

SEND & Inclusion Service

Governors meeting

May 2020

Vikram Hansrani, Assistant Director of SEND & Inclusion



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National Context

Service Transformation & key priorities

Key Documents and pathways

COVID19 - DfE Update & key changes to legislation

COVID19 Service Delivery:

- **March - May 2020**
- **May - July 2020**



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Who are the SEND & Inclusion Service?

- **SEND Advisory Service:** led by Katrina Medley - a multi disciplinary early intervention service to support pupils with additional needs.
- **SEND Service:** led by Dominika Michalik - responsible for all children and young people with an Education, Health and Care Plan and those under assessment.
- **Educational Psychology Service:** led by Tom Connor - a service which comprises of both a statutory function (through the process of EHC Needs Assessments) and a traded model to support schools/ settings.



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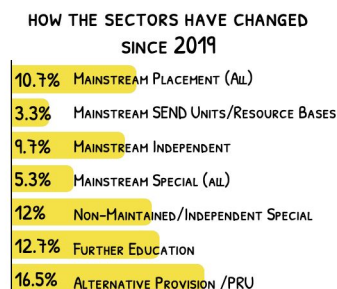
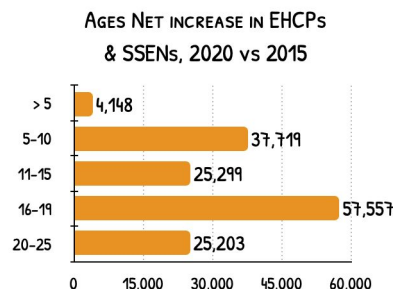
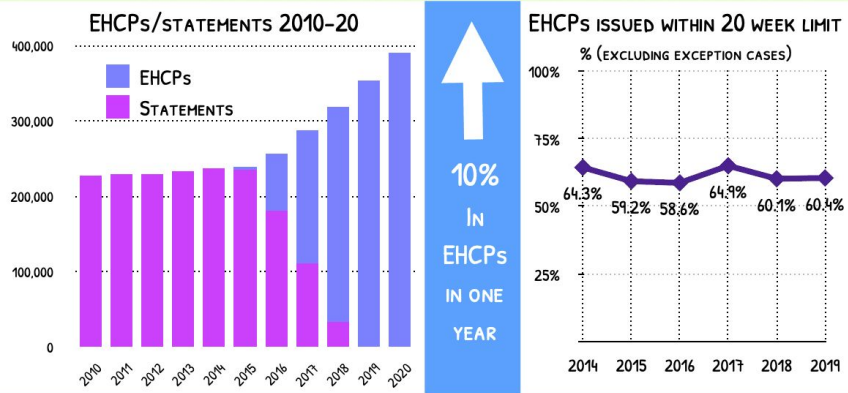
The Case for Change

National Context (2020)

**SPECIAL
NEEDS
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EHCPS IN ENGLAND 2020

FIGURES FROM DfE, MAY 2020

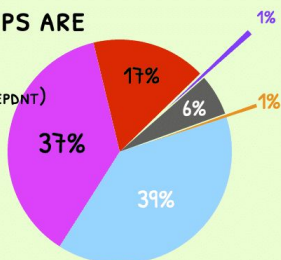


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WHERE THE CHILDREN WITH EHCPS ARE

- 2024 NURSERY
- 152172 MAINSTREAM (INC SEN UNITS & INDEPDNT)
- 145185 SPECIAL SCHOOL
- 64437 FURTHER EDUCATION
- 3181 AP / PRU
- 23110 ELSEWHERE



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The Case for Change... Hillingdon Context

- An **16% increase** in new EHCPs issued vs 11% nationally
- The areas where growth was greatest was in **0-5** and **post-19**
- There had been a **decrease** of SEND children educated in **mainstream schools**
- The number of tribunals in Hillingdon have **declined** to the lowest in six years
- In Hillingdon, the vast majority of requests for EHCPs come from **schools** rather than parents

- Hillingdon has seen an increase from **1,400 Statements in 2014 to 2,200 EHCPs** in 2018/19
This equates to **3.5%** of the population vs 2.9% nationally
November 2019 - **2,400 EHCPs**

Service Transformation

- Service Transformation took place in September 2019
- Senior Leadership Team in place by October 2019
- October - December 2019: Focus on mobilisation of services
- January - March 2020: Launching services
- March 2020 - Current: Lockdown and restrictions to business as usual



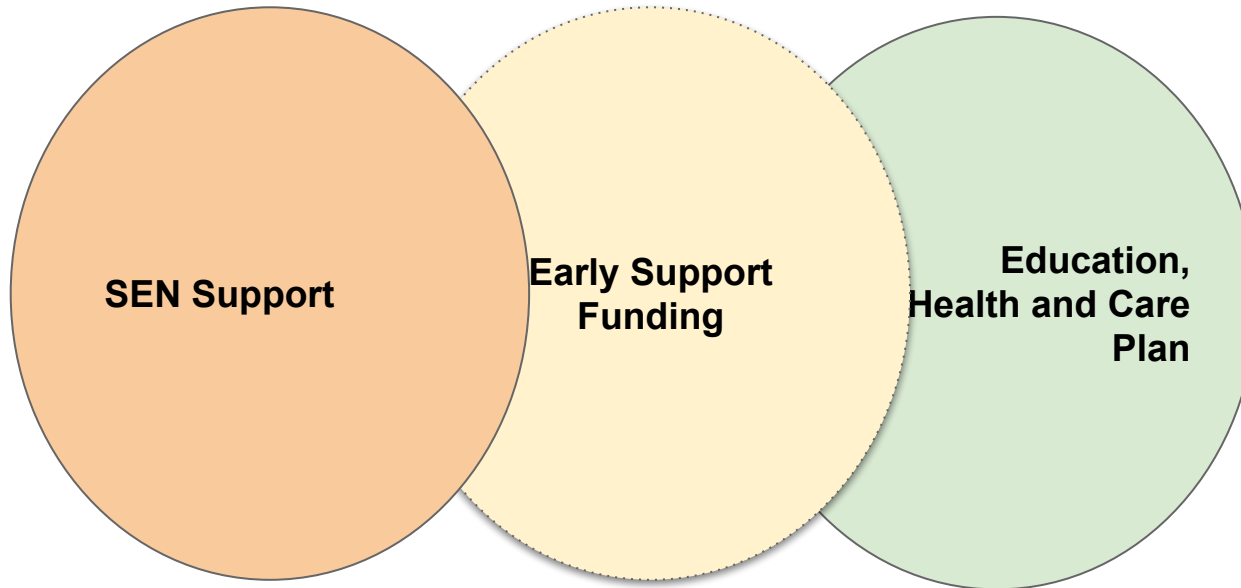
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Service Transformation

SEND Advisory Service →

EPS →

SEND Statutory Service →



'My Support Plan'



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Autumn Term Review

- Refined Early Support Funding with external stakeholders
- Internal mobilisation of SEND Advisory Service (SAS) completed
- Devised new referral mechanism to access support from SAS
- Delivered Parent/Carer training sessions
- Facilitated SENCO network sessions
- The EPS increased take up of traded offer from schools (40+)
- Strengthened decision making process at SEND Panel
- Focused on recruiting full time staff to provide stability to each service area
- Developing Liquid Logic-



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Spring Term Review

- Launched Early Support Funding with external stakeholders
- Launched Ordinarily Available Guidance
- SAS Panel launched (referrals & ESF applications)
- New terms of reference for SAS & SEND Panel devised
- Review of the 'My Support Plan' template
- My Support Plan workstream with stakeholders
- Devised locality areas across the SAS service
- Developed 1:1 tiered support offer across the SAS service
- Undertook a review of the Sensory Impairment Team
- Launch of the ELSA model to schools (Emotional Literacy Support Assistants)



Strategic Priorities for the new Service

- Launch of key guidance documents and services
- Review SEND Strategy
- Re-establish and further improve partnership working with wider stakeholders
- Ensure that best value for money is being demonstrated through the use of High Needs funding
- Develop a SEND Sufficiency Strategy to understand local need vs. Demand
- Continue to develop a culture of a inclusion within mainstream settings to meet the needs of pupils with SEND



Key changes in Legislation

The [Coronavirus Act 2020](#) includes emergency powers to enable the Secretary of State, temporarily to disapply or modify legal requirements under the [Children and Families Act 2014](#), where appropriate and proportionate.

Two changes to SEND legislation

1. Section 42 of the CFA 2014 (duty to secure special educational provision and health care provision in accordance with EHC plan): the duty on LAs or commissioning health bodies to secure or arrange the provision is temporarily modified to a duty to use '**reasonable endeavours**' to do so.
2. The SEND (Coronavirus) (Amendment) Regulations 2020 amend Regs that specify **timescales that principally relate to EHC needs assessments and plans**. Where it is not reasonably practicable, or is impractical, to meet that time limit for a reason relating to the incidence or transmission of coronavirus, the **specific time limit will not apply** - process must be completed as soon as reasonably practicable.

Responding the pandemic: March - May 2020

SEND Service - continued with statutory duties regarding EHCPs (inc, needs assessments, phase transfers, consultations, etc)

Supported settings with risk assessments

Bi-weekly phone calls to settings confirming their position

Send Advis. Service -Support (triaged phone line) to schools/parents/carers regarding provision for pupils with SEND

EPS - Psychological support (triaged phone line) to schools/parents/carers as an extension of their critical incident support

Fortnightly Special Schools' Forum established to support schools increase the number of pupils accessing special schools



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Responding the pandemic: May - July 2020

- Continue with statutory delivery
- Support schools with transitioning more children and young people back into school settings (both pupils with ECHPs and those on SEN support in key phases)
- (Virtual) SENCO forum to be organised to support SENCOs understand responsibilities



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Mainstream Schools	SRPs	Special Schools
<p>Return to school phased from 1st June 2020 on key year groups (R, Yr1, 6) CYP with EHCPs should not be discriminated against when these year groups return</p>	<p>An expected increase regardless of year group for those CYP returning to SRPs in readiness for the 1st June. Risk assessments should be used to encourage attendance into settings*</p>	<p>Special schools, special post-16 institutions and hospital schools will work towards a phased return of more children and young people without a focus on specific year groups. Risk assessments should be used to encourage attendance into settings*</p>



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Q&A



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