



SENDCO HANDBOOK

2023-2024



Redcar and Cleveland SENDCO Handbook

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Supporting Children and Young People In Redcar and Cleveland.

Our Vision in Redcar and Cleveland

All children and young people in Redcar & Cleveland, including the most vulnerable, will benefit from a culture of high expectations so they can achieve the very best they can from their educational and social experiences to enable them to lead independent and fulfilling lives. They will be supported to unlock their full potential, in a safe and healthy environment, and they and their families will be at the heart of how services are shaped and delivered locally to meet their individual needs.

Our Principles

To help make this vision happen for children and young people with special educational needs and/or disabilities, the Council and its partners aims to:

- put the child or young person at the very centre of service development and improvement;
- listen and respond to the views of children, young people and their families;
- collaborate with other partners providing support for children and young people to shape and improve joined-up services that are swift, personal and effective;
- narrow the achievement gap between the most vulnerable and the majority;
- embed an inclusive culture in our early years settings, schools, colleges, local authority services, health organisations and voluntary groups that is based on integrity, equality, respect and ambition.

Overview and Context

In September 2015, The Children and Families Act 2014 and the SEND Code of Practice came into effect, which changed the laws governing special educational needs and disabilities. The reforms intended to create a real change in the way school and other professionals work with families and young people. Its aim is to create an equal partnership between the families of children, young people, and the various statutory services with the child at the centre. The act gives families more choice and put in place user-friendly services for children and young people with SEND from birth through till the

age of 25, which ensures that there is support through childhood into adulthood to meet the young person's needs and ambitions.

The Education, Health, and Care Plan (EHCP) replaced the systems of Statement of Special Educational Needs. The EHCP supports children and young people between the ages of 0 to 25 and covers not only their educational needs but also their health and social care needs. There is a single assessment process to apply for an EHCP which will take 20 weeks and is a co-ordinated approach across the three services: education, health, and social care. The intention is that the family and young person only must 'tell their story 'Once.

From September 2014, Local Authorities took on responsibility for jointly commissioning services for all children and young people with special educational needs or disabilities, both with and without EHCP. Local Authorities, NHS England, and their partner Integrated Care Board (ICB) must make arrangements for agreeing the education, health, and social care. This includes agreeing personal budgets.

1. Children and young people with SEND

Most children and young people with SEND will be supported in their nursery, school, or post-16 educational establishment with a SEND Support Plan. It is the responsibility of the school to put this in place and review it regularly with the involvement of the parent/carer and child/young person. Schools can use the Reasonable Adjustments Document (2023) which offers guidance and advice for meeting SEND needs within a mainstream setting.



Schools receive additional funding to support children and young people with SEND. This is called the Notional SEND budget. The school may use this money to provide additional teaching support, to involve professional services/agencies such as specialist teachers, educational psychologist or occupational therapy services or they may buy specialist equipment/resources. It is up to the school how they use this money to meet the needs of their SEND pupils.

Many children may need a short-term intervention at some point in their education without the need for a SEND Support Plan. This is normal and is an example of early intervention and is good teaching practice. It is not necessarily the beginning of SEND Support or an EHCP. This is Quality First Teaching (QFT), which all children and young people should be accessing in their school setting.

The progress of any child/young person with SEND should be regularly reviewed to ensure that the support they are receiving is helping them. If a learner has a SEND Support Plan this should be reviewed within the school at least termly and their plan should evolve depending upon how they are progressing.

For some children and young people with more complex needs, SEND support may not provide them with sufficient provision to be able to progress as expected. In this case, where the child or young person's needs may be over and above the resources that a school may be reasonably expected to provide, the school, health or social care professionals or the family (or the young person over 16) should request a statutory assessment. Once the

statutory assessment has been completed this information is used to decide whether an EHCP is needed i.e., does the Local Authority need to determine provision, or can this be delivered without one? This is a statutory process, which will collate advice from professionals and information from parents. It is worth noting that agreeing to assess does not always result in an EHCP. The EHCP is an integrated plan for the provision of services and support that will help the child or young person progress towards defined outcomes. The arrangements should integrate across education, health, and social care services (although not all children will require support from health or social care).

To have an EHCP, a child or young person must have special educational needs. Where children have a significant medical condition, you may need to consider if this is having an impact on their educational participation and engagement. Discuss their needs with the Designated Clinical Officer or your school nurse who will be able to support your thinking around what support maybe needed for the child. Individual Health Care Plans should be in place for these children and the document Supporting Children with Medical Conditions will help schools to understand their responsibilities around this.

For young children where special educational needs are identified early (for example, children born with a disability or who are diagnosed with a disability when they are still toddlers) there is additional Early Years support available from health care professionals and through the Early Years SEND Practitioner's service within education. An EHCP is not required to access this. There are lots of additional services accessible without the need for an EHCP (details of which are available on the Local Offer).

If a child/young person has an Education, Health and Care Plan, this plan must have a review meeting at least every 12 months. The parent/carer and child or young person must be included in the review process.

Definition of Special Educational Needs

Under Section 20 of the Children and Families Act 2014 and Section 312 of the 1996 Education Act, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children and young people have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than many others of the same age.

- have a disability that prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions; or
- are under compulsory school age and fall within one of the definitions above or would do so if special educational provision were not made for them.

Special educational provision means:

- for children of 2 years or over, educational provision additional to, or different from, the educational provision made for children of their age in schools maintained by the local authority, other than special schools, in the area.

Further information can be found within Section 6.28 - 6.35 of the 2015 SEND Code of Practice.

2. What is the Local Offer?

The Local Offer was formed due to the requirement in Children and Families Act 2014 for Local Authorities (LAs) to publish and make accessible a local offer in one place – this includes information on the provision that is available across education (special and mainstream), health and social care to support children who have SEN and/or disabilities. The Local Offer enables families, children and young people with special educational needs and disabilities to see clearly, from a single and regularly updated source, the services and support available in the Local Offer to children and young people. It also gives a description, contact details and how to access them. The Local Offer includes services from birth to 25. It describes state-funded, charitable, and private services, and includes services outside the local area (such as schools) that are used by local families. All this information is gathered and made easy to find within the Local Offer. The Local Offer belongs to the community. We recently launched the Local Offer on Face Book so parents can be directed to this site if they are seeking advice, support or to access different services – to access this site on Face Book search Redcar and Cleveland Local Offer. If parent/carers join this group, they will be the first to see updated information on local services such as workshops, training sessions, and short breaks offers.

There is a section on the Local Offer specifically for SENDCo's [People's Information Network | Search Results \(peoplesinfont.org.uk\)](http://peoplesinfont.org.uk) which has the most up to date paperwork stored there which can be downloaded. There is also a SEND information section [People's Information Network | Search Results \(peoplesinfont.org.uk\)](http://peoplesinfont.org.uk), which can be shared with parent/carers and CYP.

The Local Offer has two key purposes as defined in the Code of Practice:

- to provide clear, comprehensive, and accessible information about the available provision and how to access it.
- to make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEND and their



parents, along with service providers in its development and review. The legislation expects the Local Offer to be developed and revised over time.

The SEND regulations (2014) Part 4 state the statutory obligations on LAs in terms of the information to be included in the Local Offer.

- Special educational, health and social care provision for children with SEND, including online and blended learning.
- Other educational provision such as sports, arts, and other clubs available in the area
- Information from the Parent Carer Forum
- Travel arrangements to and from schools
- Transition guidance to support children between phases of education.
- The process for resolving disagreements and/or mediation.

There is a Local Offer email address that parent/carers can access if they would like more information or access some further advice. The email address is LocalOffer@redcar-cleveland.gov.uk

The Local Offer can be searched through the Redcar and Cleveland Corporate site: [Redcar and Cleveland Local Offer | Redcar and Cleveland \(redcar-cleveland.gov.uk\)](http://Redcar and Cleveland Local Offer | Redcar and Cleveland (redcar-cleveland.gov.uk)) or via [People's Information Network | SEN and Disability \(peoplesinfontet.org.uk\)](http://People's Information Network | SEN and Disability (peoplesinfontet.org.uk))

Each year SENDCO's will be asked to update their SEND information on the Local Offer. An email reminder with a guide, will be sent to all schools at the end of the school year to ask them to log into the PIN site and amend their details where necessary. This is done through an online form through the school's specific PIN page. We ask that each school update their SEND Information Report by September 22nd. If SENDCO's would like support with this, they can email localoffer@redcar-cleveland.gov.uk , amie.metcalfe@redcar-cleveland.gov.uk or monica.wheater@redcar-cleveland.gov.uk

This version of the SENDCO handbook will be available on the Local Offer for all to access freely. There will also be links to the various forms used within SEND to be downloaded directly as needed.

The SENDCO handbook will be updated annually to ensure that the information contained within is up to date and current. The SENDCO handbook will be sent to SENDCO's via email. There are links to all the latest forms at end of each section that you may need to access which can be accessed via the Local Offer website.

Email	localoffer@redcar-cleveland.gov.uk	
Amie Metcalfe	Local Offer Administrator	amie.metcalfe@redcar-cleveland.gov.uk

3. SEND Service

The SEND Team

The SEND Team is responsible for Education, Health, and Care Needs Assessments (working in collaboration with the family, child or young person and professionals). They also manage the placement and provision for children with EHCP as well as annual reviews. The SEND team consists of a Statutory SEND Manager, SEND Lead Officers, PfA Coordinator, SEND Officers, Independent Travel Trainers, SEND Business and Data Officer and the SEND administration team.

SEND Officers

Each school has a dedicated SEND officer who will support the SENDCo when working with learners who are going through the statutory EHC Needs assessment process or may already have an EHCP. The SEND officer will be the primary contact for both school and parent/carers. Talking to this primary contact should mean that you are able to get the information that you need as quickly and effectively as possible. The SEND officer dedicated to your school will be available to both parents and school to offer support through the statutory assessment process. This may be to discuss: the process itself, support with paperwork/meetings or to discuss potential educational provisions or post 16 options. The officers are responsible for gathering the information needed from child and/or young person, parent/carer and other professional services involved with the learner. If the MAEHC Panel agree that an EHCP is required, they will then use this information to produce the draft document. The draft will be shared with parent/carer for any comments before the final EHCP is issued. Once finalised they will send the plan out to parents and the identified educational provision. The SEND officer for your school will try wherever possible to attend annual reviews if needed. Currently, the team focus on attending year 5, year 9 and year 11 annual reviews as these are the key stage transition years and we need to gather information about the next steps for the learner. They will aim to attend annual reviews if the current education setting feels that the child/young person may need a change of provision such as a move from mainstream to specialist setting.

Email	sen@redcar-cleveland.gov.uk	
Maxine Lewis	Statutory SEND Manager	maxine.lewis@redcar-cleveland.gov.uk
Karen Grant	Lead SEND Officer	karen.grant@redcar-cleveland.gov.uk

Terry Agar	Lead SEND Officer	terry.agar@redcar-cleveland.gov.uk
Elaine Andrews	SEND Officer	elaine.andrews@redcar-cleveland.gov.uk
Sharon Bradley	SEND Officer	sharon.bradley@redcar-cleveland.gov.uk
Andrea Stephenson	SEND Officer	andrea.stephenson@redcar-cleveland.gov.uk
Hannah Manton	SEND Officer	hannah.manton@redcar-cleveland.gov.uk
Janet Husband	SEND Officer	janet.husband@redcar-cleveland.gov.uk
Charlotte Ellis	Preparation for Adulthood co-ordinator	charlotte.ellis@redcar-cleveland.gov.uk
Helen Butterfield	SEN Officer	helen.butterfield@redcar-cleveland.gov.uk

SEND Administration Team

The SEND administration team are responsible for managing all the paperwork involved in the statutory processes within the Education, Health, and Care Needs Assessment such as gathering information to present to the Multi-agency Education, Health, and Care Panel through to the finalisation of the EHCP. This involves ensuring all relevant information is gathered and available to panel members. Minutes of the meeting are then forwarded to the referring schools once approved. This panel meets fortnightly on a Thursday afternoon.

The team also manage all administration for the Resource and Support Panel, which meets every three weeks. Alongside this work, they are responsible for monitoring and updating data information for learners with EHCPs (Education Health and Care Plan) in both mainstream and special schools and completing annual statutory returns.

Email	sen@redcar-cleveland.gov.uk	
Amanda Wilson	SEND Business and Data Officer	amanda.wilson@redcar-cleveland.gov.uk
Matthew Broadrick	Business Administration Officer	matthew.broadrick@redcar-cleveland.gov.uk
Christopher Smith	SEND Administration Officer	christopher.smith@redcar-cleveland.gov.uk

SEND Portal

From September 2023 we will be trialling the use of a SEND Portal. This is an on-line, central place for submissions to be made for EHC Assessments, referrals and in the long-term annual reviews. We are hoping that the portal will provide transparency for parents/carers and our education colleagues. Training has been given to inform how to use the portal but if further advice is needed, please contact the SEND team on sen@redcar-cleveland.gov.uk

SEND Transport

If a child has special educational needs and is unable to make their journey from home to school without help, the Local Authority may provide travel assistance. Please look on the Local Offer for the current SEND Transport policy.

If transport is needed by a learner, school should complete an ATN1 form. If a learner is due to leave into the next transition phase, please can current SENDCo complete the ATN1 to ensure transport is in place for the start date.

Once you have completed the ATN1 and sent it in to CSPA@redcar-cleveland.gov.uk, each case will be heard individually at Transport Panel. Schools will be contacted with the decision as soon as possible.

Link to Local Offer to access ATN1 form: [People's Information Network | SEND Transport Paperwork \(peoplesinfontet.org.uk\)](https://www.peoplesinfontet.org.uk/SEND-Transport-Paperwork)

Independent Travel Trainers



Travel training will allow an individual to develop the confidence and skills needed to travel alone, making it easier for them to make new friends, meet up with existing friends, find a job, go to college, and this will enable them to become more independent.

The travel training programme can include both classroom based and practical skills to teach road safety, journey planning, stranger danger, and coping strategies followed by individual support to teach a particular journey using public transport or walking.

Requests for support from the Independent Travel Trainers can be made by the learner, parent/carer, school, or other professional bodies by completing the ITT (Independent Travel Trainers) referral form.

We have two Independent Travel Trainers. If you would like to ask advice about this service or would like to offer it to one of your learners, please contact our travel trainers.

Link to Local Offer to access ITT referral form: [People's Information Network | Independent Travel Trainers Referral Form \(peoplesinfolnet.org.uk\)](https://www.peoplesinfolnet.org.uk/Independent-Travel-Trainers-Referral-Form)

Email	sen@redcar-cleveland.gov.uk	
Louise Dale	Independent Travel Trainer	louise.dale@redcar-cleveland.gov.uk
Helen Kinder	Independent Travel Trainer	helen.kinder@redcar-cleveland.gov.uk

4. Early Years SEND Practitioners



The Early Years Area SENDCo, Jane Todd, coordinates the support provided by the Early Years SEND Practitioners, who were previously known as and sometimes still referred to as Portage. The team support children who have a significant delay in two or more areas of their development, from birth to school age.

Referrals are made to the Early Years SEND panel, which is chaired by the Early Years Area SENDCo,

representatives from Specialist Speech and Language Therapy, Paediatric Physiotherapy and Health Visitor, agree outcomes of the referrals. This could mean a practitioner is allocated to support a family, access to Early Years funding or other support is offered via the panel members. It allows for a co-ordinated approach to ensuring support is given to enable the needs of the child to be met.

The Early Years SEND Practitioners offer support with home visits, individual teaching programmes, family Portage Groups, through early identification and assessment of children with special needs. Support is based on the principle that parents/carers are the key figures in the care and development of their child.

Practitioners provide support and advice to settings and childminders on suitable resources, support with curriculum activities to promote inclusive practice. They can also advise on applying for support such as the Disability Access Funding (DAF) and Disability Living Allowance (DLA).

They offer key working which helps parents become more actively involved in making decisions and helps to coordinate the services around their child.

The team are part of the multidisciplinary holistic assessment, Schedule of Growing Skills (SOGS) which is facilitated in partnership with colleagues from physiotherapy, speech, and language.

Practitioners plan the education pathways and can offer support to providers/parents regarding referral for an Education, Health, and Care needs assessment. Transition support is facilitated in both mainstream and specialist provision.



Before a child is in nursery education either 15 hours or 30 hours per week from the age of 3, they are deemed as not being in education therefore an Education, Health, and Care Plan (EHCP) is not relevant. However, some children may require extra support in the early years, and this can be accessed without having an EHCP.

Health Professionals and Therapists

If a parent is worried that their child is not progressing as well as expected in their school or nursery they should speak to their GP or health visitor who can refer them to a paediatrician or other medical professional as appropriate.

If the child is found to have special educational needs, then they will normally be referred to the community paediatrician, who can assess and refer through to other services. These can be physiotherapy, occupational therapy or speech and language. Health will inform the Local Authority if they feel a child may need special educational provision when they start school, usually this will be through their health visitor or through the Early Year Practitioners Service.

Early Years SEND Practitioner Service

This team, sometimes known as Portage, provides a service for pre-school children whose learning and development is significantly delayed. If a child's special needs are identified at an early age, then they may receive help from the Early Years Practitioner Team. The team will carry out home visits jointly with other professionals involved in the child's care, for example health and/or education, to ensure that everyone is working together to plan activities that are best suited to the child and their whole family. The Early Years Practitioner's Service also offer targeted group activities which are situated throughout the Redcar and Cleveland area.

A trained Early Years Practitioner will visit the home and work alongside parents and carers to provide structured activities that will stimulate their child's development and support early learning. These activities are broken down into easily taught steps and practised and recorded at home, as learning is often easier for the child in familiar surroundings. The service supports children with profound and multiple learning difficulties and children who may have social communication difficulties or autism.

Early Years Practitioners support will continue until the child is 4 years old and receives up to 30 hours a week of free early education. When the child starts attending pre-school or nursery provision, the Early Years worker will liaise with the key staff, offering support over the transition period. Home visits will also stop if the child no longer needs the service.

The Early Years Practitioner Team operate an open referral system, where the parent or professional can refer a child. For contact details please look at the Local Offer website [People's Information Network | Early Years SEND Team \(peoplesinfonet.org.uk\)](https://www.peoplesinfonet.org.uk) or contact the Early Years Area SENCO, jane.todd@redcar-cleveland.gov.uk

Education, Health, and Care Plans for pre-school children

Most pre-school children will not have an EHCP, as an EHCP will only be issued when a child has been identified as having Special Educational Needs. The Children and Families Act: Section 21(1) states the following:

‘Special educational provision’ for a child aged 2 or more or a young person, means educational or training provision that is additional to, or different from, that made for others of the same age in:

- a. Mainstream schools in England.
- b. Maintained nursery schools in England.
- c. Mainstream post 16 institutions in England.
- d. Places in England at which relevant early years education is provided.

In exceptional cases, a child under 3 may need an EHCP to get appropriate support to meet their needs at a nursery.

Early Years settings in Redcar and Cleveland can apply for high needs funding to support the needs of individual children with SEND without the need of an EHCP. Settings should contact the Early Years SENDCo within the Early Years Practitioners Team for guidance on how to access this funding via an application to the Early Years Panel. This panel meets every fortnight to discuss new and returning cases who need support. The panel has a range of professionals such as the Early Years Area SENDCo, an Educational Psychologist, Speech and Language Therapist, Health, and Social Workers, who can discuss each case individually. This funding is designed to support settings in meeting the needs of children with SEND, implementing goals from professionals and therapists involved and enhancing staff ratios at times to support targeted intervention. They also advise on whether an EHC Needs Assessment may be required for the child and will support the parents during this process. Settings are required to monitor and review the use and impact of any funding allocated.

Transition to Nursery Education

Some children will need additional support or adaptations to the learning environment or curriculum to attend nursery from the age of 3. All schools and private nurseries will have a named Special Educational Needs Coordinator (SENDCo) in much the same way that schools do. The SENDCo is responsible for ensuring that the child receives the SEND support that they need. When looking at nursery placements for a child with SEND, it is important that the parents speak to the SENDCo so that they understand any additional needs and what support may need to be put in place.

From the age of 2 years, some children are entitled to 15 hours of free education and childcare. In addition, 3-4-year-olds can get free early education or childcare for 38 weeks in the academic year. Furthermore, every child over 3 years is entitled to up to 30 hours of education or childcare (for further information please visit

www.peoplesinfolnet.org.uk/kb5/redcar/directory/family.page?familychannel=8-2&localoffer=1 .

In terms of SEND, if the child already has an Education, Health and Care Plan or receives Disability Living Allowance, then they are entitled to access this funding. Children are eligible the term after they turn 2 years old.

Who does what in Early Years?

Nursery's role

- If a child has a diagnosis, make sure that there is a referral to the community paediatrician and that they have been referred for an assessment to the therapy teams if this is considered by the paediatrician.
- Ask about a referral to the Early Years Practitioner Team. If you prefer you can refer a child yourself.
- Use the Local Offer website to find out about services and support for pre-school children with SEND.

SEND Team role

- Signpost parents whose children will need extra support to start nursery as to the most appropriate route to take such as statutory assessment referral or Early Years support through SEND High Needs Funding.

Other professionals may:

- Assess the child's needs.
- Observe children in nurseries and give advice to nursery staff.
- Provide appropriate advice and guidance to the family.

- Provide Early Years support through one to one or group work with the child to support with development.

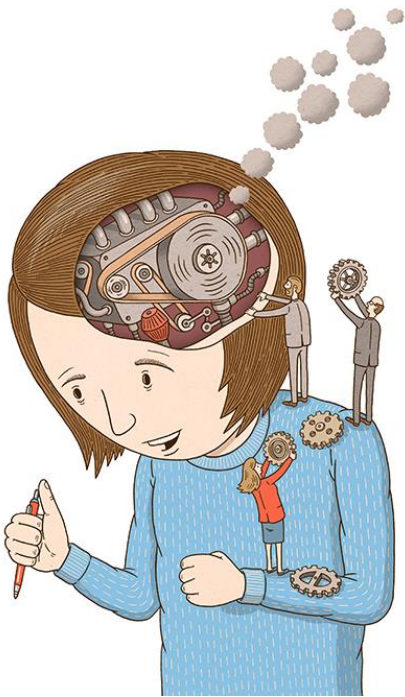
To access the Early Years Practitioners, SENDCO's should complete a Family Hubs Referral form and submit the completed paperwork to Familyhubs@redcar-cleveland.gov.uk

Link to the Local Offer to access Family Hub Referral Form: [People's Information Network | Family Hub Referral Form \(peoplesinfont.org.uk\)](http://PeoplesInformationNetwork.org.uk)

Jane Todd	Early Years Area SENDCO	Jane.todd@redcar-cleveland.gov.uk
Tracy Waldegrave	Business Support	tracy.waldegrave@redcar-cleveland.gov.uk
Emma Evans	Early Years SEND Practitioner	emma.evans@redcar-cleveland.gov.uk
Gill Wardle	Early Years SEND Practitioner	gill.wardle@redcar-cleveland.gov.uk
Melanie Jones	Early Years SEND Practitioner	Melanie.jones@redcar-cleveland.gov.uk
Rachael Harrington	Early Years SEND Practitioner	Rachael.harrington@redcar-cleveland.gov.uk
Sarah Harrington	Early Years SEND Practitioner	sarah.harrington@redcar-cleveland.gov.uk
Kerrie Melling	Early Years SEND Practitioner	Kerrie.melling@redcar-cleveland.gov.uk
Jane Savage	Early Years SEND Practitioner	jane.savage@redcar-cleveland.gov.uk
Sam Vasey	Early Years SEND Practitioner	samantha.vasey@redcar-cleveland.gov.uk

5. Educational Psychology Service

The Educational Psychology team work with children, parents and school staff to help children succeed in their learning. They might complete individual assessments to help work out what is making learning hard for a child; and they liaise with staff and parents to help put strategies in place to overcome barriers to learning. They can offer support to schools to help with groups of children, and help the whole organisation develop. Educational Psychologists can offer training and research too.



Children can find learning hard for lots of reasons, whether that be due to a difficulty they have with learning itself, or because of physical, sensory, or social/emotional reasons. If a child has an Education, Health and Care Needs Assessment, the Educational Psychologist will write Advice for the Local Authority identifying the particular difficulties the child has, and recommending the provision that is needed to help them be successful. If a child has an EHCP and their needs change, we may be asked to provide updated assessment and Advice.

Currently, due to capacity issues, we can only offer a small amount of support to schools through the Adults First work, supporting children and families who are struggling to engage with school, and through discussion with an EP through the SENCo drop ins.

Adults First - Our focus on dialogic space

Dialogic space intends to support collaborative discussion to achieve a shared understanding of need. Bringing adults together to listen, talk and think together can be productive in developing knowledge about their circumstances, their experiences to date, and designing interventions that are both needs-led and consistent with available resource. In line with LA principles of practice, parents/carers are placed as central to the dialogic space; partner-agencies are invited and encouraged to participate, and the process is subject to the model of plan, do, review.

Dialogic space provides a helpful context for psychology to flourish. The LA currently employs one EP to work within dialogic space, with a focus on SEMH need and which, whilst EP maintains involvement, will remain psychologically led. Clear emphasis is given to the quality of relationships

within the process, and child or young person's voice will be considered through guidance for those adults who have the emotional availability for them.

Schools can request support for Adult's First through Resource and Support Panel.

The current team of Educational Psychologists are:

Rachel Leonard	Principal Educational Psychologist	Rachel.leonard@redcar-cleveland.gov.uk
Christine Sketchley	Senior Educational Psychologist	christine.sketchley@redcar-cleveland.gov.uk
Kathleen Perdomo	Educational Psychologist	kathleen.perdomo@redcar-cleveland.gov.uk
Sarah Volkmann	Educational Psychologist	sarah.volkmann@redcar-cleveland.gov.uk
Amanda Ingram	Business Support	amanda.ingram1@redcar-cleveland.gov.uk

6. Specialist Teaching Service (STS)

The Specialist Teaching Team consists of specialist teachers in specific learning difficulties (SpLD), Social and Emotional Mental Health Difficulties (SEMH) and/or autistic spectrum condition (ASC/ASD). Our specialist teachers can offer advice and support to school and parent/carers. They are also able to assess need and will give recommendations to schools on strategies to meet the pupil's education needs. In some cases, the specialist teacher may create a report to be sent to school via email, which school will then share with parents. This report will give a background to why the assessment was carried out. If psychometric tests were carried out, then standardised scores will be included along with recommendations for schools and parents to help the learner make appropriate progress or to advise further actions such as is needed for statutory assessment or to identify the need for other services to become involved. Learning, SEMH and ASC specialist teachers work closely with many other professionals such as the Educational Psychology Team, Inclusion, Early Help and CAMHS.

Referral to this team must come through either the Resource and Support panel for learners without an EHCP (non-statutory) or through the Multi-Agency Education, Health, and Care Panel for learners with an EHCP (statutory). If after an annual review, the STS service is required, this can only be approved by MAEHCP panel. Referrals can only be made with the full written consent of the parent/carers.

Once the specialist teacher has been allocated, they will contact the school to organise a visit to either do an observation, offer advice, or carry out an observation or an assessment or the school will be asked to contact a specialist teacher directly. If an assessment has been completed, then a report will be sent out to school detailing recommendations and advice to meet the learner's needs. Reports should be received within four weeks of the observation/assessment. In some cases, the specialist teacher may just feedback to a multi-agency team around the learner and offer their verbal advice.

We also have a Specialist Teaching Assistant who works closely with the pupil and with school. They also offer transition support for pupils moving between key stages and can support a pupil in their family home if they are finding it difficult to access school. To access this support, school must apply to resource and support panel and ask for ASC advisor who will assess and advise on what support and intervention the pupil would benefit from.

Monica Wheater	Education Development Advisor - SEND	monica.wheater@redcar-cleveland.gov.uk
Alison Crossan	Specialist Teacher – SEMH	alison.crossan@redcar-cleveland.gov.uk
Yvonne Clark	Specialist Teacher – ASD and communication	yvonne.clark@redcar-cleveland.gov.uk
Nicola Thornton	Specialist Teacher – Learning	Nicola.thornton@redcar-cleveland.gov.uk
Zoe Seed	Specialist Teaching Assistant	zoe.seed@redcar-cleveland.gov.uk

7. Inclusion Service

In Redcar and Cleveland, we have an Inclusion Service that work closely with schools to support children/young people who have accumulated suspensions and may be at risk of permanent exclusion. The Inclusion Service track school suspensions each week and work with schools to reduce them. They also track when a primary aged child reaches a total of 3 days of suspension, or 10 days for a Secondary aged pupil reaches a total of 10 days fixed term exclusion.

The Service will seek involvement with the school either via telephone support/advice and by attending weekly meetings in the educational provision. If colleagues would like the support of the Inclusion Service prior to these thresholds being met, the Service would be more than happy to offer guidance on how to access their services. Each Inclusion Officer has allocated schools and knows the pastoral and senior staff who they will work directly with to support the identified pupils to reduce suspensions before a permanent exclusion is issued.

The Inclusion Officers for Inclusion can also attend 15+day suspension and permanent exclusion Pupil Discipline Committees, if invited to do so by the parents. This meeting is attended in an advisory capacity only to ensure that all procedures are followed correctly and to offer advice and guidance to both the schools and the families.

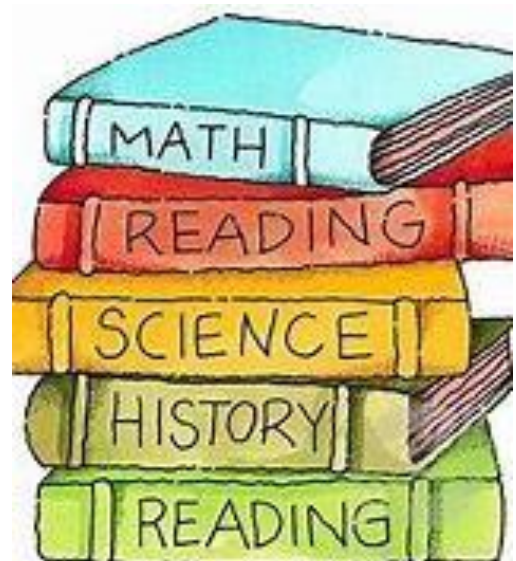
Elective Home Education

The Inclusion Service also work with families who have chosen to educate their child electively at home (EHE).

Most children/young people have their educational needs meet within a mainstream or specialist educational setting. However, parent/carers have the right to choose to enter elective home education.

The Inclusion Service will become involved when:

- Parent/carer removes child/young person from a school roll to educate at home.



- If school informs that a parent/carer is considering home education.
- If parent/carer informs the LA that they are considering home education.

If school are aware that a parent/carer is considering elective home education, it is the agreed local protocol that the school would contact the Inclusion team without delay. A member of the Service will contact the parent/carer to discuss why they are considering elective home education. The Service may, if necessary, facilitate a meeting with the school, parent/carers, and the Service to explore any matters to seek reasonable solutions and to maintain the child/young person on the school roll. The Service will also talk parents through the legal rights of a child/young person to have an education and the role of the local authority in ensuring this.

Once a parent/carer has submitted a written letter to the school to inform them of their intention to electively home educate, it is the parent/carer's responsibility to meet the child/young person's educational needs according to their age; aptitude and ability and any financial costs incurred in relation to this. The Service will always seek to work alongside parents/carers in a supportive manner to achieve this former aim.

The head teacher at school is required to immediately inform Admissions of any child on their school roll whose parents have confirmed in writing their intention to electively home educate. The head teacher should formally write to the parents to encourage them to reconsider their decision to electively home educate. The head teacher should also encourage the parents to send their child to school for a period of 10 days whilst the Inclusion Service continues to engage with parents and school to explore the reasons why the right to home educate is being followed by parents. Again, this contact will determine if the reasons cited are those that can be resolved with the school so that the child can stay on roll.

The child's name will not be removed from the school roll until a period of 10 consecutive school days have expired after the written notification has been received. This will allow for parents to reconsider their decision or further options to be explored. Once this period has expired the school should formally notify the local authority that it has removed the child's name from roll. If a child/young person has an Education, Health and Care plan and attends a specialist provision the local authority follows a different route when parent/carers express that they would like to electively home educate their child. This application is made to the SEN Team and must be agreed at the Multi-agency Education, Health, and Care Panel so that the local authority is assured the parent/carer can meet the needs of their child as set out in their Education, Health, and Care plan.

The decision to enter Elective Home Education should not be taken lightly. When working alongside parent/carers, either directly through face-to-face visits or through information shared via post, the Service will signpost and advise. After each face-to-face visit, the Service will produce a written report on their view as to whether the education is satisfactory – meets the needs, ability and aptitude of the child/young person and comment on the welfare of the child/young person. If parents/carers choose to submit information via post, the Service will evaluate the information provided in the same regard and produce a report. If the Service are not assured, then they have a process to ensure that every child/young person receives a suitable education that meets their needs, aptitude, and ability – up to and including issuing a school attendance order.

More information regarding Elective Home Education is available on the Local Offer.

Link to Elective Home Education information on the local offer: [People's Information Network | Elective Home Education \(peoplesinfont.org.uk\)](https://peoplesinfont.org.uk)

Attendance and Welfare Service

The Attendance and Welfare Service are part of the Inclusion team. The Attendance and Welfare Service provides advice and support to schools and families in respect of matters which may prevent children and young people from fully benefiting from the educational opportunities available to them. The Service works alongside schools and other support agencies to promote regular school attendance supporting the Local Authority with its statutory duties regarding school attendance under section 444 of the Education Act 1996. The service recognises that good attendance is essential if pupils are to gain the most from their education.

Below are just some of the key reasons why it is so important children attend school:

- To ensure children and young people reach their own individual full potential academically.
- To build and maintain positive peer relationships.
- To build confidence and self-esteem.
- To experience new things and develop coping strategies.

Parents can help with all these things by ensuring children and young people are encouraged to attend school regularly, by developing good routines and liaising with school regards absences.

Frequent absence seriously disrupts the continuity of learning and leads to under-achievement and low attainment. Parents are primarily responsible for ensuring the regular school attendance of their children. They should speak to school in the first instance, if they have any concerns around their child's education or attendance.

If you would like to know more about the Attendance and Welfare Service or would like some advice or guidance, please telephone 01642 837738 or e-mail AWS@redcar-cleveland.gov.uk

Pupil Placement Panel	pupilplacementpanel@redcar-cleveland.gov.uk	
School Exclusion	schoolexclusion@redcar-cleveland.gov.uk	
Attendance and Welfare Service	AWS@redcar-cleveland.gov.uk	
Grant Smith	Lead for Inclusion	Grant.smith@redcar-cleveland.gov.uk
Angela Henderson	Education Development Advisor – Inclusion	Angela.henderson@redcar-cleveland.gov.uk
Tracy Woods	Inclusion Officer	Tracy.woods@redcar-cleveland.gov.uk
Matthew Dobson	Inclusion Officer	Matthew.dobson@redcar-cleveland.gov.uk
Emily Bowey	Exclusion/CME/EHE Officer	Emily.bowey@redcar-cleveland.gov.uk
Victoria Ogden	Exclusion/CME/EHE Officer	Victoria.ogden@redcar-cleveland.gov.uk
Paula Harland	CME/EHE/Exclusion Support Officer	Paula.harland@redcar-cleveland.gov.uk
Attendance and Welfare		
Michelle Smith	Senior Attendance and Welfare Officer	Michelle.smith4@redcar-cleveland.gov.uk
Danielle Hudson	Attendance and Welfare Officer	Danielle.hudson@redcar-cleveland.gov.uk
Amanda Fowell	Attendance and Welfare Officer	Amanda.fowell@redcar-cleveland.gov.uk
Erika Griffiths	Attendance and Welfare Officer	Erika.griffiths@redcar-cleveland.gov.uk
Jonathon Jefferson	Attendance and Welfare Officer	Jonathon.jefferson@redcar-cleveland.gov.uk
Gema Sedlatschek	Attendance and Welfare Officer	Gema.sedlatschek@redcar-cleveland.gov.uk

Vicky Chambers	Court File Administrator	Vicky.chambers@redcar-cleveland.gov.uk
Josie Furness	Business Support Officer	Josephine.furness@redcar-cleveland.gov.uk

8. Virtual School

The Virtual School is exactly that – virtual! It is not a building but a group of professionals who work closely with the child or young person and their school to get the best educational outcomes for young people who are or have been in the care. It does not replace the school which the learner attends but is an additional resource where people work cooperatively and collaboratively to ensure that the learner is able to reach their full potential.

The Virtual School consists of a headteacher, deputy head teacher, and pupil inclusion officers. The team work closely with the school, a Designated Teacher in school, social workers, and carers to support the learner in their education and to make sure they are getting any help needed. The Virtual School help make sure the learner will have access to other activities that interest them or that may help with any career plans.

Redcar and Cleveland Virtual School recognises its role as a corporate parent of children in our care within the Local Authority. As such the school will continually strive to champion children in our care education through:

- Continually monitoring and assessing their educational needs.
- Promoting their best interests within a school setting regarding academic attainment and pastoral wellbeing.
- Ensuring their voices and opinions are heard.
- Championing the provision of educational enrichment opportunities for them.
- Supplying advice and support to schools and staff, both inside and outside the Local Authority, who support Redcar and Cleveland children in our care.

Virtual School's aim is based on the statutory requirements set out in the Department for Education guidance: promoting the education of looked -after and previously looked-after children; statutory guidance for local authorities; February 2018.

Legal definition of 'looked-after' children.

Within Redcar and Cleveland, we talk about children in our care (CIOC) to recognise our role as corporate parent. The phrase children in our care relates to children who are known legally as looked-after (LAC) or Children Looked After (CLA)

There are two main types of looked after children:

1. The child's parents may agree that the child goes into care or the child requests to go into care. This is often referred to a 'Section 20'.

2. The child may be legally removed from their parents without the parents' consent. This is when the court has concluded that a child could be harmed if they stay at home. This is referred to as a 'Care Order or Section 31'.

The Local Authority has a statutory duty to look after the child – this includes ensuring they receive the best education possible. The Local Authority assumes the role of 'corporate parent.' This responsibility is held by every adult employed by the Local Authority including those who work in schools.

Children previously in our care (previously 'looked-after')

In line with promoting the education of looked-after children and previously looked-after children, February 2018, previously looked-after children are classed as those who:

are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being act). An 'eligible' child is a child who is looked after, aged 16 or 17 and has been looked after by a local authority for a period of 13 weeks or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached 16. 7 being (Wales) Act 2014) because they are the subject of an adoption, special guardianship, or child arrangement order.

or

were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

The duty applies to children who are in early years provision (secured by the local authority under section 7(1) of the Childcare Act 2006) and continues throughout the compulsory years of education where the child is in provision funded in part or in full by the state.

The role of the Virtual School for young people previously in our care is to promote their educational achievement through the provision of information and advice to their parents and schools. Parents should feel free to contact the Virtual School with requests for advice and guidance around a young person's education.

The Virtual School works closely with Adoption Tees Valley (ATV) to help support parents of an adopted child. For support, contact Leanne Longstaff on 01642 526400

Extended duties of the Virtual School from September 2021

Virtual School also has a strategic responsibility for the education outcomes of all children with a social worker or those who have previously had a social worker. They are the strategic leaders who champion children with a social worker to create a culture of high aspirations and drive improved outcomes. They will:

- Enhance partnerships between education settings and the local authority so agencies can work together.
- Identify the cohort's needs and intervene to overcome barriers to poor educational outcomes and ensure pupils reach their potential.
- Support and advise key professionals to help children make progress, including through increasing their confidence in using evidence-based interventions.

However, they do not work with individual children including tracking and monitoring educational progress. Nor will they respond to requests from parents or carers to offer advice and support in relations to individual children with a social worker.

Virtual School	Virtual.school@redcar-cleveland.gov.uk	
Jo Johnson	Head of Virtual School	Jo.johnson@redcar-cleveland.gov.uk
Pauline Douglas	Deputy Head of Virtual School	Pauline.Douglas@redcar-cleveland.gov.uk
Sophie Newton	Senior Inclusion Officer	Sophie.newton@redcar-cleveland.gov.uk
Jan Cook	Pupil Inclusion Officer	janet.cook@redcar-cleveland.gov.uk
Rachael James	Pupil Inclusion Officer	Rachel.james@redcar-cleveland.gov.uk
Helen King	Pupil Inclusion Officer	Helen.king@redcar-cleveland.gov.uk
Rachel Oliphant	Pupil Inclusion Officer	Rachel.oliphant@redcar-cleveland.gov.uk
Jan Stewart	Pupil Inclusion Officer	Jennifer.stewart@redcar-cleveland.gov.uk
Nyla Imaan	Pupil Inclusion Officer	Nyla.imaan@redcar-cleveland.gov.uk
Adoption Tees Valley		
Lynne Cardwell	Team manager	Lynne.cardwell@adoptionteesvalley.org.uk

Leanne Longstaff	Education Support Officer	Leanne.longstaff@adoptionteesvalley.org.uk
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9. Professionals in Educational Settings

Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The class or subject teacher should remain responsible for working with the child daily, even when interventions involve group or one-to-one teaching away from the main class or subject teacher. They should work closely with any teaching assistants or specialist staff involved,



All teachers are teachers of SEND.

to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Working with the SENDCO, together they should

revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Teachers should differentiate their teaching methods to be able to cater for a variety of learning styles and needs. Teachers will also make reasonable adjustments to the curriculum to accommodate the needs of children with SEND. For more information on reasonable adjustments refer to the guide on the Local Offer in the education section or to the Code of Practice.

Learning Support Assistant (LSA) / Teaching Assistant (TA) Higher Level Teaching Assistant (HLTA)

Learning Support Assistants/ Teaching Assistants are employed by schools to support children and young people with SEND to enable them to access learning and the curriculum. They may support on a one-to-one basis, support a group, or take a whole class. They are highly skilled members of staff often with many years of experience of working with learners with a range of different abilities, challenges, and needs. Learning Support Assistants work closely with teachers and other staff involved in education. Duties vary widely but can include:

- helping to plan lessons and prepare resources

- delivering interventions that are planned and assessed by the teacher
- helping with pupils' learning and development, for example aiding those who are struggling,
- listening to pupils read, helping with number work, etc
- supervising pupils in the playground, dining hall, cloakrooms and in class
- keeping records of each pupil's progress
- helping children prepare for PE
- assisting with their health and hygiene
- comforting and supporting children who are unhappy or upset.

Learning Support Assistants may work with pupils with physical disabilities who may need help with mobility or in accessing materials. They may also support pupils with anxiety and associated difficulties who will require support to help them achieve their full potential. If a learner has an EHCP, this could specify the amount of support that will be provided and who will deliver this support. Children who do not have an EHCP or a SEND Support Plan may also receive help from Learning Support Assistants and this resource allocation will be managed by the school and should be documented and reviewed in the child's SEND support plan.

Up to date guidance using the latest research on best use of teaching assistant support can be found at

www.educationendowmentfoundation.org.uk

Special Educational Needs Co-ordinator (SENDCo)

Based within schools, Special Educational Needs and Disability Coordinators (SENDCos) work in collaboration with headteachers and governing bodies to ensure pupils with SEND are appropriately supported. SENDCos take day-to-day responsibility for the provision made for individual children and young people with SEND, working closely with teaching staff, parents and carers, and other agencies. SENDCos will typically work closely with the family to support the EHCP Statutory Assessment process, attending key review meetings, completing reports, and supporting the family or young person to complete section A and think about suitable outcomes. The SENDCo will also be the main point of contact in ensuring that the specified provision in the school is implemented. SENDCos must be qualified teachers as referenced from the Code of Practice. They must have completed the NASENDCO qualification within three years of taking up the role as SENDCo.

The SENDCo role includes the following duties:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with designated class teacher where a looked after learner has SEND.
- Advising on a graduated approach to provide SEND support.
- Advising on the deployment of the school's SEN budget and other resources to meet learner's needs effectively.
- Continuously monitor progress to identify children who may have SEND.
- Writing SEND Support Plans for children with SEND.
- Review SEND Support Plan each term with parents/carers and child/young person.
- Ensure that all appropriate professionals are involved in the process.
- Ensure that progress against outcomes is regularly documented in the SEND Support Plan.
- Maintain an up-to-date SEND Information Report on the school's website (to link and contribute to the Local Offer).
- Working with head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The SENDCo must also liaise with parent/carers, children, and young people to enable them to:

- Discuss any concerns that they may have in relation to their child's/young person's SEND with the teacher.
- Ensure that caregiver is informed of any professional involvement with the child, regardless of it being privately sought, Local Authority or NHS involvement.
- Ensure that the SEND Support Plan is seen and understood including understanding the role that they play in it.
- Attend regular review meetings for the plan and share views and opinions on the progress being made and the provision being put in place.

SENDCO's must also liaise with Other Professionals to:

- Provide input, advice, and support to teachers and the SENDCo around provision, interventions, and strategies, which could be included in the SEND Support Plan. This could be via specific requests for support or termly meetings to discuss provision at the setting.
- Provide assessment and advice on outcomes and provision for individual children or young people when required.
- Seek out training opportunities wherever need is identified.

10. For the New SENDCo

There is a new SENDCo toolkit available on the Local Offer which has links to all the information and paperwork that you may need to start your new role.

See link [People's Information Network | SENDCo Toolkit Autumn Term 23 \(peoplesinfontet.org.uk\)](http://peoplesinfontet.org.uk)

1. Make sure you have a handover with the current SENDCO and get a list of all their contacts.
2. Contact monica.wheater@redcar-cleveland.gov.uk – who will come into school along with your school's dedicated LA SEND officer to give advice and information about services within RCBC.
3. Ask to join the SENDCo Network Group. This group meets together each half term. In the first half term, you will be invited to join a face-to-face meeting with SENDCo's from your cluster area both primary and secondary. This will be at a local school. Here the SEND team will be available to discuss any updates to their service and you will have the opportunity to raise any issues that you may want some advice on. In the second half term, you will be invited to join a virtual SENDCo meeting via TEAMS. In this meeting you will hear from a variety of different services who will update you on what they can offer or changes to their service. You can ask or raise any questions that you may have. The meeting is recorded so you will receive a copy of the meeting afterwards if you are unable to attend.
4. Try to meet some key people such as headteacher, SEN Advisor, EP, ASC advisor.
5. Make a SENDCO friend – The EDA for SEN can help you to make links with other SENDCo's or with the SENDCo mentors.
6. Join the SENDCO forum: www.thesencoforum.org.uk/login
7. Useful websites:

- www.nasen.org



- www.gov.uk/government/policies/increasing-options-and-improving-provision-for-children-with-special-educational-needs-sen
- www.thecommunicationtrust.org.uk

- www.contact.org.uk
 - www.autismeducationtrust.org.uk
 - www.thedyslexia-spldtrust.org.uk
 - www.place2be.org.uk
 - www.youngminds.org.uk
8. Read these documents:
- The Special Education Needs and Disability Code of Practice (updated 2015) www.gov.uk/government/publications/send-code-of-practice-0-to-25 - especially section 6
 - The Equality Act Guidance for Schools www.gov.uk/government/publications/equality-act-2010-advice-for-schools
 - Children and Families Act Section 3 www.legislation.gov.uk/ukpga/2014/6
9. You will be making confidential calls and holding confidential files so you will need an office space where you can make these calls and have a locked filing cabinet.
10. Gather information on the following:
- A list of the SEND register by year group, type of SEND, SEN Support and EHCP – work out percentage of the school roll and compare this to national data.
 - A list of any pupils with statutory assessments in process for EHCP
 - When the annual reviews are due
 - Check the School’s Information Report and SEN Policy are on the school website and are up to date and easily accessible – this is a statutory requirement.

SENDCo Audit

SEND audits are a useful way to support your role as SENDCo and will highlight areas of strength and weakness. There are excellent guides on the NASEN website on how to carry out a SEN review of your school. The local authority may also be able to offer a SEN review if required – contact monica.wheater@redcar-cleveland.gov.uk if you would like a SEN review.

Question	RAG Rating	Action Plan
Are colleagues aware of their responsibilities to children with SEND?		
Are colleagues aware of the legal frameworks to support SEND learners such as Code of Practice, Equality Act, Children and Families Act?		

Do colleagues understand the school's approach to identifying and meeting the needs of children with SEND?		
Is there a clear and understood process within school for raising concern and do they have confidence to initiate early intervention?		
Do staff implement the graduated response: assess, plan, do, review?		
How is progress for children with SEND monitored?		
How are training needs identified? Is CPD (Continuous Professional Development) appropriate and continuous?		
Are interventions delivered by appropriately trained/skilled staff? How are staff supported and trained?		
How are caregivers informed and involved with their children's learning?		
How well does school liaise with external agencies?		

SEND Information Report

Along with a SEND Policy, the SEND regulations require schools to have a SEND Information Report which must be published on the school's website and reviewed annually. The report needs to include information on the kinds of SEND for which provision is made at the school – this is a statutory duty. The document should be updated following any changes as they occur throughout the school year and should be reflective of the practice and provision available in school. This should be updated annually on the Local Offer. At the end of summer term, a reminder will be sent out by the Local Offer Assistant to remind all schools to update their information on the Local Offer. Your school's report should be updated by 22nd September. If support is needed, then please contact localoffer@redcar-cleveland.gov.uk

The language should be straight forward, jargon-free, and easily accessible to all. The SEN Code of Practice makes it clear that the SEN Information Report should be accessible to parents and pupils. This means that settings will have to consider how they publish the information to make it accessible to all. This may require the setting to be creative in the way information is published. It must include information such as how the school engages wider support services such as health and social care. The SEND Information Report must also identify how the school will support a pupil with SEND and their emotional and social development; this should include the pastoral arrangements to help with issues such as bullying.

The SEND Information report must include information about:

- The kinds of SEND that are provided for.
- Policies for identifying children and young people with SEND including assessing their needs.
- The name and contact details of the SENDCo.
- Arrangements for consulting with the parents of children with SEND and involving them in their child's education.
- Arrangements for consulting young people with SEND and involving them in their education.
- Arrangements for reviewing children and young people's progress towards outcomes.
- Arrangements for supporting children and young people between phases of education, including preparing for adulthood.
- Approaches to teaching children and young people with SEND.
- Adaptations that are made to the curriculum and the learning environment.
- The expertise and training of staff to support children and young people with SEND.
- Evaluating the effectiveness of provision made for children and young people with SEND.
- How children with SEND can engage in activities in the setting available to all.
- The support offered to improve social and emotional development, for example the pastoral arrangements.
- How the setting involves the support from other bodies, including health and social care.
- Arrangements for handling complaints.

Carrying out a SEND Review



Any school can commission or undertake a SEND review to evaluate the effectiveness of its provision for pupils with special educational needs and disabilities. This includes mainstream schools, alternative provisions, and specialist settings. A SEND review should help to ensure that all children, in all educational

settings, achieve their absolute best, including the knowledge, skills and qualifications that they need for successful transition, further education and employment.

The review process normally takes two to three days. This includes the preparatory work before going into the school, the time needed to collect evidence during the school visit, and the report writing and feedback that takes place after the review. Many schools will establish an ongoing relationship with their reviewer who can provide follow-up support and advice. The timescale for a review would normally be two to three weeks from preparation to reporting. Follow-up visits may vary from intensive weekly visits to visits spread across the academic year.

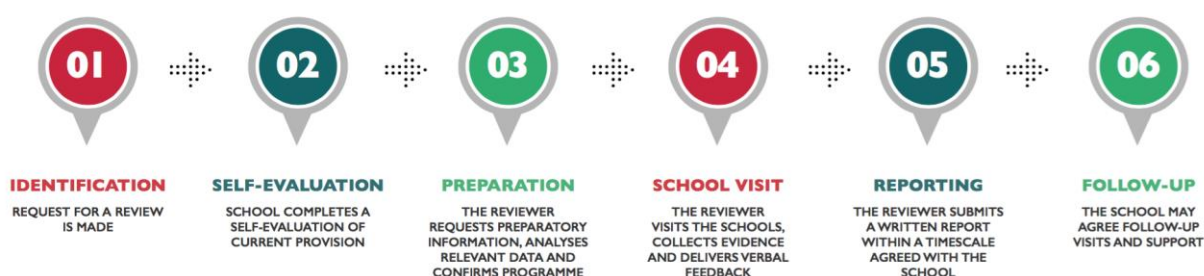
A SEND review should be led by an experienced, independent system leader who has a track record of improving outcomes for pupils with SEND. There is training available to enable staff to train as a SEN Reviewer through NASEN and through Real Training Group.

What are the benefits of commissioning a SEND review?

Commissioning a SEND review from a system leader, trained in using the SEND Review Guide, means that both the 'supporting' and 'supported' school benefit from working together. The school receiving the review benefits from an experienced practitioner with knowledge and expertise in SEND and a track record of improving outcomes. Reviewers also benefit from the process: they gain experience of schools in different contexts and settings and often learn a great deal from the schools that they work with. It is a rewarding and enriching experience that supports professional development, develops knowledge, and inspires innovative ideas and ways of working. As a result, the opportunity to engage in such work can also offer a powerful retention strategy for schools involved.

School-to-school SEND reviews also offer real opportunities for specialist schools and mainstream schools to learn from each other. For example, many mainstream schools have found it helpful to have their SEND provision reviewed by colleagues from specialist settings. Equally, specialist settings can benefit from the expertise found within mainstream.

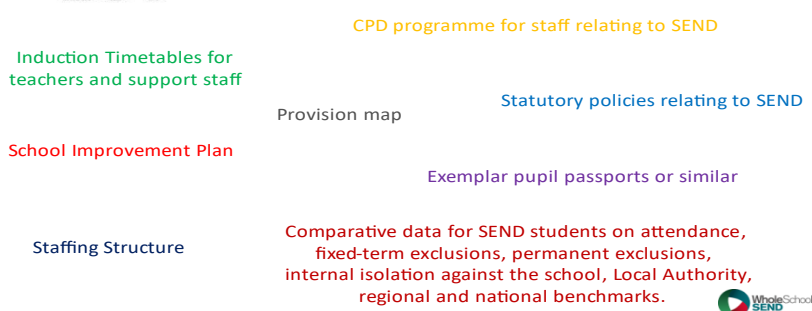
SIX STAGE PROCESS



- 1. Identification:** a request for a SEND review should be made.
- 2. Self-evaluation:** After the request for a review has been made, a school should self-evaluate its SEND provision before the review takes place. This should provide useful information to the reviewer and help the school to focus on what it does well and areas for development. It is recommended that the SENCO and school leadership team complete this self-evaluation together and then forward it to the reviewer to allow enough time to think about the information and to formulate areas of focus.
- 3. Preparation:** Take time to collect a range of information such as:



Sources of Evidence



4. School visit: During the visit, the reviewer will follow a programme (agreed between the reviewer and the school) that may include gathering the views of a range of stakeholders including:

- Headteacher
- Senior lead for SEND.
- Parent/Carers
- Pupils

- SEND Governor
- Classroom teachers
- Teaching assistants
- Pastoral staff
- Specialist teachers

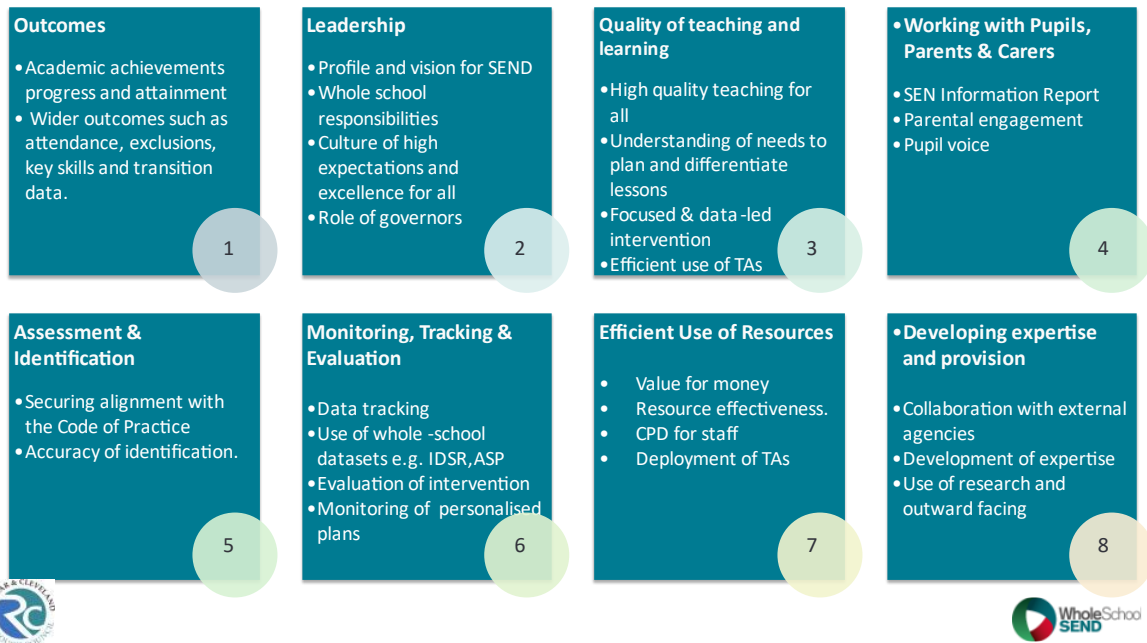
Reviewers may also find it useful to gather:

- Lesson observations
- Observation of intervention sessions
- Assessment systems of all pupils including those with SEND.
- A tour of the school
- Paperwork scrutiny
- Learning walks
- Book looks.
- Observation of unstructured activities such as breaktimes
- Observation of off-site/alternative provision
- Review case studies on pupils

5. **Reporting:** Reviewers are expected to produce a written report for schools, within an agreed timescale. The report should provide a summary of the strengths and areas for development, and a series of evidence informed recommendations for improving the quality of provision for pupils with SEND. The report will give a summary on the context of the school. This might include the size of the school, levels of fixed-term and permanent exclusions and attendance for pupils with SEND, the percentage of pupils on the SEND register, the distribution of identified need and those that are eligible for the pupil premium. It may be helpful for reviewers to provide some reference to national statistics on special educational needs.

6. **Follow-up:** Schools are encouraged to ask the reviewer to return after an agreed period to review progress with the recommendations. Schools can also agree packages of support with their reviewer, or the reviewer may be able to direct schools to practitioners or organisations who can provide ongoing support. These regular visits can often help the school to maintain focus on the recommendations. This alignment with the Standard for Teachers' Professional Development is key to securing improvement.

Areas to focus on during the SEND review:



Further information on SEND Reviews including templates and case studies can be found at www.nasen.org.uk

11. SENDCO Cluster Meetings



All SENDCo's are invited to join the RCBC SENDCo Network email list. This enables us to circulate useful and important information to you quickly. If you are not on the mailing list, please contact monica.wheater@redcar-cleveland.gov.uk to be added. Invites to meetings such as SENDCo Network Meeting or the SENDCo drop in will be sent via this group email.

Locality SENDCo Cluster Meetings

Every term there is a face-to-face SENDCO Cluster Meeting usually held in the first half of each term: October/January/May. Our area is divided into East, West and Central Clusters. Please see below the cluster group your school belongs to:

East Cluster	Central Cluster	West Cluster
Primary Schools		
Badger Hill	Coatham	Bankfields
Belmont	Dormanstown	Caedmon
Chaloner	Errington	Grangetown
Galley Hill	Green Gates	Normanby
Handale	Ings Farm	Nunthorpe
Highcliffe	John Emmerson Batty	Ormesby
Hummersea	Lakes	Overfields
Lingdale	New Marske	South Bank
Lockwood	Newcomen	St Gabriel's
Saltburn	Riverdale	St Margaret Clitherow
Skelton	St Bede's	St Mary's
St Joseph's	St Benedict's	Teesville
St Paulinus	Westgarth	Whalehill
St Peter's	Wheatlands	Wilton
Whitecliffe	Zetland	
Secondary Schools		
Freebrough	Bydales Outwood	Normanby Outwood
Huntcliff	Redcar Outwood	Nunthorpe
Laurence Jackson	Ryehills	St Peter's
	Sacred Heart	

The meetings are arranged by the Education Development Advisor for SEND and invitations will be sent out to meet face to face in a local primary school:

East Cluster = Saltburn Primary, Central Cluster = Dormanstown Primary and West Cluster = Grangetown Primary. These will be an opportunity for SENDCo's to get together and discuss any problems, individual cases or just ask for support from other SENDCo's. Officers from the SEND department will be in attendance to offer advice and guidance. The meetings are usually held after school.

Virtual SENDCo Network Meetings

In the second half term, you will be invited to a Virtual SENDCo Network meeting via TEAMS. At this meeting, you will hear from various services from within our local authority. The meetings take place from 3pm until 5.30pm held alternately on either a Tuesday/Wednesday or Thursday evening. After each meeting, a recording of the session will be sent out along with any presentations, resources and contact information that had been discussed during the meeting.

Over the last few meetings, we have had visitors including CAMHS, Early Help Team, Early Years Practitioners, Educational Psychology Team as well as updates from the SEND team. Often, we have visitors from outside of the local authority such as local charities such as ADHD foundation.

The aim of the sessions is to increase the communication between the different service areas and school settings as well as develop links and raise awareness of changes within service and authority. It is hoped that SENDCo's feel they can ask questions of the visiting services and get a greater understanding of the work that each do.

SENDCo Drop-In

We are hoping to restart the SENDCo Drop In's again and will send out a survey to gather views on the best way to carry these out. We are hoping that the Drop In's will be separated into primary and secondary sessions. These will be on a trial basis and dependent on attendance. In attendance are senior members of the SEND team along with Educational Psychologists and whenever possible the Designated Clinical Officer. This session enables SENDCo's to get together to ask questions of the SEND team and to bring any children's cases that they would like some advice and guidance on – all confidential/anonymised. Other SENDCo's from primary, secondary, and tertiary settings are often in attendance along with the SENDCo Mentors. This enables any SENDCo who would like to ask for some advice to do so within the group. There is a link to this available to all SENDCo's for the meeting – if

you do not have one, please let Monica Wheater (EDA – SEN) know, and she will send one out to you.

12. Health

School Nursing Service



The School Nursing Service works together with children and young people, their parents/carers and school staff, to provide a comprehensive efficient and accessible service which:

- Helps children keep healthy during their school days and for the rest of their lives.
- Prevents ill health in children and the local community.
- Supports children with medical needs and those needing medication.
- Ensures that educational potential is not hampered by unmet health needs.
- Monitors and supports families.
- When your child commences school at the age of five, care is transferred from the Health Visiting Service to the School Nursing Service. To access this service email 0-19HVSNService@redcar-cleveland.gov.uk

School Nursing Service can offer support for the following:

5-19 School Nursing is part of the 0-19 Public Health Nursing Team, within Early Help & Safeguarding-Children's Services at Redcar & Cleveland Borough Council.

Criteria for School Nursing Interventions:

Contenance:	Daytime wetting Night-time wetting Soiling Toilet Training	All ages
Nutrition:	Healthy Eating/Eat Well Plate Assessment of Growth Fussy Eater Meal-time conflict/issues	All ages
Behaviour:	Behaviour Management Low Level behaviour support	All ages
Emotional Wellbeing:	Low Level Worries/Anxieties Low Level Fears	From age 6/7 years onwards

Sexual Health:	C- Card Condom Provision Chlamydia Testing Pregnancy Testing Discuss STI's	Secondary School age
Risk -Taking Behaviour:	Low Level Staying Safe -referral to drug/alcohol services	Secondary School age
Healthy Relationships:	Low Level Understanding Healthy Relationships	Secondary School age
Sleeping:	Sleep problems <ul style="list-style-type: none"> - Establishing sleep routines - Night Terrors 	All ages
Health Promotion Stop Smoking: Dental Health: Puberty: Hygiene: Headlice:		All ages



Please see below the current allocated schools:

Secondary Schools	Primary Schools	SCPHN Named Nurse
Laurence Jackson Academy Huntcliff Academy	Belmont Chaloner Galley Hill Highcliffe Lockwood Lingdale Saltburn Skelton	Helen Carr
Freeborough Academy Outwood Redcar Academy	Badger Hill Handale Hummersea Coatham Dormanstown Newcomen Riverdale Greengates Lakes Teesville Whale Hill Whitecliffe	Karen Williams

Outwood Bydales Academy Sacred Heart Academy	New Marske Westgarth Errington John Emmerson Batty Zetland St Joseph's St Paulinus St Peter's St Benedict's St Bede's	Frances Beeforth
Rye Hills Academy Outwood Normanby Academy	Ings Farm Wheatlands Bankfields Caedmon Grangetown Normanby South Bank Wilton	Holly Carney
St Peter's Academy Mo Mowlam Academy	St Gabriel's St Margaret's St Mary's	Jenny Simpson
Nunthorpe Academy Archways Academy	Nunthorpe Primary Ormesby Overfields	Mary Wyres
Prior Pursglove Kirkleatham KTS Old Farm School Mackenzie Thorpe Unit		

Referral received via generic email.
0-19HVSNService@redcar-cleveland.gov.uk
 SN Business Support to send acknowledgement of receipt to the Referrer.

Weekly Allocation Meeting.
 Review & triage referral by SCPHN
 Allocate to Staff Nurse or SCPHN
 Staff Nurse/SCPHN to contact Referrer within 28 days of receipt of referral.

<p>Guide to refer.</p>  <p>Guide%20to%20ref er%20into%205-19.c</p>	<p>Referral Form</p>  <p>SN%20Referral%20F orm%20Mar%2022.d</p>
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Occupational Therapist (OT)



An Occupational Therapist will provide assessment, treatment/intervention with support from therapy assistants for babies, infants, children, and young people who have a physical disability, sensory difficulties, and or learning disabilities.

The service provides holistic therapy to maximise a child's engagement, achievement, and independence in everyday activities. Interventions

can be on a 1:1 basis, in a group, at home and or in educational environments.

They can include provision and/or advice on specialist equipment/adaptations which are needed to support the child in their different environments e.g., adaptations to the school for physical access or sensory needs, pencil grips, special toileting arrangements, specialist IT equipment, seating, moving, and handling equipment.

Link to the Local Offer to access the Occupational Therapy Service Referral Form and Questionnaire: [People's Information Network | Occupational Therapy Service Referral Forms \(peoplesinfont.org.uk\)](https://www.peoplesinfont.org.uk/occupational-therapy-service-referral-forms)

Physiotherapist (Physio)

Physiotherapists work with people to identify and maximise their ability to move and function. They provide assessment, treatment and interventions with support from therapy support workers.

Interventions can be on a 1:1 basis but often include a Physiotherapy programme to be completed by the child/young person with support from family/carers at home and/or education staff in school.

Specialist equipment e.g., standing or walking frames can be prescribed and/or referrals completed to other specialist health professionals as deemed clinically appropriate.



To make a referral to the Joint Paediatric Therapy service please click this link to the Local Offer.

[People's Information Network | Paediatric Physiotherapy Services \(peoplesinfont.org.uk\)](https://peoplesinfont.org.uk)

Speech and Language Therapist (SaLT)

The Speech and Language Therapist aims to reduce the impact of speech, language, or communication needs (SLCN) and eating, drinking, and swallowing difficulties.



This may be by:

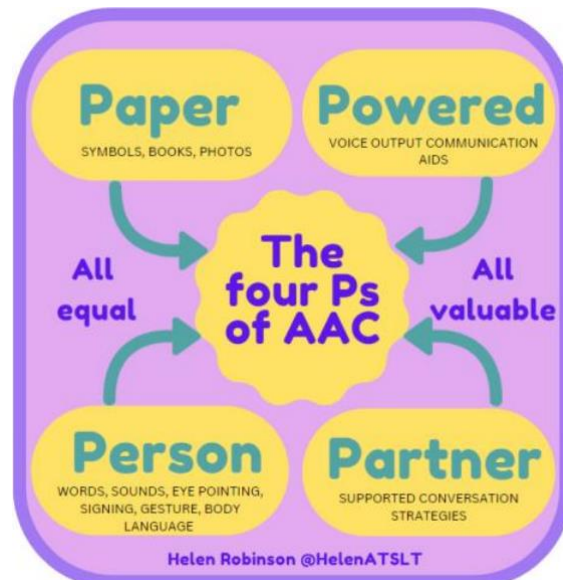
- promoting awareness of children’s speech and language development and needs by working with parents and carers and a wide range of other professionals to maximise the child’s communication environments
- identifying, assessing, and defining interventions for children who are experiencing speech, language, and communication difficulties such as understanding spoken or signed language, communicating verbally using sentences and vocabulary appropriate for their age, using speech sounds appropriate for their age, social interaction, and play, stammering, voice production
- providing appropriate therapies that promote the development of age-appropriate communication skills
- providing specialist support to children and young people with complex learning difficulties and/or health needs
- reducing the impact of eating and drinking and swallowing difficulties caused by medical, neurological, or structural abnormalities.

What is AAC?

Augmentative and alternative communication (AAC) supports individuals to achieve their basic human right to be heard and included in an equitable way (Communication Matters, 2023). AAC tools, devices, techniques and

strategies enhance speech, language and communication contributions for people who cannot entirely rely on their unsupported communication abilities.

There are various types of AAC that can be considered for a child or young person, no one being better and it maybe that more than one methods is needed



The four Ps of AAC (Robinson, retrieved 17 October, 2022, <https://twitter.com/HelenATSLT/status/1581965150806212609?s=20>)

Speech and Language Therapists are specialists in language and communication difficulties and as such strive to be part of interdisciplinary teams that support AAC assessment, provision, use and support. We will work with the child or young person, families, schools, Occupational Therapists, Teachers of the Deaf, Physiotherapists etc. to determine the most appropriate AAC to support the child or young persons communication needs.

If you feel that a child or young person needs AAC please refer them to the Children and Young Persons Speech and Language Therapy Service or speak to the current Speech and Language Therapist.

Links to the Local Offer for Speech and Language Referral Forms: [People's Information Network | Speech and Language Therapy Referral Form \(peoplesinfonet.org.uk\)](https://www.peoplesinfonet.org.uk/)

Sensory Teaching, Advisory and Resource Service (STARS)



Sensory Teaching, Advisory and Resources Service

STARS Sensory Support Service, known as STARS, is funded by the

council to provide hearing and/or vision support for learners (0-25 years). The STARS team have qualified teachers who are specially trained in supporting learners with hearing and/or vision loss.

Hearing Support

Sometimes referred to as a 'hearing loss', 'hearing impairment' or 'deafness' – however the learner prefers to describe their hearing levels, STARS aims to ensure all learners reach their academic potential and are active members of society.

The Service accepts online, e-referrals for hearing support from ENT consultants and paediatric audiologists. Parents and schools who are concerned about a child's hearing are advised that their child should visit their GP to discuss a referral to ENT/Audiology. The Service can provide informal advice to parents and school at this stage.

Vision Support

Sometimes referred to as 'visual impairment', or 'visually impaired' – however the learner prefers to describe their levels of vision, STARS aim to ensure all learners reach their academic potential and are active members of society.

The Service accepts online, e-referrals for vision from Ophthalmology and other NHS professionals, families, schools and any wider professionals working with the learner.

Support when Hearing and Vision Levels are Both Affected

Sometimes referred to as 'Multi-Sensory Impairment', (MSI) or 'Dual Sensory Loss' – however the learner prefers to describe their levels of hearing and vision, STARS aim to ensure all learners reach their academic potential and are active members of society. Families and professionals seeking to initiate an assessment of MSI are able to request this service using the link below.

How to refer to the STARS service for hearing and/or vision support:

STARS only accept online e-referrals for hearing and/or vision support. It is vitally important that the referrals to the service have the correct contact details, including email addresses.

Consent forms, signed by the family and relevant clinic letters (including audiograms) should still be promptly forwarded to the STARS admin email:

admin_STARS@middlesbrough.gov.uk

Link to the STARS Support online e-referra:

https://my.middlesbrough.gov.uk/service/Referral_To_STARS_For_Support

(please note you do not need to create an account to make the referral).

Child and Adolescent Mental Health Services (CAMHS)



CAMHS stands for Child and Adolescent Mental Health Services and covers a range of teams across Redcar and Cleveland known as the Getting Help system, these include:

The Link, The Junction, Mind,

Time for You and Mental Health Support Teams in Schools.

These services offer assessment and treatment when children and young people have emotional, behavioural, or mental health difficulties. Types of problems CAMHS can help with include low mood, depression, eating disorders, low self-esteem, anxiety, obsessions or compulsions, sleep problems, self-harming and the effects of abuse or traumatic events.

There are also CAMHS Nurses in the following GP practices who can be accessed by telephoning the admin team.

Bentley Medical Practice
Zetland Medical Practice
Huntcliff Surgery
Ravenscar Surgery
The Greenhouse Surgery
The Saltscar Surgery
Coatham Surgery

Most young people will benefit from help and support from these services, but more complex presentations may need support from Tees, Esk and Wear Valleys (TEWV) NHS Trust's Getting More Help Teams.

Tees, Esk and Wear Valleys NHS Trust Getting More Help Teams are specialist NHS services, who can also diagnose and treat serious mental health problems.

Tees CAMHS Crisis and Intensive Home Treatment Team

The CAMHS crisis team is a 24-hour service that covers all of Teesside and is accessible for any young person up to the age of 18. It is accessible by a free phone number which is staffed 24 hours a day and can be accessed by

anyone who feels they are experiencing a mental health crisis. The response from the team will be based around the level of risk the young person poses to themselves and/or others and may include telephone support to parents/carers and other agencies, direct telephone support to young people and face to face assessments where needed. Carers and young people are encouraged to contact the team rather than attend busy A and E Units, unless a young person has physically harmed and needs treatment.

All young people seen face to face will be offered a follow up appointment and will be involved in producing their own stay safe plan to help manage further emotional difficulties and help prevent further crisis. If needed, the crisis team can offer short pieces of work for up to two weeks for those young people who continue to present as high risk and need further assessment and support.

The Intensive Home Treatment element of the team is for those young people who present as high risk of hospital admission. The main aim of this part of the service is to offer alternatives to hospital admission by offering an intensive package of support in the community. The team also aims to work alongside young people already involved with TEWV Getting Help Teams who need additional support to aid them in their treatment. This may be through a period of intensive assessment, parental support or intensive interventions that cannot be offered from the TEWV Getting Help Teams. The team also aims to promote recovery and staying well for those young people who have been in hospital and aims to prevent further hospital stays where possible. To make a referral into CAMHS we now use a Single Point of Contact referral system.

Single Point of Contact (SPOC)

To provide a point of contact for children and young people to access a Mental Health professional who, through a meaningful conversation with understanding and reassurance, can provide experience and knowledge to reach a collaborative agreement as to where their needs can be most appropriately met. The service can be accessed by a self-referral, call 0300 2000 000, your details will be taken, and a clinician will call you back. Alternatively, by a referral submitted by a GP, School Teacher, or Social Worker

Neuropathway – if school believe that a child or young person may have autistic spectrum condition/disorder or attention deficit hyperactivity disorder a referral can be made to the Neuropathway team.

CAMHS Contacts:

Redcar CAMHS tewv.rc-camhs@nhs.net or 03000132000 option 3.

Single Point of Contact tewv.stspoc-camhs@nhs.net or 03002000000

CAMHS Training Team tewv.camhs-training@nhs.net

Crisis Line 08000516171

Links to the Local Offer to access Single Point of Contact Form:

[People's Information Network | Single Point of Contact Referral Forms \(peoplesinfonet.org.uk\)](http://peoplesinfonet.org.uk)

[Links to the Local Offer to access the Neuropathway form: People's Information Network | Neurodevelopment \(ASD & ADHD\) Pathway Referral Form \(peoplesinfonet.org.uk\)](http://peoplesinfonet.org.uk)

13. Designated Officers

Designated Clinical Officer (DCo)

The Department for Education and the Department for Health have produced Statutory Guidance for organisations which work with and support Children and Young People (CYP) who have special educational needs or disabilities (SEND) in January 15. The Code of Practice sets out guidance on Part 3 of the Children and Families Act 2014. One of the provisions described within the Code of Practice is around the identification of a Designated Medical Officer or a Designated Clinical Officer. In Redcar and Cleveland, our DCO is Ruth Kimmins. The DCO is a regular panel member of the Resource and Support Panel, MAEHC Panel and provides the link for health and CAMHS.

Ruth Kimmins	Designated Clinical Officer	ruth.kimmins@nhs.net
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The DCO provides the point of contact for local authorities, schools and colleges seeking health advice on CYP with SEND or a disability and provides a contact (or contacts) for the Integrated Care Board (ICB) or health providers so that appropriate notification can be given to the local authority of children under compulsory school age who they think may have SEN or disabilities.

The DCO can support schools with their duties under the 'Supporting Pupils with Medical Conditions' guidance. The DCO would not routinely be involved in assessments or planning for individuals, except during their usual clinical practice, but would be responsible for ensuring that assessment, planning, and health support is carried out.

Some ICBs may delegate key decisions to the DCO (for example, agreeing the health services in an EHC plan).

The role of the DCO is to:

- Maximise outcomes for CYP with SEND by working to improve quality of life, school absences, secondary mental and physical health conditions, personal autonomy and engagement in further education and employment
- Play a strategic role in relation to the SEND agenda, developing, improving, and influencing service design and delivery
- Provide an expert resource for CYP health information, guidance, reassurance and support for families and professionals

- Attend multi agency panels and support decision making based on clinical judgement
- Challenge and approve packages for CYP with SEND
- Co-ordinate and pull together information from various services involved with the CYP (current and historic involvement)
- Develop processes for the quality assurance of the finalised EHCPs and the input from Health Colleagues
- Undertake trend analysis for the CYP cohorts and identify commissioning gaps to inform future commissioning
- Make and follow up safeguarding referrals
- Liaison with professions from health providers both internally and externally to ensure that all relevant health information is available to support EHC decision making at panel and provide longer term specialised and strategic oversight.

Designated Medical Officer (DMO)

The DMO provides the point of contact for local authorities, schools and colleges seeking health advice on children and young people who may have SEN or disabilities and provides a contact (or contacts) for ICBs or health providers so that appropriate notification can be given to the local authority of children under compulsory school age who they think may have SEN or disabilities. The DMO can support schools with their duties under the ‘Supporting Pupils with Medical Conditions’ guidance. The DMO would not routinely be involved in assessments or planning for individuals, except during their usual clinical practice, but would be responsible for ensuring that assessment, planning, and health support is carried out. Some ICBs may delegate key decisions to the DMO (for example, agreeing the health services in an EHC plan).

In Redcar and Cleveland, our DMO is Dr Fiona Hutchinson. The DMO is a key member of the Multi-agency Education, Health, and Care Plan Panel (MAEHCP).

Dr Fiona Hutchinson	Designated Medical Officer	Sara.taylor29@nhs.net
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14. Social Care and Early Help

Early Help

All families are entitled to Early Help support. Families or someone else such as a teacher can ask to be put in touch with the Early Help Team. All referrals are consent based.

To request Early Help, Support, SENDCO's should complete the Early Help Assessment Form and Plan. The Early Help Co-ordinators can be telephoned at the MACH on 01642 130678.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Providing early help is more effective in promoting the welfare of children than reacting later and if delivered in the right way can also prevent further problems arising. Effective early help relies upon local agencies working together to identify children and families who would benefit from early help and then to provide targeted Early Help Services to address the assessed needs of a child and their family. The focus should be on activity to significantly improve the outcomes for the child.

Our Vision

"In Redcar and Cleveland, we will ensure that children, young people, and their families receive the right help at the right time and by the right person; to ensure they are safe, happy, healthy and thriving, in order to ensure a brighter future."

If you are worried about a child and family at an Early help level, please complete the Early Help Referral Form which is available to download by clicking in the related documents tab and email it into RedcarMACH@redcar-cleveland.gov.uk

This will be considered by the Redcar and Cleveland MACH Manager and if they feel it is appropriate for early help support, it will then be forwarded to the Early Help assessment team and the Early help coordinators will consider which service would be best placed to meet the child and family's needs.

You can contact Redcar and Cleveland's Early Help assessment team on **01642 130678**.

They will offer advice, guidance, and support to those working with children and families to prevent needs and risks escalating. They can offer a wealth of tools, information, and training; and can support practitioners to complete Early help Assessments, Team around the Family action plans, and gather the voices of children.

There is an Early Help Clinic for professionals which is held on the 4th Thursday of each month between 3pm-5pm. During this meeting, professionals can seek advice and guidance from the team about a child they may have concerns for. Please contact the team if you would like to book in for a session.

Currently the Early Help team are also running training sessions for professionals on how to conduct a Partner Led Early Help Assessment. These are on a Monday evening at 3.45 until 4.45. If you would like further information, please contact the team.

Link to the Local Offer to the Early Help Assessment paperwork: [People's Information Network | Early Help Assessment Form and Plan \(peoplesinfonyet.org.uk\)](http://peoplesinfonyet.org.uk)

If there is a safeguarding concern, you must contact South Tees MACH on 01642 130700, or email a SAFER referral to: southteesmach@redcar-cleveland.gov.uk

Angela Miller	Early Help Assessment and Intervention Team Manager	angela.miller1@redcar-cleveland.gov.uk
Tracey Bullock	Early Help Co-ordinator	Tracey.bullock@redcar-cleveland.gov.uk
Joanne Churms	Early Help Co-ordinator	Joanne.churms@redcar-cleveland.gov.uk
Rachel Young	Early Help Co-ordinator	Rachel.young@redcar-cleveland.gov.uk
Rachel Thompson	Early Help Co-ordinator	Rachael.bell@redcar-cleveland.gov.uk
Louise Anderson	Early Help Co-ordinator	Louise.anderson@redcar-cleveland.gov.uk
Gemma Bradley	Early Help Co-ordinator	Gemma.bradley@redcar-cleveland.gov.uk

Children with Disabilities Team



‘We are passionate about and committed to improving the lives of children with disabilities and their families.’

The Disabled Children’s Team provides a social work service to children and young people aged between 0 – 18 with a substantial and permanent disability that significantly affects daily living and where they have an assessed need rising from their

disability that cannot be met by services available to children in general. The team works closely alongside health and education services to ensure that robust and effective support plans are in place. We also work closely with our counterparts in adult services to ensure that children have a smooth transition once they reach 18.

The social work team also undertakes safeguarding duties in respect of disabled children and young people with complex needs deemed to be at risk.

The Role of the Team

The work of the team falls into three broad areas:

- o Individual assessment, case management and review.
- o Providing a source of information and expertise to professional colleagues, carers, families, and members of the public.
- o Contributing to the strategic planning of services for children with disabilities, using local knowledge and experience of individual cases. This will include providing data or information from the assessments, type of help provided and any unmet needs.

The criteria for eligibility for support from the CWD team

The Child must:

1. Be aged up to 18yrs and be ordinarily resident in Redcar and Cleveland.

Have a disability, a chronic, life limiting illness or substantial behavioural difficulties associated with autistic spectrum disorders.

2. There is evidence that the child’s additional needs impact on family’s choices and their opportunity to enjoy ordinary life. The degree of planning

and support required to meet their needs are much greater than that usually required to meet the needs of children and young people.

3. Have complex needs (in addition to any behavioural problems including ADHD and ADD that may be present) or have a serious or life-threatening illness.

4. There must be evidence that the child or young adult's additional needs impact significantly on their ability to enjoy ordinary day to day activities.

5. The child or young adult must require a much greater level of day-to-day care to meet their needs than would usually be required for a person of that age.

6. They must require a significantly higher level of support in at least three of the following areas than would usually be required for their age.

a. Personal care and supervision

b. Education or employment

c. Access to social activities

d. Communication

e. The physical environment

f. Condition management

7. The child or young adult's condition is life limiting or expected to last 6 months or more

Allocation of Services

It is the responsibility of parents and extended family to provide care for their children. If children meet the criteria for the service. We will work with other agencies to provide services to support children within the family/extended family unless children meet the criteria for being Looked After by the Local Authority.

Local Authorities have a general duty to provide a range and level of services to meet the needs of the children within its area. Children can be eligible for these services but do not have an absolute right to them. Services are limited by the level of resources made available to us.

Access to services is determined by an assessment which considers the above factors by looking at the needs of the child, the strengths and needs of the parents/carers and how looking after the child impacts on their lives, the environment within which the child is living and how safe and suitable that is, and the support networks for the child and the family.

The decision on the provision of services and the allocation of resources is made based on this assessment.

Decisions about the allocation of services are made by the CWD Panel to ensure that we are as fair as possible and that we provide the best support that we can for each child or young person.

Services may be provided on a short-term basis only during a time of crisis, or to achieve a particular outcome. If services are provided on a longer-term basis they will be reviewed and may be reduced or increased according to assessed need and/or priorities.

Support may include:

- Advice and information about accessing community services.
- Assessment of need.
- Referral to other agencies or services.
- an occupational therapy assessment for equipment and/or adaptations.
- Assistance given to parents for personal care tasks (e.g., dressing, feeding, bathing through home support.
- short term breaks.
- Assistance in accessing activities in the community.
- Assistance with developing life skills.
- Support and/or planning in making the transition from teenage to adult life (for those over 14).

Children and young people who are unlikely to be eligible for services from Children with Disabilities team:

- Children/young people with attention deficit disorder (ADD) or with attention deficit hyperactivity disorder (ADHD) who have no other impairments.
- Children/young people with emotional and behavioural difficulties who have no other impairments.
- Children/young people with learning difficulties who have no other impairments.

*PLEASE NOTE – An assessment can be completed, and support package/ plan can be offered by an alternative team within Children’s Social Care/ Early Help.

Children and young people who are not eligible for services from the Children with Disabilities Team may be eligible to receive services from other sources within Social Care, Education, Health, or Housing Services.

Families whose children do not meet the criteria for services as children in need can access universal services, which are listed in the Families Guide which is widely available to families in the borough. Redcar and Cleveland also have a Parenting strategy which ensures that families have a range of support available to them, through accessible and timely services.

Referrals to this the Children with Disabilities team are dealt with by the MACH team please call to discuss further: 01642 130700.

Alex Taylor	Practice Manager – Children with Disabilities	Alex.taylor@redcar-cleveland.gov.uk
Amanda Readman	Social Worker	Amanda.readman@redcar-cleveland.gov.uk
Joan Wilson	Social Worker	Joan.wilson@redcar-cleveland.gov.uk
Grace Marsay	Social Worker	Grace.marsay@redcar-cleveland.gov.uk
Laura Forster	Social Worker	Laura.forster2@redcar-cleveland.gov.uk
Laura Conlin	Social Worker	Laura.conlin@redcar-cleveland.gov.uk
Sheila Costello	Social Worker	Sheila.costello2@redcar-cleveland.gov.uk
Susan Hugill	Social Worker	Susan.hugill@redcar-cleveland.gov.uk
Lorna Swales	Social Worker	Lorna.swales@redcar-cleveland.gov.uk
Amanda Burdett	Social Worker	Amanda.burdett@redcar-cleveland.gov.uk
Sarah Dobson	Social Worker	Sarah.dobson@redcar-cleveland.gov.uk
Claire Beer	Continuing Health Care Officer	Claire.beer@redcar-cleveland.gov.uk

Special Guardianship Order Team



The **Special Guardianship Order Team** are responsible for providing support, advice & information to carers who are thinking about applying for an SGO, and to families that already have an SGO in place.

We offer support to carers, children, and young people, providing intervention and outreach, and access to therapeutic parenting programmes. We facilitate a fortnightly kinship care support group and organise regular seasonal events and activities for children and families.

We work in partnership with other organisations, authorities, and services to provide a bespoke package of support to all kinship carers within the Redcar and Cleveland area.

To contact the team please call 01642 444121 or sgoteam@redcar-cleveland.gov.uk

Rachel McGillicuddy	Special Guardianship	Rachel.Mcgillicuddy@redcar-cleveland.gov.uk
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15. Independent Support: SENDIASS



Special Educational Needs and Disabilities
Information, Advice and Support Services
(SENDIASS)

SENDIASS offer impartial advice and support on all matters relating to special educational needs and/or disability. Our SENDIASS Children's Services

Manager is Rachel Chard. The office address is Barnardo's Bridgeway Tees Valley Services, Allendale Road, Ormesby, Middlesbrough TS7 9LF. Phone number is 01642 300774 ex. 225.

Rachel Chard	SENDIASS Services Manager	southteessendiass@barnardos.org.uk Rachel.chard@barnardos.org.uk Tel 07824451414
Sarah Duncan	SENDIASS Service Manager	southteessendiass@barnardos.org.uk sarah.duncan@barnardos.org.uk 07718970775
Erin Bielby	SENDIASS Officer	southteessendiass@barnardos.org.uk 07713 787617
Alison Joyce	SENDIASS Officer	southteessendiass@barnardos.org.uk 07925 149157
Jess Foster	Administration Assistant	southteessendiass@barnardos.org.uk jessica.foster@barnardos.org.uk 07923 241142

Their aim is to enable young people and families of children with SEND to make informed decisions. The service is available for children, young people, and their families with SEND who live in Redcar and Cleveland up to the age of 25. Examples of why and when a family may want to contact SENDIASS:

- the child/young person is receiving SEND Support and they would like advice/support
- they have applied for an education, health, and care plan
- the family need support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- the family needs information and signposting to leisure activities and support in the area
- the family need support with transition and preparing for adulthood

- the family needs signposting to the local specialist mediation team
- the family need advice and support on Disability Living Allowance (DLA) and Personal Independence Payment (PIP) up to the age of 18.

16. SEND Family Voice: Parent Carer Forum



Engage,
empower,
influence

Here in Redcar and Cleveland we have a new Parent Carer Forum which has recently changed its name to SEND Family Voice and they are actively looking for parents and carers who would like to be involved. As a

SENDCo, if you know of a parent/carer who would like to support the group to make positive changes to the support services and education available for our SEND children then please encourage them to contact the forum.

SEND (Special Educational Needs and/or Disability) Family Voice, Redcar and Cleveland is the parent carer forum for families with children or young people who have a special educational need and/or disability, aged 0-25.

We are funded by the Department for Education and use our grant to engage directly with families, to gather their views on the services that their children and young people access, find out what is working well for them, and what can be improved.

Our way of working is based on a model of co-production, which just means that we aim to work ***with*** service providers in Redcar & Cleveland, and to look for agreed solutions to any issues that come up for families.

We are here ***for*** parent carers, to represent our unique experiences and insights so that our voices are heard and reflected in services. Mostly, these services are education, health, and social care, but we do collaborate on the Short Breaks offer for Redcar & Cleveland and work closely with Healthwatch, other regional parent carer forums, Carers Together, Contact, We Care You Care, Children North-East and many others.

Importantly, we represent ALL disability. We do not require a diagnosis for a family to become involved with us, or for us to take their views forward. Similarly, we do not require the child or young person from a family to have an Educational Health and Care Plan (EHCP). We are an inclusive and supportive group of parent carers. All of us have at least one child or young person with a disability and between us have a wealth of lived experience of the challenges of parenting children with SEND.

Where can you find out more? Visit our website:

www.sendfamilyvoicerc.co.uk or visit us on Facebook 'SEND Family Voice Redcar and Cleveland' where you will find a Support Space for parent carers only, as well as all the information on our weekly 'Walk n Talk' in Guisborough, our Skills and Strategies workshops, coffee mornings/stay 'n'

play sessions and our monthly drop-in sessions with the Clinical Commissioning Group.

SEND Family Voice Redcar and Cleveland is always looking for more parent carers to help us with our important work. Please email infosendfamilyvoicerc@gmail.com for more information.

17. Educational Provision in Redcar and Cleveland

Additional Resource Provisions

In Redcar and Cleveland, we have 4 primary additional resource bases (ARP (Additional Resource Provisions)) which are attached to primary schools across the locality. These ARP's have enhanced provision with difficulties such as ASC, Cognition and Learning and Communication difficulties.

The ARP places are allocated to children who have an Education, Health and Care Plan. Children within the ARP's receive a higher level of adult support from teaching staff with experience of working with children who have SEND.

When attending the additional resource provision, the children will go onto the receiving school roll and removed from their home school roll. They will receive support whilst in the base but wherever possible will be included into the everyday school life amongst.

Children will spend around 30% of their school day in the mainstream classroom setting but this will need to be through careful transition and appropriate support. Often children will remain at the ARP through till Year 6. If felt the child is able to return to their original home school, this will be considered as part of the annual review process.

Transport to the ARP in most cases will be provided by the Local Authority if travelling over three miles.

Primary Additionally Resourced Provision

South Bank Primary

South Bank currently has 30 places across their ARP provisions.

Children who continue to experience learning difficulties may be offered a place within the resourced provision within

South Bank Primary. Admissions to these classes will be via the EHCP panel and formal consultation process. Often children who join our Resourced



Provision will have had different educational experiences and will have had their educational needs addressed through a formal assessment by the Local Authority. The majority of these children have an Education Health Care Plan (EHCP). The resourced provision at South Bank Primary provides provision for children from schools within the LA from Reception to Y6. Needs are addressed formally on a regular basis and modified programmes of study are implemented, which build on the prior learning of individual children. Close liaison with relevant external agencies helps to provide each child with an individualised package of support in addition to specialised programmes delivered by school staff.

South Bank is amazing school where everyone works together to provide children with creative and inspirational learning experiences that encourage all of learners to achieve their full potential and to become intelligent, responsible, productive and caring adults who are well prepared for the challenges of a world full of opportunities.

At South Bank Primary, staff work together to ensure all pupils make outstanding progress and attain high standards. School have developed strong and supportive partnerships with parents, carers, and the local community.

This has created a very special and unique school that provides an inspirational learning experience that will encourage all children to work towards achieving their full potential from the moment they start. South Bank Primary are proud of the way their school ethos includes the development of social and moral values as well as academic achievement.

Children are taught to be strong, independent, and resilient – both in the classroom and in the wider world. They encourage children to embrace challenges in the classroom and can persevere and persist with their learning. Staff want children to have courage and faith in their own beliefs and convictions and to have the strength to stand against something that isn't right. They want to help develop children's moral fibre and equip them for the skills they need to flourish in the 21st Century.

South Bank Primary School is a learning community in which all ages meet to share and develop their talents and to promote mutual respect for all people; whatever their age, gender, ability, background or beliefs.

Grangetown Primary

Grangetown Primary has 15 places within their ARP provision. Grangetown Learning Support Base is a local authority provision which has 15 KS2 places. Children are admitted to the base through panel which is held every three weeks. The provision focuses on cognition and learning needs and caters for children with a range of SEN, including communication & interaction, cognition & learning, social, emotional and mental health difficulties and sensory and physical needs. The children are admitted onto the school roll and if they live out of the area they receive transport to and from school. They also receive inclusion into their year class group every afternoon.



Dormanstown Primary



Dormanstown Primary has 35 places within their ARP provision. Special Educational Needs provision is a very important aspect of our academy. At Dormanstown Primary Academy, inclusion is considered fundamentally as equality of opportunity and

have identified three strands to the creation of a fully inclusive Academy: the creation of inclusive cultures; having inclusive policies; evolving and sharing inclusive practices.

Dormanstown Primary Academy have underpinned this ethos by establishing an Pastoral, Welfare & Inclusion Team who work in partnership to support all vulnerable learners.

Within their provision, Dormanstown Primary Academy have a 35 place High Needs SEN Unit. Places are commissioned by Redcar & Cleveland Local Authority for children from across the borough whose primary need is communication and interaction and/or autism. The unit provision is for pupils who have an Education Health & Care Plan (EHCP) and for whom it has been agreed at a Multi-Agency Education and Health Panel that this provision can meet the pupil needs as identified in their EHCP.

St Peter's Church of England Primary

The Infant Assessment (IAC) and Key Stage One High Needs Support Base at St Peter's provides providing education for up to 10 children with Special Educational Needs. Children aged 4 years to 7 years (Reception – Year 2) are allocated a place in the IAC by process of a panel meeting overseen by the Local Authority SEND team. All children accessing this provision will need an EHCP.



The experienced team provides a high adult to child ratio and provides consistent and effective relationships for the small class.

Their aim is to support children to reach their full potential through high quality teaching which is matched to the needs of the individual child. School provides a safe, stimulating, and nurturing environment which enriches children's learning and motivates them to become active, successful and independent learners. Children develop a sense of wellbeing, confidence, and responsibility so that they can become well rounded members of society. Teachers support children to develop a feeling of respect for themselves and others within our school.

Children will follow a modified curriculum, using differentiated teaching and learning styles to meet the children's individual needs. Each child can access a bespoke timetable with appropriate levels of play, directed learning, movement breaks and individual sensory diet as appropriate. Children are supported to integrate with mainstream classes wherever possible. Children are supported by a clear visual timetable, now and next boards and visually clear routines and expectations. School utilises strategies and deliver

sessions from a range of programmes including Read Write Inc. phonics, White Rose Mathematics, Attention Autism, Relax Kids and Forest School.

The children are taught through a mixture of play-based learning and adult-led small group activities: incorporating multi-sensory approaches to all aspects of the curriculum. School aim to foster the development of the whole child. Children's social, emotional, and mental well-being is prioritised, and they work closely with parents and other professional agencies to ensure children receive the provision they need.

The IAC is a wonderful space consisting of a large classroom with range of provision areas including home corner, craft area, painting area, messy & malleable area, maths area, construction area and writing area. There is a separate quiet classroom, a sensory room and two further group areas as well as a courtyard area for outdoor play.

Children take part in whole school activities and celebrations whenever they can and integrate with mainstream school activities where possible. The children join mainstream children for assembly, playtimes, lunch times, music lessons and PE sessions in our large sports hall and access the fantastic mainstream early years garden multiple times each day. Children like to visit the ICT suite and school library too. They also enjoy gardening in the allotment garden and polytunnel. School values outdoor learning highly and access the local woodland for Forest School activities every week as well as making trips in the school minibus within the local area.

The Junior Base is a Local Authority funded High Needs Provision for KS2 children from Y3 to Y6.

In the JSB, children are taught in a holistic way to support their social and emotional needs as well as their academic progress by staff who are highly experienced in supporting children with additional needs.

They follow the same curriculum as the mainstream classes but highly differentiated and personalised. As a fully inclusive school, our children take part in activities with other classes such as sporting events, school trips, break-times, and lunchtimes as well as other whole-school events. Some of the children also take lessons in mainstream classes.

Friday afternoon is the highlight of the week – Golden Time! School provides various fun activities for the children to choose from, sometimes have snacks as a treat and may even take them for a trip to the local play park or beach if the weather's good. It is their time to show independence and learn good social skills, interacting and having fun with each other.

The Haven at Errington Primary School

We have an additional resource base (ARP) known as The Haven, which is attached to Errington Primary School in Marske. This ARP supports learners



with Social, Emotional, Mental Health needs and places are allocated through the Pupil Inclusion Panel. This panel is held approximately every three weeks depending on school holidays. It is attended by a senior officer from the Inclusion team and/or class teacher from the Haven, along with representatives from primary schools as well

as Educational Psychologist, SEND EDA, SEMH Specialist Teacher and Inclusion Team members.

Referral for a place at Haven should be made by completing the Haven Referral Form. Please ensure that there is clear evidence of a graduated response for the learner, indication of range of need, a costed provision map and any relevant and up to date reports from other professional services involved.

Referral to Haven Referral Panel should be made by completing the Haven Referral Form (see link below). Please ensure that there is clear evidence of a graduated response for the learner, indication of range of need, a costed provision map and any relevant and up to date reports from other professional services involved. The Haven provision is for children at high risk of fixed term or permanent exclusion but not those that have been permanently excluded nor those that have an EHCP and is for Key Stage 2 but there will be consideration for places at the top end of Key Stage 1 where appropriate. It offers a high staff to pupil ratio and aims to deliver therapeutic input to support children who may be in crisis. The children will remain on their home school roll and be dual registered with Errington named as subsidiary as this provision provides an assessment and intervention place rather than a permanent place. An assessment place is for an initial 12 - 14 weeks and subject to regular reviews. The home school is expected to maintain contact with the child and a named key person should visit the Haven weekly. In exceptional circumstances there may be an extension of a further 12 weeks if necessary. After the assessment period, the learner will return to their home school. Transport must be provided by home school or parents/carers and will not be funded by Local Authority. There is no other cost to school for this provision.

Link to Local Offer to access Pupil Inclusion Panel Paperwork to refer for place at Haven:

<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/site.page?id=rp54XvWEnbE>

Speech and Language Unit at Overfields Primary School

Overfields Speech and Language Unit is based within Overfields Primary School at Ormesby. The Speech and Language Unit provides a specialised education for children with severe and persistent speech and language difficulties (also now known as Developmental Language Disorder). There are 2 full equivalent teachers 2 (unit Coordinator is a specialist teacher), 3 Specialist Speech Language Therapists (SLT) Special Needs teaching assistants.



A child accessing language provision may present with

and persistent difficulties with receptive and or expressive language difficulties or an articulation or phonological disorder. Children may have a combination of these difficulties and may have associated social communication difficulties.

There are 20 places over Key Stage 1 and 2, 4 places in Foundation stage for children 3+ and 10 places supported through specialist outreach education within Redcar & Cleveland and Middlesbrough Education Authorities.

Transport is usually provided by the Local Authority if travelling over 3 miles.

Type of placement is given according to need and is decided termly at the Language Unit panel. Full time SLU placement (4 ½ days with Friday pm in mainstream school), Part-time SLU placement (5 mornings), Part-time Foundation Stage placement (5 mornings Reception and 4 mornings nursery, with Friday spent in their mainstream school).

The children who receive support from the Speech and Language unit (SLU) will be dual registered and remain on the role of their mainstream school and assessment data for the DfE is recorded with their home school. There is an expectation that most children will return to their mainstream school when their needs can be met within this school and with the support of the local mainstream Speech and Language therapy service if required.

Outreach Provision consists of 2 weekly sessions for up to 3 terms. Intervention will consist of assessment and therapy. SLU staff can act in an advisory capacity in relation to learning & access to curriculum. All children have a termly review where progress and level of support is closely monitored.

All the children attending the Overfields SLU will receive a balance of specialist speech and language therapy support and a differentiated access to the National Curriculum subjects appropriate to their needs. The full-time children will integrate into the mainstream classes on an afternoon with additional support.

Entry and exit from the Unit is decided at a termly panel attended by the speech and language unit staff, therapists, and representatives from both LAs and the Psychological service.

A child in SEND ranges 3 or 4 will be considered for unit provision if their speech and/or language disorder is their primary need and their difficulties impact on their ability to access the curriculum. The child will be known to the Speech and Language Therapy Service and will have received input and therapy from them previously. The Therapist will have assessed their need and found they require a more intensive level of therapy and specialist support. The child will also be known to an Educational Psychologist who has identified that the speech and language difficulty is their primary need. The Educational Psychologist will recommend that the child be considered for discussion at the termly panel.

Secondary Additionally Resourced Provision

Strive at Prior Pursglove

In secondary, we have the **STRIVE** provision based at Prior Pursglove College, Guisborough.



This provision is for Key Stage 3 or 4 students who may be struggling with anxiety, phobia or another medical difficulty which makes it difficult for them to attend mainstream secondary. Referral to Resource and Support panel must be accompanied by up-to-date medical note. STRIVE has 15 places and offers support with Mathematics, English, and Science. The learners will remain

on their home school roll as this provision provides an intervention rather than a permanent place. After a placement has been agreed at Resource and Support Panel, the pupil will be offered a three-week trial where they will be able to transition into the setting during this period. If unable to attend within the three-week period, the offer of placement may be withdrawn. Placement is for an initial 12 weeks and may lead to a further 12 weeks if necessary. After the 12 or a 24-week period the learner will either return to their home school or alternative provision may be needed. However, if a student is in Year 11 this can be extended to support during GCSE studies and examination period. Currently, we are only able to offer 4 full time places and 11 part time places. If school wants to refer for a part time place of up to 18 hours, they will be responsible for the other hours of support in school or other alternative provision. Transport must be provided by home school or parents/carers and will not be funded by Local Authority. There is no other cost to school for this placement.

If a student is given a place at Strive, the home school must plan to identify a key staff member who will be responsible for maintaining the home school relationship. This will involve regular meetings with pupil and Strive teaching staff. The aim is to support the reintegration process for the pupil when it is time to return to their home school.

The Hub at Freebrough Academy

The Hub at Freebrough is a provision recently opened for Key Stage 3 and Key Stage 4 students who have a diagnosis, are on the pathway for diagnosis or have significant traits of Autism Spectrum Condition. The staff are experienced in SEND needs and have received training from Northeast Autism Society along with continuing support from the Local Authority Autism Advisor and Specialist Teaching Assistant. The students will always have access to the provision and the Hub staff throughout school day if needed. The aim of the Hub is to enable students to access the mainstream school and its curriculum but with the level of support they need to succeed within this setting. When in the mainstream classes, students will be supported. Places at the Hub will be allocated by the Multi-Agency Support Panel or the Resource and Support Panel. There must be written evidence of ASC traits or a diagnosis of ASC. Transport will be arranged if appropriate. Students who are offered a place at the Hub at Freebrough will undertake a supported transition into the Hub. They will remain on a dual role with home-school/The Hub until the placement is made permanent. Both home school and The Hub will liaise with young person and their caregivers to co-ordinate a timetable to enable them to begin to attend. This may initially be a reduced timetable but will be built up to full time as soon as the student is able to manage this successfully. There is assessment period of 12 weeks during which time the child will remain on the home school roll. Once the student is fully integrated into The Hub, they will then go onto Freebrough school roll and be removed from the home school. However, if the placement is not agreed which may be due to non-attendance, lack of engagement, the child/young person would return to their home school. There will be a close working relationship between home school and Freebrough throughout the assessment period.



from

Hub
the

18. Special Schools

In Redcar and Cleveland, we have three special schools.

Kirkleatham Hall School in Redcar



Kilton Thorpe Academy in Brotton



Mo Mowlam Academy in Redcar



Kirkleatham and Kiltonthorpe Special School

Kirkleatham and Kilton Thorpe are schools which provide education for children with a wide range of learning difficulties such as profound and multiple learning difficulty and includes those with autistic spectrum condition. Their pupils range from 2 – 19 years. Each school provides a personalised approach to learning for pupils, all of whom are constantly challenged and

encouraged to achieve to the best of their ability. They have highly trained staff who are skilled and experienced at meeting the needs of their learners.

Mo Mowlam Academy

Mo Mowlam Academy is a special school for students aged from 5 –16 with social, emotional, and mental health difficulties. Their aim is to improve the life chances of young people by enabling them to be successful and reach their full potential. The academy delivers a personalised curriculum which aims to identify targets and deliver a bespoke package of therapeutic support and targeted interventions to prepare students for the next phase in education, training, or employment.

Children and Young People require an EHCP to access these provisions.

19. Pupil Referral Unit

Archway

Archway is a Pupil Referral Unit (PRU) and part of Redcar and Cleveland Council Local Offer (the package of services available in the authority for young people with SEN and their families.)

Archway Pupil Referral Unit fully inclusive place of learning which ensures that pupils achieve their potential personally, socially, emotionally, physically, and educationally. As a Pupil



is a
all

Referral Unit, Archway welcomes pupils in KS3 and KS4 from across the Borough of Redcar and Cleveland when they are unable to continue to attend their present school. This may be because they are permanently excluded or could be struggling to maintain attendance because of anxiety or crisis.

Archway provides placements according to individual needs. These may be time-limited where pupils are supported to return to another school or longer term, where pupils require a multi-agency assessment of their needs or are unable to return to school because of continued anxiety.

Archway's Mission Statement is: *'All learning is an Archway to success' which reflects our desire to ensure that all pupils, regardless of needs, access*

education that is appropriate to their needs. For those who are with us longer, we link with outside agencies to provide multi-agency responses to need as well as connections with further education training agencies and local colleges.'

20. Home and Hospital

The purpose of the educational provision for Home and Hospital is to ensure that the children and young people who are unable to receive education at school because of a health need will receive educational provision which is appropriate to their circumstances, and which will be delivered flexibly to accommodate their changing health needs.

The eligibility criteria to access this support is for children and young people:

- statutory school age
- permanent residents of Redcar and Cleveland
- not in school for 15 days for more, whether consecutive or cumulative, due to ill health
- where the health need and necessity for absence has been validated as necessary by a medical doctor
- will not receive a suitable full-time education unless the Council plan for this.

Health problems include physical illnesses, injuries and clinically defined mental health problems. Suitable medical evidence will be required. This would include details of their health problem. How long the condition is expected to last and the outcome, and a treatment plan. This must be provided by a suitable medical professional, normally a hospital consultant. However, where specific medical evidence is not available quickly the Service Provider shall liaise with medical professionals such as the child's GP or CAMHS so that provision of education is not delayed. We may ask CAMHS professional working with the child to complete a FIT Note which will be sent out after panel has discussed the case. This will state whether the child is 'unfit to attend' school.

The education provided shall be tailored to the child's age, aptitude, and ability (including any special educational needs) and any other individual needs (such as health, behaviour, social and emotional needs, and any disability). Home/Hospital will:

- liaise with the pupil's home school to request baseline assessment information and curriculum plans; and
- monitor and review the provision in consultation with the parent / carer every six weeks to ensure that it continues to meet the pupil's needs.

The aim of the provision shall be to ensure, as far as is possible in the context of the child's health needs, that:

- pupils make good progress in their education and do not fall behind their peers, especially in the key subjects of English, Maths and Science.
- disruption to learning is minimised and that there is continuity of education provision with their school curriculum.
- the quality of education provided is good and meets the child's individual learning and other needs.
- pupils have access to a broad and balanced curriculum and continue with subject options.
- pupils can obtain qualifications (as appropriate to their age and abilities).
- pupils can reintegrate successfully back into school and that this takes place as soon as their health permits; and
- pupils stay connected with their school.

Children will have different needs, to which their provision shall be tailored. However, as a guideline, the education provision shall include up to 5 hours of one-to-one tuition. This shall take place in an appropriate location e.g., at home, in hospital, or in a local community facility.

The education provided will include setting of work by the home school and the use of electronic media (including e-learning). The educational provision for Home and Hospital pupils shall employ staff who have appropriate qualifications and/or experience to:

- undertake specialist assessments of the child to accurately identify need, inform teaching and learning strategies and monitor progress
- understand the social and emotional impact of the pupil's needs building on strategies to build self-esteem, resilience and develop social skills, friendships, and independence.
- on exit, share knowledge and understanding of the pupil to ensure mainstream colleagues understand needs, teaching and learning strategies required to ensure pupils make good progress.
- support reintegration to the next setting.

Referrals for support for Home and Hospital can be made through Resource and Support Panel for children without an EHCP or through the Multi-Agency Education, Health, and Care Panel for children with an ECHP (Education Health Care Plan). Referring schools and parent/carers will be contacted after the relevant panel by the providers of Home and Hospital to organise the tuition. Tuition can remain in place whilst the child is unable to attend school and can provide up to 25 hours of support per week. Often the learner is

unable to access this amount due to the difficulties they may be having but the package will be personalised to what they are able to access.

If the child does not have an EHCP, referral must be made for home and hospital support through Resource and support panel referral. Please see link to form:

<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/site.page?id=UQBemSpPdWU>

If child has an EHCP school must make the request for support through Multi-Agency Education and Health Care Panel (MAEHCP). Please see link to form for request for home and hospital support for child with EHCP:

<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/site.page?id=KOUUPLX4iyo>

21. SEND Support in School



Most children with special educational needs will be supported in their usual educational setting with interventions provided to all students who need it.

This support is known as SEND Support. Children receiving SEND Support usually will have a SEND Support Plan. Early years settings, schools, and colleges all receive financial resources to provide for children and young people with SEND as part of their budget. This is called SEND Notional Funding.

The SEND Code of Practice Paragraph 6.44 states that “Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil’s needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.”

Every child and young person who has been identified as having SEND should have their needs identified as early as possible. From this, learning outcomes should be agreed, and support or provision put in place to enable the learner to reach these outcomes.

If a child has been identified as having a SEND need, their difficulties will be categorised within the four broad areas of need. Some may have needs within one category or more.

The Broad Areas of Need

The SEND Code of Practice places special educational needs into four broad areas. The following provides definitions for each of these areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S&P)

There are some children who may have needs in more than one of these categories.

Primary Needs

The four broad areas of need are split into primary needs. Under each category can be many different medical, mental health, or specific learning difficulty.

Code	Type/Description	Broad area of need	Definition
SLCN	Speech, language, and communication difficulties	Communication and interaction	Child/ young person has difficulties communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them and/ or they do not understand or use social rules of communication. Taken from 6.28 of the SEND CoP. This category can therefore include those presenting with social communication difficulties who have not been formally diagnosed.
ASD	Autistic Spectrum Disorder	Communication and Interaction	Child/ young person diagnosed with ASD, including Asperger's Syndrome and Autism. Taken from SEND CoP section 6.29.
SpLD	Specific learning difficulty	Cognition and learning	Encompasses a range of conditions such as specific literacy difficulties (dyslexia), specific number difficulties (dyscalculia) or developmental coordination difficulties (dyspraxia), where the child or young person is experiencing difficulties in one (or more) specific area of learning. Taken from section 6.31 of the SEND CoP This would include children with a specific difficulty in literacy or numeracy with or without a diagnosis. NB – slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Taken from 6.23 of the SEND CoP
MLD	Moderate learning difficulty	Cognition and learning	MLD Moderate learning difficulties Cognition and Learning Child/ young person learns at a slower pace and has greater difficulty than their peers in acquiring basic oracy, literacy, and numeracy skills and understanding concepts across all areas of the curriculum. Their attainment will typically be well below expected levels for their age, despite appropriate interventions. The child/ young person may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills. Their overall cognitive level is low.
SLD	Severe learning difficulty	Cognition and learning	Child/ young person experiences significant intellectual and/ or cognitive challenges that impact on their ability to engage in learning. They may also present with associated difficulties with mobility and communication and experience issues with developing age-appropriate self-care skills. Their overall cognitive level is very low. Children with severe learning difficulties have significant intellectual or cognitive impairments and will require a higher level of support than their age-related peers in all areas of the curriculum and in most activities throughout the day.
PMLD	Profound and multiple learning difficulties	Cognition and learning	Child/ young person is seen to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Taken from section 6.30 of the SEND CoP. They are likely to require specialist equipment and support for posture, feeding and intimate care. Many will have a Healthcare Plan. While most pupils will communicate by gesture, eye pointing or symbols, others have basic communication skills.
SEMH	Social, emotional,	Social, emotional,	Child/ young person may experience a wide range of social and emotional difficulties which manifest themselves in many ways including:

	and mental health issues	and mental health issues	<ul style="list-style-type: none"> • become withdrawn or isolated, • displaying challenging, disruptive, or disturbing behaviours <p>These behaviours may also reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Alternatively, the child/ young person may have a diagnosed medical condition such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment difficulties. Taken from SEND CoP 6.32.</p> <p>NB – it is important to consider whether a child’s behaviour may be due to an underlying difficulty in language or learning</p>
HI	Hearing Impairment	Physical and sensory	Child/ young person who requires specialist support and/ or equipment to access their learning because of a hearing impairment. Taken from SEND CoP section 6.34. This also includes children with a mild hearing loss, a unilateral, bilateral, or conductive hearing loss who require specific provision to be put in place where specialist support may or may not be provided by an outside agency.
VI	Vision Impairment	Physical and sensory	Child/ young person who requires specialist support and/ or equipment to access their learning or additional habilitation support because of a visual impairment. Taken from SEND CoP section 6.34. Vision impairment refers to a range of difficulties from minor impairment through to blindness. Pupils are visually impaired if they require adaptations to their environment and differentiation of learning materials to access the curriculum.
MSI	Multi-sensory impairment	Physical and sensory	As for HI/VI above. Child/ young person has a combination of vision and hearing difficulties. Taken from SEND CoP section 6.34. Those with MSI have much greater difficulties accessing the curriculum and the environment than those with a single sensory need. They will have difficulty with perception, communication, mobilising and acquiring information.
PD	Physical disability	Physical and sensory	Child/ young person requires additional ongoing support and equipment to access all the opportunities available to their peers because of a physical disability. Taken from SEND CoP section 6.35.
OTH	Other difficulty	Physical and sensory	Other special educational needs, which do not fit into the categories above. This could include children/ young people identified as needing specialist support for sensory processing difficulties.
NSA	SEN support but no specialist assessment of type of need	n/a	As defined by category descriptor

Communication and Interaction (C&I)

Communication and Interaction includes all children who have difficulty in communicating with others, either because they have difficulty saying what they want, understanding what is being said to them, or they do not understand the social rules of communication. This includes children with speech, language and communication needs and children with an autistic spectrum condition.

Speech, Language and Communication Needs (SLCN)

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the various aspects of speech, language, or social communication at different times in their lives.

Some children may be identified as having a Developmental Language Disorder (DLD). Having DLD means that a child or young person has severe, persistent difficulties understanding or using spoken language. DLD was

previously known as Specific Language Impairment (SLI). DLD is diagnosed by a Speech and Language Therapist (SLT) only and is used for children over the age of 5 years. DLD is only identified when a child continues to have severe Language and Communication Needs (LCN) following targeted intervention. There is no known cause of DLD which can make it hard to explain. DLD is not caused by other conditions such as ASC, hearing loss, emotional difficulties, or limited exposure to language.

Autistic Spectrum Condition (ASC)

Having an Autistic Spectrum Condition (ASC) means that the person has a different way of understanding other people and the world around them. Children with Autism are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

The Autistic Society defines Autism as 'A lifelong developmental disability which affects how people communicate and interact with the world'.

Children with Autism may experience:

- Difficulties interpreting both verbal and non-verbal language like gestures or tone of voice.
- Difficulties 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. This can make it very hard to navigate the social world.
- Extreme anxiety, meltdowns, or shutdowns. A meltdown happens when someone becomes completely overwhelmed by their current situation and temporarily loses behavioural control. A shutdown appears less intense to the outside world but can be equally debilitating. Shutdowns are also a response to being overwhelmed, but may appear more passive e.g., a child goes quiet or 'switches off.'
- Over- or under-sensitivity to sounds, touch, tastes, smells, light, colours, temperatures, or pain. They may find certain background sounds which other children can ignore or block out, unbearably loud or distracting. This can cause anxiety or even physical pain.
- Highly focused interests or hobbies from an early age. These can change over time or be lifelong. They can become experts in their special interests and often like to share their knowledge. The need for motivators, fiddle toys and low distraction (colourful classrooms and displays can be a challenge).

Cognition and Learning (C&L)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

Moderate learning difficulties (MLD)

Children with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. They will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Severe learning difficulties (SLD)

Children are likely to need support in all areas of the curriculum and associated difficulties with mobility, communication, behaviour, and personal care.

Children with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Children with severe learning difficulties will need support in all areas of the curriculum.

Profound and multiple learning difficulties (PMLD)

Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Children with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, children have other significant difficulties such as physical disabilities, sensory impairment, or a severe medical condition. They will require a high level of adult support, both for their learning needs and for their personal care. They are likely to need sensory stimulation and a curriculum broken down into small steps. Some children communicate by gesture, eye pointing or symbols, others by simple language and/or signing.

Specific learning difficulties (SpLD)

These affect one or more specific aspects of learning. This covers a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Dyslexia

The British Dyslexia Association⁵ describes Dyslexia as a learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Those with dyslexia may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills. General signs of dyslexia in school age children can include:

- Speed of processing slow spoken and/or written language
- Poor concentration
- Difficulty following instructions.
- Forgetting words

Dyscalculia

Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence. (The National Numeracy Strategy, DfES, 2001).

Dyspraxia

Developmental Co-ordination Disorder (DCD), also known as dyspraxia, is a condition affecting physical co-ordination. It causes a child to perform less well than expected in daily activities for their age and appear to move clumsily as they may bump into objects, drop things, and fall over a lot. Other signs include difficulties hopping, jumping, running, and catching or kicking a ball. Writing, drawing, and using scissors, getting dressed, doing up buttons and tying shoelaces. They may have difficulties staying still and swing their arms and legs a lot. (NHS website)

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, concentration difficulties, fatigue, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other reasons why children and young people may have social, emotional, and mental health needs include experience of trauma, adverse childhood experiences, attachment difficulties or disorders such as attention deficit disorder, attention deficit hyperactive disorder.

It should be recognised that behaviour is a form of communication that the child is trying to tell the adult something.

Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Visual impairment refers to a range of difficulties from partial sight through to blindness. Pupils with visual impairments cover the whole ability range. A pupil is VI if they require adaptations to their environment or specific modification or differentiation of learning materials to access the curriculum.

Hearing impairment ranges from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. Pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or teaching strategies to access the concepts and language of the curriculum.

Multi-sensory impairment (dual sensory impairment) refers to a combination of visual and hearing difficulties. Children are sometimes referred to as deaf blind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

Physical Disability

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils can access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly, a medical diagnosis does not necessarily mean that a child has SEN, it depends on the impact the condition has on their educational needs. There are several medical conditions associated with physical disability which can impact on mobility, such as cerebral palsy, spina bifida and muscular dystrophy.

22. Quality First Teaching

All children and young people should access Quality First Teaching in their educational setting.

Quality First Teaching is an approach that was introduced in the Department for Children, Schools and Families policy document called Personalised Learning published in 2008.

Quality First Teaching focuses on high expectations for all children. It is based on the importance of building positive relationships between the teacher and the child, enabling the curriculum to be personalised and differentiated to meet their needs. We know that this approach to teaching and learning provides effective inclusion of all children, develops a positive experience of school life, and enables every child to achieve their best.

Approaches

We have set out below some of the approaches we expect to be used, recognising that the class teacher/subject teacher in consultation with the parents/carers, the child, other professionals, the SENDCO and school leaders are best placed to determine which work best in their setting for children at individual, subject, class, and school levels.

- Implement a range of planned strategies that promote high quality teaching for all children that engage, support, and provide challenge. The Education Endowment Foundation's evidence review – 'High quality teaching for pupils with SEND' suggests the following are used flexibly and responsively: -

Scaffolding – a method of structured support used to help children learn and develop a new skill or concept. It enables children to gain confidence as they learn something new, carry out tasks and solve problems.

Explicit Instruction – clear, detailed teacher explanations followed by teacher demonstration, good examples and guided practice moving to independent work.

Technology – can support using instructional aides to learn which many children find engaging and motivating, increase the speed of assessment and feedback and there are many specialist applications that support additional needs.

Flexible grouping – Allocate children to groups flexibly based on the individual needs that they currently share. These groups can be formed for an

explicit purpose and then disbanded when that purpose is met. These are useful to enable children to work together and collaborate on tasks.

Cognition, Metacognition and Chunking – Memory techniques and methods to solve problems, strategies to teach children to plan, monitor and evaluate their learning and breaking the tasks/learning into manageable chunks with visual cues to make the information easier to process.

- Build positive relationships between the teacher, support staff and children.
- Design classrooms that are well resourced, organised and enable all children to fully participate in lessons.
- Use a range of learning styles that energise and engage children.
- Consider the use of language ensuring it is matched to the needs and circumstances of the learner.
- Promote, model, reinforce and reward positive behaviour. Praise should be specific and named.
- Engage parents/carers in two-way conversations to support children's learning and to develop effective home/school communication channels.
- Effective deployment of teaching assistants to ensure high quality structured support that allows children to develop independent learning skills and manage their own learning. All targeted interventions should be linked to the whole class teaching.

If a child is not making progress despite quality first teaching, then the class teacher should consider taking a graduated approach to meeting the presenting needs.

This forms part of the four-step cycle known as ***assess, plan, do, review*** or the ***graduated approach*** sometimes known as the ***graduated response***.

23. The Graduated Approach

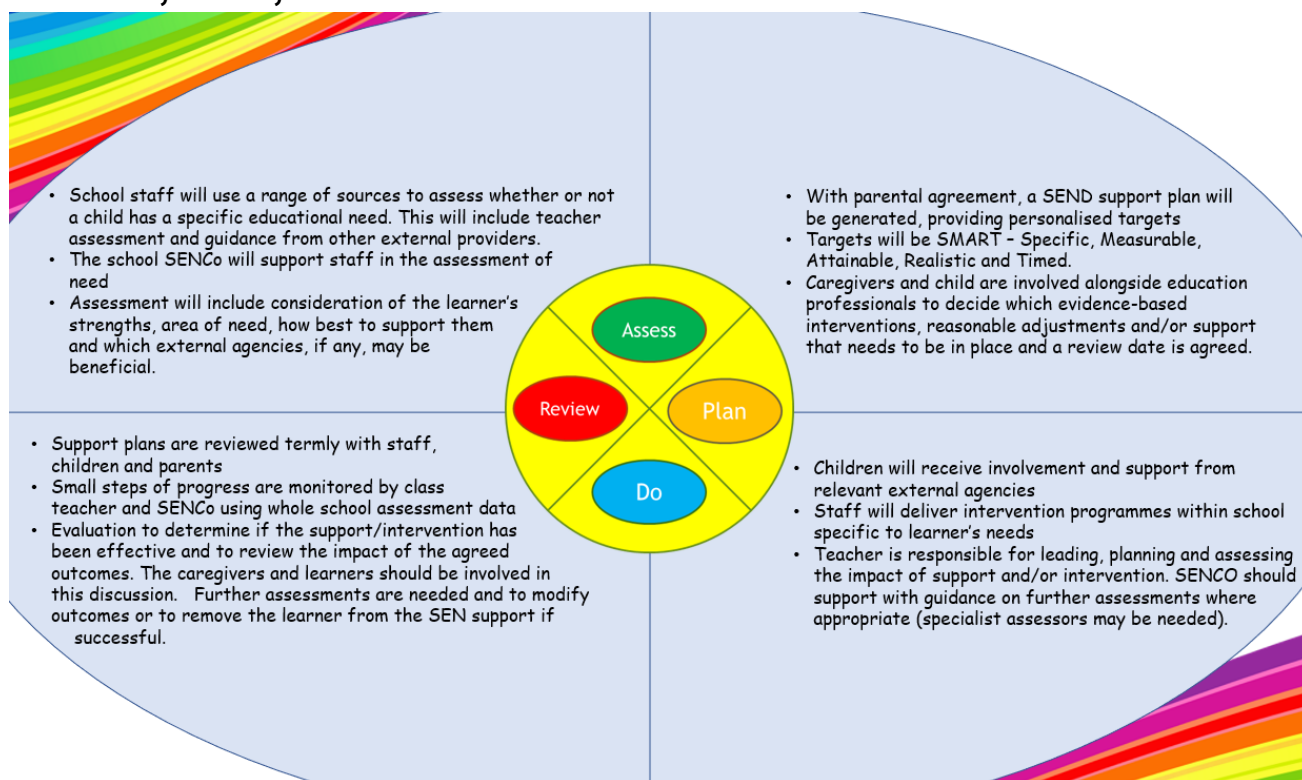
The graduated approach starts in the classroom. Teachers in school are continually assessing all learners, which informs their planning and implementation of their lessons. However, where a possible special educational need has been identified, this process will become more individualised and targeted at meeting the needs of the learner. The Code specifies that high quality teaching (known as Quality First Teaching QFT) with differentiated and personalised support should be the first reaction the SEN needs of a learner. Educators need to develop a clear understanding of the strengths, weaknesses, and challenges that the learner may have. This should include an understanding of any needs and challenges the caregivers

may have as the family and home life will have a profound impact on the learner's ability to manage the demands of any educational setting. The Code of Practice has an emphasis on setting aspirational targets to enable the learner to achieve good long-term outcomes to enable them to lead independent and successful lives. Early identification of SEN is key to supporting their needs. It is anticipated that assessment takes place in the learner's early years, but this is not always the case and some learner's needs go unidentified leading to challenges in later stages of their education.

The Code outlines the graduated approach through which earlier decisions and actions are revisited, refined, and revised, leading to a growing understanding of the child's needs and what supports them in making progress and securing good outcomes.

There are four distinct stages to the graduated approach:

Assess, Plan, Do and Review



Within the educational setting there should be a structured process in school for teachers and support staff to share concerns when they identify that a learner is not making expected progress or where they are regressing, and it is felt that they may have a special educational need. High quality teaching must be targeted at the learner's area of difficulty: observations, logging behaviour issues, individual assessments should be recorded to inform the graduated approach. This information is vital if referrals are to be made into the Resource and Support Panel or Multi-Agency Education Health and Care Plan Panel to seek more specialist support. Costed provision maps also give

clear evidence of the interventions, support and/or resources that school are putting in to meet the learner's needs and can be used as evidence if higher needs funding is required later.

At this stage, the learner may not be on the SEN Register but are being monitored – this would be the Assessment stage. In most cases, an intervention may be all that is needed to overcome a learning difficulty or to catch up and close the gaps in their knowledge.



The Code states that when a child is identified as needing SEN support, the teacher working with the SENDCO should carry out a clear analysis of the child's strengths and needs (DfE (Department for Education), 2015a). The purpose of this analysis is to gain an in-depth understanding of the learner's needs to be able to effectively plan teaching approaches, to provide the most suitable provision/interventions and to inform of any adjustments that need to be made.

To identify the barriers to learning, SENDCO/Teacher may need to access individualised identification tools that should be available within school – assessment criteria and screening tools are widely available (if advice is needed, please contact the local authority SEN advisor or specialist teaching team). Hearing and sight checks should be requested through the GP or opticians and should be done as soon as there are concerns to eliminate any underlying physical needs before any SEN is explored. For example, research shows that learners who have suffered from glue ear in early life can have delays in the acquisition of early literacy skills. Information gathering should include an early discussion with the learner and their caregivers. These early discussions should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty the caregiver's concerns, the agreed outcomes sought for the learner and next steps. This conversation will also create a partnership of support between school and home.

Initial and ongoing assessments should be reviewed regularly to ensure that support is bespoke to the learner's needs. Where there is little or no improvement in progress, more specialist assessment may be required from specialist teachers or from health and/or social care. Learning assessments can be obtained through the Resource and Support Panel where access can be given to specialist teachers for learning or ASC or sought through private

providers. When professionals such as CAMHS are not already working with the setting, the SENDCO should contact them, after gaining the caregiver's agreement, for advice and guidance. Once information about the learner's needs is gathered, there needs to be further discussion with the caregivers and the learner to develop a shared understanding of the child's strengths and suggested outcomes to be achieved.



If after the Assess stage, a school decides that a SEN Support Plan is needed, this should be initiated by SENDCO/class teacher working in partnership with caregiver and learner. It must focus on the learner's individual needs, not their SEN or disability label. The label itself will not be sufficient to explain any barriers to learning due to variance that a disability may have. The language used in the plan should be child-centred and the outcomes written in such a way that they can be easily understood by the learner and caregivers. Most plans will identify three to four outcomes, which focus on supporting their wellbeing, not just developing academic skills. They should be personalised and agreed by all parties.

The learner, teacher and caregiver need to agree:

- The outcomes to be achieved.
- The interventions, strategies, and support to be put in place.
- Identify a key person to deliver the support.
- When where and how often the support will be delivered.
- The expected impact on progress, development, or behaviour.
- A date/time for next review.

An outcome can be defined as 'the benefit or difference made to an individual because of an intervention' (DfE, 2015a: 163). An outcome is a change that you want to achieve, this can be relation to learning, behaviour, skills, or attitudes. There is not a dictated format for you to use for the 'plan' - schools use different methods such as Individual Education Plan, Pupil Passports, Personalised Learning Plan, or something else.

24. SEND Support Plans

If the child is not making expected progress despite quality first teaching and the implementation of extra support or interventions, then school should look to adding the child to the school's SEND Register and implementing a SEND Support Plan. This should be created by school in conjunction with parent/carer and child and reviewed on a termly basis.

The progress should be reviewed regularly as part of the SEND Support Plan review. Schools should review the plan termly in cooperation with the caregivers and CYP.

Each school or setting will have their own version of a SEND Support Plan or if other services are involved a SEND Support Plan Plus may be initiated. The Local Authority has provided a suggested template which schools are free to use or to adapt. [Please contact EDA-SEN if you would like a copy or use the link attached: –Local Offer People's Information Network | SEN Support Plan Form \(peoplesinfont.org.uk\).](#)

The purpose of the SEND Support Plan is to accurately identify and detail the learner's educational need(s) and specify what support the school will put in place to ensure these needs are met.

“Where it is decided to provide SEND support, and having formally notified the parents, the practitioner and the SENDCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should consider the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.” (P86 para 5.40 SEND Code of Practice 2015).

The SEND Support Plan should be viewed as a “working document” which is constantly reviewed in line with the child's development and progress, in a collaborative approach between the setting SENDCo, teacher, caregivers and learner. As a “working document,” a SEND Support Plan ensures that support and interventions are always up to date, relevant and constantly under review. Evidence shows that caregiver's engagement can be a highly supportive strategy to enhance learning and can lead to learning gains of three months over the course of a year. Schools should endeavour to:

- Critically review how they work with caregivers.
- Provide practical strategies to support learning when at home.
- Tailor school communications to encourage positive dialogue.
- Offer more sustained and intensive support where needed.

What needs to be included in a SEND Support Plan?

A SEND Plan should be considered by school when a child is needing more support than is needed by most of the children within the classroom despite quality first teaching being delivered. This should be a working document that is created by the Class Teacher (with the support of the SENDCo) and developed alongside parent/carers and the child or young person. The aim of a SEND Support Plan is to remove barriers to learning and to put effective educational provision in place.

Many schools use a SEND Support Plan in Redcar and Cleveland. Some may call it an Independent Learning Plan (ILP), an Individual Education Plan (IEP) or Personal Learning Plan (PLP). They may also have a different format. The local authority has a version that they can send to schools and adapt to make it their own (please see example below).

The plan should contain:

Child's Profile: A brief description of the child, including strengths, needs and what works and does not work well. This will have information given by teachers. This covers the requirements to assess the child demanded in the Code of Practice.

Desired Outcomes/Targets: The outcomes that the child, their teacher, and parents aim to achieve in the delivery of SEND support. The outcomes should match the needs identified in the child's profile. Most schools usually have three desired outcomes, but this can be dependent on need but should be achievable. They should be discussed together and agreed by all involved. It is a partnership agreement between school, parent/carers, and child that they will all work together to achieve by the end of the term.

The desired outcomes should be SMART and agreed with parents and learner. SMART targets should be:

- **Specific** (simple, sensible, significant).
- **Measurable** (meaningful, motivating).
- **Achievable** (agreed, attainable).
- **Relevant** (reasonable, realistic, and resourced, results-based).
- **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).

Provision: The SEND Support Plan should describe what provision will be put in place to help the learner meet their targets and achieve the outcomes. This could be the type of adult support provided, the interventions to be implemented or how the curriculum is adapted. It could include small group or

personalised interventions. It could also be details of interventions led by other professionals such as speech and language therapists.

Once the plan has been created, agreed, and signed by all who have developed it, it should be put in place and reviewed at either the end of term or the beginning of the new one and new outcomes decided upon. If the outcomes, have not been met then new strategies can be considered a new intervention or different support in the classroom. Each term the plan should be revisited and updated. A SEND Support Plan can be used throughout a child/young person's education and should be viewed as a working document by all involved. In some schools, the SENDCo may carry out the SEND Support Plan review meetings whereas in others it is likely to be the class teacher as they are the one who should know what the child/young person's targets should be for the term ahead. They are also the person that should be assessing throughout the term to consider whether the support/intervention is being successful or whether it needs to be adapted, revisited, or continued. The SENDCo will oversee the SEND Support Plans for all the pupils.

If a SEN Support Plan is needed, the learner should be placed on the school's SEN Register. School should invite parent/carers into school to give their consent for their child to be added onto the register. This will involve completing a SEND Registration form. Each school has their own version. Once a child is on the SEND register, the school will be able to access SEND Notional Funding (Element 2). This funding is not ring fenced and can be used by school to buy resources, deliver interventions, or access support.

School may find that the child's needs are costing more than SEND Notional Funding. If this is the case, and school feel that the range of need is range 4i or above in any of the broad areas of need (Cognition & Learning, Communication, and Interaction, Social Emotional and Mental Health or Physical and Sensory) they can apply to Resource and Support Panel (RSP) for Element 3 Funding (High Needs Funding).

Children with SEND needs in RCBC do not need an EHC Plan to access high needs funding. If school decide to make a referral into RSP they would need to ensure that they have gathered evidence of a graduated approach, completed a costed provision map to give evidence of provision already in place, and highlight the range of need using RCBC SEND ranges. Panel also request any other additional information such as professional reports from other services if available. This will enable panel to get a full picture of the needs of the child and what support school has already offered. If agreed, Element 3 funding may be allocated to support the child in their current setting. This will be for a 12 month period in most cases. School will then

need to reapply after this agreed time period. If they do not reapply, funding will cease.

If a child or young person who has had a SEND Support Plan continues to find it difficult to make appropriate progress despite this high level of support and funding, school should consider whether to make a request for a Education, Health and Care Needs Assessment (EHCNA).

Example of a SEND Educational Needs Support Plan (see below)

SPECIAL EDUCATIONAL NEEDS SUPPORT PLAN

Personal Details	Name: Bartholomew Simpson	Gender: Male	DOB: 15.08.01
Ethnicity: White American			
OVERVIEW			
What do people like and admire about Bart?			
<p>Bart is a well-liked member of the class and school. Bart has a very charming and engaging character. He is polite and forms good relationships with adults in school. Bart enjoys topics in school. He has a strong interest in cars and is knowledgeable and willing to share things he knows. Bart always does the right thing following class rules and routines. He seems to enjoy coming to school and joins in with activities. Bart enjoys playing on his computer and Xbox at home and talking to his cousins on his games. This is Bart's third SEN support plan to support him in the meantime before the EHCP process begins.</p>			

What is important to Bart?	What is important <i>for</i> Bart?
<ul style="list-style-type: none"> • Going to school. • Going to Film Club. • To learn maths with my friends. • To play on Xbox and watch YouTube. 	<ul style="list-style-type: none"> • To access an appropriately modified curriculum to meeting his needs for speech, reading and writing. • To access a nurturing classroom environment with additional adult support to meet his emotional needs. • To have additional support to help with social skills such as concept cartoons, social stories, PSHE sessions and opportunities to play games with adult support. • To be allowed additional thinking time to process ideas. • To have a clear understanding of the day's timetable and to be alerted of any changes of activities/adults as soon as possible.

What is working well?	What are the main issues?
<ul style="list-style-type: none"> • Current academic provision – Bart made 1 point progress in maths and writing in the autumn term in Y1 but not in reading. • Additional adult support for academic and emotional support in the classroom helps Bart with his need for additional processing time and additional support. Access to the "Calm Corner" in the classroom when needed to regulate emotions. • Successful ELSA intervention with Miss Jones in the spring term of Y2 helped to successfully transition Bart from a part-time timetable with Springfield Primary to Springfield Primary full time. SALT involvement – Barth has been successfully discharged from speech and language therapy but can be re-referred to the service in future if needed. 	<ul style="list-style-type: none"> • Speech and language – Bart has delayed speech and language skills. Despite improvements, Bart can become frustrated when misunderstood or unable to express his thoughts. In addition, he often needs additional thinking time to process thoughts before speaking or responding. • Social interaction – Bart has some good social interaction skills but, in a group, or class situation he struggles to consistently modulate non-verbal communication skills i.e., use of gesture and facial expression within his verbal social interactions. • Emotional regulation – Bart struggles to make his emotions aware to others and to read the emotions of others. He can sometimes become very emotional and quickly becomes upset, anxious, or frustrated. • Playing games – Bart can become very distressed and upset when playing games with others. Bart finds it difficult to accept when he is 'out' of a game and to process this information emotionally. to speak to most adults.

Bart's current needs	The support Bart needs to succeed and achieve.
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<ul style="list-style-type: none"> • Bart has a diagnosis of Autism (F84.0 – ICD10). His diagnosis was received in spring 2015 (Year 3). • Speech and language therapy – Bart has been fully discharged from speech and language therapy. Bart needs additional adult support to allow him extra thinking time to process and articulate ideas. Bart also needs quality first teaching and high-quality interventions to model, secure and consolidate speech sounds and spoken literacy skills. • Bart needs additional adult support to prompt and encourage Bart to stay focused and continue completing tasks. Bart can become easily frustrated and needs support to continue to build his resilience. • Bart has some issues with his body image and is quite self-conscious. Bart is currently unable to get dressed and undressed near his peers. In swimming sessions, Bart has gotten changed in a single changing room away from his peers. Bart needs a safe space to get changed for PE sessions in year 4. • Bart is a vulnerable learner and needs to ensure his emotional, social and literacy needs are met. 	<ul style="list-style-type: none"> • Access to a nurturing class environment with supportive and understanding adults who are fully aware of Bart’s needs and diagnosis in which his emotional needs can be met. • Additional adult support and thinking time to process information. • Toe-by-toe intervention to support speech and reading skills. A clear understanding of rules and routines. • Access to a visual timetable to cope with transitions throughout the day and to be notified of any changes of activities/adults as soon as possible. • Different locations to be identified on the visual timetable e.g., hall for assembly time, field for PE to support Bart’s anxiety over where activities will take place. • Adult support in class to ensure Bart remains focused and on task. Bart needs lots of positive support and encouragement when completing activities, he finds difficult to continue to build his resilience. • An identified ‘safe space’ and an identified adult to support Bart getting dressed and undressed for PE sessions. <p>Adult support in turn-taking games. Social stories and concept cartoons to be used by adults when needed to help Bart to understand different perspectives and give him tools to cope with similar situations in future.</p>
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KEY PEOPLE		
Name	Role	Contact Details
Miss Smith	Teacher	
Mr Jones	TA	

BART’S SUPPORT PLAN FOR THE NEXT 3 MONTHS			
Desired outcome (what this will mean for Bart)	What Bart needs to support them in achieving this?	How often will this happen?	Who will provide the support?
To leave a game when ‘out’ without becoming overly distressed.	<ul style="list-style-type: none"> • Adult support from teachers and teaching assistants at play times. • Adult support from dinner time supervisors at lunch time. • PSHE sessions to focus on group games where children may be ‘out’ of the game. 	<ul style="list-style-type: none"> • Daily adult support at play times and lunch times. • Weekly PSHE sessions. • Whenever Bart is joining in with a game, a clear explanation of the rules of the game given and thinking time given for Bart to process this. 	<ul style="list-style-type: none"> • Miss Smith – Class Teacher • School teachers and teaching assistants • Lunch time supervisors
To independently go to the calm corner when needed. (Continued target)	<ul style="list-style-type: none"> • Access to in class to the Calm Corner and resources. • Adult support to send him to the calm corner until he can do go there independently to recognise when needed. 	<ul style="list-style-type: none"> • As and when needed to access the Calm Corner and resources. • ‘Calm Corner’ card to place in front of him when he recognises, he is becoming distressed. 	<ul style="list-style-type: none"> • Miss Davies – Class Teacher • Mr Jones – Teaching Assistant

Completed by:	Miss Smith	Signature:		Date:	
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Child/Young Person:	Bart Simpson	Signature:		Date:	
Parent/Carer:	Marjorie Simpson	Signature:		Date:	

25. The SEND Register

If felt that the learner needs targeted provision or additional support which is over and above what is usually provided for most learners, with caregiver's agreement they will then move on from the graduated approach and be entered on to the SEND register. At this point formal assessment takes place to allow the teacher to be able to formulate expected outcomes and to plan the most suitable provision and interventions needed to enable the learner to make progress. Learners on the SEND register will require for their primary needs to be identified. It is good practice to record additional secondary needs as this will give a holistic view of the learner and their needs. Caregivers must be notified if learners are receiving special educational provision and are added to the SEN register. Schools should have a SEN registration form that they use to gather consent. If a school is considering placing a child on the SEND register, they must inform parents of this decision and why. Children can be removed from the register at any time. Twice a year schools will be asked to complete a census which will ask for school to identify the needs of the child using the 12 categories. For each child on the SEND register, school will receive SEND notional funding. This is not ringfenced for the child but is for school to decide how they will use this funding usually it is to allow for teaching assistants, resources, interventions etc.

SEND Register Status

Only the SENDCo should have the access rights to change the SEN status of a learner. This should be done following review meetings so that the register is always up to date.

- E – Education, Health, and Care Plan
- K – SEN Support
- N – no SEN (this should be used for the first census after a child has been taken off the register).

SEND CENSUS

Each year you will be asked to complete the school census alongside your business manager and head teacher.

The School Census is a statutory requirement of schools, under Section 537 of the Education Act 1996 (Sections 1.2.1 of School census 2017 to 2018 guidance). The information collected on special educational needs via the

school census provides the only individual level source of data on children and young people with special educational needs. Central and local Government, Ministers, Parliament, external organisations, and the public use this data to monitor government policies and their effectiveness.

The Headteacher is responsible for the review and authorisation of census data, prior to submitting it to the local authority and/ or direct to the Department for Education. The most significant need is the primary area of need. Further needs can be identified but only two rankings are collected in the school census. No two needs can be given the same ranking, that is, if there is more than one SEN type/ description reported they cannot both have a ranking of '1'. SEND information is only collected in the spring census and is for all pupils on roll on census day. It is advisable that systems are kept up to date.

You should take this opportunity to review the children on your SEND register and to consider whether they need remain on it or if they have made sufficient progress to be removed. Please ensure you have made parent/carer aware if adding to or removing their child from the SEND register.

How to decide what pupils to record

- Pupils who receive therapeutic or other health-related services from external agencies and who do not receive provision which is additional to or different from that which is normally available should not be recorded as having special educational needs.
- Under-attainment may be an indicator of SEN, but poor performance may be due to other school or home-based factors.
- Lack of competence in the language used in school (English) must not be equated with, or allowed to mask, learning difficulties. A pupil who falls outside the context of the SEN CoP should not be recorded. At the same time, some pupils whose first language is not English may also have SEN.



This stage is the implementation of the actions as formulated during the development of the SEN Support Plan. The teacher always remains responsible for working with the child daily and for monitoring any progress

and the impact of the interventions and support. The SENDCO's role is to offer support, problem solve and advise on the effective implementation of the support. The teacher will need to continually assess the learner's progress so that any changes can be made to refine the support if needed. Wherever possible, learners should not be withdrawn from lessons that they enjoy and are successful in. Timing of interventions should be alternated so that the learner does not continually miss the same lesson with their peers. At the start of any intervention, it is essential that an entry assessment be undertaken. At the end of the intervention, the assessment can be repeated to show any progress made. This can be in the form of informal assessment such as Vernon Spelling, Salford Sentence Reading if it is a spelling or reading issue. Advice on assessment criteria can be asked for from the Specialist Teaching Team.

Review

The Code explains that regular reviews of the effectiveness of support provided and its impact on the learner's progress should occur at least three times per year, so it can feed into the next planning phase of the graduated approach (DfE, 2015a). A review of the plan should be undertaken alongside the caregiver and the learner and agreement should be made on any changes to the outcomes and the support that is needed to ensure progress continues to be made. If there has been little or no progress, despite the high level of support being put in place then consideration should be given to whether and EHC plan may be needed for the future. In the SEN Support Plan Review questions should be asked regarding:

- How is the learner's health and wellbeing?
- Has the learner made expected progress?
- Is the attainment and progress gap narrowing as compared to their peers?
- What are the learner's and caregiver's views of the support and progress?
- Does the learner need to remain on the SEN register? If not, they should be removed.

The caregivers should be given clear and simple information about the impact of the support provided and what the next steps should be. This may be that another cycle of the graduated approach be tried if necessary or alternative interventions implemented. Take care not to repeat an intervention – if there has been little or no progress then repeating may be detrimental.

Interventions should be carefully targeted through identification and assessment of need. Interventions should be applied using the principles of effective implementation – Education Endowment Foundation have produced a guidance report *Putting Evidence to Work: A School's Guide to Implementation* and *Making Best Use of Teaching Assistants* along with lots of other excellent guides to supporting SEND learners which are free to download from their site.

SEND Support Process Overview

At each step, the child/young person and parent/carer must be involved.

1. ASSESS <ul style="list-style-type: none">• Initial identification of SEND.• Initial Assessment
2. PLAN <ul style="list-style-type: none">• DRAFT OF SEND Support Plan• Involvement of additional professionals held termly.
3. DO <ul style="list-style-type: none">• Implement provision as plan.
4. REVIEW <ul style="list-style-type: none">• Documentation of progress against outcomes and targets• Termly SEND Support Plan Review

26. Resource and Support Panel

At some point, a learner may need to access specialist support – this can be requested through the Resource and Support panel. The Resource and Support Panel (RSP) provides access to schools to High Needs Funding (HNF), our Resourced Provisions, Outreach, Educational Psychology (parent centred/multi-agency approach), Specialist Teaching Service, SENDCo Mentors and LA advice and support. The RSP will only accept referrals for learners *without* a current Education, Health, and Care Plan as it is for non-statutory learning needs. Panel members include Senior Educational Psychologist, Designated Clinical Officer, Education Development Officers for SEND and Inclusion, Specialist Teachers for Autism and SEMH, a Head Teacher from Primary school, Representatives from one of the Support Base Provisions and Early Help Service Representative. We do welcome observers from school to panel, which is highly recommended. If you would like to observe panel, please contact monica.wheater@redcar-cleveland.gov.uk and a link will be sent.

Schools use a single referral form to request the resource or support of the above services, which must be received on the Wednesday before 1pm prior to panel on the following Tuesday. This referral form must be signed by parents before consideration at panel - without parental consent, the referral will be automatically returned to the referring school. Once the referral has been signed, this gives the panel permission to share information with other services as felt necessary. The form allows for the setting to indicate the type of support/resource that they would like to access for the learner. The RSP meet on a three-weekly cycle although not during school holidays. The panel is chaired by a senior member of the local authority and includes a range of educational, health and social care professionals along with representatives from the additional resourced provisions (primary and secondary) who aim to assess each referral by gathering a holistic view of the learner. This may mean that the panel may allocate a different resource or support than the school setting was initially requesting on the referral form. If a learner is only requiring an assessment from the Special Teaching Service (STS) and this is indicated clearly on the form, this will be sent straight to the STS, this will then be triaged, and the appropriate specialist teacher will contact the referrer to discuss the referral and the learner's needs.

After the panel has met, the referring school will be contacted within 5 days of the panel meeting to discuss the outcome of the panel. If a change in High Needs Funding has been requested, a professional will visit the referring school to discuss the learner and their needs. They may use the SEND

Ranges to decide the amount of funding to be allocated. Any change in funding can be made immediately so that schools can have access to extra funding to meet the needs of the learner. An increase in funding will be backdated and paid at the next round of High Needs Funding which is paid each term.

All completed referral paperwork must be sent to RSP@redcar-cleveland.gov.uk

The deadline for paperwork is the Wednesday prior to panel before 1pm. If received after this time, the referral will not be considered by panel until the next meeting.

Panel dates for 2023-2024

Panel	Date	Time
1	19 th September 2023	1.30-5.00
2	10 th October 2023	1.30-5.00
3	14 th November 2023	1.30-5.00
4.	5 th December 2023	1.30-5.00
5.	16 th January 2024	1.30-5.00
6.	6 th February 2024	1.30-5.00
7.	27 th February 2024	1.30-5.00
8.	19 th March 2024	1.30-5.00
9.	16 th April 2024	1.30-5.00
10	7 th May 2024	1.30-5.00
11	11 th June 2024	1.30-5.00
12	2 nd July 2024	1.30-5.00

Through a referral to RSP the following can be allocated:

High Needs Funding: high needs funding can be allocated up to range 4.2 through RSP.

Educational Psychology Service: parent centred/multi-agency approach with Christine Sketchley (Senior Educational Psychologist). She works closely with school and family to coordinate services and to support the child using a psychological approach.

Specialist Teaching Service: ASC and Learning: The Specialist Teaching Service has advisors who are specialist teachers in learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia and Autistic Spectrum Disorders.

SENDCo Mentor support: RCBC has four experienced SENDCo mentors who can be asked to support in school if needed. This may be for advice or guidance on how best to support an individual child.

Resource Base Provision: in reach and outreach support from our SENDCo's currently in our resourced provisions.

Placement within STRIVE provision for KS3/4: a setting within Prior Pursglove for anxious and phobic students.

Home and Hospital Tutoring: for students who are unable to attend school for more than 14 days for a valid medical reason which should be authorised by a consultant/paediatrician who states that the child/young person is unfit for school and recommends how many hours tuitions they are able to access.

Recommendation for initiating Statutory Assessment (RSP SARS1): In some cases, a SARS1 may be recommended by panel. This is when the panel members consider that a statutory EHC Needs assessment may be needed. A RSP SARS1 form will be sent along with the minutes from panel to the referring school asking them to complete and return to SEN@redcar-cleveland.gov.uk Alongside this paperwork, parent/carer and child's views form will also be sent with information about the SENDIASS service. We ask school to discuss what the statutory process is with parent/carers and to ensure that this is the route that they would like to take for their child/young person. Once the paperwork has been received it will be heard at Multi-Agency Education Health and Care Panel. There is no need to carry out a Referral Planning Meeting as this should already have been discussed with parent/carers.

This does not affect a parent/carer or schools right to make a referral into the local authority for statutory assessment. Parent/carers can request a statutory assessment at any time if they feel their child has SEND. If this is the case, the IPSEA website has excellent resources to support a parental request. The SENDIASS can also support with this.

Link to Local Offer for Resource and Support Panel Paperwork: [People's Information Network | Resource and Support Panel Referral Form \(peoplesinfonet.org.uk\)](http://peoplesinfonet.org.uk)

When making a referral, panel requests the following must be included:

- An RCBC Costed provision map.
- Current SEND support plan/EHC plan
- Recent reports such as EP, Speech and Language, Occupational Therapy
- Information on interventions and current support

This information will help the panel members with their decision making on how best to support the learner and what support may be required.

27. SEND Support Plan Plus

Many schools prefer to use their own ways to gather evidence of their graduated response to meet a child's needs. The SEND Code of Practice section 6.64 onwards outlines how school can support children with SEND needs through the Assess, Plan, Do and Review process. The local authority has developed SEND Support Plan and SEND Support Plan Plus template documents for schools to use (or to adapt to their own needs) as we feel they meet the requirements set out in the code of practice and enable a co-collaborative discussion between caregiver, school and the young person. For the small number of CYP whose needs are more complex and diverse, and for whom the SEND Support Plan has not achieved successful meeting of their needs, a Send Support Plan Plus (SSP+) will be helpful.

The SEND Support Plan Plus document describes the holistic needs of a child or young person, with considerable detail recorded to describe needs and strategies for how best to meet them. Again, parents/carers will be central to this process; the child or young person's voice will be heard to ensure that needs are understood and that approaches are sufficient and appropriate to meet them, and it will be co-ordinated by the SENDCO.

The SSP+ will include contribution from relevant partner agencies such as CAMHS, Early Help and define agreed, measurable outcomes informed by shared dialogue and detailed consideration of all aspects of child or young person's presentation of need. The SSP+ remains a working document, developed alongside the expanding understanding of need as well as their changing needs as they grow, change and mature. It aims to provide the most comprehensive description of need and strategies being successfully used, not only to define the current plan but also as a means of effective communication between relevant adults. Whilst the SSP+ is often of most significance at points of transition between settings, it is important to note that those with greatest knowledge and longest experience of the child or young person are those most likely to provide best quality information in its writing. Given that populating the SSP+ with best quality information from various sources is time-consuming, it is important that due attention is paid to beginning the process as soon as SSP+ presents as the agreed and appropriate action.

Where necessary, and following considerable graduated response, detailed within the SSP+ document, and reviewed over time, the SSP+ will be submitted as part of the request for statutory assessment. It is expected that the details contained within the SSP+ will, to some extent at least, transfer to

the Education, Health and Care Plan written as the outcome of statutory assessment.

Given the co-collaborated content of the SSP+ from all parties and the detailed dialogue over time, this process concurs with the principles of approach outlined earlier. It is expected that Educational Psychologist (EP) input will be used to inform the writing of the SSP+. It is suggested and advised that, where possible, EP involvement will take place to support the co-collaboration of the SSP+, and as such, prior to submission of request for statutory assessment.

This ensures EP connection with CYP, their families and linked professional colleagues throughout the plan, do, review process of graduated response which should achieve positive impact. Support from the EP to develop the SSP+ can be requested through Resource and Support Panel.

Link to Local Offer for SEND Support Plan Plus paperwork:

<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/site.page?id=OfACuC4WTQE>

28. Costed Provision Map

The high needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014.

High needs funding is also intended to support good quality AP (Alternative Provision) for pre-16 pupils who, because of suspension or expulsion, illness, or other reasons, cannot receive their education in mainstream or special schools. The high needs funding block provides local authorities with resources for place funding and top up funding for institutions, and funding for high needs services delivered directly by the local authority or under a separate funding agreement with institutions (including funding devolved to institutions), as permitted by regulations.

The DfE is moving towards a national funding formula to ensure that education provision for a high need's pupil is funded in a comparable way whatever the form of institution they attend, and that funding is genuinely responsive to individual pupils' and students' needs. Any funding from the high needs block will follow the child.

Funding from the Education Funding Agency is broken down into three blocks:

- Early Years
- Schools – budget devolved to the school:
 - Element 1 or “core education funding” which is also known as AWPU (Age weighted pupil unit)
 - Element 2 or “additional support funding”. Element 2 should be paid from a school's notional SEND budget.

High Needs Block Element 3 or Top Up Funding – this will be retained by the local authority to support the needs of children and young people.

	Mainstream Setting	Specialist Setting
Element 1 Core Education Funding	Mainstream per pupil funding	Base funding of £10,000 for SEN and £8,000 for Alternative Provision placements which is equivalent to the level up to which a mainstream provider would have contributed to the additional support provision of a high need's pupils. Base funding is provided based on planned places.
Element 2 Additional Support Funding	Contribution of £6,000 to additional support required by a pupil with high needs, from the notional SEN budget.	

Element 3 Top Up Funding	“Top up” funding from the commissioner to meet the needs of each pupil or student placed in the institution.
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There will be a small number of situations where a child or young person requires a higher level of support that cannot be met from within their Notional SEN budget. In those circumstances, a school could submit a request for top-up funding from the High Needs Block. Top-up funding is the funding required over and above the core funding an institution receives to enable a pupil or student with high needs to participate in education and learning. This is paid by the commissioning local authority and should reflect the costs of additional support to meet the individual pupil or student’s needs. Local authorities have the flexibility to provide high needs funding outside the statutory assessment process for all children and young people with high needs up to the age of 19. To access top up funding, the authority would require evidence of the graduated response as indicated in the Code of Practice. This should be clearly evidenced within a SEND Support Plan detailing the interventions and provision implemented to achieve agreed outcomes as well as evidence that outcomes have been monitored through the person-centred review process.

From the introduction of the SEND reforms there is the expectation that Schools will contribute £6000 to support the additional needs of children and young people with SEND from the school budget- this should be clearly indicated on the costed provision map.

High Needs Top Up Funding can be applied for via the Resource and Support Panel (non-statutory) or via the Multi-Agency Education, Health, and Care Panel (statutory). We use the RCBC SEND ranges to identify the complexity of need and to allocate funding appropriately.

To make a referral for High Needs Top Funding at Resource and Support Panel, the following evidence is required:

- Completed Resource and Support Panel Referral Form
- Up to date costed provision maps and support timetables.
- SEN Support Plan with SMART outcomes (N.B. SEN Support Plans, timetables of support and costed provision maps must correspond).
- All relevant up to date reports from other agencies showing how recommendations have been implemented and reviewed (within 2 years).
- Clearly highlighted sections from the SEND Ranges document.

To assist schools in demonstrating how they have used the notional SEN budget the local authority has devised a standardised costed provision map

from June 2019. The format and process for the use of the maps is explained in the remainder of this document. When requesting High Needs Top Up Funding, we request that a RCBC costed provision map is completed in all cases. This provides equity between the different funding formulas used for staffing costs. Schools can also use their own form of provision map to run alongside this.

What can be included on a Costed Provision Map?

Eligible Spend

Please note if the child is supported by LSA within a small group in class this must be divided by number in the group and should not be regarded as one to one support.

The following item/provision would be classed as eligible spend by a school to meet the educational needs of a child:

School costings should include provision which is “additional to” and “different from” what is available through Quality First Teaching. For example:

Eligible Spend

- Group work to address a specific and identified need, the cost of which should be divisible by the number of children in the group e.g., Lexia, Speech, and Language programmes.
- Individual interventions such as e.g., Numicon, Beat Dyslexia, Toe by Toe.
- Targeted interventions e.g., Getting Along, or modelling behaviour at playtimes. Any lunchtime interventions would be costed at Supervisory Assistant rate.
- If there is a second teacher in the classroom working with the child (additional teaching hours are capped at 5hrs).
- Specific equipment recommended by an appropriate professional e.g., Therapist, Advisory Inclusion Teacher for the child e.g., writing aids and specialist equipment (*bought specifically for the child within the year*).
- Any traded services funded by the school accessed by the child. This needs to be divisible by the number of children accessing the service.
- Any specific training recommended by an outside agency for the named child e.g., Picture Exchange Communication System (PECS). This will be judged on a case-by-case basis.
- If a learning mentor/counsellor was employed by the school and worked directly with the pupil.

- If a school has bought a Lexia licence this cost would be divided by number of pupils accessing the resource.
- Specialist equipment recommended by a member of staff who has a specialist qualification (e.g., in dyslexia). A report **must** be provided to support the recommendation.

Schools have a responsibility to consider provision of aids services for children with special educational needs and disability. There could be some circumstances where the purchase of an aid could be regarded as an eligible spend.

Non-eligible Spend.

- All activities relating to Quality First Teaching and the underpinning framework of the school would be considered as part of AWPU and therefore would not be regarded as eligible spend e.g., meeting parents / carers, outside agencies. Overheads attributable to other budgets within the institution or that relate to costs that the institution would have to meet even if it had no pupils or students with high needs (for example, the salary of the special educational needs coordinator (SENCO) required by all mainstream schools.
- Any time for SENCO duties is met through core education funding.
- Fixtures and fittings.
- Planned place funding in specialist provision.
- If you have bought in additional staff to reduce class sizes and create an additional teaching group, this is classified as quality first teaching.
- Meetings in relation to pupil needs e.g., reviews and Team Around the Family.
- Currently schools do not receive SEN funding for breakfast /after school clubs so this will also be non- eligible spend.
- Parent support advisors have specific roles to support families, and this cannot be costed as provision for a child.
- Support from a Transition Assistant would be considered as quality first practice and is non- eligible spend.
- the cost of educational and other assessments (for example, by educational psychologists) unless the local authority agrees in advance to pay for or contribute to these costs because they are required for its own assessment or review purposes.

Link to the Local Offer to access a copy of the RCBC Costed Provision Map and guidance to what can be included on a CPM:

29. The SEND Ranges

The guidance has regard to the areas of need as stated in the SEND Code of Practice 2014. The ranges indicate the provision that the Local Authority (LA) expects settings/schools to provide for learners. This information will help guide schools when putting a Provision Map in place and a SEND Support Plan.

The SEND range descriptors are based on national best practice in determining and describing the needs of CYP with SEND. They are based on the four areas of the SEND Code of Practice (2014/2015) and on the 'golden thread' of the graduated approach – assess, plan, do and review that pervades all best practice. The Ranges provide a helpful reference point in relation to identifying the level of need and will support children and young people with additional needs with consistency across schools, colleges, and other settings. The provisions included help provide clarity for those whose needs fall into the lower ranges. The broad areas are Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory, Physical and Medical.

The Ranges are a useful guide for SENDCo's and schools/services to assess and identify the needs of pupils and put into place the appropriate support. The ranges are from 1 through to range 6. They describe the pupil's needs and provide suggestions for the types of interventions that will be required. Schools/settings will need to evidence all their interventions and the impact of these through a provision map and other evidence. This is best practice nationally and Ofsted required this level of evidence of input and impact. In some cases, learners will fall into more than one range or will have needs in more than one area. The school/setting will need to study the ranges and to highlight where the greatest need is – this is identified as the Primary Need. This may change in time as the pupil matures and further assessments are carried out.

There are 4 primary needs:

Cognition and Learning (C&L)	Communication and Interaction (C&I)	Social, Emotional and Mental Health (SEMH)	Sensory and/or Physical (S&P)
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There are twelve primary needs (please see prior information re primary needs criteria):

- Specific learning difficulty (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and Multiple Learning difficulty (PMLD)
- Social, Emotional and Mental Health (SEMH)
- Speech, Language and Communication (SLCN)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical difficulty (PD)
- Autistic Spectrum Condition (ASD)
- Other (OTH)

In Redcar and Cleveland, any High Needs Funding is allocated according to the learner's identified Primary Need. High Needs Funding from April 2020 will only be given to needs in Range 4i and above. Learners do not need an EHCP to access High Needs Funding, but they **must** have a SEN Support Plan.

Currently, the funding allocation is as follows:

Range 4.1	£3000
Range 4.2	£6000
Range 5	£12,500
Range 6	£24,000

Every April, the finance officer will produce a forecast for each school's High Needs Funding allocation. This will go to the point of contact for each school' SENDCO/Headteacher/Business Manager. This must be checked, and any discrepancies should be discussed with the finance officer.

Following this the Funding Schedules will be sent out termly in April, September and then January. This must be checked by the point of

contact and returned. Payments will not be processed to school until the schedule has been returned.

For a copy of the SEND ranges please click link to local offer:

[final_send_ranges_2016_2.doc \(live.com\)](#)

30. Education Health and Care Plan

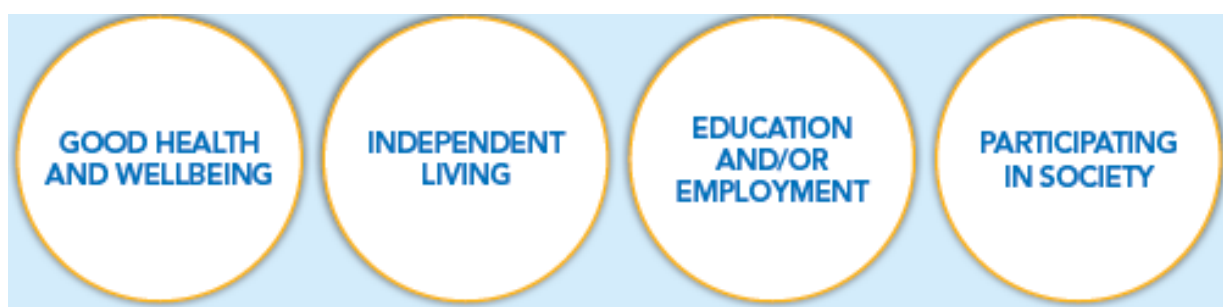
What is an Education, Health, and Care Plan?

In September 2014, a new approach to planning and assessment of support for children and young people with special educational needs (SEND) was introduced through the SEND Code of Practice. The Education, Health, and Care Plan (EHCP) replaced the Statement of Special Educational Needs process. One of the main changes was that it would ensure that support would be in place from the ages of 0 through to 25 years old where there is an identified special educational need and where the learner is in education. The purpose of the plan is to provide a coordinated process for children and young people with the most complex arrangements across education, health, and social care.

An EHCP must:

- Establish and record the views, interests and aspirations of the child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on needs and aspirations.
- Specify the provision required and how education, health and care services will work together.

The long- term focus should be on preparing for adulthood and the young person:



A good quality education, health and care plan will contain a 'golden thread' that connects the aspirations of the child or young person (or the aspirations of the family for the child) with their needs, provisions, and outcomes.

Department for Education quality criteria for an EHCP

- Meets the requirements of the Act, Regulations and Code of Practice
- Describes positively what the child or young person can do.
- Tells the child/young person's story well.
- Is clear, concise, easily understandable, and accessible to all.
- Is co-produced with the family and young person.
- Sets SMART targets and outcomes.

A request for a statutory assessment EHC needs Assessment can be made by a nursery, school, college, a professional working with the child or by the family, or by a young person of 16 or over. The local authority has a statutory duty to consult the educational institution, so the request will go back to the setting for information.

In some cases, the child may not be in school (coming from abroad or is out of the school) or the family or young person may wish to request a needs assessment themselves.

The Code of Practice paragraph 9.21 states that 'local authorities must consult the child and the child's parent or the young person throughout the process of assessment and production of an EHC plan. They should also involve the child as far as possible in this process. The needs of the individual child and young person should sit at the heart of the assessment and planning process.'

Referral Planning Meeting (RPM) – Stage 1

This meeting will be arranged by the responsible body / lead professional that has identified barriers that may impact on a child's / young person's learning. In school this is usually the SENDCO, but it could be a Health Visitor, Social Worker, nursery leader, therapist etc. However, in most cases it is likely to be the school. The lead professional will be responsible for organising the initial meeting, inviting all professionals involved with the CYP and their family. The purpose of the meeting is to draw together everybody who is involved with the CYP and their family to share their knowledge and current support on offer, and to look at what other things may still need to be undertaken to provide further support. The lead professional should ensure that the parental and child's view forms have been sent out for completion and that they are available at the referral planning meeting. School will have copies of the forms.

The meeting will need to have some formal minutes to record (RPM1):

- Who was present?
- concern(s) raised about the possible barriers to the child / young person's learning.
- Main points of discussion.
- What assessments / involvement professionals have had up to that point?
- Agreed action for those in the meeting to follow-up to provide any further support.
- Decision on whether to refer for assessment or not.

The Referral Planning Meeting Proforma RPM1 is to be used for minuting the meeting. This will capture specific issues regarding the child's / young person's areas of additional needs against:

- School's identification of additional learning need.
- Timeline for identification – assess, plan, do, review.
- Involvement of other professionals.
- Use of allocated resources to support children and young people with additional needs (6K plus and additional).
- Individual education plans / provision map.

Schools and colleges will need to clearly demonstrate if they have taken all relevant and purposeful action in trying to meet a child's / young person's needs. If there is no current Social Care or Early Help Assessment (previously CAF) in place, then consideration must be given to this in discussion and with consent of the parent/carer. The Early Help Assessment form will help form a baseline to determine current circumstances and support around the child and the family. This will be vital to establish a clear picture of the child, their needs, and routes for support. The Early Help Assessment can be discussed with parents as part of the referral planning meeting. When submitted as part of the referral paperwork the early help assessment will be considered as part of the referral information and should be processed as per the usual Early Help process.

If a parent is happy to progress an early help assessment at a later stage, the lead professional will take responsibility for the referral following the usual early help process. If the decision is taken to proceed with the referral for statutory assessment, then all documentation and supporting evidence will need to be submitted to the SEND Team as a complete pack of information by the Lead Professional, including

information/reports from the School Nursing Service regarding Health, and Social Care regarding any issues, knowledge or information relevant to the child/young person. All the reports, minutes, views forms etc will be presented at the Multi-Agency EHC Panel (MAEHCP) and the SEN Team will coordinate the referral for panel upon receipt.

Please note that some of the documentation, evidence, and reports as well as written consent from parents/carers are mandatory and if these are not submitted, the referral will be returned. If the decision is not to proceed with the referral, then the recorded actions and outcomes in the Referral Planning Meeting Proforma should be used to ensure professionals follow up on what has been agreed, setting appropriate timescales for these to take place, and scheduling a review programme.

This could also mean the opportunity to use the Early Help Assessment process to review and monitor actions and progress through the 'Team Around the Family' (TAF) meetings. The lead professional should re-consider the next steps and discuss this with the family. Please Note: Lead Professionals can contact the Early Help Team for support and advice on the 'Early Help Assessment' process.

Multi-agency EHC Meeting – Stage 2

The Multi-agency EHC Panel will have multi-disciplinary representation. It should be made up of:

- Statutory SEND Manager/SEND Lead Officer
- Educational Psychologist
- Designated Medical Officer (DMO) /Designated Clinical Officer (DCO)
- CAMHS Senior Leader
- Social Care Senior Leader

The Panel has its own terms of reference. The Panel will meet every two weeks within school term time, with additional panels held during the school holiday periods as necessary to ensure statutory time limits are adhered to. The Panel dates will be agreed and issued annually in July for the school year.

The purpose of the Panel is to:

- Consider all referrals for assessment from schools and responsible bodies.

- consider all referrals for assessment from parents / young person where of age.
- Recommend whether to undertake a formal assessment.
- Consider all complete Education, Health, and Care Assessments and whether an EHCP is required.
- Consider any other cases when a multi-agency view may be helpful in determining provision required.
- Consider assessment places within a specialist provision.

MAEHCP panel can also allocate Higher Needs Funding if a change of funding range is needed to meet a learner's needs. They can also allocate the Educational Psychologist to give an up-to-date assessment to inform if changes need to be made to the current EHCP. The panel can also allocate a specialist teacher assessment if needed.

On receipt of a referral, the MAEHCP Panel must consider its content and recommend whether to undertake a formal assessment within 4 weeks. The MAEHCP Panel will minute its decisions made for each referral, and a standard proforma will be used to show main points of discussion and the rationale for specific recommendations.

SENDCo's are invited to join the panel to observe – if you would like to take part, please contact SEN@redcar-cleveland.gov.uk and you will be sent a link to the next meeting. This is an excellent way to develop your own professional development and gain a wider understanding of the EHCP processes.

Confirmation of Assessment - Stage 3

If yes to assess

If the decision is to undertake the statutory assessment for the child or young person, then the Local Authority SEND Service will take the lead on co-ordinating the assessment process and will collate any further assessment reports. The Local Authority will inform all those involved with the CYP and the family that an assessment is to be undertaken. If required, further relevant reports or advice from professional will be requested by the SEND Service as part of the assessment process. A member of the Special Educational Needs Service will be allocated to each case and will be the SEND officer for the EHC plan. This will act as a single point of contact for the family and all professionals during the assessment.

If no to assess

If the decision of the Panel is not to assess the child or young person, then the parents / carers will receive confirmation within 10 working days of the decision, and the ways in which they can appeal if they so wish. This would initially be through contact with the SEND Service, mediation if not resolved, and then the right to appeal to the Special Educational Needs and Disability Tribunal. Parents can access support via the Early Help Assessment process unless parents choose not to accept such an offer at this point. The Lead Professional should review the actions within the plan and consider the next steps with the family. This should happen as soon as possible following the Panel's decision to decline the assessment, and parents have received the notification letter of not to assess.

Multi-agency EHC Panel – (EHC Plan) - Stage 4

The purpose of the MAEHCP Panel is to receive all information and reports gathered during the child/young person's assessment and decide whether to issue an EHC Plan. There are three weeks to make that decision. The Panel will also consider the allocation of additional resources from individual services required to meet the CYP's needs above that which would usually be available from education, health, and care services. The Panel will be minuted, and a standard proforma will be used, to show main points of discussion, decision arrived at, and reason for this.

Draft EHC Plan or SEND Support Plan – Stage 5

If yes to issue an EHC Plan

If the agreement by the Multi-agency EHC Panel is to issue a plan, then the SEND officer will take the information and start to draft a more formalised EHC Plan. The draft plan will be shared with parents, child / young person (where appropriate) and provide them with opportunity to comment on the content and discuss any further additions/amendments as appropriate within 15 days. Parents will be asked for their views on the provision they would like for their child and appropriate schools/setting will be considered by the Local Authority. The Local Authority must issue a Draft EHC Plan within 2 weeks of agreeing to issue a plan.

If no to issuing of an EHC Plan

If the decision of the MAEHCP Panel is not to issue an EHC Plan, then a SEND Support Plan will be issued, giving advice and recommendation to those involved with the child / young person of what can be done further to support the child / young person. The SEND Support Plan will be issued by the Lead Professional. Parents will be informed by the SEND Service within 10 working days of the Panel decision and the reasons not to issue an EHC Plan, with the recommendation that a SEND Support plan to be issued, and details of parent's right to appeal. This would initially be through contact with the SEND Service, mediation if this were not resolved, and then the right to appeal to the Special Educational Needs and Disability Tribunal.

Parents can access support via the Early Help Assessment process unless parents choose not to accept such an offer at this point. The Lead Professional should review the actions within the plan and consider the next steps with the family. This should happen as soon as possible following the Panel's decision to decline the issuing of a plan, and parents have received the notification letter of not to issue a Plan.

Consultation and Finalisation of EHC Plan - Stage 6

If parents and the child / young person have given their views in relation to the Draft EHC Plan, and agreement reached on changes made where appropriate, then consultation will take place with the preferred educational setting that parents have asked for and the education setting(s) recommended by Panel (if different). If the local authority and the education setting agree that the child's needs can be met at the preferred establishment expressed by parents, then the Draft EHC Plan can be finalised naming the school/setting.

Disagreement Resolution and Mediation

If agreement with parents/carers/young person cannot be reached:

- Further discussion between the parents/carers/young person and the SEND officer will be held.
- SENDIASS and/or mediation will be offered to try and resolve the situation.
- Parents will be informed of their right to appeal to the SEND Tribunal.

Statutory Assessment from request to issue of an EHC plan.

EDUCATION, HEALTH, AND CARE STATUTORY ASSESSMENT PATHWAY (In accordance with the Children and Families Act 2014 and SEND Code of Practice 2015)		
STAGE 1	<p>REFERRAL PLANNING MEETING (RPM)</p> <p>Following evidence gathered from the implementation of the Assess, Plan, Do, Review approach an RPM meeting will have been arranged by a lead professional, due to significant concerns identified regarding potential barriers to learning for a child/young person (CYP). This should be a multi-agency meeting to share information, gather further advice and to consider other support and strategies that are available. Parents and pupil's views must be obtained and considered at this meeting. The outcome of the meeting may not to be apply for a statutory assessment at this time:</p> <p>A. NO - STATUTORY ASSESSMENT IS <u>NOT</u> REQUIRED Other options may have been suggested at this stage i.e., the CYP needs can be met from provision and services already involved, or from other / new services – further intervention and support to be implemented and monitored. If necessary, applying for a statutory assessment may be considered later. An Early Help Plan, if not already in place will be offered to the family as part of the Early Help Assessment process.</p> <p>IF A STATUTORY ASSESSMENT IS NOT REQUIRED, THERE WILL BE NO FURTHER STEPS THROUGHOUT THIS PATHWAY</p> <p>B. YES - IT IS A RECOMMENDATION THAT A REQUEST FOR A STATUTORY EDUCATION, HEALTH AND CARE ASSESSMENT IS MADE TO THE LA The application form will be completed by the lead professional and sent to the Local Authority (LA) with supporting evidence and parent/carer and pupil's views via email. Signed permission is required from parent/carer. Move to Stage 2.</p>	
STAGE 2	<p>REFERRAL RECEIVED BY THE LA – 20-week timescale starts.</p> <p>LA notifies the following and asks for any relevant information:</p> <ul style="list-style-type: none"> • Child's parent or young person • Health Providers - DMO, SALT, OT, Physio, CAMHS, School Nursing • Social Care • Educational setting and Educational Psychology <p>Request will be considered by the Multi-agency Education, Health, and Care Panel (MAEHCP). The Panel will consider:</p>	START

	<ul style="list-style-type: none"> Does the child or young person have or may have special educational needs and/or disabilities (SEND)? <u>and</u> It may be necessary for special educational provision to be made for the CYP in accordance with an EHCP. <p>Decision to assess or not will be made by LA within 6 weeks of receipt. Move to Stage 3.</p>	
STAGE 3	<p>LA MAKES DECISION WHETHER TO ASSESS OR NOT</p> <p>A. REQUEST FOR STATUTORY ASSESSMENT DECLINED LA notifies parent/carer/ young person of decision and right to appeal – meeting offered to discuss how needs will be met without the need for statutory assessment. THE CASE IS NOW CLOSED TO THE SEND TEAM OR</p> <p>B. LA AGREES TO INITIATE A STATUTORY EHC ASSESSEMENT A SEN Officer is allocated, and telephone contact made with parent/carer to introduce themselves and explain the next steps. Move to Stage 4.</p>	By week 6
STAGE 4	<p>LA GATHERS INFORMATION FOR EHC ASSESSMENT When a statutory EHC assessment has been agreed to be undertaken by the LA, statutory advice must be sought within 5 weeks from the following:</p> <ol style="list-style-type: none"> Child’s parent and/or young person Educational setting and/or an Educational Psychologist Hearing Impaired and Visually Impaired Services (where appropriate) Health Providers - DMO, SALT, OT, Physio, CAMHS, School Nursing Social Care From Year 9 onwards information related to the Preparation for Adulthood and independent living Anyone requested by the child’s parents or young person (where the LA considers it reasonable to do so) Youth offending team (where appropriate) Any other relevant services i.e. Early Help, Armed Forces, Virtual School, Designated Teacher, and the Designated Doctor or Nurse for Looked After Children <p>(The LA must give to those providing advice copies of any representations made by the child’s parent or the young person and any evidence submitted). Move to Stage 5.</p>	By week 11
STAGE 5	<p>LA DECIDES WHETHER AN EHC PLAN IS NEEDED The MAEHCP considers all the advice and information received to determine if the CYP has special educational needs, and if so, whether the special educational provision required can reasonably be provided from within the resources normally available to mainstream educational settings.</p>	By week 14

	<p>A. LA DECIDES <u>NOT</u> TO ISSUE AN EHC PLAN (Needs can be reasonably met through a SEN Support Plan and resources normally available to mainstream settings) The LA notifies parent/young person of decision and right to appeal within a maximum of 16 weeks from request of assessment. Case closed.</p> <p>OR</p> <p>B. LA DECIDES TO ISSUE AN EHC PLAN (Yes, the CYP has SEN and specialist educational provision is required over and above what is normally available to mainstream settings) The LA drafts an EHC Plan and sends it to the parent/carer and/or young person. 15 calendar days is given to comment/express a preference for an educational setting and seek agreement of a personal budget if required. The SEN Officer will contact parent/carer to discuss this. Move to Stage 6.</p>	
STAGE 6	<p>CONSULTATION WITH EDUCATIONAL SETTINGS The LA consults with the governing body, principal or proprietor of the educational setting requested by parent/carers and any recommended by the MAEHCP. This involves sending a copy of the draft EHCP together with the supporting evidence. Settings have 15 calendar days to respond. Move to stage 7.</p>	By week 16
STAGE 7	<p>FINALISATION OF THE EHC PLAN Following consultation with parent/carer the draft plan is amended where needed and the Final EHC Plan is issued to parent/carer. Copies sent to:</p> <ul style="list-style-type: none"> • Educational setting • Health Providers - DMO, SALT, OT, Physio, CAMHS, School Nursing • Social Care <p>End of statutory Assessment Process.</p>	By week 20 FINISH
<p>Please note. At every stage, the child (where appropriate), parent/carer and/or young person is involved fully, their views and wishes are considered. The maximum time for the whole EHC Assessment process is 20 weeks.</p>		

Support during the EHC Assessment process

It can be a difficult and challenging time when going through the EHC Assessment process as lots of professionals are involved and there could be lots of paperwork to be completed. Some families may need support during this process. There are several organisations that will help fill in forms and give advice.

A good place to signpost families for advice and guidance is to our local SENDIASS, whose details can be found either on page 59 of the SENDCo handbook or on Local Offer:

<http://www.peoplesinfont.org.uk/kb5/redcar/directory/results.page?familychannel=8-7&q=sendiass&term=&sorttype=relevance>

Alternatively, this is the link to their website [South Tees SENDIASS | Barnardo's \(barnardosendiass.org.uk\)](http://SouthTeesSENDIASSBarnardo's.org.uk)

Information needed to make the decision on a request for Statutory Assessment of SEND

The Code of Practice states: A local authority must conduct a Statutory Assessment if:

- The child or young person has or may have special educational needs, and
- It may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan if the level of support required *goes beyond what can be provided in a SEND Support Plan.*

Therefore, it is important that the documentation that is submitted with the request for Statutory Assessment clearly demonstrates that there are special educational needs and, that if the child/young person is in an educational institution, that the SEND Support Plan is not sufficient for the child to make expected levels of progress according to their ability.

As part of the assess, plan, do, review, cycle within the SEND Support Plan, there may be a variety of support and strategies used to meet an identified need. Therefore, the Statutory Assessment request should provide evidence that attempts have been made to ensure a range of appropriate strategies have been identified by the educational setting and provision has been adapted to meet the needs of the learner. There are some exceptional individual situations where a child will clearly need

support over and above what is reasonably available were asking for lengthy monitoring process would not be sensible and will not be expected. In these cases, a statutory assessment can be requested as soon as possible.

As far as it is available, the documentation that should be submitted with the request for a statutory assessment is as follows:

- Parental views
- Child/young person's views
- Copy of current SEND Support Plan (which should contain details of child/young person's SEND, their planned outcomes and the details of any provision that has been put in place to support them)
- Copy of current provision map with costings to demonstrate that the notional SEND support funding and any High Needs Funding has been used.
- Early Years information
- Advice from other professionals or individuals important to the child or young person including recent EP advice.
- Copies of recent reviews which demonstrate the actual progress being achieved by the child/young person.
- Most recent annual school or college report
- Minutes of other meetings with those involved.
- If requesting an assessment for a young person over 18 planning to remain in education or training, evidence of planned outcomes should be provided so that the appropriateness of further support for education or training may be considered.

If the family or young person are submitting the request themselves, they may not be able to access all the above documentation, but they should try and gather as much as possible to support the application.

Redcar and Cleveland's Multi-Agency EHCP panel will consider all requests for Statutory Assessment then will make a decision and inform the person making the request within six weeks of the assessment request being submitted.

If the Panel decides not to proceed to Statutory Assessment, the referrer and the family or young person is offered support from a SEND officer and has the right to appeal.

Who provides input to an EHC Assessment?

The Code of Practice states: '9.47: The local authority should consider with the child's parent, or the young person and the parties listed under paragraph the *range of advice required to enable a full EHC Needs Assessment to take place*. The principle underpinning this is 'tell us once,' avoiding the child's parents or the young person having to provide the same information multiple times. The child's parents or young person should be supported to understand the range of assessments available so they can take an informed decision about whether existing advice is satisfactory. The local authority must not seek further advice if such advice has already been provided (for any purpose) and the person providing the advice, the local authority and the child's parent of the young person are all satisfied that it is sufficient for the assessment process. In making this decision, the local authority and the person providing the advice should ensure the advice remains current.'

The Code of Practice 9.48 further states: 'Decisions about the level of engagement and advice needed from different parties will be informed by knowledge of the child or young person held by the early year's provider, school, or post-16 institution they attend. For example, if the educational provider believes there are signs of safeguarding or welfare issues, a statutory social care assessment may be necessary. If there are signs of an underlying health difficulty, a specialist health assessment may be necessary.' These will be requested by the SEND team as part of the statutory assessment process.

Which professionals must be involved in an EHC Assessment?

The Code of Practice paragraph 9.49 sets out which professionals must be consulted as part of the Statutory Assessment process. These are set out below:

- The child's parent or the young person
- Educational advice from the headteacher or principal of the school or post-16 or other institution. If that is not available e.g., the child is not at school, the LA must get advice from the person teaching them (which may be a parent) or someone with experience of teaching children or young people with SEND, or knowledge of

SEND provision which may be called for in different cases to meet those need.

- Psychological advice and information from an educational psychologist who should normally be employed or commissioned by the Local Authority.
- Medical advice and information from a health care professional identified by the relevant commissioning body.
- Advice and information from Social Care even if not known to the family.
- Advice and information from any other person the local authority thinks is appropriate.
- Where the child or young person is beyond year 9, advice and information in relation to provision to assist them in preparation for adulthood and independent living.
- Advice and information from any person the child's parents or young person reasonably requests.
- Advice from a specialist visual or hearing impairment professional.

If the decision is 'yes' to assess and write an ECHP

If Panel decide that an EHCP should be issued, the referrer and the parents or young person will be informed in writing, and parent or young person will soon after receiving a Draft EHCP.

The draft plan will include information on the child or young person's special educational needs ("**SEND**"), health and care needs, the provision required to meet each of those needs, and the outcomes that should be achieved. It will also record the child or young person's aspirations, views, and feelings.

This is an opportunity to check whether the Draft EHC plan contains everything it should.

A Draft EHC plan must not include the name of a particular school, college or other educational placement, or what type of placement the child or young person will attend. This is because the EHC plan must reflect the individual's needs and the provision to meet those needs, not the resources which can be offered in a placement. This means that the name and/or type of placement will appear only in the Final EHC plan, not the draft plan.

Along with the Draft EHC plan, the LA must give notice to the parent or young person that they have 15 days in which to:

- make comments – ‘representations’ – about the Draft EHC plan.
- request a meeting with the LA to discuss the draft.
- request that a school or other institution is named in the Final EHC plan.

The LA are legally required to do this (under section 38 of the Children and Families Act 2014). If the parent/carer is not happy with any aspect of the Draft EHC plan, or the reports attached to it, they can suggest amendments they would like to be made.

Parents, carers, and young person can also ask for a meeting with the LA to discuss their concerns. If a meeting is requested, the LA is legally required to agree to meet. Parent/Carer and the young person should consider taking someone along with them for support if necessary. They should also consider writing down the exact points they want to make and the questions they want to ask, so that they can be sure that they do not miss out anything they want to say at the meeting. They can leave a copy of their points with the LA officer as a reminder to them.

When making a request for a school, college or other institution, the LA **must** consult with that institution about whether it should be named in the Final EHC plan (unless your request is for an independent school).

The law recognises the importance of parents or carers and young people being able to choose their educational setting as far as possible. Getting the right setting can be very important for children and young people with special educational needs. There are several different types of school: mainstream and special, and those which are under local authority control and those which are not.

All children and young people with SEND are entitled to a mainstream education, if that is what their parents want. If a parent of a child, or young person, wants that child or young person to attend a mainstream setting, the LA can only refuse if a mainstream placement would be incompatible with the efficient education of others, **and** there are no reasonable steps the LA could take to avoid this (section 33 CAFA 2014). The degree or complexity of their needs or disabilities, and the suitability of mainstream, is **not** a reason in law for refusal of mainstream. This applies not just to attending a mainstream school or college but also to taking mainstream courses.

This is an important right. The LA cannot send a child or young person to a special school when it is not what parents, or the young person wants. This is true even if the LA view is supported by professionals.

It is important to note, however, that this is a right to *mainstream education* but not necessarily a right to a particular mainstream school.

Reasonable steps

If the LA can show that a child or young person's presence would be incompatible with the efficient education of others (case law requires compelling evidence to back any such claim), then it must also be able to show that there are no 'reasonable steps' it can take to remove the incompatibility.

The Code says that "*the term 'others' means the children or young people with whom the child or young person with an EHC plan would be likely to come into contact on a regular day-to-day basis.*"

The Code lists examples of reasonable steps at paragraphs 9.91 to 9.94. The Code concludes this section by advising:

"A decision not to educate a child or young person in a mainstream setting against the wishes of the child's parent or the young person should not be taken lightly."

If parents or young people are faced with such a decision, they need to make sure that the LA has:

- identified, with concrete facts, what it is about the child/young person's presence that would prevent the efficient education of others; and
- identified the 'others' whose education would be rendered inefficient; and
- considered all possible reasonable steps which might remove the problem.

Any argument like 'the child's difficulties are too extreme for a mainstream school' will not succeed if the parents were to challenge the decision in the First-tier Tribunal (Special Educational Needs and Disability) (the "SEND Tribunal"). The Code suggests that only extreme and/or persistent behavioural difficulties may produce an incompatibility that is not curable by reasonable steps: "*where the child or young*

person's behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others" (paragraph 9.93).

Once a school or college is named on an EHC plan, it must admit that child or young person (section 43 CAFA 2014).

The courts have considered the right to a mainstream education and have concluded that it is difficult for an LA to deny a child or young person a mainstream place when that is what they or their parents want.

If the decision is 'no' to assess or write an EHCP

If the statutory assessment identifies that the child or young person's needs can be met through Quality First Teaching and/or through a SEND Support Plan, a decision to offer feedback will be given rather than an EHCP. This feedback will usually consist of all the reports gathered for the statutory assessment process, which should help the school or other educational setting to put the right SEND support in place. The parent/carer or young person and all the professionals involved will be informed of this decision in writing. This must be within 16 weeks of the date that the initial request for statutory assessment was received. In this case, the letter will also contain details of what to do if the parents or young person do not agree with the Panel's decision and details of the mediation and tribunal service.

If the LA refuses to issue an EHCP, parent/carers or the young person has the right to appeal against this decision. The information sent to parents from the LA should explain that there is a right to appeal to the First-tier Tribunal (Special Educational Needs and Disability) and should contain details of a mediation service. Only parents or a young person over the age of 16 can appeal. Parents and young people also have the right to appeal against the health and social care sections of the plan (Sections C, D, G and H).

Before bringing an appeal to the SEND Tribunal, mediation must be considered but is not compulsory. The exception is if parents or young person are appealing only about the school or college placement, or where no school or college is named, and they are appealing about this fact.

Who is involved in the creation of an EHCP?

The Educational setting/school's role

- Hold a Referral Planning Meeting (RPM) with the family or young person and professionals to discuss SEND support and consider whether a Statutory Assessment should be requested.
- Complete an RPM1 form.
- Ensure that appropriate professional advice is brought together prior to submission of request.
- Support the family, child, or young person with completing their views forms.
- Signpost additional help and support to families and young people such as SENDIASS
- Submit all supporting evidence and advice as appropriate, especially evidence why the school/educational setting are unable to meet the child or young person's needs within the delegated SEND support budget and access to Resource and Support Panel resources including support from High Needs Funding (see Supporting Documentation Checklist below).
- Identify any other professionals that may be working with the family to provide input to the Statutory Assessment.
- Share any plans and documentation relating to the special needs of the child or young person from a school setting such as existing SEND Support Plans.

Supporting Documentation Checklist
The following documents are <u>essential</u> : (Application will be returned if all essential documents are not received)
Evidence of Assess, Plan, Do, Review Approach (including at least two termly monitoring reports)
SEND Support Plan
Costed Provision Map to include details of SEND Range Identified
Referral Planning Meeting minutes
Parents views document, and any other information they wish to submit.
Child / young person's views document, and any other information they wish to submit.
Weekly individualised timetable

Most recent PEP (Personal Education Plan) for child / young person if in care of a Local Authority
Most recent Pastoral Support Plan (PSP), if any.
Optional Information:
Educational Psychology report (dated within the last 12 months)
Early Help Assessment Form (previously known as CAF)
Specialist Teacher's report (dated within the last 2 years)

Parent, carers, and young people's role

- Attend the RPM meeting where the decision whether to request a Statutory Assessment is made.
- If there are key professionals whose involvement parents/carers want, ensure that they have been invited, and that they are able to attend.
- Submit a parent/carer's view form. This will be provided by school setting or the SEND team.
- Submit a child/young person's views form. This will be provided by school setting or the SEND team.
- Get copies of reports from medical or other professionals that the school may not be aware of. The more evidence that can be provided the easier it be for the MAEHCP to make a decision whether to undertake a needs assessment.
- Consider undertaking a mediation or an appeal if unhappy with the decision not to proceed with EHC needs assessment or to issue an EHCP.
- Consider whether parent/carer would like to request a personal budget, find out what can be included and whether it would be practical.

SEND Team role

- Receive request for Statutory Assessment and assign a SEND officer.
- If decision is not to proceed with a Statutory Assessment, then inform parent or young person of decision in writing and offer feedback/meeting to provide more information. SEND team should also provide details of how they can access support to challenge the decision.

- Send request forms to school setting/professionals identified as working with the child/young person requesting advice to the EHC Needs Assessment.
- Pursue any advice/reports that are not received.
- Ensure that the family/young person has been informed about Personal Budgets and understand how to request one.
- Collate all evidence from the Statutory Assessment for the MAEHCP panel meeting.
- If decision is not to issue, send a letter to parent or young person regarding feedback and offer a meeting if needed. Send details of how to challenge the decision if necessary.
- Issue a Draft EHCP to parent/carers. Parents will be asked formally for their views and preferred school placement.
- Consult schools as appropriate.
- Finalise the EHCP, including section I, placement and issue the plan.

Outside agency and/or professional's role

- Where professional should attend the Referral Planning Meeting to discuss and review whether needs can continue to be met at SEND Support or whether a request for Statutory Assessment should be made. If attendance is not possible, they should submit views in writing detailing needs, provision, and outcome.
- Provide professional advice relating to a child/young person's needs, outcomes, and suggested provision to support the statutory assessment request and the EHCP content.
- If advice is requested it must be provided, it is not sufficient to say that the child or young person is not known to the service. Contact must be made with the family/young person.
- Ensure that provision defined in the reports is detailed, specific and quantified and based on needs.
- If professional input is requested by the LA during Statutory Assessment, this must be supplied within six weeks of the request.

Link to the Local Offer to access Statutory Assessment Paperwork:
[People's Information Network | Statutory Assessment Paperwork](http://peoplesinfonet.org.uk)
[\(peoplesinfonet.org.uk\)](http://peoplesinfonet.org.uk)

31. The Annual Review

Maintaining an Education, Health, and Care Plan – the Annual Review

The first review of the EHC plan must be held within 12 months of the EHC plan being finalised. Subsequent reviews must be held within 12 months of the previous review (if a child is under 5 years, reviews must be six monthly).

The following steps **must** take place in an annual review (see ARP1 Annual Review guidance for settings):

- The LA must consult with the parent of the child or young person (and with the school or institution being attended if there is one) about the EHC plan, and take account of their views, wishes and feelings.
- An annual review meeting must take place to discuss the EHC plan.
- Information must be gathered from parents and young people and from professionals about the child/young person and then circulated two weeks before the meeting.
- Amendments and/or updates to the EHCP Plan must be made with 'Track changes.
- After the meeting, the school will complete an annual review meeting form AR1.
- The documents from the Annual Review Meeting, including parent and child/young person views, must all be sent to the SEND Service as one pack by the Lead Professional/education setting.
- After the meeting, the LA reviews the EHC plan and updates if there are significant changes to be made. The updated EHC plan will be sent to parent/carers and school setting.

The purpose of the review is to:

- Listen and consider the young person's views on how their year has been, discussing areas of strength and difficulty to bring together the views of everyone who supports the child.
- Review the special educational needs and consider what has been working well and where there needs to be changes to support the learner.

- Review the outcomes in the EHCP and assess whether these have been achieved and discuss whether long term targets remain challenging and appropriate.
- Review provision and consider any changes or adaptations.
- Set new SMART targets for the coming school year.

For children who already have an EHCP who reach Year 9 (age 14 and above) the annual review must include a discussion of the needs, provision and outcomes relating to the Preparation for Adulthood (PfA) four categories. It is however good practice to consider this for all ages and year groups:



The LA has a PfA advisor who can offer support in setting appropriate targets if needed. There is a Preparation for Adulthood information guide that is available on the Local Offer to give guidance and support.

The EHCP Review Process – Annual review

EDUCATION, HEALTH, AND CARE PLAN ANNUAL REVIEW PROCEDURE (In accordance with the Children and Families Act 2014 and SEND Code of Practice 2015)		
At least two weeks before each term the LA will provide a list of children/young people who will require a review of their EHC Plan to all headteachers and principals of schools, colleges, and other institutions. This list will also be shared with the Children's Commissioning Group (Health) and responsible officers for Social Care for children and young people with SEN or disabilities.		
STEP 1	IN PREPARATION FOR THE ANNUAL REVIEW OF AN EHC PLAN Educational setting will request advice and information (at least 4 weeks before the meeting) about the child/young person (CYP) from all relevant professionals including: <ul style="list-style-type: none"> • Parent/care/child/young person • Education/school/setting • Health and Social Care • Any other relevant person identified. 	4 wks. Prior to AR
STEP 2	INVITATIONS TO THE REVIEW MEETING The educational setting will send out invitations to all those required to attend, at least 2 weeks before the date of the Annual Review (AR) meeting, together with: <ul style="list-style-type: none"> • the reports they have prepared and obtained for AR. • An Agenda – everyone needs to be prepared for what is to be discussed (there should be no surprises) 	2 wks. prior to AR
STEP 3	THE ANNUAL REVIEW MEETING The Educational setting will normally chair the AR meeting. It should be held in the style of a Person-Centred Planning Meeting. The format of the meeting must enable full involvement of the parent, CYP and consider their views, wishes and feelings, especially when making decisions. The meeting: <ol style="list-style-type: none"> 1. must focus on progress made towards achieving outcomes. 2. must establish whether the current outcomes remain appropriate and if required agree new ones. 3. must review the short-term targets and set new ones. 4. must review the special educational provision and the arrangements for delivering it to ensure it is still appropriate and enabling good progress. 5. review any health and social care provision and check its effectiveness towards achieving the outcomes. 6. check if the aspirations have changed (to be considered in the context of paid employment, independent living, and community participation) 	The AR

	<p>7. must check if the parent/YP would like to request a Personal Budget.</p> <p>8. At Y9 onwards must focus on the Preparation for Adulthood</p> <p>See Appendix 1 – What to check in the EHCP at an Annual Review</p>				
STEP 4	<p>FOLLOWING THE MEETING</p> <ul style="list-style-type: none"> • The educational setting (host) must prepare a report that includes any recommendations for amendments to be made to the EHCP. • This should include where there are differences of opinions and not just the consensus. • This must be sent to everyone who had been invited to the meeting and the LA within 2 weeks of the meeting taking place. 	Within 2 wks. of AR			
STEP 5	<p>ANNUAL REVIEW DOCUMENTATION RECEIVED BY THE LA</p> <p>Upon receiving the report of the meeting and supporting documentation the LA will decide which one of the 3 following options applies:</p>				
<table border="1"> <tr> <td>A. No changes To remain unchanged (even if there are minor amendments)</td> <td>B. Cease EHCP EHCP no longer required.</td> <td>Proposed amendments. There are major changes required to update the EHCP.</td> </tr> </table>			A. No changes To remain unchanged (even if there are minor amendments)	B. Cease EHCP EHCP no longer required.	Proposed amendments. There are major changes required to update the EHCP.
A. No changes To remain unchanged (even if there are minor amendments)	B. Cease EHCP EHCP no longer required.	Proposed amendments. There are major changes required to update the EHCP.			
<p>The LA must inform the parent/YP of the decision within 4 weeks from the Annual Review meeting and this date should be (no later than the anniversary of either when the EHCP was first issued or the last amendment notice).</p> <p>A. No changes to be made to the EHCP.</p> <ul style="list-style-type: none"> • Notification letter sent to parent/YP within 4 weeks of the AR meeting. <p>B. Ceasing an EHCP</p> <ul style="list-style-type: none"> • Specialist provision is no longer required. • A young person ages 16 or over leaves education to take up paid employment. • The young person enters higher education. • The young person aged over 18 or over eaves education and no longer wishes to engage in further learning. • The CYP has moved to another local authority area. <p>C. Amendments to EHCP proposed.</p> <ul style="list-style-type: none"> • Amendment notice letter sent to parent/YP, with: • Copy of the existing non-amended EHCP with tracked changes suggesting the proposed changes. 					

<ul style="list-style-type: none"> • Copies of any evidence to support the proposed changes. • Offer to request a meeting with the LA to discuss proposed changes. • 15 days given to comment and make representations on proposed changes, including requesting a particular school or other institution. 		
STEP 6	Following representations, if the LA decides to continue to make amendments, an amended EHCP will be issued as quickly as possible and within 8 weeks of the original amendment notice . If it is decided not to make the amendments, the LA will explain why within the same time limits.	8 wks.
STEP 7	FINALISED	

Appendix 1 – What to check in an EHCP at the Annual Review

Section A Aspirations should be checked to see if they remain the same. There may be additional aspirations to be included due to new experiences, interests, or circumstances.

Section B New needs may have emerged, or existing needs changed and/or are having an impact on other areas of their life (in or out of school). Or the parent or Children and young people may not feel their needs are described accurately or be a true representation of who they are. An example may be where a need has been described in the EHCP as a behaviour issue when the underlying reason behind the behaviour has now been identified as being due to a communication disorder or learning difficulty.

Section C There may be a new diagnosis or on-going investigations. Health conditions included may have stabilised or improved. Alternatively, what had previously been reported as a stable health condition may now be less so.

Section D Change of circumstances may have occurred or a more up to date assessment has now been completed that should be included. Parent/YP may request an assessment of their Social Care needs.

Section E Outcomes are expected to last for 2 to 3 years but they still need to be reviewed to check they are still relevant, smartened up or changed. (Short-term targets will also be reviewed and new targets set)

Section F There should be provision to match each need included in B. Some of the provision did not occur or has not been as effective as expected or there is an alternative approach that could be tried.

Section G Anything included here requires agreement by the LA from the Integrated Care Board (ICB)). Any health provision, such as Speech and Language Therapy, that educates, or trains must be included in Section F.

Sections H1 & 2 Any provision included here will depend on what needs, if any have been included in Section D. It must be reviewed and may have already changed since it was originally included.

Section I If relevant the suitability of the school (or placement) may also be discussed. The parent/YP may want to ask for a different school or type of school if they believe it will provide a better match to their needs.

Section J Any Personal Budget (PB) already in place should be reviewed particularly where provision has been amended. This is also an opportunity to request a PB if the parent/YP would like one.

Who does what at the Annual Review?

Educational Setting's Role SENDCo

- Convene the EHCP review by setting a date for the meeting. Invites should be sent to all professionals working with the child/young person at least two weeks before the date of the meeting including the parent/carers and child/young person.
- Seek (written) advice and information using form AR3 from everyone invited to the review meeting about the child/young person's progress towards achieving their outcomes as specified on EHCP and any other matters relating to their progress. This must be circulated to everyone invited to the review meeting (including the LA) at least two weeks before the meeting.
- Consider the appropriateness of the EHCP considering the child/young person's progress during the previous year or changed circumstances and whether changes to the plan are required.
- Set new short-term targets for the coming year and where appropriate, agree new outcomes.
- Ensure that you give enough notice to professionals to be able to either attend the meeting and provide reports. Most professionals will need a month's notice to be able to contribute due to capacity.

Parent, Carers, and Young People's Roles

- Ensure that they can attend the meeting (if appropriate for the child). They can ask for an alternative date if they are unable to attend.
- Ensure that any key professionals that they wish to have at the meeting have been invited to attend – these may not be known to school.
- Complete the parent/carer report at least two weeks before the meeting – form V1 Parent Views and support their child to complete the child's view form V2 About Me Form if necessary (this is sometimes completed at school). The 'My Views – PFA' form can be used for older young people, however if the education setting deem the V2 'About Me Form' to be more appropriate for the individual child or young person then this can be used.
- Include any information that may be relevant to defining additional needs or specifying different or additional support.
- If the local authority issues an amended plan, return the plan with any comments or changes that they would like within 15 calendar days of the amended plan being sent.

SEND Team Role

- Although it is the school's setting responsibility to hold and chair the Annual Review, a representative from the SEND Team will endeavour to attend, if necessary, especially for reviews prior to transition i.e., Year 5, Year 9, Year 11 and Year 13 or there may be the expectation of significant changes to the EHCP.
- It is the responsibility of the SEND Team to send the headteacher a list of reviews due 2 weeks prior to the start of the school year. The SEND Team will send reminders to schools of timescales for paperwork to be returned.
- The SEND Team will check and process the paperwork when received from schools/settings. Potential outcomes of the review: amend the plan, cease the plan, no change, change of educational setting.
- The SEND Team will quality assure the documentation of the Annual Review. The Annual Review process is complete when the LA issues the decision letter. If any amendments are required these will be complete within 8 weeks of the decision letter.

Other Agency and/or Professionals

- Provide information and advice for the Annual Review in writing, focusing on progress towards meeting outcomes and any changes in needs or provision.
- Attend Annual Review meeting if possible.
- Discuss and agree changes needed to outcomes, needs or provision. Support with agreeing short term and long-term targets.

Transfers between phases of education.

All Age Transition Plans

An EHC Plan must be reviewed and amended in sufficient time prior to a child or young person moving between phases of education, to allow for planning for, and, where necessary, commissioning of support and provision at the new institution.

The review and any amendments must be completed by **15 February** in the calendar year of the transfer. The key transfers are:

- Early years providers to school.
- Primary school to secondary school.
- Secondary school to Post 16 provision.

Early Years – Reception

For children with profound and multiple learning difficulties or have ASD type difficulties, the Early Years Practitioner's Teams will be working closely with health visitor, speech and language therapy service and the paediatrician to support the family to make the right choices regarding their child's future education. This could mean that an EHCP may be started before the time the child is due to start school full time. The EHCP process will ensure that the correct provision whether it be in one of our special nurseries/schools or into a mainstream nursery/reception class is offered to parents. The team will support the whole family along this journey by advising on options available within our area and making visits to the schools of choice.

The team will work alongside caregivers to create a Transport Passport, which provides a brief but concise description of a child's physical or emotional needs. This enables important information about a child's

medical or emotional needs to be made clearly indicated to the taxi driver and escort. It ensures that the correct support is provided for the child when needed. The passport should be shared with the driver/escort prior to transport starting and then kept in the child's school bag in case of emergency.

If the Early Years SEND Practitioner's Team have not been involved with the child prior to coming into the early years setting, the EYFS provider should indicate to the team if their involvement is needed as early as possible – this will ensure that an EHCP can be requested if this is appropriate for the child and that school provision is considered. This process should begin as soon as school has any concerns about the child. Please see the section on Early Years Team for their information on how to access their help. Once the placement has been decided, a letter of confirmation should be sent to parents of children with an EHCP already in place by **15th February** in the year of transfer. The National Offer date is **16th April** for Reception Places.

Secondary Transfers

For parents to have time to consider their options in choosing a secondary school, the Y5 annual review should be held in the summer term. A SEN Officer will aim to attend this meeting to explain the consultation process to parents/carers and provide advice and information. The minutes of this meeting together with the updated EHCP will then be shared with potential secondary schools in the Autumn when the child starts Y6. The secondary School must be named in the EHCP by **15 February** in the year of transfer.

In year 6, a transition document should be shared with primary heads and Year 6 leaders to complete with information on every child. This information is then shared with the receiving secondary school. Alongside this document, there is a page profile for children that may be of concern for SENDCo's/Year 6 teachers to complete. This document is intended for those children who may at risk of struggling to make the transition into secondary successfully. We hope that this will identify to the receiving secondary school those pupils that may need extra support in the first term but perhaps do not have an EHCP or even a SEND Support Plan. This should be completed and returned by the deadline date as given.

Example below of Transition Plan:

Education Transition Plan					
Name of Child:	Transition From: (Name of Provision)	Transition To: (Name of Provision)	Date:	Please tick if appropriate	
				<input type="checkbox"/> EHCP	<input type="checkbox"/> Child In Need
				<input type="checkbox"/> OCIOC	<input type="checkbox"/> Child Protection
What are we worried about?		What is working well?	What needs to happen?		
Completed and agreed by:	Current Provision	Next Provision	Other		
Name / job title:					

Transition documents are shared between year 6 the receiving secondary school during the final year of primary. The aim of this transition document is to inform the receiving school of the learner's additional needs to ensure that there is as smooth a transition as possible. SENDCo's will be also asked to complete a document which details any additional concerns they may have about a learner regarding their learning styles, additional needs and any other concerns that may affect the learner's ability to move over to secondary successfully. Primary schools should also ensure that the secondary school receives the SEND files as soon as possible to ensure that all documents and information is given to enable school has correct information about the learner.

Our new lead for Inclusion, Grant Smith, will be updating the transition arrangements for next school year.

Preparing for Adulthood Reviews

Preparation for Adulthood (PfA) starts at the earliest stage in life through the development of early communication, feeding, making choices to becoming an independent adult. Our curriculum in early years settings and schools should be shaped around the needs of the child and young person regardless of disability. The PfA outcomes gives a clear

framework for a curriculum model that can be developed 0-25 using the excellent practice that is already in our settings. It will also support effective transition across and between settings building upon the PfA outcomes, working closely with parents and in shaping EHC plans that are realistic and prepare children and young people with SEND for their next stage.

The four areas are:



It will be important regardless of age/stage/range to read all the PfA outcomes 0-25 so that parents, young people, and professionals can plan for the next outcome in their preparation for adulthood. Many of children and young people with SEND will have complex needs that span across several of the Ranges, so it will be important to read all the PfA outcomes to plan a bespoke pathway. The PfA outcomes are not exhaustive and parents, young people and professionals can work and plan together to expand this framework and build all the curriculum experiences both in the setting/school, at home and in the local community that will meet the needs, aspirations and wishes of the child and young person.

All annual reviews taking place from Y9 onwards at the latest and onwards **must** include a focus on preparing for adulthood, including employment, independent living, and participation in society. The transition planning must be built into the EHCP and where relevant should include effective planning for young people moving to adult care and health services. The SEND Preparation for Adulthood team will work with school and young person from Y9.

All information can be accessed on [Preparing for Adulthood | PfA | Home Page](#). There is also a link on the Local Offer. [People's Information Network | Preparing for Adulthood \(peoplesinfonet.org.uk\)](#) which has up to date information about support within Redcar and Cleveland including a PfA self-evaluation tool to enable schools to assess their processes.

Post 16 transfers

For young people and their parent/carers to consider their options when moving from secondary school to a post-16 institution, the Y11 annual review must be held as soon as possible at the start of the Y11 academic year, ideally in September, but definitely in the autumn term. Where possible the LA will attend these meetings to explain the consultation process and share advice and information. The minutes of this meeting together with the updated EHCP will be shared with potential post 16 providers. The post 16 provision must be named by **31 March** of the calendar year of the transfer.

Link to Local Offer to access Annual Review Paperwork: [People's Information Network | Annual Review Paperwork \(peoplesinfonet.org.uk\)](https://www.peoplesinfonet.org.uk/Annual-Review-Paperwork)

32. Further Education

Post 16: Further Education and Preparation for Adulthood

Post 16 education in Redcar and Cleveland encompasses school sixth forms (both mainstream and special), sixth form colleges, general further education colleges, special post 16 institutions, and vocational learning and training providers in the private and voluntary sectors.



The range of study programmes is broad and includes AS/A levels, vocational qualifications, apprenticeships, traineeships, supported internships and bespoke packages of learning.

Students with EHC plans will start Preparing for Adulthood (PfA) from Early Years and all will have a year 9 review of their plan that will focus on a transition plan for adulthood.

This will focus on the 4 broad areas of need as outlined below:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory, Physical and Medical

Careers Guidance

Maintained schools and pupil referral units (PRUs) have a statutory duty to ensure pupils from Y8 until Y13 are provided with independent careers guidance. Academies including 16-19 academies, and free schools are subject to this duty through their Funding Agreements. FE (Further Education) College also has equivalent requirements in the Funding Agreements – their duty applies to all students up to and including age 18 and will apply 19 – 25-year-olds with EHC plans.

Young people with an EHC must have their plans reviewed and amended in sufficient time prior to the young person moving between key stages. SEND officers will endeavour to attend the review undertaken at a transition stage wherever possible. This review process should be fully complete (decision issued) by **31st March** in the year of transfer.

More information

More information on funding and post-16 FE commissioning process and contact details for 14 -19 support services can be found on the Local Offer.

The Preparing for Adulthood team ensure that the process for funding placements is as quick as possible prior to the start of the next academic year, meaning that the college has time to put the right provision and associated support in place so that young people and their families are assured of their college places.

Local Offer Link to the SEND Transition guide:
[send_transitions_guide_feb2021.pdf \(openobjects.com\)](#)

33. Personal Budgets

What is a personal budget?

A personal budget is an amount of money identified by the Local Authority to deliver all or some of the services and support as set out in an Education, Health, and Care Plan (EHCP). It enables the young person, parent, or carer to have a say in how this budget is used.

Once the amount of the personal budget has been agreed, the caregiver can decide how to make best use of it. They can ask someone else (like a friend, local organisation, or your local authority) to manage the budget on the child's behalf, or they might choose to organise the child's care yourself, taking the child's personal budget in the form of direct payments.

A personal budget may not always be appropriate but is an option which can be requested when the Local Authority is preparing an EHC plan or at the annual EHC plan review. In all cases the availability of a personal budget will be based on the support a child or young person (up to 25 years old) needs for them to achieve their agreed outcome/support needs as specified.

Who can request a personal budget?

A parent or young person (where an EHC plan is in place) has the right to ask the local authority to prepare a personal budget. This request can be made at any time during the period in which the Local Authority is preparing the draft EHC plan or when the plan is being reviewed or re-assessed.

How will a personal budget be managed?

There are four ways in which a personal budget can be managed:

Direct Payments

If your local authority agrees that the child needs services, the caregiver can choose to get money to buy these services instead of having them organised by the local authority. This money is given in the form of direct payments.

An organised arrangement

The Local Authority and/or Health provider retains the funds and buys or provides the support specified in the EHC plan.

Third party managed budget.

An organisation or individual nominated in writing by the caregiver or young person to contract, purchase and manage services on their behalf.

A combination of the above

In some circumstances, the choice of taking a personal budget as a direct payment may not be available. This could be in relation to safeguarding concerns and/issues around consent.

It is important to note that if a direct payment is requested and used to employ staff directly (i.e., a Personal Assistant) then the recipient will be responsible as an employer and so must abide by the current employment laws such as making National Insurance contributions and Pension payments.

What can a personal budget be spent on?

The allocated budget can be spent on anything that helps to meet the agreed outcomes of the EHC plan. The funding can be used to purchase support, services, and equipment. Some of the ways direct payments can be used are:

- Getting help with the child's personal care, for example bathing, dressing, or eating, or help looking after them overnight.
- A sitter service to look after the child.
- Help for the child to use leisure facilities.
- Help with household tasks to free up time to look after the child.
- A place at a day nursery or after-school care
- Someone to accompany the child on holiday.

A personal budget may be made up from one or a combination of the following funding sources.

A personal Special Education Needs (SEND) budget is a sum of money made available by the Local Authority when without this additional “top up” funding it would not be possible to meet the individual’s learning support needs. The school/college involved will already have funding for learning support across the school; only pupils or students with more complex learning needs are likely to need a personal SEND budget. However, in some cases the head

teacher/principal and school/college/learning provider may choose to offer some funding towards a personal SEND budget.

A personal Social Care budget is the sum of money made available by the Local Authority if a child or young person (up to 25 years) is assessed by social care as needing additional and individual support at home and when out and about in the local and wider community.

A personal Health Care budget refers to the budget made available should a child or young person (up to 25 years old) have complex, long term and/or any life-limiting conditions. A personal Health budget may also be made available to assist with equipment costs and other health services. A personal Health budget will come from the NHS.

Who does what with Personal Budgets?

Educational Settings Role

- Discuss the provision with the child or young person and parent and agree which part of the funding will be available for a personal budget (remember High Needs funding from the LA may be available).

Parents, carers, and young people

- Speak with SEND officer and ask if they feel a personal budget will be helpful. This can be during the assessment process or at the time of an Annual Review.
- Decide to request a personal budget and identify the provision that they wish to make.
- If a personal budget is awarded, they will need to set up suitable financial arrangements to make payments to providers and to keep financial records.
- Once the budget is approved, they will need to make sure that they get provision to start and that they pay for the services.

SEND Team role

- Provide information and advice to families on a personal budget during the EHCP and at the time of Annual Review processes.
- Review all personal budgets on an annual basis.
- Signpost parents, carers, and young people to information on personal budgets.

- Inform family or young person of Panel decision.

Other Agency and Professionals

- Help family or young person decide on whether a personal budget is appropriate.
- Work out the initial indicative budget.
- Fill in the details of the personal budget on the EHCP form and submit to Panel.

34. Short Break Service

Short Breaks are available for disabled children and young people aged 0 – 25 years and are intended to have positive benefits for both children and young people and their parents and carers.

Short breaks provide opportunities for disabled children and young people:

- To spend time away from their parents/carers.
- The chance to develop new friendships.
- To develop their independence.
- To take part in new experiences and to have fun doing positive activities such as swimming, youth clubs, day trips with friends and much more.



Short breaks aim to provide parents and carers with:

- A necessary and valuable break from their caring responsibility.
- A chance to rest and unwind.
- To spend time with other members of the family.

Short Breaks provision can range from a few hours a week to an allocated number of overnight breaks per year and anything in between.

Redcar and Cleveland's Short Breaks Offer is provided under 3 categories: Universal Services, Self-Referral Clubs and Social Worker Referral Services.

Universal Services 0 – 25 years

Most parent/carers can get a short break by using free or low-cost local services that are open to all. These may include soft play areas, trampoline parks, school clubs, stay and play sessions, leisure services or uniformed groups such as Scouts/Guides.

Service providers have a duty to make reasonable adjustments and must not treat a disabled person less favourably. Some offer sessions specifically for children and young people with additional needs. However, not all universal

services will be suitable for everyone. It is advisable to contact the provider to discuss your child's needs and what they can offer.

For more information on what Universal Services are available in Redcar and Cleveland please visit our SEND Local Offer webpage [People's Information Network | Provision - Self Referral Services \(peoplesinfolnet.org.uk\)](http://peoplesinfolnet.org.uk) or contact Family Information Services on 0800 073 8800.

Self-Referral Clubs 5 years +

Our Self-referral clubs are regular clubs such as After School and Holiday Clubs and are specifically for children with disabilities. These clubs are funded by the Local Authority and are provided by our own staff and by specially selected organisations.

The clubs take place around the Borough providing children and young people with an opportunity to meet new people and try a wide range of activities such as Sports, Arts and Crafts, Swimming and Cooking. Some clubs will require families to make a small contribution to attend which will be used to fund activities and equipment.

Eligibility for children and young people from birth up to 18 years

A child and family social work assessment must be carried out for this level of support. The assessment will include a minimum of one home visit by an allocated social worker. Checks with other health, care and education professionals involved with the child/young person and their family will also be undertaken. Following the assessment, the social worker will work with the family to identify a package of care and support to meet their individual needs. All packages of support will be discussed and agreed by a Multi-Agency Panel. For children with complex health needs, services may also be available through the South Tees Clinical Commissioning Group. These services will follow a specialist health assessment, known as a Decision Support Tool (DST) which is not arranged by the council but can be discussed with a health professional and/or social worker involved with the family. If you think a child may benefit from these services listed, please encourage the parent/carer to discuss with their social worker.

If the child/family do not have a social worker but need more support, please ring our Multi Agency Children's Hub (MACH) on 01642 130700 or email RedcarMACH@redcar-cleveland.gov.uk

Eligibility for young people aged 18 – 25 years

Eligibility for 18 – 25 years is determined following an assessment of need under the Care Act 2014 completed by a Social Worker. If eligible for support, a financial assessment will be undertaken to determine the young person's ability to contribute to the service provision. If interested in any of the services listed, please discuss with family's social worker.

If the family do not have a social worker but feel need more support, please ring Adult Social Care Team on 01642 065070.

35. Children and Young People's Disability Register

What is the Children & Young People's Disability Register?

The register is a database that holds information about children and young people with disabilities who live in Redcar and Cleveland.

Why do we have a register and what is it used for?

The Children's Act 1989 requires us to keep a register. The register helps us to plan and develop services for children and young people with disabilities, it helps us to know who we have and where they are. In addition to planning, the register also helps us to involve and inform families as well as stay connected and share news and information.

The register enables our service to ensure that parent/carers are kept up to date with information such as short breaks, activities during the holidays, training, and support courses.

Why should a caregiver/CYP sign up to it?

The register is used as a means for us to keep families updated with any new developments. Once a child has been added to the register, they will receive information on the Redcar's Short Breaks Service as well as other relevant services and information. This information is likely to be sent via email either through LocalOffer email or ShortBreaks email.

How does a caregiver/CYP register?

1. If using a desktop computer or tablet, please go to www.peoplesinfont.org.uk and click on the orange tab - Children and Young People's Disability Register

If using a mobile phone, please type

www.peoplesinfont.org.uk/kb5/redcar/directory/dcr.page

2. Read the information page, if happy to continue, create a PIN account before joining the Register. To do this click the blue Register button at the bottom of the page. If already have an account, click the blue Sign In button.
3. Once signed into the PIN account, click on the Create New Children & Young People Disability Register Entry

What if a caregiver/CYP needs support to register?

Please contact localoffer@redcar-cleveland.gov.uk or amie.metcalfe@redcar-cleveland.gov.uk

If possible, please ensure that when registering to enter a current email address so that we can forward information that may be of interest to the child and family.

Max Card

We recently piloted the Max card. This card is available to all parent/carers who have registered their child/young person on the disability register. It enables them to access free or discounted rates at places throughout the country. We are hoping to add more services from within our local area for our young people with SEND. We will be evaluating the Max Card over the next few months and a decision will be made to offer these again in the future.

If you would like more information, please contact either amie.metcalfe@redcar-cleveland.gov.uk or LocalOffer@redcar-cleveland.gov.uk

Local Offer Facebook Page

We now have a Local Offer Facebook page that parent/carers and children and young people can access to view updates on services and activities. They can also add to the chat function if making enquiries. You can search Redcar and Cleveland Local offer or there is a link to the service – see below:

The link to this service is <https://www.facebook.com/RCBCLocalOffer>

36. SENDCo Handbook

The SENDCo handbook will be reviewed on a regular basis by the SEN Education Development Advisor and SEN Lead to ensure that all information is up to date and accurate. This will be sent out once reviewed to all SENDCo's via email and refreshed on the Local Offer. Forms will be updated and available also on the Local Offer.

There is now an accompanying SENDCo Toolkit which has links to the Local Offer and contains information and up to date paperwork.

38. Acronyms used in SEND.

AAC	Augmentative and Alternative Communication
AAD	Adaptive, Assistive Devices
ALP	Alternative Learning Provision
ARP	Additional Resource Centre
ARP	Additional Resource Provision
ASD/ASC	Autistic Spectrum Disorder/Condition
AWPU	Age-weighted Pupil Unit
BOO	Basket of Opportunities
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Services
CYP	Children and/or Young Person
CSE	Child Sexual Exploitation
DAF	Disability Access Fund
DLA	Disability Living Allowance
DfE	Department for Education
DCO	Designated Clinical Officer
DMO	Designated Medical Officer
EAL	English as an Additional Language
EHA	Early Help Assessment
EHCNA	Education, Health and Care Needs Assessment
EHCP	Education, Health, and Care Plan
ELKLAN	Training by Speech and Language Specialists to Education Staff
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
HI	Hearing Impairment
LA	Local Authority
LI	Language Impairment
LSA	Learning Support Assistant
MAEHCP	Multi-Agency Education Health and Care Plan

MSI	Multi-Sensory impairment
Nat Sip	National Sensory Impairment Partnership
NPSL-BA	National Programme for Specialist Leaders in Behaviour and Attendance
NVC	Non-Verbal Communication
OT	Occupational Therapist
PECs	Picture Exchange Communication System
PHSE	Personal, Social, Health and Economic Education
PfA	Preparation for Adulthood
PMLD	Profound, Multiple Learning Difficulty
QFT	Quality First Teaching
QTMSI	Qualified Teacher of the Multi-Sensory Impaired
QToD	Qualified Teacher of the d/Deaf
QTVI	Qualified Teacher of the Visually Impaired
RPM	Referral Planning Meeting
RSP	Resource and Support Panel
SALT	Speech and Language Therapy
SARS1	Statutory Assessment Request (after Resource and Support Panel)
SEAL	Social and Emotional Aspects of Learning
SEMH	Social and Emotional Mental Health
SENDSCO	Special Educational Needs and Disabilities Co-ordinator
SEND	Special Educational Needs and Disability
SLCN	Speech, Language and Communication Need
SLD	Severe learning difficulty
SMART	Specific, Measurable, Achievable, Relevant and Timebound
SpLD	Specific learning difficulty
STS	Specialist Teaching Service
TA	Teaching Assistant
TAF	Team Around the Family
ToD	Teacher of the Deaf
TYO	Targeted Youth Officer
VI	Visually Impaired
YJS	Youth Justice Service
YOS	Youth Offending Service

Links to Paperwork for each Service Area

Link to Local Offer to access ATN1 form: [People's Information Network | SEND Transport Paperwork \(peoplesinfonet.org.uk\)](#)

Link to Local Offer to access ITT referral form: [People's Information Network | Independent Travel Trainers Referral Form \(peoplesinfonet.org.uk\)](#)

Link to the Local Offer to access Family Hub Referral Form: [People's Information Network | Family Hub Referral Form \(peoplesinfonet.org.uk\)](#)

Link to the Local Offer to access the Occupational Therapy Service Referral Form and Questionnaire: [People's Information Network | Occupational Therapy Service Referral Forms \(peoplesinfonet.org.uk\)](#)

Links to the Local Offer for Speech and Language Referral Forms: [People's Information Network | Speech and Language Therapy Referral Form \(peoplesinfonet.org.uk\)](#)

Links to the Local Offer to access Single Point of Contact Form: [People's Information Network | Single Point of Contact Referral Forms \(peoplesinfonet.org.uk\)](#)

[Links to the Local Offer to access the Neuropathway form: People's Information Network | Neurodevelopment \(ASD & ADHD\) Pathway Referral Form \(peoplesinfonet.org.uk\)](#)

Link to the Local Offer to the Early Help Assessment paperwork: [People's Information Network | Early Help Assessment Form and Plan \(peoplesinfonet.org.uk\)](#)

Please contact EDA-SEN if you would like a copy or use the link attached: –Local Offer [People's Information Network | SEN Support Plan Form \(peoplesinfonet.org.uk\)](#).

Link to Local Offer for Resource and Support Panel Paperwork: [People's Information Network | Resource and Support Panel Referral Form \(peoplesinfonet.org.uk\)](#)

Link to the Local Offer to access a copy of the RCBC Costed Provision Map: [People's Information Network | Costed Provision Map \(peoplesinfonet.org.uk\)](#)

Link to Local Offer to access Pupil Inclusion Panel Paperwork: [People's Information Network | Pupil Inclusion Panel \(peoplesinfonet.org.uk\)](#)

Link to the Local Offer to access Statutory Assessment Paperwork: [People's Information Network | Statutory Assessment Paperwork \(peoplesinfonet.org.uk\)](#)

Link to Local Offer to access Annual Review Paperwork: [People's Information Network | Annual Review Paperwork \(peoplesinfonet.org.uk\)](#)

Local Offer Link to the SEND Transition guide: [send_transitions_guide_feb2021.pdf \(openobjects.com\)](#)