

Hillingdon SEND Together

Building an Inclusive Future for
Children and Young People in Hillingdon



Delivering the Hillingdon SEND & AP
Strategy through our SEND Reform
Plan 2026-2029



Hillingdon **SEND**
and **AP** Partnership

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Executive Summary

Hillingdon is a large and diverse borough with a strong ambition that every child and young person with SEND should be able to grow up, learn, belong and thrive within their local community. Over recent years, we have made significant progress in strengthening inclusion, expanding local provision and improving partnership working across education, health and care. However, the new SEND reforms announced in the [Every Child Achieving and Thriving white paper](#), along with increasing demand and a growing complexity of need, mean that further transformation is needed to ensure that support is available at the right time, in the right place and in a way that is sustainable for the future.

Improving outcomes for children and young people with Special Educational Needs and Disabilities (SEND) is a shared responsibility. Families, schools, health partners, early years providers, colleges, community organisations and the Council all play a vital role in creating an inclusive system where children can thrive. Hillingdon's SEND Reform Plan has been shaped through ongoing engagement with children and young people, parents and carers, schools, health partners and professionals, and reflects a collective ambition to build a more inclusive, responsive and sustainable SEND system.

This SEND Reform Plan sets out how the local area will build on the foundations already established through our SEND and Alternative Provision Strategy, our Local Area Improvement Plan and the improvements delivered since the 2024 Ofsted and CQC inspection. It reflects our commitment to moving from a system that has historically relied too heavily on escalation and statutory processes towards one that identifies needs earlier, intervenes sooner and supports more children successfully within their local schools and communities.

The SEND Reform Plan sits alongside and delivers the ambitions set out in [Hillingdon's SEND and Alternative Provision \(AP\) Strategy 2023-2028](#). Together, these documents provide a clear vision for the future. The SEND and AP Strategy establishes our long-term aspirations for inclusion, belonging, attainment and positive life outcomes, while the SEND Reform Plan sets out the practical changes we will make to transform how support is delivered over the coming years.



At the heart of both plans is a belief that children and young people should receive the right support at the right time, as close to home as possible. Families have told us they want earlier help, easier access to services, better communication and greater confidence that needs will be identified and supported before difficulties escalate. Schools have told us they want stronger specialist support around them, greater confidence in meeting a wider range of needs, and solutions that enable more children to remain successfully included within their local communities.



Our reform programme responds to these priorities by strengthening inclusion across mainstream schools and settings through the development of locality and cluster-based support models, enhanced specialist outreach services and earlier intervention. Through initiatives such as Experts at Hand, special school outreach, workforce development and strengthened partnership working, we will build the capacity of mainstream settings to meet a broader range of needs without children needing to move away from their local community.

For children and young people who require more specialist provision, the plan supports the continued development of high-quality local specialist places through the expansion of specialist bases, satellite provision and specialist placements where these are required. This reflects our ambition to ensure that more children can access appropriate provision within Hillingdon, maintain relationships with their peers and families, and experience a genuine sense of belonging within their community.

The plan also recognises that inclusion is about more than education. We will strengthen joint working across education, health and social care so that services are coordinated around the needs of children and families. This includes improvements to early identification, neurodiversity pathways, family support, preparation for adulthood and transitions between phases of education. We will improve the way services use data and intelligence to better understand need, plan provision and measure impact, ensuring resources are targeted where they can make the greatest difference.

Alongside these reforms, the local area partnership remains committed to improving outcomes for children and young people who require alternative provision. Aligned to the SEND and AP Strategy, we will continue to develop a more inclusive system where alternative provision is used purposefully, with clear pathways for reintegration where appropriate and stronger support for children with social, emotional and mental health needs. Our aim is to reduce exclusions, improve attendance and ensure that all children feel safe, valued and connected to their education.

Most children and young people with SEND, including many with Education, Health and Care Plans, will continue to have their needs successfully met within mainstream schools, supported by strengthened inclusion services and specialist advice when required. For those who need more specialist support, there will be a wider range of high-quality local provision available. Across all settings, we will work to ensure that children and young people experience a sense of belonging, achieve positive outcomes and are well prepared for adulthood.

Our ambition is simple but significant:

Every child and young person with SEND in Hillingdon should feel included, supported and able to achieve their potential.

By working together, listening to families and maintaining a relentless focus on improving outcomes, we will create a more inclusive, responsive and sustainable system that enables children and young people to thrive in their local community.



Introduction

Every child and young person deserves the opportunity to achieve, thrive and feel they belong. The Hillingdon SEND & AP Strategy set out five ambitions for children and young people with SEND. Our SEND Reform Plan explains how we will turn these ambitions into reality over the next three years. This document sets out what will change, what families can expect, and how we will measure success.

Our vision remains simple:

In Hillingdon, we are committed to building a SEND system where every child and young person is safe, supported **early**, and able to achieve and thrive. Our ambition is a fully inclusive, coherent, **fair** and financially sustainable 0-25 system operating seamlessly across education, health and social care, with support that is timely, **local** and **effective**.

The vision is underpinned by four goals:

Strengthen early identification

Needs identified early and met through timely, effective support.

High-quality mainstream inclusion

More children and young people with SEND thrive in local mainstream provision and feel they belong.

Needs-led continuum of provision

Sufficient mainstream, specialist and post-16 provision aligned to local need and delivering value for money.

Improve outcomes and confidence

Improved outcomes for children and young people, stronger family confidence, and co-produced partnerships that shape delivery.



What the changes will mean for children and families?

The reforms are intended to make support feel earlier, clearer and more joined up for children, young people and their families. Over the next three years, families should see a system that is easier to understand, where needs are identified sooner, support is available closer to home, and children are helped to feel that they belong in their local community.

- **Earlier help before needs escalate:** children's needs will be identified sooner through stronger early years support, better screening, clearer pathways and improved use of Family Hubs, schools and health services as front doors for support.
- **More consistent support in mainstream settings:** families should see schools and settings using clearer expectations for inclusive practice, with staff better equipped to adapt teaching, meet a wider range of needs and support children to remain successfully in their local school wherever possible.
- **Specialist advice available sooner:** through Experts at Hand, outreach, therapies and advisory support, schools will have earlier access to specialists so that families do not have to wait until difficulties escalate or statutory processes begin before support is put in place.
- **More joined-up services:** education, health and social care partners will work through clearer shared pathways, reducing the need for families to repeat their story and helping children receive coordinated support around their needs.
- **More local provision and fewer long journeys:** new support bases, specialist bases and expanded local provision will mean more children can be educated closer to home, reducing travel time and helping them remain connected to friends, family and their local community.
- **Greater clarity and confidence for families:** the refreshed Local Offer and stronger communication will make it easier for families to understand what support is available, how to access it, and what they can expect from schools, services and the wider SEND system.
- **A stronger focus on children's voice and belonging:** children and young people will be more involved in shaping their support, with greater attention to their attendance, wellbeing, friendships, transitions and preparation for adulthood.

Earlier help	Support in local settings	Joined-up services	Clearer information
Needs identified sooner through early years support, screening, Family Hubs and schools.	More children supported successfully in mainstream schools, support bases and local provision.	Education, health and social care working together so families do not have to repeat their story.	A clearer Local Offer and better communication so families know what help is available and how to access it.

From a system that can feel...	What will change	To a system where families see...
Reactive, complex and dependent on formal processes	Earlier identification → specialist advice sooner → coordinated support → local provision	Clearer, earlier and more consistent help, closer to home



Our Ambitions

Hillingdon SEND & AP Strategy 2023-2028

Everything in the SEND Reform Plan is designed around five ambitions from our SEND and AP Strategy that will improve outcomes and experiences for children and young people with SEND.



Right support,
right time,
right place



Fully
inclusive



Provision
meets needs



Happy and
fulfilled lives



Range of
Alternative
Provision



Ambition 1

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



Children and young people should receive support as soon as needs emerge rather than waiting until difficulties become more significant. Families should be able to access advice, guidance and support quickly through a joined-up system that is easy to navigate.

Earlier identification and intervention

- **Family Hubs as a front door for support**

Family Hubs will become a key access point for families seeking advice and support. Families will be able to access early help, information and coordinated support from education, health and social care services in one place, reducing the need to navigate multiple systems. Inclusion Practitioners will help families understand available support and access the right services at the earliest opportunity.

- **Single 0-25 pathway**

A joined-up pathway will be developed across education, health and social care so children and young people experience a more coordinated response. Families will benefit from clearer referral routes, more consistent support and improved transitions between services and life stages.

- **Strengthened early years support**

Early Health Notifications, the Early Years Tracking Panel and Special Educational Needs Inclusion Funding (SENIF) will be used to identify children who may need additional support as early as possible. Early years settings will receive greater guidance and support to put interventions in place quickly and reduce escalation of need.

- **Universal screening and assessment**

All schools will have access to screening tools such as Language Link and Nessy to identify speech, language, communication and literacy difficulties earlier. A graduated occupational therapy pathway and neurodevelopmental profiling approaches will support earlier and more consistent identification of need.

- **Ordinarily Available Provision**

A reviewed boroughwide Ordinarily Available Provision framework will clearly set out what support every school should provide without the need for specialist assessment or statutory intervention. This will help schools respond confidently to a wider range of needs and reduce variation in practice.

- **Better access to therapies**

Therapy services will be redesigned through Experts at Hand so that support can be accessed earlier, reducing waiting times and ensuring children receive advice and intervention before difficulties become more complex.

How we will know we are making a difference. By 2029:

Earlier identification and intervention

- SEN Support increases from approximately 12% to 14.5%, demonstrating that more children are receiving support earlier without requiring statutory intervention.
- A consistent graduated response is embedded across early years, schools and post-16 settings.
- Universal screening tools are used routinely across schools and settings.
- More children access support through Family Hubs, schools and community services before difficulties escalate.

Reduced escalation

- Fewer children require specialist referrals because needs are identified and responded to earlier.
- Fewer needs escalate to specialist placements where support can be effectively delivered through mainstream provision.
- Improved attendance, engagement and wellbeing for children receiving early intervention support.

Family experience

- Families report that accessing support is easier.
- Families understand where to go for support and advice.
- Families feel concerns are listened to and addressed more quickly.





Ambition 2

Fully inclusive
education for all



Every child and young person should feel welcomed, included and able to achieve within their local mainstream school wherever possible. Inclusion should be everyone's responsibility, supported by strong partnerships and specialist expertise.

Inclusive schools where every child belongs

National Inclusion Standards and Inclusion Framework

- All schools will work towards a shared Inclusion Framework aligned to National Inclusion Standards. This will establish clear expectations for inclusive practice, fully embed Ordinarily Available Provision, strengthen consistency across schools and ensure that children experience the same high standards of support regardless of where they attend school.

Locality clusters

- Schools, specialist services and family support services will work together through locality clusters aligned to Family Hubs. This will allow schools to share expertise, improve transitions, solve challenges collaboratively, access support more effectively through multi-agency partnerships, enable resources to be deployed according to local need and support shared responsibility for children with SEND.

SENCO development and outreach

- A SENCO mentoring programme will support new and developing SENCOs. Outreach support from special schools, SEND specialists and alternative provision settings will help mainstream schools build confidence and capability to meet more complex needs.

Attendance and inclusion pathways

- New approaches for Emotionally Based School Non-Attendance (EBSNA) through the EBSNA Protocol and SEMH support will help schools identify concerns earlier and put preventive support in place to reduce absence and avoid placement breakdown.

How we will know we are making a difference. By 2029:

Inclusion in mainstream schools

- The proportion of children with EHCPs educated in mainstream schools increases from 54% to 59%.
- Schools are consistently implementing National Inclusion Standards and Ordinarily Available Provision.
- Variation in inclusive practice between schools significantly reduces.

Workforce confidence

- Greater participation in SEND Reviews, Learning Walks and workforce development programmes.
- Increased confidence among SENCOs and school staff in meeting a wider range of needs.
- Increased engagement with locality clusters, CAAS Transition support, mentoring and special schools outreach support.

Attendance and belonging

- Attendance improves by approximately 2% across mainstream, SEND and EHCP cohorts.
- Reduced suspensions and exclusions for children and young people with SEND.
- More children report feeling safe, supported and that they belong in their school community.

Family confidence

- Families have increased confidence that mainstream schools can meet their child's needs.
- Fewer requests for specialist placements driven by lack of confidence in mainstream provision.





Ambition 3

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



**Children and young people
should have access to a
graduated continuum of
provision that meets a
wide range of needs, while
remaining as close to home
as possible.**

A stronger local continuum of provision

Support Bases and Specialist Bases

- Additional support bases and specialist bases will be developed across Hillingdon to provide more targeted support closer to home. This will create a broader range of options between mainstream and specialist settings and improve access to support for children with differing levels of need.

Early years and post-16 expansion

- The Reform Plan includes the development of additional specialist provision in early years settings and expansion of specialist post-16 provision, ensuring support is available throughout a child's educational journey.

Quality assurance of provision

- A quality assurance framework will ensure all specialist provision delivers consistently high standards and positive outcomes for children and young people.

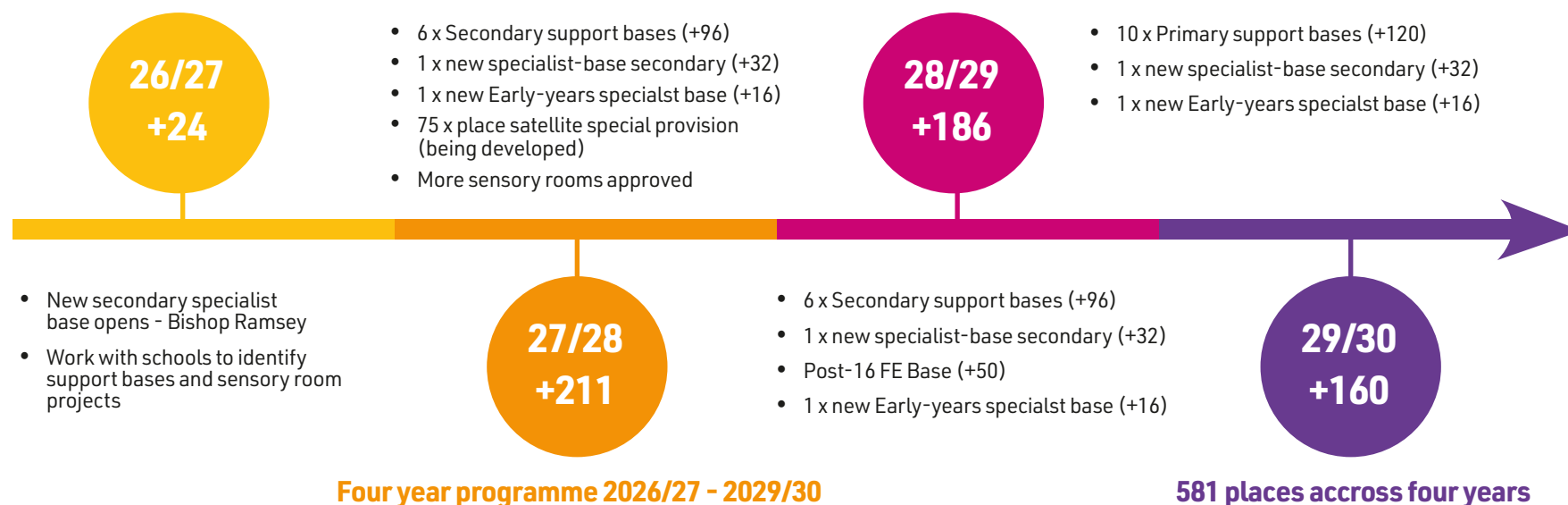
Data-led sufficiency planning

- Future provision development will be driven by local needs data, ensuring the right types of places are developed in the right locations and that support keeps pace with demand.

Better placement decisions

- Placement decisions will be informed by individual need, evidence and professional advice so children access the most appropriate provision at the right time.

Capital Expansion Delivery Timeline



How we will know we are making a difference. By 2029:

More children educated locally

- Greater proportion of children educated within Hillingdon provision.
- More children access support bases and specialist bases closer to home.

Increased local capacity

- 312 additional Support Base places created.
- 130 additional Specialist Base places created.
- Additional specialist post-16 places.
- Expanded specialist early years provision available in local communities.

Better placement stability

- Increased proportion of children accessing provision matched to need first time.
- Reduced placement breakdown.
- Improved transitions across phases and settings.

Better value for money

- Use of pre-16 Independent Non-Maintained Special Schools reduces from 3.8% to 2.6%.
- Reduced transport costs through more local provision.
- Improved sustainability of High Needs spending.



Ambition 4

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



Children and young people should achieve positive outcomes, feel a strong sense of belonging, enjoy good health and wellbeing, and participate fully in their communities.

Children and young people thriving in their communities

HELLO Local Offer refresh

- The HELLO Local Offer will be refreshed to provide clearer, more accessible information about services, support and pathways available to families. The aim is to make it easier for families to find help and understand what support is available.

Stronger co-production

- Children, young people and families will play a greater role in shaping services through ongoing co-production, engagement and participation in decision-making and governance.

Improved communication

- The partnership will improve communication with families, ensuring information is clearer, more consistent and easier to access.

Improving belonging and wellbeing

- Support across education, health and social care will focus not only on educational outcomes but also on attendance, wellbeing, participation and belonging within local communities.

How we will know we are making a difference. By 2029:

Better outcomes for children and young people

- Improved attendance across SEND and EHCP cohorts.
- Improved participation in education and community life.
- Improved wellbeing and resilience.
- Children and young people report a stronger sense of belonging.

Co-production and voice

- Evidence that children and young people's voices influence planning, governance and decision making.
- Parent Carer Forum actively shaping improvement activity.
- Increased participation of children, young people and families in service design.

Improved confidence in the SEND system

- Greater engagement with HELLO Local Offer.
- Increased parental confidence in SEND services.
- More families feeling informed and involved in decisions affecting their child.

A more effective system

- More children achieve their outcomes due to appropriate support, resulting in fewer EHCPs needing to be maintained, from approximately 9% to 11–12%.
- Improved quality and consistency of support through stronger partnership working.





Ambition 5

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



Children and young people should have access to flexible provision and support when mainstream education becomes difficult, while maintaining high aspirations and strong preparation for adulthood.

Supporting children and young people to succeed

EBSNA and SEMH pathways

- New pathways will help schools identify and respond earlier to emotional wellbeing and attendance concerns. These pathways will provide coordinated support from education, health and SEND services to prevent difficulties escalating and support children to remain engaged in education.

Mental Health Support Teams

- Mental Health Support Team coverage will continue to expand, providing schools with additional expertise to support emotional wellbeing and mental health needs.

Preparation for Adulthood

- Preparation for Adulthood will be embedded from Year 9 onwards, helping young people develop independence, confidence, employment skills and aspirations for the future.

Post-16 and employment pathways

- Young people will have access to improved pathways into further education, training, employment and independent living. Planning for adulthood will be informed by young people's strengths, interests and aspirations.

Alternative Provision as part of the continuum

- Alternative Provision will increasingly focus on reintegration, engagement and positive outcomes, helping children remain connected to education and supporting successful transitions back into mainstream provision where appropriate.

How we will know we are making a difference. By 2029:

Improved preparation for adulthood

- Preparation for Adulthood embedded across the system from Year 9 onwards.
- Young people have clearer pathways into employment, education and training.
- Greater independence and community participation.

Better educational outcomes

- NEET levels for young people with EHCPs reduce from 16.1% to 13%.
- More young people successfully transition to post-16 provision, employment or training.
- Improved participation in further education and supported employment pathways.

Reduced exclusion and disengagement

- Reduced use of Alternative Provision as a long-term placement.
- Improved reintegration outcomes.
- Reduced Emotionally Based School Non-Attendance through earlier intervention and SEMH support.

Better life outcomes

- Young people report feeling better prepared for adulthood.
- Greater confidence, independence and aspirations.
- Stronger support during key transition points.



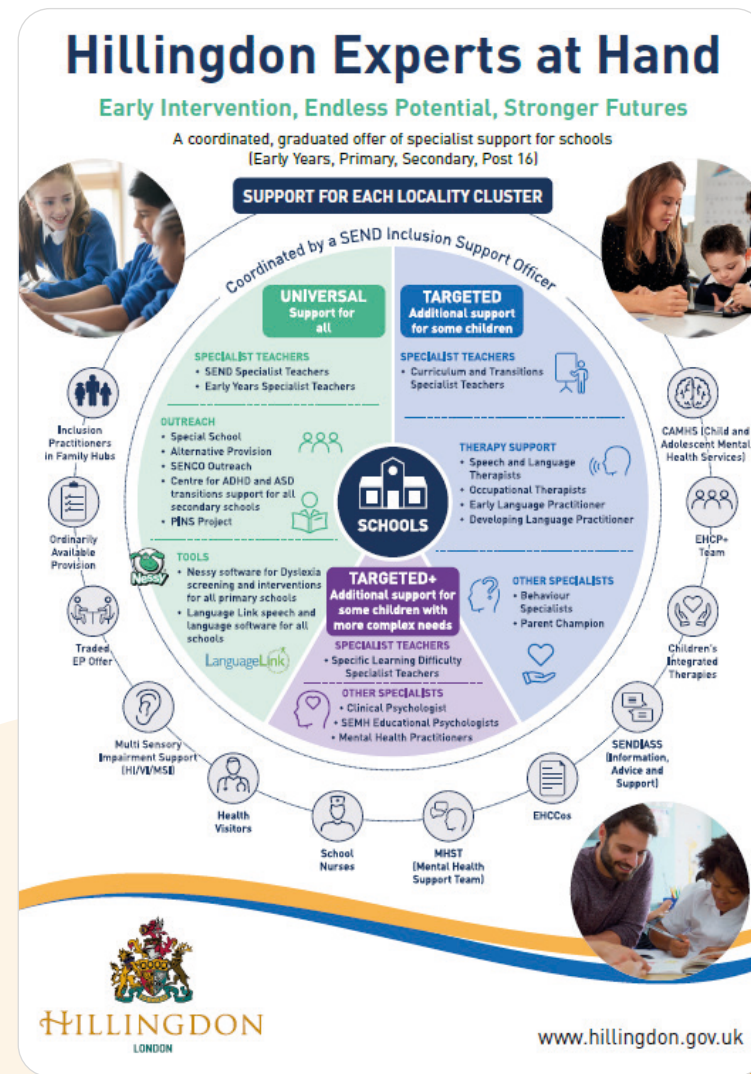
Experts at Hand – Delivering All Five Ambitions

Experts at Hand is the support offer that underpins the delivery of the SEND Reform Plan.

Through locality clusters aligned to Family Hubs, schools will have access to coordinated specialist support including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, SEMH specialists, specialist teachers, SEND Inclusion Support Officers, outreach services and specialist screening tools. The model provides support at Universal, Targeted and Targeted Plus levels, helping schools identify needs earlier, strengthen inclusion, improve outcomes and ensure more children can thrive in their local community.

It supports:

- Earlier identification and intervention.
- Inclusive mainstream schools.
- Better matching of provision to need.
- Improved wellbeing and belonging.
- Preparation for adulthood and successful transitions.



Experts at Hand includes:

Universal Support	Targeted Support	Targeted Plus Support
• SEND Specialist Teachers • Early Years Specialist Teachers • Language Link • Nessy screener for Dyslexia • Special School Outreach • SENCO Outreach • Centre for ADHD and ASD (CAAS) Transitions Support for all LBH secondary schools • PINS Programme	• Educational Psychologists • Occupational Therapists • Speech and Language Therapists • Behaviour Specialists • Curriculum and Transition Specialists	• Clinical Psychologists • Specific Learning Difficulty Specialists • SEMH Specialists

By 2029, Experts at Hand will have contributed to:

- Earlier identification of need.
- Reduced reliance on statutory processes and specialist referrals where support can be delivered earlier.
- Increased confidence of mainstream schools to meet a wider range of needs.
- More pupils with SEND successfully educated in mainstream settings.
- Reduced exclusions and improved attendance.
- Improved parental confidence in local support and provision.
- Improved outcomes, preparation for adulthood and long-term life chances for children and young people with SEND.



Local roadmap for the next 3 years

The SEND Reform Plan sets out a comprehensive transformation of Hillingdon's SEND system over the next three years, moving from a model that often relies on statutory assessment to access support and specialist placements towards one focused on earlier intervention, stronger mainstream inclusion, greater local capacity and long-term financial sustainability.

By 2029, the system will operate as a joined-up 0-25 partnership across education, health and social care, ensuring children receive the right support at the right time and in the right place.

Early intervention and earlier support

The plan will create a consistent graduated response across early years, schools and post-16 settings so that needs are identified and addressed much earlier. Family Hubs will become the main front door for support, supported by a single integrated 0-25 pathway, universal screening approaches, improved access to therapies and a stronger multi-agency offer. Ordinarily Available Provision will be embedded across all settings, with consistent expectations, shared education, health and social care guidance and stronger support for SENCOs. The new Experts at Hand model will provide earlier access to multidisciplinary expertise, enabling schools and families to access support before needs escalate.

As a result, fewer children will require Education, Health and Care Needs Assessments, individual specialist referrals and specialist placements because needs will be identified and met earlier. Attendance, wellbeing and engagement will improve, while exclusions, suspensions and variation between schools will reduce.

Earlier support will not remove or restrict any child or young person's right to a statutory assessment or a Plan where this is required. Decisions will continue to be based on individual need, evidence and statutory duties. The purpose of earlier intervention is to ensure that children receive effective support sooner, not to create barriers to statutory provision.

Inclusion in mainstream schools

A major focus of the plan is ensuring more children with SEND can thrive in their local mainstream school. Hillingdon will implement a borough-wide Inclusion Framework aligned to National Inclusion Standards, supported by stronger adaptive teaching, inclusive practice and locality-based partnerships between schools. Every school will have access to coordinated outreach, specialist advice and multidisciplinary support through Experts at Hand, special school outreach and SENCO networks.

Over time, schools will become more confident in meeting a wider range of needs and variation between schools will reduce. Parents will have greater confidence that mainstream schools can successfully support their children, leading to fewer requests for specialist placements and fewer disputes. By 2029, the proportion of children with EHCPs educated in mainstream schools will increase from 54% to 59%, attendance will improve and suspension rates will fall significantly. Children and young people will also report a stronger sense of belonging and inclusion.

Expanding local provision and reducing dependence on specialist placements

The plan includes a significant expansion of local SEND provision so more children can be educated close to home. Additional support bases, specialist bases, specialist early years provision and post-16 pathways will be developed, creating a coherent continuum between mainstream and specialist education. Specialist support will increasingly be available within mainstream settings, ensuring that children can access flexible support while remaining part of their local community.

By 2029, Hillingdon plans to create:

- 312 new support base places in mainstream schools
- 130 new specialist base places in mainstream schools
- 24 additional specialist early years places
- 50 additional specialist post-16 places
- 75 additional special school satellite places for children with the most complex needs

Alongside these projects, there will also be an opportunity for schools to develop their own sensory rooms, with capital funding awarded to projects where schools can demonstrate improved inclusion using sensory rooms to meet a wider range of needs.

This capital expansion will reduce reliance on independent and non-maintained special schools, shorten travel times, lower transport costs and improve parental confidence in local provision. More children will experience stable transitions and better continuity of support throughout their education.

Better preparation for adulthood

The reforms also place a strong emphasis on improving life outcomes for young people with SEND. Preparation for adulthood will be strengthened through better transition planning, increased supported internship opportunities, stronger post-16 pathways and improved employment support. Mental health, neurodevelopmental and attendance pathways will be fully integrated into locality services, ensuring young people receive coordinated support as they move towards adulthood.

By 2029, fewer young people with EHCPs will be not in education, employment or training, supported internship opportunities will increase, and more young people will have successfully achieved their outcomes and progressed into adulthood.

Stronger governance, partnership working and financial sustainability

The final element of the plan focuses on creating a sustainable SEND system. Governance arrangements will become more mature, with shared accountability across education, health and care. Multi-agency data systems, performance dashboards and intelligence tools will support evidence-based decision making. Co-production with families and young people will be embedded at every level, ensuring services are shaped by lived experience.

The reforms aim to reduce reliance on high-cost placements, improve value for money and strengthen local provision. Average placement costs, transport costs and EHCP costs are all expected to reduce over time as more needs are met earlier and locally. Through stronger commissioning, more local capacity and increased mainstream inclusion, Hillingdon local area partnership aims to achieve a financially sustainable SEND system that delivers better outcomes for children while maintaining control of High Needs expenditure.

More details of the local roadmap are provided in Appendix 4.

Appendices:

- **Appendix 1:** Acronyms
- **Appendix 2:** Cluster map of schools by locality
- **Appendix 3:** Coverage of Support Bases in Primary and Secondary Schools Based on New Clusters
- **Appendix 4:** Local roadmap for the next 3 years

Appendix 1:

Acronyms

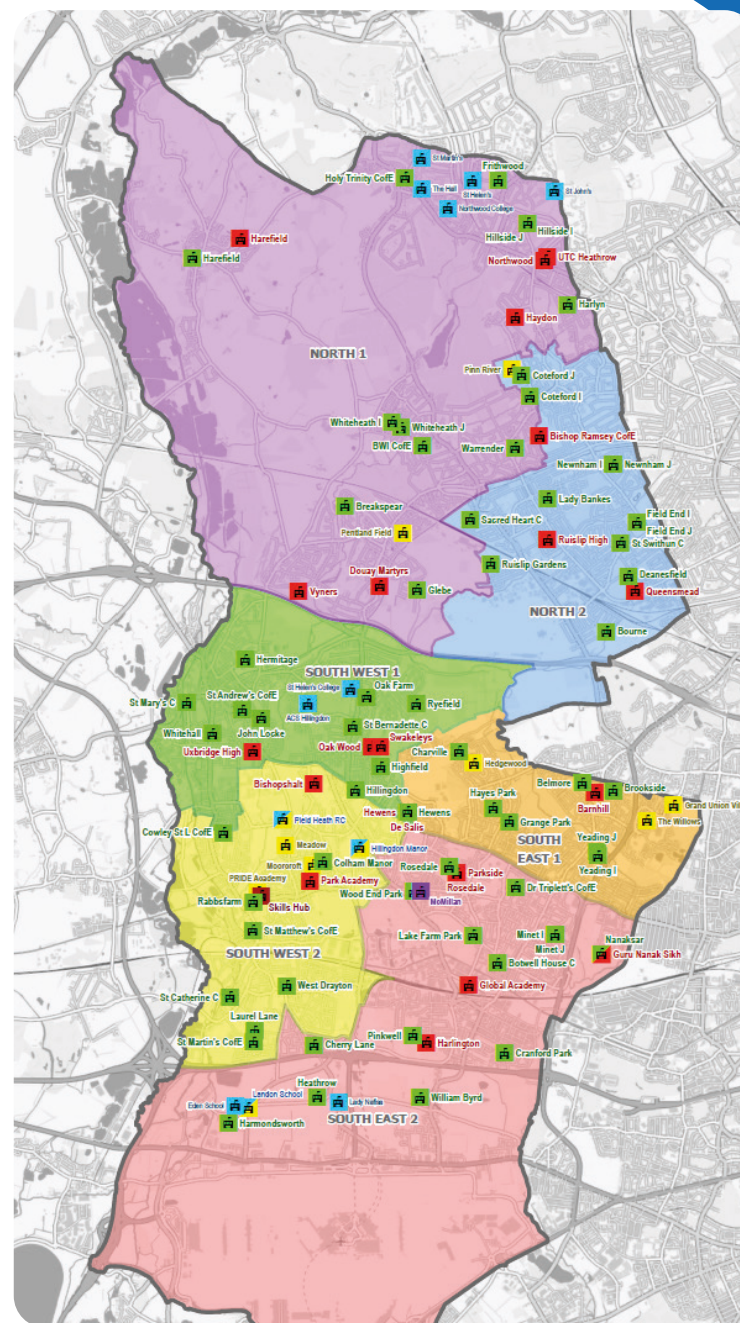
ASD	Autism Spectrum Disorder	HI	Hearing Impairment	Power BI	Power Bi dashboard
AP	Alternative Provision	HNB	High Needs Block	SAS	SEND Advisory Service (existing non-statutory support)
BSiL	Best Start in Life	HRUC	Harrow, Richmond and Uxbridge Colleges	SEMH	Social, Emotional and Mental Health
CAAS	Centre for ADHD and Autism	INMSS	Independent Non-Maintained Special School	SEPB	SEND Executive Partnership Board
CNWL	Central and North West London NHS Foundation Trust	LO - (HELLO)	Local Offer (Hillingdon Empowering Local Lives Offer)	SLCN	Speech, Language and Communication Needs
CITS	Children's Integrated Therapy Service	MHST	Mental Health Support Team	SLD	Severe Learning Difficulties
CYP	Children and Young People	MLD	Moderate Learning Difficulties	SOG	SEND Operational Group
DU	Designated Units	MSI	Multi-Sensory Impairment	SENCo	Special Educational Needs Coordinator
DSCO	Designated Social Care Officer	NMISS	NonMaintained Independent Special Schools	SRP	Specialist Resource Provisions
DPS	Dynamic Purchasing System	NEET	Not in Education, Employment or Training	SEMH	Social, Emotional and Mental Health
EAH	Experts at Hand	ND	Neurodiversity	SaLT	Speech and Language Therapist
ESF	Early Support Funding	OT	Occupational Therapist	SLCN	Speech, Language Communication Needs
EYES	Early Years Education System	OAP	Ordinarily Available Provision	SENDEX	SEND Exceptional Needs Funding
EROS	EBSNA Response and Outreach Service	PCF	Parent Carer Forum	UTCs	University Technical Colleges
EBSNA	Emotional Based School Non-Attendance	PD	Physical Disability	VLC	Vulnerable Learners Clinics
EHCNA	Education Health Care Needs Assessment	PINS	Partnership for Inclusion of Neurodiversity in Schools	VI	Visual Impairment
EP	Educational Psychologist	PfA	Preparation for Adulthood	YJS	Youth Justice Service
GLD	Good Level of Development	PMLD	Profound and Multiple Learning Difficulties		

Appendix 2:

Cluster map of schools by locality

The new locality clusters will bring schools and settings together in geographical groups so that support is planned and delivered closer to where children live and learn.

Each cluster will connect early years, schools, post-16 settings and multi-agency partners, with SEND Inclusion Support Officers helping to coordinate access to both existing services and the Experts at Hand offer. This will make it easier for schools to know who to contact, access specialist advice earlier, share expertise with other local settings and support smoother transitions. Over time, the clusters should reduce variation between schools, strengthen inclusion in mainstream settings and help more children receive the right support locally, without needs escalating unnecessarily.



Appendix 3:

Coverage of Support Bases in Primary and Secondary Schools Based on New Clusters

The table below shows an analysis of the spread of inclusion bases across Hillingdon's new school clusters. It demonstrates the level of local SEND provision available in each area, including how many mainstream schools there are, how many have support or specialist bases, the number of pupils accessing them, and the types of need being met. The table enables the local area to consider where further development may be needed to improve local access and ensure a more balanced offer across the borough.

Coverage of Support Bases in Primary and Secondary Schools Based on New Clusters															
									Support Bases			Specialist Bases			
	Infant	Junior	Primary	Secondary	All Through	UTC/Studio	Total Mainstream	Special Schools	Schools with Support Bases	% of Schools with SuB	Pupils Accessing SuB	Schools with Specialist Bases	% of Schools with SpB	Commissioned places in SpB	Type of Need met (Black specialist bases, Red Special)
North 1	2	2	8	5	0	1	18	Pentland Field	5	27.78%	124	3	16.67%	39	Hi, SLCN, MLD/ASD, MLD (Complex)
North 2	3	3	6	3	0	0	15	Pinn River	6	40.00%	30	4	26.67%	68	PD, SLCN, ASD/AC(All), ASD, SLD/PMLD/MSI
South West 1	0	0	9	3	0	0	12		5	41.67%	55	1	8.33%	12	ASD
South West 2	0	0	9	2	0	0	11	Meadow, Moorcroft, PRIDE	7	63.64%	47	1	9.09%	12	ASD, MLD (complex), SLD/PMLD/MSI, SEMH
South East 1	1	1	6	2	0	1	11	Hedgewood, Willows, Grand Union	6	54.55%	79	2	18.18%	39	ASD, SLD/PMLD, MLD/ASD, SEMH/MLD/ASD
South East 2	1	1	12	2	1	2	19		9	47.37%	87	5	26.32%	77	ASD, PD/ASD, SLCN, SLD/PMLD/MSI
Total	7	7	50	17	1	4	86		38	44.19%	422	16	18.60%	247	

**please note, nos of pupils accessing support bases differs from estimated number of places in each base reported on the template as schools use places flexibly to meet a range of needs with some children using the base for a small amount of time*

Appendix 4:

Technical Delivery Roadmap and Performance Measures for the next 3 years

The local roadmap explains the three-year plan for turning the SEND Reform Plan into practical change for children, families, schools and partners.

In plain terms, it shows how Hillingdon will move from a system that can feel reactive, complex and dependent on formal processes, towards one where needs are identified earlier, support is easier to access, and services work together around families. The roadmap means clearer expectations about what support schools and services should provide, more consistent help through Family Hubs, screening, therapies and specialist advice, and stronger inclusive practice in mainstream schools so more children can thrive locally.

It also sets out how Hillingdon will expand support bases, specialist bases, early years, post-16 and special school provision so more children can be educated closer to home, with better transitions and fewer placement breakdowns. By 2029, the aim is for families to experience a clearer, fairer and more joined-up SEND system, shaped by parent and young people's voices, with stronger accountability, better use of data and a more sustainable approach to meeting children's needs. This appendix provides detailed milestones and measures for partners and those who wish to understand how delivery will be monitored. The main sections of this plan provide the public-facing summary.



Local roadmap for the next 3 years	2026/27	2027/28	2028/29
Building block 1: Early Intervention			
Ordinarily Available Provision	- Establish consistent expectations and embed core frameworks across all settings. - Embed the Inclusion Consistency Framework across all schools through SEND Reviews, Quality Assurance processes, Vulnerable Learners Clinics and the Inclusion Network, targeting variation across phases, particularly in secondary and post-16 settings where inconsistency remains more pronounced. - Implement Ordinarily Available Provision (OAP) consistently across all schools, ensuring alignment to banding frameworks, placement decision-making processes and SEND Review findings. - Roll out the Adaptive Teaching Framework, supported by coaching, modelling and curriculum expert deployment to ensure that teaching is responsive to a wider range of needs and supports early intervention.	- Strengthen consistency, system alignment and workforce capability in delivery of OAP. - Ensure that Ordinarily Available Provision is consistently understood, applied and evidenced across all early years, primary, secondary and post-16 settings, supported by peer-led SENCo mentoring, cluster-based collaboration and system-wide quality assurance processes. - Strengthen alignment between OAP, graduated response expectations, and banding decisions to ensure consistent intervention at the earliest stage.	- Fully embedded graduated response system across all phases. - Deliver a fully embedded graduated response system (Universal → Targeted → Targeted Plus) consistently applied across 0–25 provision, ensuring that Ordinarily Available Provision is fully realised as the foundation of early intervention, with minimal variation between settings and consistently high-quality inclusive practice.
Early Identification and Front-Door Access	- Establish integrated early identification pathways and front door infrastructure - Strengthen early identification pathways (0–5 and beyond) through alignment of Best Start in Life, Family Hubs, Child Health Hubs, education, health and social care systems to provide earlier access to support. - Expand Family Hubs from 2 to 4, embedding SEND expertise within each Hub to provide early advice, triage and coordinated intervention for families. - Review and refine the effectiveness of the Early Years Tracking Panel and the Assessment Base referral processes to ensure earlier access to assessment and support. - Begin alignment of Children's Integrated Therapies (CITs) pathways, SEND Advisory Service (SAS) input and the emerging Experts at Hand model to create a seamless early support offer across all educational phases.	- Scale integrated pathways and consistent front-door access across the system. - Strengthen partnership alignment across education, health and social care to ensure that early identification pathways are consistently applied. - Further embed Family Hubs as the primary front door for early support and triage, aligned with the Stronger Families model. - Expand Child Health Hubs across West North London (WNL) and strengthen their integration with Family Hubs and SEND pathways.	- Fully integrated 0–25 identification system across all services. - Deliver a single, integrated early identification pathway spanning Family Hubs, Best Start in Life services, education, health and social care, ensuring that children's needs are identified earlier, more accurately and consistently, with needs met before escalation.

Screening, Assessment and Graduated Pathway

- Embed screening tools and strengthen early identification consistency.
- Embed WellComm screening consistently across early years settings, particularly in areas of lower Good Level of Development (GLD), ensuring early identification of speech and language needs.
- Ensure Language Link is consistently used at a system level (Year R and Year 7) for early detection of speech, language and communication needs (SLCN), aligned to health and therapy pathways.
- Roll out the Nessy dyslexia screener (ages 5–7) as part of system-wide early identification.
- Review and refine therapy referral thresholds (SaLT, Occupational Therapy and physiotherapy), ensuring prioritisation of highest need and earlier identification to reduce unnecessary escalation.

- Scale consistent system-wide screening and needs-led identification approaches.
- Deliver consistent early identification across all phases, embedding screening tools (Language Link, WellComm, dyslexia screening) across all schools and early years settings.
- Implement neurodevelopmental (ND) profiling tools to support needs-led identification without reliance on formal diagnosis.

- Fully embedded universal screening and graduated pathways.
- Ensure universal, consistent and fully embedded use of screening tools across all settings and phases.
- Deliver a coherent and comprehensive graduated approach across therapies and wider services, ensuring consistency between speech and language, occupational therapy and neurodevelopmental pathways.

Access to Therapies

- Stabilise and realign therapy access and pathways.
- Review and refine therapy referral thresholds across Children's Integrated Therapies (CITS) to prioritise early identification and highest need, while reducing unnecessary escalation.
- Initiate Therapies Transformation programme, including co-production and agreement of a future model of care. Strengthen CITS collaborative agreement governance to improve therapy outcomes and ensure more efficient use of capacity.

- Implement transformed therapy model and expand workforce capacity.
- Implement Therapies Transformation to ensure additional workforce capacity is in place and that access to therapies is more timely and consistent.
- Embed delivery of therapies through Experts at Hand, ensuring support is increasingly delivered at universal and targeted levels rather than through individual referral pathways.

- Fully integrated and sustainable therapy system.
- Ensure therapy services are fully integrated within the early intervention infrastructure, with support targeted to highest need only and most needs met earlier in the system, supported by a sustainable multidisciplinary workforce model.

Specialist Advisory Input and Workforce Reach

- Establish and deploy Experts at Hand (EaH) model at system level which can operate cross-border to other LAs for LBH residents where required.
- Recruit to role in line with the plan.
- Co-produce and launch the EaH model, establishing clear thresholds and access routes, a defined workforce model (including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Clinical Psychology and Specialist Teachers), Advanced Practitioner roles, triage processes aligned to school need, and expectations of whole-setting and group-based support rather than individual casework.
- Deploy EaH within school clusters, shifting support from reactive referral-driven intervention to planned, preventative engagement.
- Reorganise SEND Advisory Service (SAS) to complement EaH delivery and strengthen whole-school impact, particularly in secondary settings.
- Review SENDIASS delivery in line with national minimum standards, including quality assurance to ensure clear communication of its independent role, and defined processes to support families impartially through mediation and dispute resolution.

- Scale reach, consistency and predictive deployment of expertise.
- Scale Experts at Hand across all phases (early years, primary, secondary and post-16), ensuring predictive deployment of specialist expertise, reduced reliance on individual referrals and consistent access across all schools.
- Embed delivery models based on whole-setting approaches, group-based interventions and coaching. Specialist teachers for Curriculum and Transitions are embedding and support key transition phases from EY to primary, primary to secondary – as well as further transitions, to ensure successful transitions, sharing key info and timely specialist support and avoiding placement breakdowns.
- Consider how cross-border EaH support is working and link with other LAs to refine where needed.
- Embed SENDIASS as a consistently high-quality, impartial and independent service across the partnership, with strengthened quality assurance processes to reduce variability, clear separation from decision-making, and increased confidence from families in its role in supporting mediation and dispute resolution.

- Fully embedded multidisciplinary support model
- Achieve a fully embedded Experts at Hand model where specialist input is timely, predictable and preventative, with consistent access across all settings and strong locality-based relationships between schools and support services.
- Deliver a fully embedded SENDIASS service operating to national minimum standards, with consistently high-quality, independent advice across all pathways, no unwarranted variation, and strong parental confidence in its impartial role, including within mediation and conflict resolution processes.

Early years, SEMH, neurodevelopment and neighbourhood pathways

- Strengthen multi-agency pathways and begin neighbourhood integration.
- Strengthen multi-agency SEMH and neurodevelopmental pathways, including development of the EBSNA protocol.
- Review Child Health Hub models and define the West North London CYP neighbourhood approach.
- Begin rollout and mobilisation of Mental Health Support Teams (MHST).

- Embed multi-agency pathways and expand mental health support.
- Expand MHST coverage, including children and young people with SEND and those out of education, embedding learning into neighbourhood delivery models.
- Strengthen and embed ND pathways, including backlog reduction and improved support while waiting.

- Fully embedded multi-agency and neighbourhood delivery system.
- Achieve fully embedded SEMH, neurodevelopmental and EBSNA pathways delivering coordinated, timely responses across education, health and social care, with MHSTs operating as part of integrated early intervention infrastructure and neighbourhood models established across WNL.

Building block 2: Inclusion in Mainstream Schools

Inclusion culture and system support

Establish consistent inclusive practice and system frameworks across all schools

- Embed the Inclusion Consistency Framework across all schools through SEND Reviews, Quality Assurance processes, Vulnerable Learners Clinics and the Inclusion Network, targeting variation across settings, particularly within secondary and post-16 provision. Implement Ordinarily Available Provision (OAP) consistently across all schools, ensuring alignment to banding frameworks, placement decisions and SEND Review findings.
- Continue to strengthen whole-system inclusion culture through programmes including Partnership for Inclusion of Neurodiversity in Schools (PINS), Emotional Regulation and Outreach Service (EROS), and CAAS Transition Project, supporting earlier intervention, improved attendance and stronger transitions.

Strengthen consistency, accountability and system-wide inclusive practice.

- Embed cluster-based, peer-led school improvement models, supported by Experts at Hand professionals, ensuring schools work collaboratively to strengthen inclusive practice.
- Ensure consistent application of OAP and the graduated response within classrooms, supported through coaching, modelling and ongoing system-wide quality assurance processes.
- Strengthen accountability mechanisms to reduce variation between schools, supported by targeted intervention for settings requiring additional support.
- Review data and work in collaboration with local boroughs to ensure consistent approaches for out of borough schools are in place and inclusive practice is evident.

Fully inclusive mainstream system with minimal variation.

- Achieve a system where mainstream schools are inclusive by design, supported by embedded adaptive teaching, consistently applied OAP and ongoing access to specialist expertise through locality relationships.
- Ensure consistent inclusion across all settings with minimal variation, with sustained improvements in attendance, engagement, reduced exclusions and increased confidence across schools and families.

Strategic development and commissioning of Experts at Hand, Therapies, WNL development and needs profiling

Establish model, workforce structure and initial delivery.

- Co-produce and launch the Experts at Hand (EaH) model, establishing clear thresholds and access routes, a defined workforce model including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Clinical Psychology and Specialist Teachers, Advanced Practitioner roles, and triage processes aligned to school need.
- Ensure that the model sets explicit expectations of whole-setting and group-based support rather than individual casework.
- Initiate Therapies Transformation programme, including co-produced design of the future model of care.
- Deliver digital needs profiling pilots across North West London (NWL), alongside backlog reduction activity across North Central London (NCL).
- Continue neurodevelopmental waiting list backlog reduction initiatives through approved investment.

Scale delivery, embed workforce and strengthen system integration

- Scale Experts at Hand across early years, primary, secondary and post-16 phases, ensuring predictive deployment of specialist expertise, consistent access across all schools and reduced reliance on individual referrals.
- Embed delivery models based on whole-setting approaches, group-based interventions and coaching. Implement Therapies Transformation ensuring increased workforce capacity and improved consistency of therapy access.
- Support implementation of Speech and Language Therapy (SaLT) Advanced Practitioner roles and wider workforce development initiatives across West North London.
- Share learning from neurodevelopmental profiling pilots across WNL and implement pathway improvements informed by findings, continuing reduction in waiting list backlogs.

Fully embedded, locality-based multidisciplinary support system

- Achieve a fully embedded Experts at Hand model across all phases, where specialist input is timely, predictable and preventative, and statutory processes are reserved for the most complex needs.
- Ensure transformed therapies model is fully embedded, supported by a sustainable workforce across West North London, with Advanced Practitioner roles and workforce pipelines established.
- Ensure needs-led approaches are fully embedded within neurodevelopmental pathways, with reduced waiting times, improved access and consistent support.

Outreach and collaboration between settings	Establish coordinated outreach models aligned to system priorities • Launch and strengthen outreach models across special schools, alternative provision and SENCo networks, ensuring alignment with Experts at Hand delivery and improving support to mainstream settings. • Ensure outreach is aligned to locality clusters and supports schools to manage needs earlier and more effectively.	Embed coordinated borough-wide outreach and collaboration • Reconfigure outreach into a coordinated borough-wide offer, ensuring consistent access across all schools and settings. • Strengthen collaboration within locality-based clusters, enabling schools, early years providers and post-16 settings to work together, share expertise and support transitions more effectively.	Fully embedded collaborative system across all settings • Ensure outreach is embedded as a consistent borough-wide system, with strong locality relationships between schools, early years and post-16 providers. • Ensure all settings know how to access support early, work collaboratively to prevent escalation, and sustain placements effectively.
Provision development and quality assurance	Begin targeted expansion and strengthen system oversight • Progress planned expansion of specialist bases (including early years provision), maintained special schools and post-16 provision aligned to sufficiency forecasts and demand pressures, particularly in secondary and post-16 phases. • Identify mainstream schools with capacity to develop inclusion bases and agree 6 secondary schools to proceed with adaptations to create support bases, ensuring alignment to geographical need and demand. • Begin strengthening quality assurance and oversight of provision, including both maintained and commissioned services. • Seek applications from schools for developing new sensory rooms and agree those with compelling business cases which will lead to improved inclusion and outcomes.	Expand provision and embed quality assurance framework • Expand secondary specialist bases and increase provision across phases to enable more children and young people to remain in mainstream settings. • Strengthen quality assurance frameworks and outcome monitoring across all provision, including alternative provision and independent providers, ensuring consistency and impact. • Identify mainstream schools with capacity to develop inclusion bases and agree 6 secondary schools to proceed with adaptations to create support bases, ensuring alignment to geographical need and demand. • Seek applications from schools for developing new sensory rooms and agree those with compelling business cases which will lead to improved inclusion and outcomes.	Fully aligned, high-quality provision system • Expand secondary specialist bases and increase provision across phases to enable more children and young people to remain in mainstream settings. • Ensure all provision is strategically aligned to need, with robust quality assurance ensuring consistently high standards across all resourced and specialist bases. • Deliver a system where provision supports inclusion, reduces escalation and improves outcomes across all phases. • Identify mainstream schools with capacity to develop inclusion bases and agree 10 primary schools to proceed with adaptations to create support bases, ensuring alignment to geographical need and demand. • Seek applications from schools for developing new sensory rooms and agree those with compelling business cases which will lead to improved inclusion and outcomes.
Variation in inclusion across schools	Identify and target variation across settings • Use SEND Reviews, QA processes and data to identify variation in inclusion across schools, particularly in secondary and post-16 settings, and target support accordingly.	Strengthen accountability and targeted improvement • Deliver targeted support to schools with lower inclusion levels, supported by cluster-based collaboration, peer support and Experts at Hand input, strengthening consistency across the system.	Minimal variation and consistent system delivery • Achieve minimal variation between schools, with consistent inclusive practice, clear expectations and strong accountability across all settings.
Support for complex need	Strengthen multidisciplinary support and prevent escalation • Strengthen multi-disciplinary EHCP+ support to enable children with the most complex needs to remain in mainstream settings wherever appropriate, reducing placement breakdown and supporting earlier intervention.	Embed coordinated pathways for complex needs • Ensure multidisciplinary support is embedded within locality and neighbourhood teams, including Experts at Hand, enabling coordinated support across education, health and care.	Fully integrated support preventing placement breakdown • Ensure children with complex needs receive coordinated, timely multidisciplinary support through locality-based delivery models, reducing placement breakdown and reliance on specialist placements.

Building Block 3: Sufficiency of Specialist Provision

Sufficiency Planning and Coherent Local Continuum in mainstream

Strengthen capacity and align provision to need

- Progress planned expansion of specialist bases, early years settings in priority wards, maintained special schools and post-16 provision in line with sufficiency forecasts and demand pressures, particularly in secondary and post-16 phases.
- Strengthen banding-led placement decision-making to ensure placements are needs-led, transparent and consistent.
- New specialist base opens for secondary school +24 places open in September 2026.

Expand capacity and reduce system pressure

- Expand capacity across all phases, including early years, mainstream support bases, specialist bases and post-16 pathways, reducing reliance on Independent and Non-Maintained Special Schools (INMSS).
- 1 x specialist base in Early Years opens +16 places for complex needs
- 6 x new inclusion support bases in secondary open +96 places
- 1 x new specialist base for secondary opens +24 places
- Expansion of primary specialist base creating 8 new places
- Sensory rooms developed and open

Fully coherent local provision system

- Ensure a fully coherent continuum of provision across mainstream, specialist and post-16 settings, aligned to demand and complexity, with clear pathways and appropriate targeting of specialist provision for the most complex needs.
- Embed a mature continuum of mainstream provision, underpinned by routine use of sufficiency, banding and outcomes data to inform planning and early intervention.
- 1 x specialist base in Early Years opens +16 places for complex needs
- 6 x new inclusion support bases in secondary open +96 places
- Plan in place to deliver 10 x primary inclusion support bases by next year - 2029.
- 1 x new specialist base for secondary opens +24 places
- Sensory rooms developed and open
- 1 x new specialist base for FE opens +50 places

Capacity and Transitions

Address transition pressures and capacity gaps

- Identify mainstream schools with available estate capacity to develop inclusion bases and strengthen transition planning, particularly at key pressure points such as primary to secondary.

Expand local capacity and improve transitions

- Expand secondary provision and post-16 pathways, reducing transition pressures and improving stability across phases. Deploy Curriculum and Transition Specialist Teachers to support successful transitions by facilitating information sharing and transition support between schools, including out of borough.

Stable and timely transitions across all phases

- Ensure transitions across early years, primary, secondary and post-16 are stable, timely and no longer driven by capacity constraints.

Special school and Alternative Provision and expansion

Strengthen commissioning and framework delivery

- Complete the satellite provision in the north of the borough and prepare for operational delivery to support children with more complex needs closer to home.
- Continue to support special schools transitioning from Moderate Learning Difficulties to more complex provision, aligning capacity with current profiles of need.
- Identify potential venues for specialist school bases and early years provision in mainstream settings, aligned to the banding framework and admissions guidance to ensure consistent, needs-led placement decisions.
- Strengthen and collaboratively recommission the Alternative Provision framework by embedding tiered thresholds, clear entry and exit criteria, referral pathways, reintegration expectations and outcomes monitoring, aligned to the three tier/ APST model; review and further develop the Dynamic Purchasing System (DPS) to improve quality, flexibility and capacity, map provision against need and identify gaps (particularly in primaryage AP), and establish a blended commissioning approach where capacity is constrained through contracting provision via DPS, partnering regionally for specialist need and sharing expertise across the local area and neighbouring systems.

Implement and Embed System Consistency

- Open expanded special school provision, including the satellite provision, to reduce reliance on independent and out-of-borough placements and associated transport costs.
- Embed the evolving role of special schools, including strengthened outreach to mainstream settings.
- Special School Satellite provision opens for SLD/PMLD + 75 places.
- Implement the collaboratively recommissioned Alternative Provision model through the Dynamic Purchasing System (DPS), embedding the three tier/ APST approach with consistent referral processes, clear entry and exit criteria, timelimited interventions, strengthened accountability, outcomebased contracts and robust quality assurance; establish a more consistent primaryage AP offer to support earlier intervention, and adopt a blended commissioning approach where capacity is constrained by contracting provision locally via DPS, partnering regionally for specialist need, and sharing expertise across the system to ensure quality, sufficiency and flexibility.

Deliver a Fully Integrated and Sustainable System

- Deliver full special school expansion, including 75 additional places, ensuring children with the most complex needs are educated closer to home and reducing reliance on high-cost placements.
- Progress delivery of post-16 expansion, increasing local pathways into adulthood.
- Embed a consistent, highquality three tier/ APST Alternative Provision model operating as a fully integrated, outcomes focused system, with a stable, qualityassured provider market through the DPS, consistent thresholds, strong early intervention and reintegration pathways; fully embed preventative approaches, including a robust primaryage AP offer, to reduce escalation and exclusions, while sustaining a blended commissioning approach where capacity is constrained through local DPS provision, regional partnerships for specialist need, and ongoing sharing of expertise to ensure quality, sufficiency and improved outcomes for children and young people.

Building Block 4: System Leadership, Governance and Financial Accountability

Governance, Leadership and Strategic Oversight

Strengthen governance and delivery assurance

- Strengthen SEND Executive Partnership Board (SEPB), SEND Operational Group (SOG) and Ambition Groups, ensuring clear milestones, risk tracking, delivery assurance and performance oversight across the system.
- Review membership of governance boards to ensure appropriate representation across sectors. Strengthen partnership relationships following Integrated Care Board (ICB) reorganisation.
- Review and strengthen local mediation and dispute resolution arrangements so that the voices of parent carers, children and young people are clearly reflected, and establish baseline measures for timeliness, resolution rates and effectiveness.
- A clear governance cycle will be established to review the local Maturity Assessment enabling all partners to engage in regular, structured reviews. A robust baseline assessment will be completed using consistent and agreed evidence, providing a shared understanding of current system performance. This will inform the identification of priority areas for improvement, which will be directly linked to delivery planning and service development.

Improve accountability and operational alignment

- Ensure governance structures translate consistently into operational practice, with clear accountability across education, health and social care.
- Embed strengthened mediation and dispute resolution arrangements across the partnership, with regular reporting on timeliness, resolution rates and effectiveness, and clear evidence that parent and CYP voice informs early resolution and decision-making.
- The local area will embed the consistent use of the SEND maturity assessment across all partners, ensuring it is applied systematically to monitor progress and drive improvement. The quality and consistency of evidence used to inform assessments will be strengthened, increasing confidence in the findings.
- Assessment outcomes will be more explicitly used to inform strategic decision-making, including commissioning, resource allocation, and service redesign. This will support the demonstration of measurable progress against the Year 1 baseline.

Fully mature and integrated governance system

- Deliver a fully mature governance system characterised by shared accountability, strong system leadership and embedded co-production.
- Sustain a transparent and consistently applied dispute resolution approach, fully integrated with co-production and governance arrangements, with routine reporting demonstrating improved timeliness, resolution and effectiveness and clear influence of parent carer and CYP voice.
- The SEND maturity assessment will be fully integrated into business-as-usual processes, forming a core part of performance management and governance arrangements. The local area will demonstrate sustained improvement across key priority areas, supported by increasingly robust evidence and, where appropriate, benchmarking or external validation. The maturity assessment will clearly show how improvements across the system have contributed to better experiences and outcomes for children and young people with SEND.

Data Maturity and System Intelligence

Expand data visibility and analytical capability

- Expand Power BI dashboards to include trend analysis, cohort tracking and sufficiency forecasting. Strengthen accessibility and reliability of partnership data. Create an updated Joint Strategic Needs Assessment (JSNA) to support strategic planning, inform future commissioning and identify gaps.
- Introduce digital tools (e.g. Magic Notes) to enable EaH therapists and practitioners to record advice, interventions and outcomes efficiently, improving data capture while protecting direct delivery time.

Embed multi-agency data sharing and decision-making

- Embed multi-agency data sharing practices across education, health and care, improving transparency and supporting timely decision-making.
- Embed use of digital recording tools across therapies and advisory services to improve consistency, data quality and multi-agency visibility.

Fully integrated real-time system intelligence

- Deliver fully integrated data systems providing real-time visibility of demand, outcomes and spend, enabling predictive planning and system-wide performance management.
- Ensure fully integrated digital recording and data capture systems across services, enabling real-time insight and reducing administrative burden on frontline staff.

Co-production and Lived Experience	Strengthen co-production across programmes and services • Embed co-production systematically across programme design, commissioning, quality assurance and service improvement. • Deploy additional resources to Parent Carer Forum to enable greater participation in co-production and to support parents to understand the changes. • Strengthen the existing NHSEaligned coproduction approach by completing a selfassessment against the benchmark, mapping current practice to the charter, clarifying governance routes and decisionmaking pathways, and introducing a consistent “you said, we did” framework with baseline measures to evidence impact.	Expand involvement and visibility of impact • Strengthen Parent Carer Forum representation and children and young people’s participation, ensuring visible impact of lived experience on system decisions. • Embed strengthened coproduction practices across services, ensuring consistent application of governance pathways and impact reporting; expand participation (including direct CYP voice), refine measurable outcomes, and demonstrate how coproduction informs decisions and service design. Review benchmarking.	• Fully embedded co-production across all levels • Ensure co-production is fully embedded across governance, commissioning, service delivery and quality assurance, with clear evidence of influence on decisions. • Sustain a fully embedded, NHSEaligned coproduction model, with robust and routine evidence of impact, mature governance integration, and consistent “you said, we did” reporting demonstrating that children, young people and parent carers meaningfully influence strategic decisionmaking and outcomes. Review benchmarking.
Workforce Development and Capacity	Redesign workforce training and strengthen capacity • Develop a reorganised workforce training offer, identifying gaps across education, health and care. Strengthen DSCO role implementation and develop flexible workforce approaches including workforce passports through Hillingdon Health Care Partners (HHCP).	Deliver expanded workforce development programme • Deliver expanded multi-agency workforce development, including Experts at Hand-led training, Early Years SENCo award and system-wide protocols.	Fully aligned and sustainable workforce system • Ensure a skilled, confident and sustainable workforce with strong retention, reduced agency reliance and aligned training across partners.
Financial Sustainability and Value for Money	Strengthen financial governance and implement early controls • Strengthen financial governance and panel decision-making to ensure control over high-cost placements and improved value for money. • Deliver early financial sustainability measures including reduction in pre-16 INMSS placements, increased local mainstream placements and expansion of secondary resource provision. Request and implement 0.5% Schools Block transfer to support High Needs sustainability. Promote SRMA support to schools to strengthen financial management. • Develop a Children’s commissioning team to ensure strong value for money with all placements across social care, education & SEND.	Improve cost control and system efficiency • Improve financial sustainability through tracking unit costs, improving consultation processes with schools to focus on support required rather than refusal, increasing mainstream placements and reducing reliance on high-cost specialist provision. • Review banding framework to remove lower level needs bands, which were previously met in special schools, to mainstream	Fully sustainable financial model across the system • Deliver a financially sustainable SEND system with reduced unit costs, reduced reliance on INMSS placements and improved value for money, supported by strong commissioning, contract management and system-wide financial accountability.

Success Measure	2026/27	2027/28	2028/29
1. Children's needs are identified early and met effectively, reducing escalation. Building block 1 - Early Intervention			
10% reduction of School-led EHCNAs; Baseline 68.6% of total EHCNAs Non-EHCP clinical individual SaLT and OT referrals reduction by 15% and 10%; <i>Baseline:</i> • SaLT 1576; • OT: 760	School-led EHCNAs -2.6% to 66% Non-EHCP clinical individual therapy referrals • SaLT 5% reduction to 1497 • OT 3% reduction to 737	School-led EHCNA -3% to 63% Non-EHCP clinical individual therapy referrals • SaLT 10% reduction to 1418 • OT 6% reduction to 714	School-led EHCNAs - 4% to 59% Non-EHCP clinical individual therapy referrals • SaLT 15% reduction to 1339 • OT 10% reduction to 684
2. More children and young people with SEND thrive in inclusive mainstream education and feel they belong. Building block 1 - Early Intervention and Building block 2 -Inclusion in Mainstream Schools			
5% Increase in EHCPs in mainstream; <i>Baseline:</i> 54% Attendance improves by 2% <i>Baseline:</i> Mainstream 93.3%; SEND 90.8%; EHCP 87.7% Reduced Suspension rates: <i>Baseline :</i> EHCP 5.30%; SEN Support 4.22% Decrease in Permanent Exclusions; <i>Baseline:</i> Permanent exclusions: 0.068% (36 pupils) Increased Parent confidence and CYP sense of belonging; <i>Baseline:</i> Parent confidence varies 47%-100% CYP reporting belonging and inclusion- 0 (<i>no baseline yet to be established in the first year</i>)	Proportion of EHCP in mainstream +1.5% to 55.5% Attendance rate 0.5% increase Mainstream 93.8%; SEND 91.3%; EHCP 88.2% Suspension rate: 0.5% reduction EHCP 4.80% 0.22% reduction SEN Support 4.00% Permanent exclusions ≤0.06% with reduced SEND disproportionality Parent confidence increases to ≥ 55% CYP reporting belonging and inclusion- to establish baseline	Proportion of EHCP in mainstream +1.5% to 57% Attendance rate 1% increase Mainstream 94.3%; SEND 91.8%; EHCP 88.7% Suspension rate: 1% reduction EHCP 4.30% 0.5% reduction SEN Support 3.50% Permanent exclusions ≤0.06% with reduced SEND disproportionality Parent confidence increases to ≥ 60% CYP reporting belonging and inclusion- 15% increase from the baseline	Proportion of EHCP in mainstream +2% to 59% Attendance rate 2% increase Mainstream 95.3%; SEND 92.8% EHCP 89.7% Suspension rate: 1.5% reduction EHCP 3.80% 1.22% reduction SEN Support 3.0% Permanent exclusions ≤0.06% with reduced SEND disproportionality Parent confidence increases to ≥ 65% CYP reporting belonging and inclusion- 2 5% increase from the baseline

3. Children and young people receive timely, high-quality support and are prepared for adulthood.

Building block 2- Inclusion in Mainstream Schools

2-3% increase in ceased EHCPs; <i>Baseline 9%</i> Increase uptake of Supported Internships by 15%; <i>Baseline: 15 placements</i> Decrease No of NEET (EHCP 16-24) by 3.1%; <i>Baseline: 16.1%</i>	Ceased EHCPs -Increase to 9.5% Supported Internships- 9% increase to 16 placements 1% reduction in number of NEET (EHCP 16-24) to 15.1%	Ceased EHCPs - Increase to 10.5% Supported Internships- 12% increase to 17 placements 2% reduction number of NEET (EHCP 16-24) to 14.1%	Ceased EHCPs - Increase to 11-12% Supported Internships- 15% increase to 18 placements 3.1% reduction number of NEET (EHCP 16-24) to 13%
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4. More children and young people are educated locally in the right provision.

Building block 3 - Sufficiency of Specialist Provision

Maintain local placements at transition; Local placements at transition: 85% (secondary); 81% (post-16); <i>Baseline: 81%-85%</i> Reduction of Pre- 16 INMSS to 2.6%; <i>Baseline: Pre-16 INMSS: 3.8% (144 CYP)</i> Increase specialist places Early Years Specialist Base placements; <i>Baseline:8; Primary & secondary support bases places - 137</i>	Local placements at transition maintained Between 81%- 86% 0.2% reduction of Pre- 16 INMSS to 3.6% Early Years Specialist Base placements 8 Primary & secondary support bases places – 137 <i>(new places are being developed to open next year so the baseline remains the same)</i>	Local placements at transition maintained Between 81%- 87% 0.5% reduction of Pre- 16 INMSS to 3.1% Early Years specialist bases places – 8+8=16 Primary and secondary support bases places-137 + 96 = 233	Local placements at transition maintained Between 81%- 90% 0.5% reduction of Pre- 16 INMSS to 2.6% Early Years specialist bases places – 16+8=24 Primary and secondary support bases places-233 + 96 = 329
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5. The SEND system is financially sustainable and delivers value for money.

Building block 4 -System Leadership, Governance and Financial Accountability.

• New EHCPs £12,964 • Transport 25/26: • £15.252m overall reduction in costs by 3%	• New EHCPs costs reduced by 3% to £12,575 • Transport 26/27: • no reduction this year due to increase in demand, estimated cost £15.963m	• New EHCPs costs reduced by further by 3% to £12,197 • Transport 27/28 baseline for reduction: • £16.007m	• New EHCPs costs reduced further by 3% to £11,831 • Transport 28/29: • Overall transport cost reduction by 3% from 27/28 baseline to £15.914m and 3% each year after
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