaired	10	11	11	8	8
Vyners SRP	Hearing Impaired	23	9	9	14	15
Cherry Lane SRP (opened April 2015)	Autism and complex needs	12	n/a	n/a	2	3
Lake Farm Park SRP	Autism and complex needs	12 (gradual build up)	n/a	3	4	4

(opened January 2015)						
St Martin's Primary SRP (opened September 2015)	Autism and complex needs	12 (gradual build up) and 3 assessment places	n/a	n/a	2	2

### 3.1.4 Independent or non-maintained special school provision in LBH for pupils with EHC Ps/Statements

School	Primary Need	Number of LBH pupils on roll as at September 2015	Average Placement Cost
Sunshine House	Visual impairment & complex needs	22	£27,085
Pield Heath	Complex needs and learning difficulties	15	£27,000
Hillingdon Manor	Autism	31	£37,040

### 3.1.5 Young people with high needs attending college. Figures relate to academic years.

FE Providers/Colleges	LBH students 14/15	Commissioned places 15/16	Actual students 15/16	Costs in 15/16	Average cost per placement
Independent specialist placements	8	5	10	£617,308	£61,731
Adult Education	2	0	0		
Amersham & Wycombe		1	1	£8,650	£8,650
BCA	1	4	4	£26,440	£6,610
Capel Manor		0	1	£7,218	£7,218
Choices for All	2	7	7	£29,614	£4,231
College of North West London		0	1	£12,340	£12,340
Ealing Hammersmith & West London	8	13	13	£82,700	£6,362
East Berks	4	13	16	£68,957	£4,310
Fashion Retail Academy			1		
Harrow	6	6	6	£38,668	£6,445
Heathrow Aviation Engineering UTC			3	£20,700	£6,900
New Bucks			1	0	0
Oaklands	9	12	12	£270,900	£22,575
Orchard Hill			1	£15,239	£15,239
Telford College of Arts & Technology		1	1	£2,464	£2,464
Uxbridge College	17	17	25	£227,000	£9,080
West Herts	6	3	3	£23,241	£7,747
West Thames	8	6	6	£21,990	£3,665
Willesden	1	0	0	0	0
<b>Totals</b>	<b>72</b>	<b>88</b>	<b>112</b>	<b>£1,473,428</b>	<b>£13,156</b>

3.1.6 All state funded mainstream schools in LBH include pupils at SEN Support and with EHC Plans/Statements of SEN. The majority of pupil needs can be met from within schools' own resources with advice from external agencies using integrated working processes including a team around the child/family and identified lead professional or key worker. School budgets include up to £6k per pupil for those with additional needs.

See Appendix 1 for a list of all London Borough of Hillingdon state funded mainstream schools showing the number on roll, number of Statemented/EHCP pupils and number of SEN Support (no statement or EHCP) as at January 2016.

3.1.7 In Hillingdon 20.7% of children with Statements/EHCPs attend maintained mainstream schools compared to 30.6% in London and 25.3% in England. 5.8% of pupils with statements/EHCPs in Hillingdon attend a resource base in a mainstream school, compared to 4% in London and 2.9% in England (source: SFR17/2016, Table 5, published May 2016):  
<https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2016>.

3.1.8 Percentages of children and young people for whom the authority maintains a statement, or EHC Plan placed in non-maintained special schools, independent special schools and other independent schools:

Hillingdon	7.6%
London	9.2%
England	6.5%

(source: SFR17/2016, Table 5, published May 2016).

3.1.9 The **school** population in LBH is 51,000 (Spring Census, Jan 2016). The percentage with a statement/EHC Plan is 2.91% compared to England (1.85%) and London (2.32%). LBH is reviewing the threshold for a statutory assessment to encompass the 0 to 25 age range and incorporate the changes that were made to school funding from April 2013. There is no known reason why the percentage of pupils with EHC Plans should be so high and as all Statements are being reviewed, over the transition to EHC Plans this is being further explored.

3.1.10 It is estimated that the 0-19 population in Hillingdon will rise from 80,300 in 2016 to 87,300 in 2021, an increase of 8.7% (source: 2014 Sub National Population Projections). The 20-25 population is expected to remain static between 2016 (27,500 persons) to 2021 (27,400). This means the number of CYP with EHCPs, could increase to 1,912 by 2020; an increase of 253.

3.1.11 The pupils with Statements/EHC Plans attending LBH schools is a different figure from all pupils who are the responsibility of LBH as some pupils attend cross border schools. The total attending LBH schools is currently 1,540 and the table at Appendix 2 sets out the current profile of these pupils by year group and primary need. This table also demonstrates the increase in the totals based on the predicted 8.7% rise.

3.1.12 It is therefore clear that the plans being developed need to ensure that there is provision available to meet this increase in demand for specialist provision, whether this is in special schools or resourced based provision (SRPs) within mainstream schools or outreach support to develop the inclusive practice in all schools. Whilst some pupils will need an EHC Plan to access provision, inclusive practice is best achieved by building capacity and flexibility within all schools without the need for statutory assessment or EHC Plans.

## 3.2 Support for Pupils with Autism

3.2.1 The table at Appendix 2 demonstrates the significant increase in the number of pupils with autism and the SEND Panel has noted that the vast majority of requests for statutory assessment are for pupils who have a diagnosis of autism.

3.2.2 There is an Inclusion Team within the Council, funded by dedicated schools grant (DSG), including staff with expertise in autism. This provision is crucial to enable schools to access the

support and advice they require to successfully include pupils with autism. The Inclusion Team also manages the Inclusion Network which brings together specialist providers to support mainstream settings and the SENCO Forum.

- 3.2.3 An autism specialist undertakes specific pieces of work for the Council on an ad-hoc basis which has included a review of all special schools and SRPs which cater for pupils with Autism. She is also able to provide a range of training for school staff and can work with schools to develop their provision.

### **3.3 Support for Pupils with Speech, Language and Communication Needs**

- 3.3.1 The approach to addressing speech, language and communication needs is through a combination of workforce training, provision and use of information technology packages, the delivery of specific programmes through children's centres, specialist language support from the Inclusion Team, funded by DSG and through the funding of speech and language therapy for specific children.
- 3.3.2 The Council has a core service contract with Central North West London (CNWL) Foundation Trust for school aged pupils, which covers the 'specialist' tier of provision through a team of Speech and Language Therapists. The LA is working with the Clinical Commissioning Group (CCG) to deliver a joint contract for an integrated therapy model.
- 3.3.3 The special schools and most of the SRPs make their own arrangements for speech and language therapy.
- 3.3.4 Work needs to continue to develop the local workforce to meet the majority of speech, language and communication needs without the need for direct therapy as research shows that this approach achieves better outcomes and sustainability for pupils.
- 3.3.5 The SRPs for pupils with speech, language and communication needs have not been fully used in recent times. However, it is clear from the outcomes achieved that pupils who are picked up in the early years and provided with the intensive support through the SRP can make significant progress and do not require long term interventions. There needs to be a clear focus on identifying pupils and ensuring this support is available through early intervention.
- 3.3.6 The JSNA refresh identified speech, language and communication needs as an area of unmet need.

### **3.4 Support for Pupils with Sensory Needs**

- 3.4.1 The Council provides a Sensory Intervention Team working with pupils with hearing, visual and multi-sensory impairments. This is funded by DSG and offers support, advice and training to schools to assist them in meeting the needs of pupils who are experiencing a greater difficulty than their peers in accessing the curriculum both in the early years and school age. Direct teaching of pupils, individual support and small group work is also provided.
- 3.4.2 Pupils with visual impairments are generally included in mainstream schools unless they have other significant learning disabilities or difficulties.
- 3.4.3 The SRPs for pupils with hearing impairments have seen a significant increase in admissions and the data clearly shows a variable profile across the year groups with a particular bulge in early secondary years. More pupils now have cochlear implants and this is likely to make a difference to the provision required for pupils in the future.

### **3.5 Support for Pupils with Physical Disabilities**



3.5.1 The SRPs for pupils with physical disabilities at primary level are generally full. The data indicates that the number of pupils with this primary need is small. The secondary SRP has not been fully used and the remit has now been widened to include pupils with sensory needs.

### **3.6 Support for Pupils with Social, Emotional and Mental Health Difficulties**

3.6.1 The principal provider of alternative education including that for excluded pupils is the Skills Hub. This service also includes a Behaviour Support Team and schools can buy into this service.

3.6.2 Arrangements are in place between schools for managed moves where this is in the best interests of individual pupils.

3.6.3 The special schools for pupils with this profile of need are improving schools and have increasing pupil numbers.

3.6.4 There appears to be a high number of very young pupils being identified with this profile of need. The early intervention services need to be explored including the approach to parenting support which may have an impact on improving the outcomes for these very young pupils.

3.6.5 The Behaviour Support Team can support schools through assessment of individual pupil needs, training school staff, running and modelling small group work e.g. social skills and some individual pupil support for limited periods of time.

3.6.6. Orchard Hill College Academy Trust has applied to open a new free special school including a sixth form and some primary provision for this cohort, reducing reliance on out of area placements.

### **3.7 Psychology Service**

3.7.1 This service provides a core funded statutory element largely linked to pupils requiring statutory assessment and EHC Plans and a DSG funded element plus trading with individual schools. Educational Psychologists work with staff in pre-school settings and schools. The Council has a statutory duty to assess pupils with special educational needs who may require an EHC Plan.

3.7.2 The service works at a strategic level in settings and schools as well as undertaking individual pupil assessments and supporting schools to implement evidence based strategies aimed at improving pupil outcomes.

3.7.3 The service has recently expanded to include a more robust approach to working with children and settings in the pre-school stage. This is funded by DSG.

### **3.8 SEND Panel and Decision Making**

3.8.1 The SEND Panel meets on a weekly basis to consider requests for EHC needs assessments and EHC Plans. The Tripartite Commissioning Panel meets on a monthly basis to consider funding across health and social care where appropriate i.e. for provision that is outside the local offer.

3.8.2 The aim is to offer good quality and cost effective local provision for pupils so they can have their needs met and be educated as close to home as possible. Many pupils will remain in their local mainstream school/college. Pupils benefit from attending local schools/colleges for example through maintaining local networks including friendships and reduced time travelling to and from school each day. Decisions focus on provision that can meet the described needs, the parental preference and cost. The LA must use resources efficiently and where more than one school can meet the needs this becomes a particular factor.

- 3.8.3 Where a pupil is eligible for home to school travel assistance, which is subject to a separate policy, this will only apply to the nearest appropriate school.
- 3.8.4 There are 3 independent/non-maintained special schools within the Borough and these form part of the local offer. Two of these schools operate using the same banded funding model as applies to the state funded schools in the borough so they provide a cost effective offer for families and the LA.
- 3.8.5 Other independent/non-maintained special schools may be used on occasions when there is no suitable local provision but the intention of this Strategy is to develop local provision to meet the majority of pupil needs in the future. Where the independent/non-maintained sector is utilised, thorough checks are undertaken to ensure good quality education is being delivered aimed at improving outcomes. This is monitored through the individual pupil annual reviews.
- 3.8.6 The LA is clear that it has a significant role to play in developing and shaping the local market and in raising standards. Given the broader marketisation of schooling, when making placement and funding decisions the SEND Panel will look to purchase the most appropriate provision to achieve good outcomes for Hillingdon children and young people whilst making the best possible use of public resources.

## **4 FUNDING**

- 4.1 When a pupil has a Statement/EHC Plan they generally require additional funding over and above the resources usually available to mainstream schools. This is called top up funding. For pupils with a Statement/EHC Plan in a mainstream school, the school must also commit £6k of funding to deliver the support package required for the pupil as set out in the Statement/EHC Plan. For SRPs and special schools, the commissioned places are funded at a cost of £10k pa and top up funding is provided to enable the school to deliver the support package. The level of top up varies according to needs. School funding is subject to review nationally so these arrangements may change. The LA is also reviewing its top up funding model.
- 4.2 Young people in college with an EHC Plan generally require top up funding which is based on the cost of delivering the support package. In future, EHC Plans will only apply for those young people who require top up funding.
- 4.3 The top up funding is provided through DSG. Where a pupil is eligible for home to school travel assistance this is funded from a core council budget.

## **5 PREDICTED FUTURE NEEDS AND PROVISION**

### **5.1 Overview**

- 5.1.1 We acknowledge that the overall numbers of pupils with additional needs will increase over the next 5 years based on the increasing population. This Strategy also needs to consider the wider age range within the statutory SEND processes and the implications for provision for young people with SEN and/or disabilities.
- 5.1.2 We acknowledge research which indicates that the quality of teaching is the main factor in providing a successful placement for most pupils with additional needs and whether this is in a special school, resourced provision or mainstream is not so significant, although it is noted that support within mainstream schools resourced for complex needs can be very effective.
- 5.1.3 We know that we are required to include children in mainstream schools if this is the parental preference and we support the ethos behind inclusion and inclusive practice in mainstream schools. We acknowledge that schools require support to develop inclusive practice and include pupils with a wider range of needs and have established the Inclusion Team for this purpose.

5.1.4 We are also aware that for pupils with the most complex needs, a placement in a special school may be appropriate as it provides them with a secure and safe environment with small class groups throughout the day. We do not propose to close any special schools as a result of this Strategy.

## **5.2 We have concluded that we need to:**

- a) support free special school applications to increase the special school capacity in the borough by around 130 places, particularly for pupils with severe learning difficulties and autism;
- b) ensure that pupils with moderate or specific learning difficulties are supported to attend mainstream schools and to have their needs met without the need for EHC Plans;
- c) ensure that the majority of pupils with social, emotional and mental health difficulties remain in mainstream schools with appropriate support without the need for EHC Plans;
- d) expand the specialist college provision in the borough and support further developments in local FE provision;
- e) consider the review of provision for pupils with autism in the borough and agree any appropriate actions;
- f) increase the number of places available within specialist resourced provision (SRP) for pupils at secondary level with autism/complex needs to ensure there is a pathway from similar provision in the Borough at primary level;
- g) develop the early intervention element of the SRP provision for pupils with speech, language and communication needs as the evidence shows this can produce significantly improved outcomes such that pupils can return to local schools without the need for EHC Plans;
- h) work with our in-Borough independent or non-maintained schools to aim to fill identified gaps in local provision and ensure improved outcomes for pupils with clear pathways to local provision and ultimately employment;
- i) develop specialist nursery assessment provision at an SRP for pupils with autism;
- j) consider the need for nursery provision at a local primary special school;
- k) provide support as necessary in relation to the partial re-build of Meadow High School as part of the Priority School Building Programme;
- l) increase the number and range of supported internships available in the borough and consider special apprenticeships;
- m) review our Inclusion Policy and the effectiveness of the Inclusion Team;
- n) review our top up funding systems to ensure equity and value for money; fully implement the resource allocation system and test out an early intervention funding scheme;
- o) review the effectiveness of the Educational Psychology Team and Sensory Intervention Team; and
- p) use this Strategy to support the wider mainstream school place planning in the Borough.

## **6 MAKING IT HAPPEN**

### **6.1 Implementation - Timeline**

An Action Plan is attached as Appendix 3. This is a working document which will be amended over time to track implementation/actions.

## Appendix 1 Special Educational Needs: Primary Schools (*Spring School Census 2016*)

Only full time children of compulsory school age are included for SEN, as data is more reliable when children are full time. For all-through schools (Guru Nanak and Rosedale College), only includes pupils of primary school age.

NOR = Number on Roll

	NOR	No Special Needs Provision (N)		SEN Support without Statement or EHCP (K)		Statemented (S) / EHCP (E)		With SEN (K+S+E)	
Belmore	665	591	88.9%	68	10.2%	6	0.9%	74	11.1%
Botwell House	707	648	91.7%	50	7.1%	9	1.3%	59	8.3%
Bourne	271	232	85.6%	35	12.9%	4	1.5%	39	14.4%
Breakspear	716	676	94.4%	37	5.2%	3	0.4%	40	5.6%
Brookside	530	482	90.9%	44	8.3%	4	0.8%	48	9.1%
BWI	405	372	91.9%	26	6.4%	7	1.7%	33	8.1%
Charville	636	582	91.5%	45	7.1%	9	1.4%	54	8.5%
Cherry Lane	641	444	69.3%	187	29.2%	10	1.6%	197	30.7%
Colham Manor P	613	534	87.1%	70	11.4%	9	1.5%	79	12.9%
Coteford I	318	278	87.4%	29	9.1%	11	3.5%	40	12.6%
Coteford J	268	214	79.9%	41	15.3%	13	4.9%	54	20.1%
Cowley & St	451	280	62.1%	169	37.5%	2	0.4%	171	37.9%
Cranford Park	930	796	85.6%	119	12.8%	15	1.6%	134	14.4%
Deanesfield	653	611	93.6%	34	5.2%	8	1.2%	42	6.4%
Dr Triplett's	470	414	88.1%	45	9.6%	11	2.3%	56	11.9%
Field End I	472	424	89.8%	41	8.7%	7	1.5%	48	10.2%
Field End J	376	342	91.0%	34	9.0%	0	-	34	9.0%
Frithwood	443	413	93.2%	23	5.2%	7	1.6%	30	6.8%
Glebe	548	504	92.0%	32	5.8%	12	2.2%	44	8.0%
Grange Park I	420	372	88.6%	45	10.7%	3	0.7%	48	11.4%
Grange Park J	388	332	85.6%	51	13.1%	5	1.3%	56	14.4%
Grangewood	98	0	-	0	-	98	100%	98	100%
Guru Nanak Sikh P	497	478	96.2%	14	2.8%	5	1.0%	19	3.8%
Harefield I	293	235	80.2%	54	18.4%	4	1.4%	58	19.8%
Harefield J	303	246	81.2%	46	15.2%	11	3.6%	57	18.8%
Harlyn	528	464	87.9%	58	11.0%	6	1.1%	64	12.1%
Harmondsworth	239	176	73.6%	59	24.7%	4	1.7%	63	26.4%
Hayes Park	721	609	84.5%	88	12.2%	24	3.3%	112	15.5%
Heathrow	422	341	80.8%	73	17.3%	8	1.9%	81	19.2%
Hedgewood	139	0	-	0	-	139	100%	139	100%

Hermitage	351	330	94.0%	19	5.4%	2	0.6%	21	6.0%
Hewens Primary	413	384	93.0%	26	6.3%	3	0.7%	29	7.0%
Highfield	379	354	93.4%	23	6.1%	2	0.5%	25	6.6%
Hillingdon	601	553	92.0%	35	5.8%	13	2.2%	48	8.0%
Hillside I	253	229	90.5%	19	7.5%	5	2.0%	24	9.5%
Hillside J	236	211	89.4%	22	9.3%	3	1.3%	25	10.6%
Holy Trinity	232	210	90.5%	16	6.9%	6	2.6%	22	9.5%
John Locke	182	159	87.4%	23	12.6%	0	-	23	12.6%
Lady Bankes I	357	313	87.7%	43	12.0%	1	0.3%	44	12.3%
Lady Bankes J	341	286	83.9%	53	15.5%	2	0.6%	55	16.1%
Lake Farm Park	259	222	85.7%	29	11.2%	8	3.1%	37	14.3%
Laurel Lane	371	279	75.2%	89	24%	3	0.8%	92	24.8%
Minet I	454	411	90.5%	39	8.6%	4	0.9%	43	9.5%
Minet J	474	387	81.6%	78	16.5%	9	1.9%	87	18.4%
Nanaksar	97	90	92.8%	7	7.2%	0	-	7	7.2%
Newnham I	337	321	95.3%	13	3.9%	3	0.9%	16	4.7%
Newnham J	358	283	79.1%	71	19.8%	4	1.1%	75	20.9%
Oak Farm I	363	304	83.7%	55	15.2%	4	1.1%	59	16.3%
Oak Farm J	353	304	86.1%	41	11.6%	8	2.3%	49	13.9%
Pentland Field	49	0	-	1	2.0%	48	98%	49	100%
Pinkwell	1,009	880	87.2%	106	10.5%	23	2.3%	129	12.8%
Rabbsfarm	553	461	83.4%	77	13.9%	15	2.7%	92	16.6%
Rosedale College	341	306	89.7%	32	9.4%	3	0.9%	35	10.3%
Ruislip Gardens	472	415	87.9%	52	11.0%	5	1.1%	57	12.1%
Ryefield	505	422	83.6%	77	15.2%	6	1.2%	83	16.4%
Sacred Heart	676	607	89.8%	61	9.0%	8	1.2%	69	10.2%
St Andrew's	234	204	87.2%	27	11.5%	3	1.3%	30	12.8%
St Bernadette's	467	439	94%	26	5.6%	2	0.4%	28	6.0%
St Catherine's	243	222	91.4%	17	7.0%	4	1.6%	21	8.6%
St Martins	42	37	88.1%	3	7.1%	2	4.8%	5	11.9%
St Mary's	255	224	87.8%	28	11.0%	3	1.2%	31	12.2%
St Matthew's	466	376	80.7%	82	17.6%	8	1.7%	90	19.3%
St Swithun Wells	228	206	90.4%	20	8.8%	2	0.9%	22	9.6%
The Willows	33	0	-	0	-	33	100%	33	100%
Warrender	243	227	93.4%	11	4.5%	5	2.1%	16	6.6%
West Drayton	536	437	81.5%	84	15.7%	15	2.8%	99	18.5%
Whitehall I	419	357	85.2%	58	13.8%	4	1.0%	62	14.8%

Whitehall J	415	336	81%	69	16.6%	10	2.4%	79	19.0%
Whiteheath I	348	319	91.7%	25	7.2%	4	1.1%	29	8.3%
Whiteheath J	355	335	94.4%	8	2.3%	12	3.4%	20	5.6%
William Byrd	635	568	89.4%	52	8.2%	15	2.4%	67	10.6%
Wood End Park	960	844	87.9%	102	10.6%	14	1.5%	116	12.1%
Yeading I	476	444	93.3%	26	5.5%	6	1.3%	32	6.7%
Yeading J	506	437	86.4%	58	11.5%	11	2.2%	69	13.6%
<b>LEA PRIMARY</b>	<b>31,038</b>	<b>26,823</b>	<b>86.4%</b>	<b>3,420</b>	<b>11.0%</b>	<b>795</b>	<b>2.6%</b>	<b>4,215</b>	<b>13.6%</b>

### Special Educational Needs: Secondary Schools (Spring School Census 2016)

Only full time children of compulsory school age are included for SEN, as data is more reliable when children are full time. For all-through schools (Guru Nanak and Rosedale College), only includes pupils of secondary school age.

NOR = Number on Roll

	NOR	No Special Needs Provision (N)		<i>SEN Support without Statement or EHCP (K)</i>		<i>Statemented (S) / EHCP (E)</i>		<i>With SEN (K+S+E)</i>	
Abbotsfield	462	397	85.9%	51	11.0%	14	3.0%	65	14.1%
Barnhill Community	1,401	1,174	83.8%	218	15.6%	9	0.6%	227	16.2%
Bishop Ramsey	1,284	1,144	89.1%	119	9.3%	21	1.6%	140	10.9%
Bishopshalt	1,307	1,167	89.3%	98	7.5%	42	3.2%	140	10.7%
Desalis Studio College	82	81	98.8%	1	1.2%	0	-	1	1.2%
Douay Martyrs	1,278	1,163	91.0%	103	8.1%	12	0.9%	115	9.0%
Guru Nanak Academy	1,007	941	93.4%	49	4.9%	17	1.7%	66	6.6%
Harefield Academy	878	768	87.5%	89	10.1%	21	2.4%	110	12.5%
Harlington	1,042	851	81.7%	176	16.9%	15	1.4%	191	18.3%
Haydon	2,004	1,882	93.9%	100	5.0%	22	1.1%	122	6.1%
Heathrow Aviation Engineering UTC	231	194	84.0%	33	14.3%	4	1.7%	37	16.0%
Hewens College	272	240	88.2%	29	10.7%	3	1.1%	32	11.8%
Meadow	222	0	-	0	-	222	100%	222	100%
Moorcroft (Eden)	65	0	-	4	6.2%	61	93.8%	65	100%
Northwood	460	406	88.3%	42	9.1%	12	2.6%	54	11.7%
Parkside Studio College	95	81	85.3%	12	12.6%	2	2.1%	14	14.7%
Pentland Field	18	0	-	0	-	18	100%	18	100%
Queensmead	1,473	1,366	92.7%	81	5.5%	26	1.8%	107	7.3%
Rosedale College	669	609	91.0%	54	8.1%	6	0.9%	60	9.0%
Ruislip Community	1,022	961	94.0%	42	4.1%	19	1.9%	61	6.0%
Stockley Academy	980	713	72.8%	241	24.6%	26	2.7%	267	27.3%
Swakeleys	1,132	880	77.7%	239	21.1%	13	1.1%	252	22.3%
Uxbridge High	1,231	1,088	88.4%	126	10.2%	17	1.4%	143	11.6%
Vyners	1,147	993	86.6%	115	10.0%	39	3.4%	154	13.4%
Young People's Academy	54	0	-	3	5.6%	51	94.4%	54	100%
<b>LEA SECONDARY</b>	<b>19,816</b>	<b>17,099</b>	<b>86.3%</b>	<b>2,025</b>	<b>10.2%</b>	<b>692</b>	<b>3.5%</b>	<b>2,717</b>	<b>13.7%</b>



## Special Educational Needs: Other provision (Spring School Census 2016)

NOR = Number on Roll

	NOR	No Special Needs Provision (N)	SEN Support without Statement or EHCP (K)	Statemented (S) / EHCP (E)	With SEN (K+S+E)
Nursery School (McMillan)	140	123 87.9%	17 12.1%	0 -	17 12.1%
Pupil Referral Unit (Skills Hub)	103	42 40.8%	61 59.2%	0 -	61 59.2%

## Appendix 2

## Pupils with Statements of SEN in Schools in LBH (BSL report 1/8/2016)

Year Group	ASD	BESD	HI	MLD	MSI	OTH	PD	SEMH	PMLD	SLCN	SLD	SPLD	VI	missing record	TOTAL	Total Plus 8.7%
Nursery 2	28	0	0	1	0	3	4	0	0	3	1	0	2	7	49	53
Reception	46	1	4	6	0	0	7	0	3	6	1	0	1	2	77	84
Year 1	41	2	2	9	1	2	4	0	0	13	15	0	0	2	91	99
Year 2	62	2	4	9	0	2	9	0	2	17	20	0	3	2	132	143
Year 3	44	8	3	5	0	1	12	1	4	25	18	2	2	1	126	137
Year 4	50	8	3	16	0	3	5	0	2	24	17	3	1	1	133	145
Year 5	47	9	0	14	0	2	5	1	3	31	10	1	0	0	123	134
Year 6	42	8	2	8	0	3	4	0	5	21	14	0	1	1	109	118
Year 7	21	10	6	19	0	7	7	0	1	27	11	2	3	1	115	125
Year 8	28	11	4	10	0	3	10	3	1	31	3	4	3	1	112	122
Year 9	33	10	2	9	0	3	5	4	1	33	5	6	3	0	114	124
Year 10	28	12	0	8	0	2	4	7	0	39	5	0	2	1	108	117
Year 11	23	3	1	9	0	2	2	2	2	25	6	6	2	0	83	90
Year 12	24	4	4	7	1	1	5	3	3	12	6	5	1	0	76	83
Year 13	28	2	4	3	0	0	2	0	1	14	7	1	0	1	63	68
Year 14	12	1	0	2	0	0	1	1	1	3	7	0	1	0	29	32
<b>Total</b>	<b>557</b>	<b>91</b>	<b>39</b>	<b>135</b>	<b>2</b>	<b>34</b>	<b>86</b>	<b>22</b>	<b>29</b>	<b>324</b>	<b>146</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>1540</b>	<b>1674</b>
<b>Total Plus 8.7%</b>	<b>605</b>	<b>99</b>	<b>42</b>	<b>147</b>	<b>2</b>	<b>37</b>	<b>93</b>	<b>24</b>	<b>352</b>	<b>159</b>	<b>33</b>	<b>27</b>	<b>22</b>	<b>22</b>	<b>1674</b>	

**Appendix 3 - ACTION PLAN**

	<b>ACTION</b>	<b>LEAD</b>	<b>DEADLINE</b>	<b>COMMENTS July 2017</b>
1.	Develop sufficiency plan	TM	12/17	Develop a provision map to illustrate capacity, demand and associated gaps Develop a sufficiency statement including level of unmet need and possible solutions by December 2017 Consider secondary ASD SRP capacity
2.	Consider need for interim provision pending new free special schools opening (Eden Academy Trust)	JM	12/17	Consider pupil numbers from Portage/early years and possible transfers into special schools and plan for period until September 2018.
3.	Clarify designation and admission criteria for all special schools for pupils with learning difficulties including new free schools	TM	10/17	Admission criteria to be agreed and consistent in style to aid parents/carers. Ensure relevant information is published on the local offer website and school websites.  Work to include reference to non-maintained provision
4.	Develop and implement nursery assessments	TM	09/17	Develop places at St Martin's ASD SRP from September 2017. 4 places to be available from September 2017.  Implement new model of nursery assessment places at Deansfield SLCN SRP from September 2017. 6 places to be available from September 2017
6.	Consider need for nursery provision within primary special schools	JM	09/18	ASD report suggests a 6 place nursery Hedgewood may be useful (on school site).
7.	Increase capacity for specialist in-borough college provision	TM	09/18	Develop provision in borough via OHCAT and Uxbridge College and strengthen inclusivity of local FE colleges  Review needs of those out of area to identify any further gaps and how these can be addressed.
8.	Support Meadow High School with Priority School building programme. Consider FFE requirements	TM	09/17	Headteacher to advise on requirements and costs to School Capital Programme in the first instance.
9.	Consider and respond to recommendations made by ASD report	TM	09/17	Report to be sent out to the group in due course and to be on agenda for a future meeting.

## Additional Needs Strategy

10.	Consider any capital planning needs to widen supported internships in the borough	JM	09/18	Developments are being progressed with LBH and Hillingdon hospital as employers.
11.	Review of Inclusion Policy and effectiveness of the Inclusion Team	JM	07/18	Due for review in 2017
12.	Review of SEN banding scheme financial values	GY	09/17	Overseen by the high needs sub group of Schools Forum.
13.	Implementation of the Imosphere resource allocation system and promote use with other WLA SEN teams	TM	09/17	Overseen by the Personal Budget working group. To be discussed at the WLA SEN Board.
14.	Consider extending RAS to operate in the FE sector	TM	09/17	Data collection taking place in June. To be discussed at the WLA SEN Board.
15.	Review sensory intervention services	JM	03/18	Specialist service/hard to recruit/link to WLA SEN Board work.
16.	Review EP service	PM	03/18	Specialist service/ hard to recruit/ consider new approach to delivery.
17.	Implement early intervention funding pilot	JM	03/18	Pilot commencing June 2017 and due for review in February 2018. Small group in place to oversee the pilot.
18.	Meet with Pield Heath and Hillingdon Manor to review their offer and how this meets our gaps	TM	12/17	NB Sunshine House is closing and specialist VI provision will be included in new Eden schools.
19.	Review funded places at all existing SRPs and adapt profiles as necessary	TM	12/17	All SRPs should submit annual report at end summer term. Planning meetings to take place in the Autumn term.
20.	Consider any capital works	TM	05/18	Develop and consult on Plan to access and utilise DfE Capital Funding  Explore requirements at Hedgewood to update the fabric of the building Headteacher to advise on requirements and costs in the first instance.