

Hounslow SEND and Alternative Provision Strategic Improvement Plan

“In Hounslow, children are prepared for transitions and supported to reach their full potential in life.

Children’s needs are understood and support is provided in the earliest point in their lives.”

SEND



Joint Area SEND and Alternative Provision Inspections in Hounslow

- In October 2024, Ofsted and Care Quality Commission (CQC) jointly inspected arrangements across education, health and care services to evaluate how well members of Hounslow's Borough Based Partnership work together to improve the experiences and outcomes of children and young people with SEND.
- The inspection recognised the improvements the area has made since its previous inspection in 2022 and assessed the 'local area's partnership arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities'. The Written Statement of Action was closed in December 2024 with 99% completion of milestones and the final milestone due to be completed in April 2025. All ongoing work will be aligned with the development of the Strategic Improvement Plan, a requirement of the Ofsted /CQC inspection, and embedded into business as usual.
- In response to the inspection, the Borough Based Partnership worked together to develop an improvement plan. The improvement plan supersedes the Written Statement of Action that was agreed following the 2022 area SEND inspection.
- The 2024 report identified five key areas of improvement:
 - Leaders across the partnership need to develop and implement a more effective strategy for working with children and young people.
 - Leaders across the partnership need to accelerate their work to improve the timeliness and quality of some aspects of their strategies that relate to EHC planning.
 - Leaders should develop more coherent strategies to coordinate and evaluate their work
 - Leaders across the partnership need to ensure that practitioners are better placed to support children, young people and their families.
 - Leaders in health and other commissioners in the partnership need to ensure that they:
 - commission a pathway to enable young people to have a coordinated learning disability assessment
 - establish a system that provides oversight of the impact of funds that are directly allocated to education providers on children and young people's therapy outcomes

How we have developed the strategic improvement plan with partners

This strategic improvement plan, which specifically relates to the five areas of improvement identified from the SEND area inspection, was co-produced with partners through workshops held during December 2024.

Engagement and co-production with partners, including young people, families and settings is embedded within each of our workstreams that make up our SEND and Alternative Provision Transformation programme.

The principles outlined in our Co-production Charter will underpin our improvement journey.



Performance against this improvement plan will be overseen by the Area SEND Partnership Board. The full governance structure can be found at the end of the document.

How the SEND improvement plan links to other strategies and plans

- **Hounslow Children and Young People's plan** focuses on the **Corporate Plan's** six outcome areas. The plan sets out what these outcomes would look like for a young person and the actions to deliver them. This was informed by young people's voices.
- The **Limitless Strategy** will set out how Hounslow's education, skills and lifelong learning systems will work together to ensure more of our residents are able to access and engage in learning and progress in good quality and well-paid work. An Inclusion plan sits underneath this strategy with the aim to strengthen an inclusive culture across local settings and services. This will be published by Summer 2025.
- The SEND and AP Programme is one of the strategic programmes agreed in **Hounslow's Delivery Plan** People Portfolio, this supports the strategic priority: 'A Thriving Hounslow' which aims to 'ensure all young people and their families have access to the support, education and training or employment they need.'
- In addition, it also links to the **North West London Health and Care** strategy and the **Hounslow Joint Health and Wellbeing strategy**.

About Hounslow

We are an improving system

We have a **high performing** early years, education and skills system – **94% of all schools; 100% of special schools, the FE college, and 91% of Early Years providers** are rated '**good or outstanding**'

Children with SEND in Hounslow achieve **above National and London** on most education measures

Therapies assessment **waiting times have reduced**

SEND attendance is **above National averages**, particularly in Special Schools

Education, Health and Care Plan timeliness is **consistently around 90%**.

This compares to the national average of 50.3%

London Borough Hounslow's Children's Services and Adult Services and West London NHS Trust are **all rated good**

We are Hounslow

Stretching from Zone 2 to the Home Counties, we're home to **291,000 people** in 111,000 homes

188 languages are spoken in Hounslow with Punjabi, Polish, Romanian, and Urdu the most common after English

49.5% were born outside of the UK

16% of children live in poverty, rising to 32% when housing costs are included

Over **28%** are of White British, over a **fifth** are of Indian ethnicity - and 68% identify as British or English

A greater proportion of **young people** than either London or England

Our schools support **48,000 pupils**
There is high mobility, with over 5000 in yearly school admissions, many new to the area or country

44 GP practices brought together in 5 Primary Care Networks

79 schools,
102 early years providers and
132 childminders

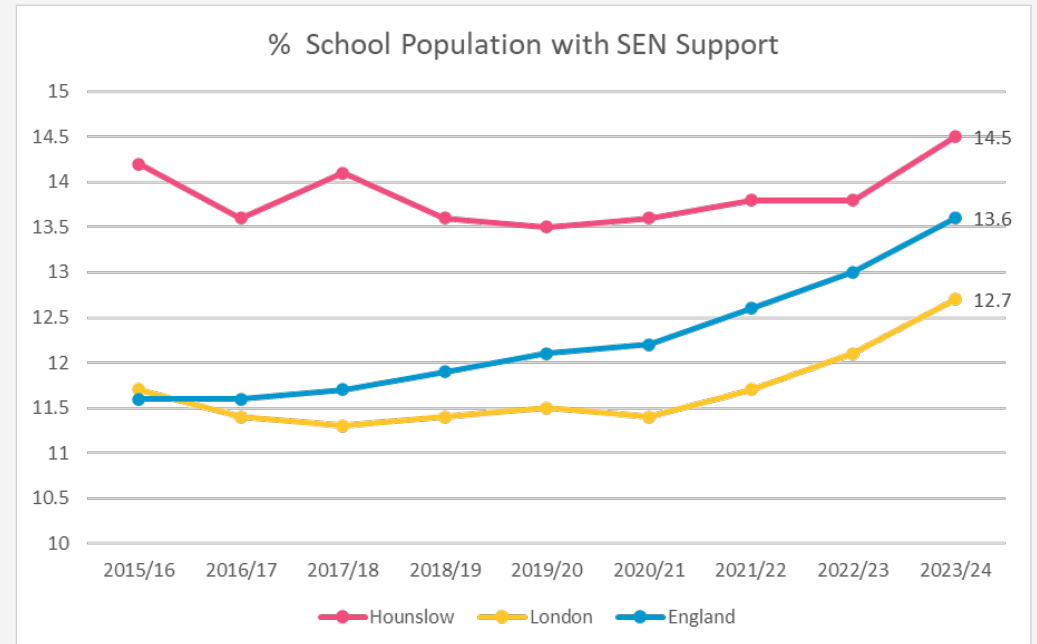
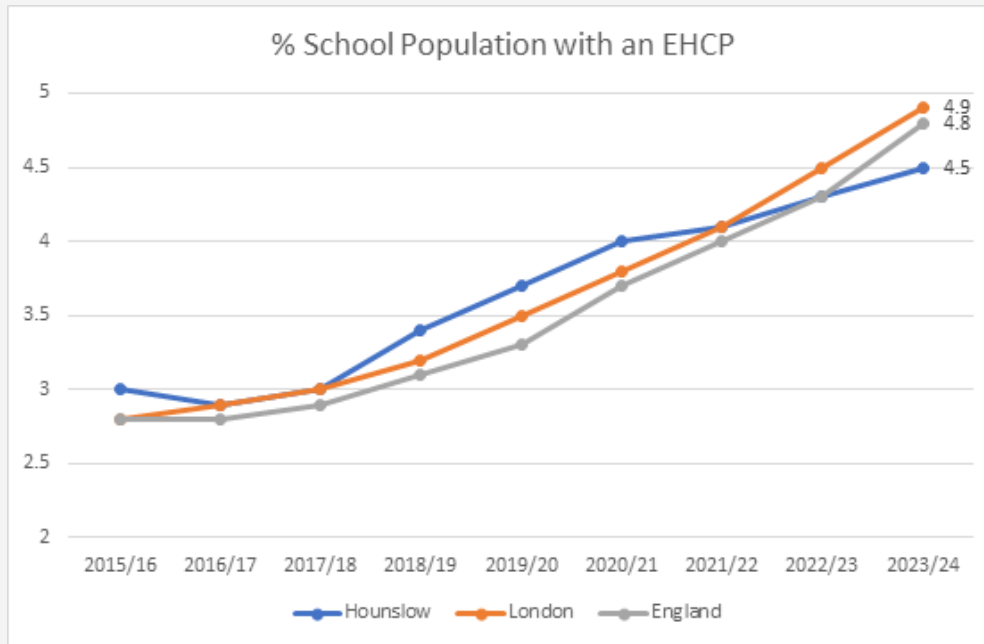
We are home to **13,000** business and our Gross Value Added is the seventh highest in London

We are one system

- ✔ **An ambitious SEND strategic** partnership with a shared commitment to inclusion to ensure children and young people in Hounslow thrive
- ✔ **Shared understanding** of priorities and areas for improvement
- ✔ **A Parent Carer Forum**, with an increasing membership and a more strategic focus
- ✔ **Embedding co-production** in service design and improvement
- ✔ **Significant investment** into SEND transformation and Children's Therapies.

Demand continues to increase...

The percentage of school population children with an EHCP has been increasing since 2016/17 and now stands in Hounslow at 4.5%. This was slightly lower than London at 4.9% and 4.8% in England (SEN2 data Jan 24).



Hounslow has a higher proportion of pupils with SEN Support at 14.5% in 2023/24, compared to 12.7% in London and 13.6% in England. 2022/23 to 2023/24 saw a steeper rise in SEN Support, more in line with London and England.

**...however,
our actions
are having
an impact**

The rate of EHCP growth in Hounslow (6.68%) continues to be significantly below the average growth rate in London (9.21%) and in England (9.25%).







	England			London			Hounslow		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Number of cases	473,255	517,049	575,963	78,203	85,601	93,487	2,779	2,906	3,100
% change		9.25%	11.39%		9.46%	9.21%		4.57%	6.68%

There has been an increase in the percentage of children and young people with EHC plans in mainstream school, rising from a baseline of 28% in January 2022 to 32% in January 2024. This has already met the target set for 2027/28.

Strengthening Commissioning Practices (including post-16)	2022	2023	2024	2025	2026	2027
Increase in percentage of children and young people with EHC plans in mainstream school from baseline of 28% in January 2022	Projected	28%	29%	29%	31%	32%
	Actual	30%	32%			

We are ambitious for the future

Children and young people in Hounslow are supported to reach their (limitless) potential

-  **Inclusion:**
A wider approach to inclusion, so that every young person in Hounslow can live, learn and work locally
-  **Early Help:**
Identifying and supporting need earlier to support stronger outcomes
-  **Co-production:**
Framing our commitment to collaboration and listening to families
-  **Investment:**
Making best use of resource and capacity across our system
-  **Talent:**
Building highly skilled, effective, multi-agency and integrated teams
-  **Good Work:**
Utilising the opportunities in our community and our economy

Principles for Inclusion (1)



We take collective responsibility:

- leaders across Hounslow from all walks of life (residents, businesses, councillors, schools, developers, officers, NHS, VCS, police and others) working together to lead and deliver the ambitions we set.



We are a connected system:

- Hounslow's Borough Partnership Boards are well established with good representation from partners. Members know Hounslow well and what needs to happen to further improve outcomes for children and young people.
- Effective and timely communication between all services is paramount to ensure effective support for children and young people across settings and the wider community.



We understand and support children, young people and families:

- Understand what is important to the young person and their family, what helps, what stops them from accessing, participating and feeling included.
- Quality of Life outcomes – what is important TO the young person and their family, teaching and encouraging self-advocacy, i.e. children speaking up for themselves and their rights, communicating their thoughts, needs and preferences.
- We maintain an unconditional positive regard for every child and young person.
- We understand that all behaviour is communication.



We co-produce support with children, young people and families:

- The child or young person is included in all decisions that impact on their lives, so that no decisions about them are made without their voice.
- Working in partnership with the young person and their family, to ensure that all outcomes and any decisions are made in collaboration.

Principles for Inclusion (2)



We act early:

- Children's needs are identified early and they benefit from a clear and consistent 'Ordinarily Available Provision' (OAP) offer in settings, with additional resource from the Mainstream Inclusion Partnership where needed.



We focus on supporting effective transition:

- Our settings foster independence, to prepare children and young people for adulthood from the earliest point.
- We are committed to facilitating effective transitions, across all services, at all points in a child or young person's life.



We support children and young people close to home:

- Continue to develop opportunities for children and young people to realise their aspirations and ambitions within their own community.
- We make reasonable adjustments in line with the Equality Act, so that every young person feels included and can participate fully in their community.



We are aspirational and ambitious, and support children in mainstream settings wherever possible:

- Settings are ambitious for every learner, meet the needs of all learners and ensure they reach their full potential.



We constantly learn to improve support:

- Our OAP clearly outlines our expectations of all settings to ensure they are a place where children and young people feel safe, valued and a sense of belonging.



We build capacity across the system:

- We will work with our education providers to ensure that there is sufficient capacity to support all CYP with additional needs. We will foster a strong commitment to inclusive practice across all our settings and work to build highly skilled, effective and multi-disciplinary teams.

Implementation Plan

Areas for Improvement			Actions	Lead	Timeframe
1.0 Leaders across the partnership need to develop and implement a more effective strategy for working with children and young people:	1.1 Developing a cohesive approach to genuine co-production	1.1.1	Restructure of LLSE from April, building in capacity for engagement and participation with children and young people.	Professional Lead for Wellbeing and Learner Voice	April 2025
		1.1.2	Establish a plan to include implementing the following: <ul style="list-style-type: none"> • Deliver workshops to ensure a shared understanding of what genuine co-production looks like in line with the Hounslow Co-Production Charter • Partners Practitioners' toolkit (incl. use of digital communication to maximise engagement) • Training and development programme/materials • Establish Education settings led model. • Develop Youth Ambassadors/Champion roles. 		May 2025
		1.1.3	Implement and embed approach.		September 2025
		1.1.4	Monitor and review impact.		January 2026

Areas for Improvement			Actions	Lead	Timeframe
	1.2 Ensuring that the voice of children and young people is heard more clearly and better represented when practitioners review children and young people's plans and provision across education, health and care.	1.2.1	Through the SEND 'Local Offer Live' programme of events, engage with children and young people to inform development of training programme, tools and service improvements.	Designated SEND Officer	April 2025
		1.2.2	Review the Quality Assurance Framework to ensure that auditing of new and amended plans consistently reflect the voice of CYP.		April 2025
		1.2.3	Start to roll out a training and development programme to SEND professionals, including SENDCOs about capturing the voice of children and young people		June 2025
		1.2.4	Develop a range of tools (including digital) to capture children and young people's voices.		September 2025
		1.2.5	Embed within the development of new EHCP plan and annual review process		September 2025
		1.2.6	Monitor and review impact		January 2026
2.0 Leaders across the partnership need to accelerate their work to improve the timeliness and quality of some aspects of their strategies that relate to EHC planning:	2.1 Ensuring that children and young people with out-of-date EHC plans are prioritised.	2.1.1	Further enhance annual review reporting to identify and update out of date plans.	Service Manager for Learner Support	February 2025

Areas for Improvement		Actions	Lead	Timeframe	
		2.1.2	Monitor team performance on a weekly basis and provide regular reports to directorate leadership team.		February 2025
		2.1.3	Allocate dedicated officers to focus on updating out of date plans.		March 2025
		2.1.4	Provide further training to case officers on decision making relating to annual reviews and ensuring provision specified in plans is in place.		April 2025
	2.2 Significantly improving both the quality and timeliness of annual reviews and significantly increasing the timeliness with which final amended EHC plans are issued.	2.2.1	Monitor team performance on a weekly basis and provide regular reports to directorate leadership team.		February 2025
		2.2.2	Allocate dedicated officers to focus on making decisions to amend plans when annual reviews take place.		March 2025
		2.2.3	Monitor timeliness of communication to families on whether plan will be amended or not		March 2025
		2.2.4	Continue to embed the Quality Assurance Framework to improve quality of amended plans.		On-going
	2.3 Ensuring that a child and young person's journey through PfA is more effectively planned, particularly from Year 9 onwards	2.3.1	Deliver PfA training workshops to practitioners Further enhance our Quality Assurance.		March 2025
		2.3.2	Develop a Yr9-Yr14 timeline for practitioners (targeting SENDCos and Careers Leads) to follow to ensure effective PfA planning.		March 2025
		2.3.3	Improve the quality of outcomes in EHC plans with a focus on PfA for every child: Review and update documentation Ongoing training and development Continue to strengthen resources on Local Offer Monitor through QA Framework		September 2026

Areas for Improvement			Actions	Lead	Timeframe
3.0 Leaders across the partnership need to ensure that practitioners are better placed to support children, young people and their families:	3.1 The fair access panel and its role in supporting the development of a more inclusive approach within mainstream education	3.1.1	Gather data by NCY (age), gender, ethnicity, school, named school, SEN support for last 3 academic years to identify any headline patterns and/or trends.	Service Manager – Education, Inclusion and Participation	April 2025
		3.1.2	Ensure fair access panel has oversight of earlier intervention work and has established an area inclusion partnership approach to reduce suspensions and exclusions. Schedule series of termly inclusion updates aligned to data gathered and assessed above and distributed to all Heads and Inclusion Leads in schools.		May 2025
		3.1.3	Establish an Inclusion Dashboard. This will be monitored by Access, Inclusion and Participation management team and by working with the School Improvement and Partnerships team, form part of targeted and scheduled improvement work with schools.		June 2025
		3.1.4	Develop termly evaluation of FAP looking at key performance indicators.		July 2025
		3.1.5	Establish inclusion network and work with groups such as Secondary Pastoral Leads and promote and embed good practice.		September 2025
		3.1.6	Start to hold reviews with school partners through network evaluating data and agree actions and next steps.		September 2025

Areas for Improvement		Actions	Lead	Timeframe	
	3.2 Their oversight of the use of part-time timetables	3.2.1	Monitor and act on information received from schools since change in Part-time Timetable guidance.	Service Manager – Education, Inclusion and Participation	February 2025
		3.2.2	Identify trends and report to Hounslow Education Partnership.		April 2025
		3.2.3	Share good practice by phase through partnership groups.		September 2025
		3.2.4	Deliver programme of awareness and good practice training aligned to different LA led networks – SENCo forum, Safeguarding Leads, Attendance networks.		September 2025
	3.3 Ensuring that those children in education other than school (EOTAS) routinely receive the health and care provision that is set out in their EHC plans.	3.3.1	Review all existing EHC plans for children and young people EOTAS and identify those who have health and care provision specified in their plan.	Team Lead for Alternative Provision and Pathways	February 2025
		3.3.2	Agree roles and responsibilities to improve joint working across services for children and young people EOTAS.		April 2025
		3.3.3	Establish a plan for completing up to date therapy assessments on EOTAS pupils and reviewing packages.		April 2025
		3.3.4	Build on existing approved therapy supplier list to include therapists who can support children and young people EOTAS.		September 2025
		3.3.5	Establish a plan for completing up to date social care assessments on EOTAS pupils and reviewing packages.		September 2025
		3.3.6	Embed the annual review process within the 6 weekly education reviews that take place for all EOTAS pupils.		

Areas for Improvement			Actions	Lead	Timeframe
	3.4 How they support young people aged 19 and over to sustain participation in education, employment or training	3.4.1	Build on existing tracking data to establish baseline of current performance and cohort.	Service Manager – Careers, Enterprise and Employment	April 2025
		3.4.2	Assess current support and services for young people aged 19-25 yrs with EHCPs who are NEET to identify improvements and actions for early identification, prevention, tracking and support.		July 2025
		3.4.3	Establish a delivery model to drive improvements and change with key partners Regular multi-agency case reviews and monitoring and identification of barriers		September 2025
		3.4.4	Implement new model with coordinated approach.		November 2025
		3.4.5	Review and assess model and impact on participation and progression of young people 19-25 with EHCPs.		March 2026
4.0 Leaders across the partnership need to ensure that practitioners are better placed to support children, young people and their families:	Staff have a better understanding of SEND, particularly in the local context of Hounslow and supporting children's PfA	4.1	Benchmarking of community and staff awareness of SEND, particularly knowledge of the range of advice, guidance and pathways on offer, such as: Local Offer, Ordinarily Available Provision (OAP), Mainstream Inclusion Partnership (MIP), PfA offer etc.	Head of Service -Access, Inclusion and Participation	February 2025

Areas for Improvement			Actions	Lead	Timeframe
	Staff know the range of advice, guidance and pathways that are available within the local offer and signpost these more effectively	4.2	Establish a plan to ensure that practitioners are better placed to support children, young people and their families to include:		February 2025
	They develop strategies to improve how practitioners share information and collaborate between and across education, health and social care.	4.2.1	Rewrite and coproduce content on the Local Offer with professionals, young people, and parent/carers.		Complete
		4.2.2	Coproduce Ordinarily Available Provision with parents/carers, colleagues from education, health and care, and children and young people.		Complete
		4.2.3	Develop trainers from within the Local Authority and partner organisations who can then deliver a high-quality continued professional development offer to colleagues both internally and externally, e.g. AET, Thrive, Elklan.		November 2024
		4.2.4	Launch the new Local Offer website with regular promotion via various channels. Share and embed strategies within Ordinarily Available Provision guidance with parents/carers, colleagues from education, health and care, and children and young people		January 2025
		4.2.5	Coproduce resources that communicate preparation for adulthood pathways so young people and parents are aware from an early stage of options to build high aspirations		April 2025
		4.2.6	Explore how to use opportunities, such as MIP/ SEND Surgeries/Family Hubs/Community events, to promote information and sharing of good practice amongst education, health and care colleagues		April 2025

Areas for Improvement		Actions	Lead	Timeframe
	4.2.7	Build on existing SENCO Bulletin and develop new Local Offer e-newsletter to ensure widespread communication of information, advice and guidance.		April 2025
	4.2.8	Regular opportunities to be provided through established forums, such as MIP/SEND Surgeries/ Family Hubs/Community events, to promote information and sharing of good practice amongst education, health and care colleagues.		September 2025
	4.2.9	Share and embed resources that communicate pathways and promote information, advice and guidance consistently with parents/carers, young people and professionals through methods and mechanisms established and review impact.		October 2025
	4.2.10	Embed resources and information for continued and consistent guidance that supports young person's journey into adulthood.		September 2026
	4.2.11	Deliver a high-quality continued professional development offer to colleagues focused on range of guidance and pathways available		September 2026
	4.3	Regularly review and report number of staff receiving high quality professional development and assess and the impact of this training offer.		March 2025
	4.4	Review and assess the usage and awareness of the Local Offer and assess how feedback is used for continued improvement of the site and wider SEND service.		April 2025

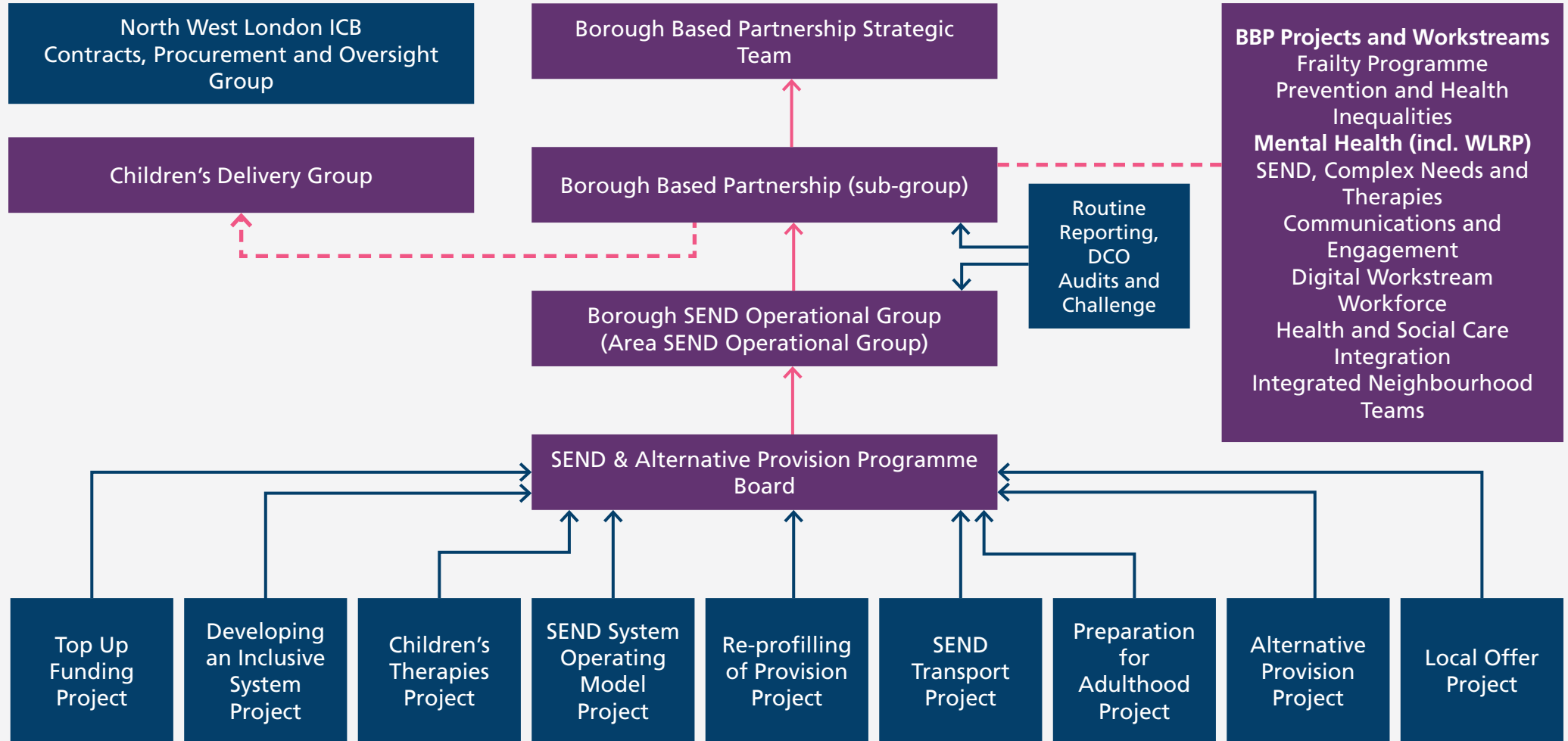
Areas for Improvement			Actions	Lead	Timeframe
		4.5	Review and assess methods and mechanism established for sharing and promoting of information and guidance, reporting termly to through established governance structure.		April 2025 and then Termly
5.0 Leaders in health and other commissioners in the partnership need to ensure that they:	5.1 Prioritise reducing children's and young people's waiting times for a neuro-disability assessment	5.1.1	Northwest London Integrated Care Board has identified additional funding to be made available for neuro-disability assessments for CYP on CDS and CAMHS waiting lists in Hounslow. Develop a shared understanding of population, referral and demand to support improvements to equity of access, experience, and outcomes for children and young people awaiting ND assessments.	NWL ICB Programme Delivery Manager - Learning Disabilities and Autism	February 2025
		5.1.2	Develop a single service specification that simplifies pathways for children and young people waiting for a neuro-disability assessment.		October 2025
		5.1.3	Implement the new service specification.		April 2026
	5.2 Commission a pathway to enable young people to have a coordinated learning disability assessment	5.2.1	Complete a review of existing pathways for children and young people with learning disabilities to: understand gaps and challenges in multi-agency working. how services currently respond in a coordinated way	NWL ICB / LA Children's Joint Commissioning Team	June 2025
		5.2.2	SEND Area Partnership Board to review case studies to identify what improvements are required.		September 2025
		5.2.3	Develop action plan.		December 2025

Areas for Improvement			Actions	Lead	Timeframe
		5.2.4	Implement actions.		March 2026
		5.2.5	Review and monitor.		April 2026
	5.3 Establish a system that provides oversight of the impact of funds that are directly allocated to education providers on children and young people's therapy outcomes	5.3.1	Develop a template/script to support case officers in monitoring quality of therapy provision at schools at 6 weekly meetings with SENDCOs (this is part of the plan to establish a link case worker for each Hounslow School).	LA Children's Joint Commissioning	April 2025
		5.3.2	Case officers to provide copy of notes/action/risks/issues of meeting to lead Joint Commissioner.		6 weekly from September 2025
		5.3.3	Action issues/risks identified by case officers in 6 weekly review meetings with SENDCOs.		6 weekly from September 2025

How do We Know We Are Making A Difference?

- Proportions of new EHC plans that demonstrate input from children and young people
- The percentage of children and young people that tell us they were satisfied with the involvement in the development and review of their EHC plan
- The proportion of new EHC plans that reflect children and young people's aspirations
- The percentage of EHC plans in year 9 and above that provide a clear long-term plan for preparing for adulthood informed by life goals
- Percentage of annual reviews completed on time and final amended plans issued within eight weeks
- Increase in the proportion of pupils transitioning from alternative provision back into mainstream school
- A decrease in the suspension and permanent exclusion rate for both primary and secondary phases
- A decrease in the proportion of pupils on part-time timetables for more than six weeks
- Increased percentage of children and young people and families aware of Local Offer
- Increased number of trainers from within the Local Authority and partner organisations who can deliver a continued professional development offer to the workforce
- Percentage SEND workforce believe that they are better informed and involved in SEND developments
- The length of time taken to complete neuro-disability assessments show a downward trend
- The percentage of children in mainstream provision receiving therapy provision, as set out in individual EHCPs shows an upward trend.

Governance



Governance arrangements accurate as of September 2024. The North West London ICB have recently undergone a restructure and as such new governance forums are expected.

Meeting or Board	Role and Function	Membership
Borough Based Partnership (Strategic Leadership Team)	Top tier forum. Sets, monitors and provides challenge on key programmes of work across area	Health, including ICB and NHS Providers Trusts, Local Authority including Social Care, Education and Commissioning
Area SEND Partnership Board (Borough Based Partnership) (sub-group)	A sub-group feeding into the BBP SLT with more detailed project related activity. Signs off business cases where required.	Health, including ICB and NHS Providers Trusts, Local Authority including Social Care, Education and Commissioning
Borough SEND Operational Group (Area SEND Operational Group)	To inform strategic planning, commissioning, management, delivery and evaluation of arrangements for CYP with SEND who live in Hounslow	Health, Public Health, Commissioning, Project Management Staff, CAMHS, SEND Operational Staff, Educational Psychology, Social Care and Early Help, Educational representation, Voluntary and Community Sector, Parent Carer Forum
SEND and Alternative Provision Programme Board	Programme Board monitoring all SEND related projects meeting the Safety Valve and Written Statement of Action requirements and towards development of an inclusive approach. Receives regular updates, tracks key milestones for each project and sign off function.	Local Authority SEND, Education, Commissioning and Project Management Staff. Parent Carer Forum and members of the VCS.
Children’s Delivery Group	Forum to brief Lead Member on key areas of work relating to Children and Education. All items going to the Hounslow Cabinet will need to go via the CDG in the first instance.	Hounslow Cabinet Member for Education, Children, Skills and Employment, LA Senior Leadership and Subject Matter Experts invited where needed.
Contracts, Procurement and Oversight Group	Monitors NWL area budgets, monitors contracts, approves procurement and signs off business cases for new funding.	NWL ICB staff, Chief Finance Officers and Programme Managers

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