Special Educational Needs and/or Disability (SEND) Toolkit
For Early Years, Schools, Colleges & Post 16 Educational Providers

Children & Young People’s Services
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Children and Young People’s Services
Introduction

All professionals working with children or young people with additional needs must be familiar with the Special Educational Needs and/or Disabilities (SEND) Code of Practice 0-25 years which provides statutory guidance on duties, policies and procedures relating to part 3 of the Children and Families Act 2014.

This toolkit explains the responsibilities on early year providers, schools, colleges and training providers in County Durham, for meeting the special educational needs of children or young people, through a graduated approach. It is primarily intended for SENCOs, but it is also useful for head teachers, governors and any staff working in, or alongside, an educational setting with children and young people with special educational needs and/or disabilities.

The toolkit brings together all of the guidance documents for schools in County Durham and it was completed in partnership with parents/carers, young people, SENCOs, educational staff from Early Years, Mainstream, Special School and Post 16 education settings, as well as professionals from the Health and Care sectors.

We would like to extend our thanks to settings and Durham’s parent/carer and young people’s groups - Making Changes Together and eXtreme - for working in co-production on this document.

This toolkit will be formally reviewed annually and ‘refreshed’ on the ‘SEND toolkit and documents’ annually. If there are changes through the year - these will also be completed to the online document and all settings will receive notification of this. For this reason we would encourage schools and settings to use the online copy at all times.
National and local context of Special Educational Needs and/or Disabilities (SEND)

Definition of Special Educational Needs and/or Disability
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act).

Many children and young people who have SEN may have a disability under the Equality Act 2010:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise:

‘long-term’ is defined as ‘a year or more’ ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Equality & Inclusion

All educational settings have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put
at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Settings also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Educational settings support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Settings should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

All pupils should have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and/or disabilities will be able to study the full national curriculum.

Medical conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Governing bodies must ensure that the necessary arrangements are in place to support pupils with medical conditions and they should ensure that school leaders consult with health and social care professionals, pupils, and parents/carers to ensure the needs of children and young people with medical conditions are effectively supported. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of these pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance ‘Supporting pupils at school with medical conditions’. School nurses are able to signpost to specialist help, relating to diabetes, asthma, epilepsy, anaphylaxis and tracheostomy care etc. The Local Authority also offer guidance and training on supporting disabled pupils with a medical condition, such as administering medications in school. Guidance can be found on the ‘For providers’ page of the Local Offer.
Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date 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 those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Durham’s Local Offer was co-produced with families and can be found on the County Durham Families Information Service’s website – see the screenshot below. There are instructions on how to use the Local Offer site on the landing page.

The tab ‘SEND toolkit and documents’ under ‘Special Educational Needs and Disability (SEND) information and training for providers’ (see below) has all of the SEND documentation (for example: an electronic copy of this toolkit and SEND referral forms) for schools and educational settings. This site will be referenced throughout this toolkit.

For providers

This page is for anyone working with children and families, including childcare providers, people working in an education setting, or those who would like to become a childminder or set up a daycare setting.

Information for childminders and daycare providers

- How to become a childminder
- Information and support for childminders
- Information and support for you as a childminder to help your day to day practice and in preparing for your Ofsted inspections
- Information and support for daycare providers
- Information and support for you as a daycare provider to help you with your role
- 30 hours free childcare entitlement
- 30 hours free childcare entitlement – Information to help you prepare
- This page will help childcare providers, including schools, plan for the increase in entitlement from September 2017
- Funding information for registered early years providers in County Durham
- Find out about funding arrangements for Free Play and Learn for two year olds, and Early Education entitlement for three and four year olds
- If you are a provider of funded places we are asking that you note the number of children accessing a place within your area and contact your local Children’s Centre to discuss possible partnership working with a view to maximising the take-up of places. View the latest ‘Take-up’ figures for Free Play and Learn for 2 Year Olds by Children’s Centre Cluster Areas and Children’s Centres

Special Educational Needs and Disability (SEND) information and training for providers

- SEND Toolkit and documents
- Useful documents and referral forms that you can use when supporting children and young people aged 0-25 with SEND.
Preparing for Adulthood (PfA)

Young people with SEN and disabilities (SEND) should have equal life chances as they move into adulthood.

This should include paid employment and higher education, housing options and independent living, good health, friends, relationships, community inclusion and choice and control over their lives and support.

In order to do this; the following is what we are currently working towards for young people with SEND and is what we would like to see happening within County Durham:

- Preparing for Adulthood starting from the earliest years;
- Services that have a statutory responsibility focus on how they can support people to progress towards PfA outcomes;
**PfA outcomes**

It is good practice to identify these pathways as early as possible in a child’s life; such as involving the child in wider community activities, and understanding the child’s interests, strengths and motivations when planning. From year 9 onwards the Local Authority must ensure that the EHC plan review includes an explicit focus on Preparing for Adulthood and young people have the support they need to participate fully in planning and decision making.

School should also think about the PfA outcomes when completing SEN support plans. There are references to PfA outcomes throughout the toolkit.

**PFA outcomes tool**

An outcomes tool was developed by the Department for Education (DfE) to help support the use of the four key PfA areas as part of the planning process and development of outcomes across the age range. This includes consideration of aspirations, activity and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development.

The points below are key things to remember whilst using this tool:

- The outcomes will need to be personalised and focused on the young person’s aspirations, supporting as independent a life as possible;
- Children develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones;
- At review meetings the tool can be used to support development of imaginative yet achievable ways to support progress under each outcome;
- This tool should be used as part of a personalised approach and can therefore be used as a starting point to develop EHC plans across a wide range of need. If you are supporting a young person with a life-limiting condition this tool can be used to focus on progress in a sensitive and personalised way;
- Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom;
- Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age;
- Promote a focus on outcomes that are transferable to the real world;
- Local authorities should make sure they focus on the PfA outcomes in EHC plan reviews and make sure related information is covered in the Local Offer.
Practical ways to build the PfA outcomes into the Local Offer, Education, Health and Care Plans, Care and Support Plans (18+) and curriculum design for all students with SEND

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<th>Independent Living</th>
<th>Community Participation</th>
<th>Good Health</th>
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<td>Early Years (age 0 - 4)</td>
<td>Adapting to new environments, Playing with other children, Following instructions, consider any specifics around sensory impairments, Real world play, (builder/nurse/doctor)</td>
<td>Feeding and drinking, Toilting, Getting dressed Making Choices, Real world play, (kitchens/DIY/cleaning)</td>
<td>Making friends, Social interaction, Visits / day trips</td>
<td>Checks at births (hearing etc.), Diet and food variety, Immunisations, 2 year old development check</td>
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<td>Provision (Universal and Targeted)</td>
<td>Speech and language therapy (SLT), occupational therapy (OT), physiotherapy, health visitor, parent carers, portage, community nurse, educational psychologist, community/disability groups, toddler groups, GPs/paediatricians, social workers/short break care, Early Years professionals, use of personal budgets as appropriate.</td>
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<tr>
<td>Primary (age 4 - 7) Reception - Y2 Key Stage 1</td>
<td>“What do you want to be when you grow up?” Meeting role models, Real world visits (fire stations, farms etc.), Numeracy</td>
<td>Washing/brushing teeth, Telling the time, Paying in shops (supervised)</td>
<td>Team playing, Developing friendships/friendship groups, After school clubs, Weekend activities</td>
<td>Child obesity checks Diet - making choices, Dentist school visit, Immunisations, Physical exercise</td>
</tr>
<tr>
<td>Provision</td>
<td>SLT, OT, physiotherapy, parents, community nurse, educational psychologist, community/disabled groups, GPs/paediatricians, social workers/respitecare, use of personal budgets as appropriate, teachers / TAs / support staff, school nurse, dentist, organised clubs e.g. Brownies / Cubs (universal services)</td>
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<td>Primary (age 7 -11) Y3 - Y6 Key Stage 2</td>
<td>Talk about different careers and higher education options, Access to career related role models, Start to build a personal vocational profile of interests and ambitions, School sessions from visitors on their careers</td>
<td>Understanding money – paying for snacks in school, Sleep-overs and residential trips, Cooking at school and home, Shopping, Moving around the school independently, Travel training, Transport and road signs</td>
<td>Youth and after-school clubs, Learning to be safe on and offline, Knowing the local area, Walking short distances alone, Friendships, Understanding bullying, Managing change</td>
<td>Managing minor health needs e.g. asthma, Starting puberty, Immunisations (BCG), Obesity check, Articulating pain / health problems</td>
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<tr>
<td>Provision</td>
<td>As above plus: Friends/peers, careers advisers, CAMHS</td>
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<td>Age/Stage of Development</td>
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<td><strong>Secondary</strong></td>
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<td>(age 12 -14) Y7 - Y9</td>
<td>Subject option choices - thinking about university and college, picking the right subjects for future career goals</td>
<td>Travel training</td>
<td>Making decisions about how to spend free time</td>
<td>Sex education Immunisation - tetanus</td>
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<td>Exploring different career options Understanding requirements for HE</td>
<td>Making decisions about what to spend money on</td>
<td>Managing social media and other technology</td>
<td>Managing more complex health needs</td>
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<td>Structured careers advisory sessions</td>
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<td>Understanding what the GP can help you with</td>
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<td>Planning for employment:</td>
<td>Socialising unsupervised in the local community</td>
<td>Online gaming and staying safe</td>
<td>Annual health check with GP if registered Learning Disability</td>
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<td>• what qualifications do you need</td>
<td>Independent living skills</td>
<td>Belonging to different groups</td>
<td>Mental health and wellbeing Drug and alcohol education</td>
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<td>• what study programme should you be on</td>
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<td>Friendships and relationships</td>
<td>Switching technology off and getting a good night’s sleep</td>
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<td>• what work experience would be most helpful</td>
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<td>Understanding the bigger picture and building resilience</td>
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<td>Work experience, starting with tasters and building up to increasing time in the workplace</td>
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<td>- with support where needed</td>
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<td><strong>Key Stage 3</strong></td>
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<tr>
<td><strong>Secondary</strong></td>
<td>GCSEs/NVQs/Entry level qualifications Vocational options</td>
<td>Continue to build personal/vocational profile - use in careers</td>
<td>Understanding supported employment options e.g. access to work Transition to new settings Starting micro-enterprises</td>
<td>As above plus: Personal assistants, Employers, Social Care, Travel trainers</td>
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<tr>
<td>(age 15 - 16) Y10 - Y11</td>
<td>sessions After school/Saturday jobs/part-time employment</td>
<td>Understanding supported employment options e.g. access to work Transition to new settings Starting micro-enterprises</td>
<td>Transition to new settings</td>
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<td></td>
<td>Understanding supported employment options e.g. access to work Transition to new settings Starting micro-enterprises</td>
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<td>Provision</td>
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<td><strong>Post-16 (age 16 - 19)</strong>&lt;br&gt;In schools and post-16 providers</td>
<td>Build on strengths and interests highlighted in personal/vocational profile&lt;br&gt;Apprentices&lt;br&gt;hips&lt;br&gt;Supported internships&lt;br&gt;Traineeships&lt;br&gt;Further work on academic and vocational qualifications&lt;br&gt;A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor&lt;br&gt;CV writing&lt;br&gt;Skills in applying for jobs or higher education&lt;br&gt;Interviewing&lt;br&gt;Understanding support from the LA, e.g. do they have a supported employment service?</td>
<td>Managing bills (e.g. mobile phone)&lt;br&gt;Managing potential income including Personal Independence Payments&lt;br&gt;Residential and local learning options&lt;br&gt;Mental capacity - supported decision making&lt;br&gt;Understanding consent and best interest&lt;br&gt;Life skills&lt;br&gt;Managing your time&lt;br&gt;Transition to adult care&lt;br&gt;Being safe in your home&lt;br&gt;Understanding different types of living arrangements - what arrangements are positive and possible for each YP&lt;br&gt;Actively planning for future living arrangements with family, LA etc.</td>
<td>Developing new friendships&lt;br&gt;Personal budgets&lt;br&gt;how could they be spent post-16 to further PI aspirations&lt;br&gt;Managing your time&lt;br&gt;Being safe on the streets&lt;br&gt;Understanding alcohol and drugs&lt;br&gt;Volunteering&lt;br&gt;Understanding the criminal justice system&lt;br&gt;Knowing where to go for help and how to use the emergency services</td>
<td>Taking responsibility for dental and optical appointments&lt;br&gt;Managing own health&lt;br&gt;Transition to adult health services&lt;br&gt;Knowing when you need to see the GP&lt;br&gt;Staying physically active and healthy&lt;br&gt;Understanding relationships, including:&lt;br&gt;sexual relationships&lt;br&gt;choice and consent&lt;br&gt;safety and&lt;br&gt;good health</td>
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<td><strong>Post-19 (age 19 - 25)</strong></td>
<td>Consolidate or finish learning&lt;br&gt;Taking part in adult education/community learning&lt;br&gt;Completing outcomes in EHC plan&lt;br&gt;Voluntary work&lt;br&gt;Knowing how to access support from Job Centre post-education&lt;br&gt;Paid work or higher education&lt;br&gt;Understanding benefits</td>
<td>Arranging potential independent/supported living options&lt;br&gt;Planning other living arrangements&lt;br&gt;Understanding correspondence/bills&lt;br&gt;Continuing to develop independent living skills as part of a study programme</td>
<td>Accessing adult social care post-18&lt;br&gt;Maintaining friendships outside of an education setting</td>
<td>Managing health appointments</td>
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<tr>
<td><strong>Provision</strong></td>
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<td>As above plus: Personal assistants, Employers, Social Care, Travel trainers</td>
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County Durham communication networks

SENCO networks are termly and are a good opportunity for the Local Authority (LA) and educational providers to share information and work together in order to improve outcomes for children and young people with SEND. The network meetings are held in schools and localities. There are also separate Early Years, Secondary/Post 16 and Special School network meetings. The SEND & Inclusion team also publish a *termly newsletter* which includes all of the dates of the networks and provides further advice and guidance to educational settings about SEND and services within Durham. If you need any further information about these, please ring one of the SEND Advisory Officers (see section 6).

County Durham Local Authority panels

Within Durham County Council there are a number of panels which support the identification of more significant needs and planning for children and young people with SEND. There are also a number of panels that have a joint education, health and care finance commissioning purpose. These are:

High cost/top up funding panel
This panel considers requests for additional SEND resources which exceed the resources normally available to pupils in schools.

Complex Casework panel (which runs concurrently with the high cost/top up funding panel)
This panel reviews and advises action relating to children, young people and their setting where there is much higher than usual level of complexity requiring senior officer consideration.

The Education, Health and Care assessment and Enhanced Mainstream Provision (EMP) placement panel
This panel considers whether to initiate a statutory assessment of SEND in relation to children and young people aged 5-25. It also considers referrals to Enhanced Mainstream Provision (EMP). In exceptional circumstances requests for emergency or assessment places are considered.

Early Years panel (aged 0-5)
This panel considers requests for support from private voluntary and independent (PVI) settings and schools in fulfilling their duties and responsibilities regarding children with SEND aged 0-5. This includes:

- receiving and responding to notifications to the local authority from health bodies of pre-school children requiring support or those who may require support regarding SEND
- considering cases presented in relation to assessed need and identify appropriate resources to meet needs.

An ‘at a glance’ guide to panels can be found overleaf.
At a glance’ guide to Durham panels and decision making for educational providers

Central point of entry to LA: sencasework@durham.gov.uk for queries and requests for provision additional to that funded from schools’ notional SEN funding, following evidence of relevant and purposeful action. Directed to appropriate panel by SEN administrative team.

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<tr>
<th>Early Years panel</th>
<th>Statutory (EHC) request panel to consider:</th>
<th>Top-Up funding panel to consider:</th>
<th>Complex Case Panel to consider:</th>
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<tr>
<td>• EHC needs assessment requests 0-5 years</td>
<td>• EHC needs assessment requests 5-25 years</td>
<td>• School top up funding requests outside EHC plan</td>
<td>• Emergency assessment requests</td>
</tr>
<tr>
<td>• Early Years SEND Support requests (to replace Outreach and DCATCH)</td>
<td>• Change of placement.</td>
<td>• Internal LA sign off of high cost education only funds (£10k plus).</td>
<td>• Highly complex and challenging provision or placement issues relating to individual children/young people</td>
</tr>
<tr>
<td>• Requests for Educational Psychology involvement for Early Years children</td>
<td></td>
<td></td>
<td>• Change of placement to EMP (interim arrangement until Summer 2019).</td>
</tr>
<tr>
<td>• Requests for Early Years places at EMP: Hearing Impairment.</td>
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</tbody>
</table>

Panels and decision making for commissioners

Should there be a need to consider joint funding arrangements between agencies the LA works with partners in health and Children’s Services (Social Care) through a range of commissioning resource panels these are:

<table>
<thead>
<tr>
<th>Under £25,000</th>
<th>Over £25,000</th>
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<tbody>
<tr>
<td>0 – 13 years</td>
<td>13 – 25 years</td>
</tr>
<tr>
<td>All ages</td>
<td>All ages</td>
</tr>
</tbody>
</table>
Education Health Needs (EHN) team

If a pupil is of statutory school age and unable to attend school because of their physical or mental health, this team can provide temporary education to help prevent interruption to their education.

There is an expectation that a range of interventions will have be carried out by the school prior to the referral and in most cases, a SEN support plan will already be in place. There may be occasions where the school will have already started an EHC request.

The team offers teaching sessions, in a room at school, at a location near to a pupil’s home, or if a pupil is not physically able to leave the house, in their own home. The team will work closely with your child's school to make sure that they follow the right programmes of study. Following advice from a medical professional, the team will support integration back into school as soon as possible.

Pupils remain within the remit of the EHN teaching provision for as long as a reintegration is a viable option and pupils with a temporary illness engage with learning and attend their booked teaching sessions. If it becomes apparent that progress is hampered by non-attendance to EHN sessions or non-engagement without a medical clinician’s recommendation then the pupil will be discharged from EHN and school attendance procedures will follow.

If it emerges that an assessment is needed and a SEND is the cause of non-attendance at school or the pupil is awaiting change of a school place to meet their SEND needs, then again the pupil will be discharged from EHN. However, as relationships already established by the EHN teacher are beneficial the teaching service can continue on a costed basis, if capacity allows.

The team also provide small group teaching provision for pupils who are pregnant or have recently given birth, up until the baby is 12 weeks old.

If a pupil is admitted to hospital the team offer educational study or activity on the Treetops ward of UNHS. Further information about this team can be found on the Local Offer, see SEND & Inclusion Service 2018/19, Support and services for schools and settings.
Communities of Learning (CoL)

Communities of Learning were established in County Durham to support strategic development and manage provision to meet the needs of children and young people with complex needs. A Community of Learning (CoL) is a collaborative group of schools working together - there are 15 CoLs within County Durham.

Communities of Learning will:

- Promote high expectations for all children and young people.
- Develop opportunities for children and young people with special educational needs to be included within their neighbourhood schools.
- Seek to remove barriers to inclusion.
- Share best practice and seek innovative solutions to making local provision for SEN.
- Make the most effective use of resources for SEN at a school, community and county level.
- Engage openly with all partners in the Community of Learning.
- Bring together key practitioners working with children in their locality.
- Adhere to the principles and practice outlined within the SEND Code of Practice 0-25 years, 2015 and Equality legislation 2010.
- Be transparent and accountable in their use of resources, within the county wide Community of Learning framework.

Each COL has a budget that will assist them to develop provision to meet the needs of children and young people with special educational needs within their community of schools, either on an individual or group basis. SENCOs and senior leaders in each school should be proactive in finding out how the COL budget is being used in their area. On an annual basis the needs of children and young people are reviewed to inform ongoing development of the priorities within the Community of Learning.

County Durham planning tools

To help settings to plan for the different special educational needs, we have devised ‘SEN planning tools’, which can be found on the ‘SEND toolkit and documents’ webpage.

These tools describe the type of support that all educational settings should be making for children and young people in different areas of need. SENCOs should ensure all staff are using these as part of planning, outcome setting and assessment, so all pupils needs can be met and all pupils are supported to make sustained progress.

There is a specific Early Years planning tool and the following planning tools have two versions available; one for schools and one for Further Education and Post 16 providers:

- Speech, Language and Communication needs
• Physical difficulties
• Hearing Impairment
• Visual Impairment
• Autism
• Social, Emotional and Mental Health difficulties
• Learning difficulties
• Anxiety/anxious/school refusal.

The planning tools are also referenced within the Early Years, school and post 16 sections of this toolkit.

Enhanced mainstream provision (EMP) in Durham

Some mainstream schools in County Durham offer enhanced provision in a specific area of need. A child or young person does not need an Education, Health and Care plan to be able to access this provision, but must be at SEN Support stage. Referrals to EMPs should be made to the SEN Casework team sencasework@durham.gov.uk and will be considered by the Complex Case Panel. This is an interim arrangement.

EMP in context- a continuum of provision

When considering placement at EMP it should be borne in mind that this provision falls on a continuum from mainstream to special school.

EMP: Speech & Language

We currently have three provisions in the primary sector based at:

• Timothy Hackworth Primary School, Shildon (20 places)
• Wheatley Hill Primary School, Wheatley Hill (10 places)
• Cheveley Park Primary School, Belmont (20 places)

We currently have two provisions in the secondary sector based at:

• The North Durham Academy, Stanley (15 places)
• Whitworth Park School, Spennymoor (10 places).
The needs of the child/young person

The child or young person has a primary difficulty relating to significant and specific speech and / or language disorder, or a speech / language delay, which is inconsistent with other abilities. This might include:

- a speech disorder
- a phonological disorder
- an expressive language disorder
- a receptive language disorder
- a pragmatic disorder.

The speech and/or language disorder has a significant impact in several of the following areas, particularly relating to the extent to which the difficulties impede the pupil’s access to the National Curriculum and/or the impact upon social and emotional well-being. This could include:

- difficulties with speech production which severely limit participation in classroom activities and social development
- considerable difficulties in meeting the language demands of ordinary learning activities, such as following instructions or using abstract concepts
- difficulties communicating with peers which lead to social isolation and or apparent emotional and/or behavioural difficulties
- frustration by the pupil at an inability to participate in the classroom, interact with peers and to express wishes and feelings
- low rates of progress in many areas of the curriculum except, perhaps, in very specific areas of strength
- difficulties in following instruction, classroom routines and in maintaining attention on task, making it impossible for the pupils to participate in most ordinary classroom activities without a high level of support and structure
- inappropriate social behaviour leading to rejection by peers and social isolation
- measurable speech and language behaviours which are significantly below those of the majority of peers (in the first or second centile in some standardised language assessments)

School is able to evidence a costed provision map of at least £6000 and that it has a SEN Support Plan in place as described in SEN planning tool

Early Years settings have followed the Early Years planning tool and is able to show relevant and purposeful action including advice from a Speech and Language Therapist.
What provision does the Speech & Language (S&L) EMP offer?

- Opportunities to access Intensive Speech & Language Therapy.
- Regular opportunities to work in a Mainstream setting and opportunities to work in small groups.
- Access to specialist teaching for pastoral and curriculum support.
- Access to a curriculum modified according to the child’s communication needs.
- Direct liaison between school staff and Speech & Language Therapists.
- Access to support from peers with similar difficulties.
- Oversight by a specialist, senior Educational Psychologist.
- Regular reviews of progress in line with the SEND Code of Practice 0-25 years.

Hoped for outcomes from attending the S&L EMP

- To develop personal resilience through being part of positive education community.
- To develop confidence in relationships.
- To develop communication skills in terms of social relationships and using language as a tool for learning.
- To develop educational, social, pastoral and speech, language and communication skills through access to a communication friendly environment.
- To make measurable progress across a broad curriculum.

EMP: Autism & Social Communication Needs

We currently have one provision in the primary sector based at:

- Easington Colliery Primary School. (7-9 places)

We currently have two provisions in the secondary sector based at:

- Wellfield School, Wingate (9-11 places)
- Bishop Barrington School, Bishop Auckland (9 places).

Pupil characteristics

Consideration of placement should be needs focused rather than based on diagnosis. As noted below, it is anticipated that the child will be experiencing significant needs relating to their autism, and will not be progressing as expected within a mainstream environment. It would be expected that children/young people accessing the provision would usually have a diagnosis of autism/autism spectrum.
Children referred for consideration are likely to have a complex presentation which includes an ability to make progress with the national curriculum within the broad range expected for a pupil of their age. However, their wellbeing, participation and progress in school is impacted on significantly as a consequence of their autism and related sensory/social/communication/anxiety needs.

Children will have an SEN support plan and there should be evidence of person centred reviews. An EHC plan is not a requirement to access this provision.

In order to ensure a good experience for children accessing the provision, the following need to be taken into consideration. These criteria will be applied taking into account context and individual circumstances.

- Current arrangements within the mainstream school, even with high levels of support, are not allowing for the full and safe participation of the child.
- Progress and/or well-being is giving substantial cause for concern given the child’s learning potential.
- There is evidence over time of the consideration and implementation of universal and targeted support and provision as outlined in the SEN planning tool.
- Evaluated (assess-plan-do-review) intervention over at least 3 terms in the mainstream school context indicates medium to long term need. A detailed SEN support plan, support timetable and costed provision map is available.
- Professional involvement and assessment evidence suggests complex medium to longer term needs arising as a consequence of the pupils autism which requires intensive intervention and support based on access to a flexible approach to curriculum access and delivery, and modifications to the physical, sensory and social environment
- The child is not presenting with primary needs relating to significant learning or social, emotional, mental health needs (the needs of these children should be considered through alternative provision pathways).
- Where there are indications of home related needs, there is a willingness by the parents / carers to work with the school staff and relevant others to address these.
- The following factors need to be taken into consideration:
  - Travel time should be kept to a minimum
  - Gender mix should wherever possible be balanced
  - Age mix should support effective teaching and learning.

**Autism & Social Communication EMP provision**

When considering placement at EMP it should be borne in mind that this provision is part of a range of provision available within the Local Authority to meet the needs of pupils who
are on the autism spectrum. It is intended to support pupils whose needs are not typically catered for within our special schools for children with complex learning needs or complex social, emotional and mental health needs.

**Autism & Social Communication EMPs can offer**

- Access to a managed physical and sensory environment (in addition to some mainstream experiences) for flexible periods of time across the school week and over the school year. The amount and balance of time in the different parts of the school will be determined by the presenting needs of the pupil in discussion with the young person, their family, and relevant professionals.

- A full range of mainstream experiences, including curriculum access and accreditation as appropriate, alongside more specialist support arrangements; and access to additional curriculum elements focussing on social communication needs, developing safe and positive relationships, emotional awareness and regulation, and self-help and independence skills.

- Continuity of support strategies and interventions across the school context

- Higher than usual levels of adult support including access to individual support, small group support and some independent access to school life according to individual needs.

- There should be a staff pupil ration not exceeding 1:4 within the managed element of the provision.

- Children accessing this provision may have an EHC plan, may be undergoing consideration for one, or may not need one.

**Hoped for outcomes from attending an Autism & Social Communication EMP**

- To be able to understand and then manage emotional regulation, ultimately without high levels of adult support.

- To make progress across the curriculum.

- To maintain high levels of attendance.

- To learn to tolerate and work alongside peers.

- To develop communication skills in social relationships.

- To understand and manage the sensory environment.
EMP Social, Emotional & Mental Health Needs

We currently have one provision in the primary sector based at:

- Seascape Primary School, Peterlee (8 places).

Pupil characteristics

Consideration of placement should be needs focused rather than based on diagnosed or described difficulty as noted below. It is anticipated that the child will be experiencing significant medium to longer term SEMH needs, and will not be progressing as expected within a mainstream environment.

Children referred for consideration are likely to have some resilience factors which may impact on their potential for learning or social and emotional skills, and these should be profiled in addition to the difficulties and needs. There should be a stated family commitment to work with the EMP to address identified needs through home support.

Children will have an SEN Support Plan and person centred review process in place. An EHC Plan is not a requirement to access this provision.

In order to ensure a good experience for children accessing the provision, the following need to be taken into consideration. These criteria will be applied taking into account context and individual circumstances.

- Current arrangements within the mainstream school, even with high levels of support, are not allowing for the full and safe participation of the child.
- Progress is not satisfactory given the child’s social and learning potential.
- Evidenced consideration and implementation of universal and targeted support and provision outlined in the SEN planning tool and Indicative Provision Guidance.
- Evaluated (assess-plan-do-review) intervention over at least 3 terms in the mainstream school context indicates medium to long term need – detailed and costed provision map and reviewed SEN support plan available.
- Professional involvement and assessment evidence suggests complex medium to longer term SEMH needs requiring intensive intervention and support based on smaller group, nurture and restorative principles.
- The child is not presenting with significant learning or social communication needs (the needs of these children should be considered through alternative provision pathways).
- Where there are indications of home related needs, there is a willingness by the parents / carers to work with the school staff and relevant others to address these.
- The following factors need to be taken into consideration:
  - Travel time should be kept to a minimum
  - Gender mix should wherever possible be balanced
- Age mix should support effective teaching and learning.

**Social, Emotional & Mental Health (SEMH) needs EMPs can offer:**

- Access to a managed environment (in addition to mainstream experiences) for typically between 25-75% of the week - may be higher during initial induction period.
- A full range of mainstream experiences alongside more specialist support arrangements; and access to a flexible and extended curriculum.
- Continuity of support strategies within the school context.
- Access to named specialist professionals from EPS, CAMHS, SALT and OT.
- Family support and intervention e.g. through links to a keyworker or PSA/FSW.
- 1:4 ratio of support.
- Children accessing this provision may have an EHC plan, may be undergoing consideration for one, or may not need one.

**Hoped for outcomes from attending a SEMH EMP**

- To attend full time and access all of the opportunities of the school.
- To be healthy and happy.
- To make progress in line with expectations, or at least as good as in previous setting.
- To have a holistic approach to meeting needs with clear co-ordination of supports offered by stakeholders in health and social care.

**EMP: Hearing Impairment (HI)**

We currently have one provision in the primary sector based at:

- Gilesgate Primary School (20 places)

We currently have one provision in the secondary sector based at:

- Belmont School (6 places).

**Pupil characteristics**

The child/young person would have a primary need relating to their diagnosed hearing impairment and would not be progressing in line with national outcomes within a mainstream environment. The child/young person would need a significant amount of specialist sensory support.
A child/young person’s degree of hearing loss could include:

- Moderate HI with conductive overlay who are functioning as severe, or are functioning as severe due to auditory neuropathy.
- Severe HI or cochlear implanted child/young person functioning as severe HI.
- Profound HI/profound functional loss due to auditory neuropathy/cochlear implanted child/young person functioning as profound HI.

The hearing impaired child/young person would also experience significant needs as detailed below:

- The impact of the child/young person’s HI on language and communication development would mean that he/she is making less than expected progress (particularly in English, Mathematics and Science), or is at risk of making less than expected progress in a mainstream setting and requires a high level of daily on-site intensive support from specialist staff.
- A child/young person whose hearing impairment needs require high levels of adult support each lesson to mediate spoken information within the classroom.
- A child/young person who as a result of their HI requires signed support to enable them to access the majority of their lessons, particularly language based ones.
- A child/young person who needs flexibility within the curriculum to be taught 1:1 or in small groups and may benefit from access to a modified curriculum where teaching and learning takes place away from the mainstream class as appropriate.
- A child/young person who needs access to additional curriculum elements such as pre and post teaching, specialist language development, development of listening skills or manual communication skills, social and emotional skills linked with hearing impairment, self-help and independence skills.
- A child/young person who requires an acoustically favourable environment for a significant amount of specialist teaching.
- A child/young person where there is a high level of impact upon the development of personal, social and emotional learning skills due to his/her hearing impairment (e.g. the child/young person displays a low level of emotional resilience and self-esteem or feels isolated due to his/her HI. He/she requires a high level of additional support; long term support required for emotional/personal/social learning needs).
A child/young person who would benefit socially and emotionally from being educated alongside other hearing impaired children and young people.

Children/young people referred for consideration are likely to have a complex presentation and apart from academic needs, their wellbeing, participation and progress in school are impacted on significantly as a consequence of their hearing impairment and independence/social isolation/anxiety needs.

Children will have a SEN support plan and there should be evidence of person centred reviews. An EHC Plan is not a requirement to access this provision.

**What provision does the HI EMP offer?**

- Regular and frequent access to a qualified teacher of children who have a hearing impairment in order to facilitate their curriculum access and raise their achievement within school.

- High levels of access to LSAs, Communication Support Worker and Deaf Worker who will provide support in class or interventions to modify the spoken or written language/concepts of school work in order to make it accessible to the child/young person.

- Full range of mainstream experiences available with appropriate curriculum access, differentiation and accreditation.

- Flexibility in providing modified curriculum models to HI pupils who are not able to access the full mainstream curriculum, even when differentiated, due to delayed language development.

- Access to additional curriculum elements focussing on specialist skills such as, pre and post teaching of concepts and specialist language within the mainstream curriculum, speech and language development, development of manual communication skills social interaction, developing positive relationships, self-help and independence skills.

- Regular access to Specialist (HI) Speech & Language Therapist when appropriate.

- Mainstream staff trained to understand the needs of a hearing impaired child/young person with on-going training so that teaching and learning is effective and reasonable adjustments are made within the classroom to overcome barriers to learning.

- Mainstream and specialist staff work closely to provide effective learning, monitoring and assessment for HI pupils.
• Access to specialist technology such as hearing aids, cochlear implants, radio aids, soundfield systems.

• Access to specialist staff who are trained in the use and management of hearing technologies and or on hand daily to effectively check and maintain them to optimise listening levels.

• Opportunities to mix with and make friendships with hearing and hearing impaired children and young people.

• Opportunities for hearing pupils to be given deaf awareness training and learn to communicate more effectively with hearing impaired pupils.

• Opportunities to meet hearing impaired peers on a regular basis and have opportunities to learn about deaf culture and community when appropriate.

• Regular access to a Deaf Worker who will promote signed communication and provide a positive role model.

• Pastoral support strategies in place due to staff awareness of the potential impact of deafness and communication difficulties on a child/young person’s self-esteem and well-being.

• Regular communications between specialist support staff and parents/carers of HI children and young people.

Outcomes for children and young people attending HI EMPs include:

**Developing independence**
The child/young person will have confidence to communicate effectively with hearing people in a variety of situations, will be able to explain their HI needs to others, will be effective in managing and maintaining their own hearing equipment and will be equipped with skills for a life beyond the classroom.

**Achievement in learning**
The child/young person will make consistent progress and reach their potential by engaging in specialist interventions which narrow the learning gap and minimise the barriers to learning.

**Social and emotional wellbeing**
The child/young person will understand and accept their hearing impairment and will have a positive self-image. He/she will be confident in mixing with hearing and hearing impaired people and will have the resilience to recognise that their hearing impairment is not a barrier to their aspirations.
EMP: Visual Impairment (VI)

We currently have:

- Belmont Primary School EMP (VI) is closed to new pupils. Pupils will continue to be supported in their local mainstream schools.
- Belmont Community School.

Pupil characteristics

It is anticipated that the child will be experiencing significant visual difficulties with medium and long term needs and will not be progressing in line with national expectations within a mainstream setting. It would be expected that children and young people accessing the provision would have a medical diagnosis of a visual impairment and would need a significant amount of specialist support.

A child/young person’s degree of visual loss could include:

- Visual Impairment is the children/young person’s dominant Special Educational Need.
- Children/young people who have a profound visual loss. Educationally Blind/braille user/can access small quantities of print larger than N36.
- Children/young people who have severe visual loss, a functional distance vision
  - below 6/36 or 0.8 LogMAR,
  - have a progressive visual condition which is likely to result in vision below 6/36 in the immediate future,
  - have a complex visual impairment,
  - a significantly reduced field of vision as well as reduced distance vision.

The child/young person’s visual loss would have a significant impact in the following areas:

- The learner would not be able to access visual information such as writing, diagrams and pictures and therefore requires a long-term programme delivered and maintained by a Qualified Teacher of Visually Impaired e.g. Braille, tactile diagrams and charts.
- The learner would struggle with independent travelling, especially steps and uneven surface and would not understand from visual information how to manage daily living skills and requires long-term targeted programmes delivered and maintained by a Habilitation Specialist e.g. Long cane, sight guiding, independent living skills from feeding, dressing and personal care to independent travel.
• The learner requires flexibility in the curriculum to enable a high level of teaching from a specialist teacher and extensive programme from the service to make good progress and a successful transition into the next phase of provision.

• Impact of the learner’s VI on language and communication development and on access to learning and the curriculum (particularly English, mathematics and science)

• The learner requires mediation of lesson content through descriptive language, identifying the salient points and use of concrete examples, practical support to ensure safe accessibility and inclusion within practical subjects.

• The learner would need specialist equipment and technology to ensure access to their work and would need support from specialist key staff to ensure they are able to use them effectively (may include CCTVs, LVAs, Braille, tactile and speech access and adaptation of print materials).

• Learner may struggle with acceptance of their visual impairment, miss social cues and become isolated from their peers. This can cause a high level of impact upon the development of personal, social and emotional learning skills (e.g. CYP displays a low level of emotional resilience requiring a high level of additional support; targeted interventions required for emotional/personal/social learning needs).

• The complex and specialist support needs would mean the QTVI is the key working professional for the learner which requires a high level of liaison, advice, training, modelling and joint working with other professionals.

• It is anticipated that the child will be experiencing significant needs relating to their visual impairment and will not be progressing, in all areas, as expected within a mainstream provision. It would be expected that children and young people accessing the Enhanced Mainstream Provision have a medical diagnosis of a visual impairment (that is not correctable with glasses) and would need a significant amount of support from the Sensory team.

**What provision does the VI EMP offer?**

• Regular and frequent access to a qualified teacher of visual impairment (QTVI) in order to facilitate curriculum access and raise achievement.

• Full range of mainstream experiences with appropriate curriculum access and accreditation, as well as access to a more flexible timetable to provide pre and post tutoring of new concepts and learning.
• Access to additional curriculum elements focusing on specialist skills such as mobility, independent living skills, social interaction, developing positive relationships, self-help and independence skills.

• On-going specialist training/teaching strategies as required to ensure curriculum access e.g. Braille, tactile diagrams, promoting use of residual vision and low vision aids.

• On-site Resource Officer who can provide modified and adapted curriculum resources, assessments and examination papers in modified, large print, audio and braille.

• Opportunity for regular and frequent involvement from a qualified Habilitation Specialist to provide mobility instruction, which Belmont offer’s road crossings within a closed environment.

• Habilitation Specialist will support whole-school approach and re-enforcement of skills within the wider environment, home and community.

• Regular instruction in the development of Independent Living Skills.

• Focussed interventions could be provided by specialist staff through individual and/or small group interventions to promote access to the curriculum and independence.

• High levels of specialist VI adult support.

• Mainstream staff are trained to understand the needs of a visually impaired child/young person with on-going training so that teaching and learning is effective.

• Mainstream and specialist staff work closely to provide effective learning, monitoring and assessment of VI pupils.

Access to a high level of specialist technology such as screen readers, magnification software and equipment such as talking calculator, CCTV, magnifiers and braillenote, apex etc.). Access to specialist staff who are trained in the use and management of VI equipment and technology to check and maintain them.

• Opportunities to mix with and make friendships with visually impaired and sighted peers.

• Opportunities for sighted peers to access visual impairment awareness and sighted guide training to learn and understand how to support visually impaired peers more effectively.

• Regular access to voluntary agencies to promote independent living skills and provide positive role models from the workplace.
• Pastoral support strategies in place due to staff awareness of the potential impact of visual impairment on developing friendships, self-esteem and mental wellbeing.

• There are regular communications between specialist staff and parents/carers of visually impaired children and young people.

Outcomes for children and young people attending VI EMPs include:

Developing independence
The CYP will develop and use a tool box of specialist skills and strategies to effectively access the curriculum and life beyond the classroom. The CYP will be able to move safely around the school and arrive at their lessons on time with the appropriate resources and technology to access their lesson. The CYP will be able to use public transport to meet friends and travel independently to college.

Achievement in learning
The CYP will make consistent progress and reach their potential by engaging in one to one specialists interventions which narrow the learning gap and minimise the barriers to their learning.

Social and emotional wellbeing and good health
The CYP will understand and accept their visual impairment and will have a positive self-image. The CYP will be confident in mixing with sighted and non-sighted peers and will have the resilience to recognise that their visual impairment is not a barrier to their aspirations.

EMP: Physical Difficulties
Howletch Primary School has Enhanced Mainstream Provision for pupils with a high level of need relating to their physical difficulties. Decisions around placement are made by the Local Authority in discussion with parents and on the advice of relevant professionals. For further advice, contact your educational psychologist or the statutory casework team.

Special schools in Durham
The Local Authority may arrange a placement at special schools through the Education, Health and Care assessment and review procedures. The curriculum in special schools is designed to meet individual needs. A broad, balanced and relevant curriculum is provided which maximises the opportunities for children to access the National Curriculum within the whole school curriculum. There are currently 10 special schools in County Durham. See overleaf:
<table>
<thead>
<tr>
<th><strong>North Durham</strong></th>
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<tr>
<td><strong>Villa Real School, Consett</strong></td>
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<tr>
<td>This school provides for the needs of pupils with severe learning difficulties, autism and profound and multiple learning difficulties from 2 to 19 years of age. Conductive education is also provided at the school.</td>
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| **Croft Community School, Stanley** |
| Croft provides for the needs of pupils with moderate learning difficulties, severe learning difficulties and autism from 5 to 16 years of age. |

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<th><strong>South West Durham</strong></th>
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<tr>
<td><strong>Evergreen School, Bishop Auckland</strong></td>
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<tr>
<td>Evergreen provides for the needs of children with a range of special educational needs, including moderate learning difficulties, severe learning difficulties, autism and profound and multiple learning difficulties from 2 to 11 years of age.</td>
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| **The Oaks School, Spennymoor** |
| The Oaks provides for the needs of children with a range of special educational needs, including moderate learning difficulties, severe learning difficulties, autism and profound and multiple learning difficulties from 11 to 19 years of age. |

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<th><strong>Central Durham</strong></th>
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<td><strong>Durham Trinity School, Durham</strong></td>
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<tr>
<td>Durham Trinity provides for the needs of children with a range of special educational needs, including moderate learning difficulties, severe learning difficulties, autism and profound and multiple learning difficulties from 2 to 19 years of age.</td>
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<tr>
<th><strong>South East Durham</strong></th>
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<tr>
<td><strong>Hopewood Academy, Easington Colliery</strong></td>
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<tr>
<td>Hopewood provides for the needs of children with a range of special educational needs, including moderate learning difficulties, severe learning difficulties, autism and profound and multiple learning difficulties from 2 to 19 years of age. The Local Authority provides four schools for pupils with Social, Emotional and Mental Health Needs:</td>
</tr>
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| **The Meadows School, Spennymoor** |
| The Meadows provides for pupils aged 11-16 with emotional and behavioural difficulties on a day and extended day basis. The aim of the school is to give each pupil the support and educational environment they require to achieve their potential. |
Walworth School, Newton Aycliffe

Walworth provides for the needs of children with emotional and behavioural difficulties from 5-11 years of age. Whilst most children attend on a daily basis this school provides an additional five day, (four nights), residential facility for primary aged children only.

Windlestone School, Chilton

Windlestone provides for the needs of pupils between the ages of 11-16 years who have an underlying emotional basis to their behavioural and learning difficulties. Provision is on a day or residential basis.

Elemore Hall School, Sherburn, Durham

Elemore provides for the needs of pupils between the ages of 11-16 years who have an underlying emotional basis to their behavioural and learning difficulties. Provision is on a day or residential basis.

‘Making Changes Together’

Making Changes Together (MCT) was set up in County Durham as a way parents and professionals could work together to improve services for children and young people with additional needs.

MCT gathers information from parents/carers at forum conferences, through focus groups, emails, telephone calls, via local support groups and more.

MCT steering group was established to plan and prepare the parents forum conferences and its agenda is to bring together a diverse group of parents and carers of children and young people with SEND. The group endeavour to represent as diverse a range of disabilities as possible from a number of different areas of County Durham.

Over time MCT has become a contact point for service providers when they are planning and preparing services.

More information about this group can be found on County Durham’s Local Offer site.
eXtreme group

The eXtreme Group is a group of children and young people from across County Durham all of whom have a special educational need and/or a disability. The group is jointly funded by Durham County Council and North Durham and DDES Clinical Commissioning Groups.

The eXtreme Group meets once a month, as well as linking in with schools and other young people’s groups to listen to the views of young people with SEND. Discussions include reviewing various aspects of education, transitions, transport, Short Breaks and Health Services, to name a few. The age range of the existing members of the group is from 10-21.

For more information, or if some of your children or young people want to become involved with the group, contact Chris Affleck at Investing in Children on 0191 3746 114.
Section 2

Coordinating SEND provision

- General information and guidance
- Supporting Special Educational Needs and/or Disabilities (SEND) in Early Years, Schools, in Post 16 and Post 19 Education and Training
Roles and responsibilities

Role of a SENCO

All maintained mainstream schools and academies must ensure there is a qualified teacher designated as SENCO*.

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with other professionals to provide the most appropriate support for children and young people with SEND, and their families.

*Unlike in mainstream schools, where SENCOs are legally required to be qualified as a teacher, there is no such requirement in special schools. Some special schools will employ a member of staff to essentially carry out the work a SENCO would be required to complete.

They may also employ staff to assist with the administrative work SENCOs have to deal with. However, we would always encourage those who are completing the SENCO role to complete the National Award where possible. In Durham special schools, it is considered good practice for the SENCO to be a teacher and a member of the leadership team. Special schools should outline their quality first teaching and then describe any specialist adaptations and offers. The role of the SENCO is to ensure that pupils with additional or very complex needs are catered for. Specific guidance regarding the role of SENCO in Early Years can be found in Section 5 of the SEND Code of Practice 0-25 years and later in this section - Supporting Special Educational Needs and/or Disabilities (SEND) in Early Years (0-5).

National Award for SEN Co-ordination (NASENCO)

All SENCOs appointed from 1st September 2009 and, where they have not previously been the SENCO at that or any other relevant school for a period of more than twelve months, are required to hold the National Award for Special Educational Needs Co-ordination (NASENCO) within three years of appointment.

A National Award must be a postgraduate course accredited by a recognised higher education provider and there are many to choose from nationally. County Durham offers a qualification in partnership with Best Practice Network, a leading national training provider. The benefit of choosing the Durham course is that it is personalised to the county’s own procedures. There are 6 face to face training sessions or workshops; continued support from Durham’s SEND Advisory Officers and valuable networking opportunities with other local SENCOs. More details can be found at: [http://www.bestpracticenet.co.uk/naSENCO](http://www.bestpracticenet.co.uk/naSENCO) or contact one of the SEND Advisory Officers in the SEND & Inclusion team.
Responsibilities of the SENCO

- Overseeing the day-to-day operation of the school’s SEN/D policy and ethos in school.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Liaising with parents of pupils with SEND alongside teachers.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the 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.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Responsibilities of the head teacher

The head plays a pivotal role in driving cultural change.

They must:

- Take overall responsibility for implementing the SEND provision.
- Ensure that the SENCO has adequate time and resources (including administrative support and time away from teaching) to enable them to fulfil their responsibilities in a similar way to other important strategic roles within school.
- Ensure that the SENCO is able to influence strategic decisions about SEND.
- Ensure the wider school community understands their role and responsibilities in SEND provision, for whole school improvement (from governors to classroom teachers and teaching assistants).
- Ensure arrangements are in place for parents and carers to be regularly engaged in discussions about the progress of their child (at least three times a year).
• Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with an EHC plan, a SEN support plan and any newly identified pupils with SEND.

Responsibilities of governors

• The governor with specific responsibility for SEND has a key role in supporting the SENCO and the senior leadership team in promoting inclusive practices in school.

They must:

• Have regard to the SEND Code of Practice 0-25 years and provide strategic support to the head teacher.

• Publish information on the school’s website about the implementation of the governing body’s or the proprietor’s policy for pupils with SEND.

• Ensure that there is a qualified teacher designated as SENCO.

• Co-operate generally with the Local Authority including in developing the Local Offer and when the school is named in an EHC plan.

• Ensure that arrangements are in place to support pupils at school with medical conditions.

• Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Responsibilities of teachers

Classroom and subject teachers are at the heart of the SEND support system; driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO, senior leadership and specialists.

The classroom teacher should:

• Focus on outcomes for the child - be clear about the outcome wanted from any SEND support.

• Be responsible for meeting special educational needs - use the SENCO strategically to support the quality of teaching and evaluate the quality of support.

• Have high aspirations for every pupil - set clear progress targets for pupils and be clear about how the resources are going to help achieve this.

• Involve parents and pupils in planning and reviewing progress - seek their views and provide regular updates on progress towards outcomes.
• Remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main classroom or subject teacher; the teacher should still retain responsibility for the pupil. They should work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching (SEND Code of Practice 0-25 years).

Responsibilities of support staff
Support staff (LSA/TAs) are an important part of the whole school approach to SEND, working in partnership with the classroom/subject teacher and the SENCO to deliver pupil outcomes and narrow gaps in performance.

It is for individual schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents in the context of high quality teaching overall.

Support staff can be part of a package of support for the individual child but should never be a substitute for the teacher’s involvement with that child, and as such the teacher remains responsible for the progress of every pupil.

Support staff should:
• Have the skills and understanding to work with pupils with a wide range of special educational needs and/or disabilities.
• Be given the time to liaise with classroom/subject teachers to plan effectively together.
• Be given the opportunity to contribute to review meetings about the pupils in their care.

SEN information report
All schools, including special schools are legally required to publish their SEN Information Report. This must be published on the school website and updated annually; with changes which occur during the year updated as soon as possible.

It must include information about:
• The kinds of SEN that are provided for.
• How the school identifies children and young people with SEN and how they assess their needs, including the name and contact details of the SENCO.
• The school’s arrangements for consulting parents of children with SEN and children/young people and involving them in their child’s education.
• The school’s arrangements for assessing and reviewing children and young people’s progress towards outcomes.
• The school’s arrangements for supporting children and young people as they move between phases of education and in their preparation for adulthood.
• The school’s approach to teaching children and young people with SEN.
• How the school adapts the curriculum and the learning environment of children and young people with SEN.
• The expertise and training of staff to support children and young people with SEN, including how specialist expertise is secured.
• How the school handles complaints from parents of children or young people with SEN about the provision made at the school.
• How the school evaluates the effectiveness of the provision made for children and young people with SEN.
• How children and young people with SEN are included so that they are able to engage in all school activities.
• The support for improving emotional and social development.
• How the school involves other bodies and agencies, in meeting children and young people’s SEN and supporting their families.
• The school’s arrangements for supporting children and young people who are looked after by the Local Authority and have SEN.

SEN policy

All school SEN provision (including the Early Years) should be detailed in the SEN Information Report (SIR) but most settings also choose to publish a SEN policy as good practice. The Local Authority would also encourage this. The SEN policy should incorporate and expand on aspects mentioned in the SIR but it does not need to duplicate it. The SEN policy should link with other school policies, such as Teaching & Learning, Behaviour, Accessibility Plan, Equality objectives etc. Colleges and Post 16 providers should have a clear SEN policy available to all.

Accessibility planning for disabled pupils

Schools are required to have an Accessibility Plan showing how they are planning strategically to increase access over time. Schools must publish their Accessibility Plan on the school website, which is aimed at:
• increasing the extent to which disabled pupils can participate in the curriculum.
• improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
• improving the availability of accessible information to disabled pupils.

Although schools are not required to carry out these changes prior to receiving a pupil with a disability, they would need to have a clear plan as to what modifications may need to take place on receipt of a pupil with specific needs.

Each school should determine the format of their Accessibility Plan, but the Local Authority suggests that each of the categories above should have elements of short, medium, and long-term planning.

Schools will need to provide adequate resources for implementing plans and must review them regularly. OFSTED inspections may include a school’s Accessibility Plan as part of their review.

Remember to include:

• How the curriculum is differentiated and, at Key Stage 4, what alternative accreditation is offered.
• How information for pupils, parents and the community is available in different formats.
• Plans to improve the signage in the buildings and grounds.
• Arrangements that could be put in place if a disabled parent needed support to attend a school event, e.g. the availability of a signer for a parents’ evening.

For more information on Auxiliary Aids, please see section 6.

**Maintenance of SEN records**

Schools should follow GDPR guidelines and work with the school’s data controller. However the information below sets out some general guidance for good practice.

Schools need to take relevant steps to meet the individual needs of all pupils with special educational needs. The SENCO should have responsibility for ensuring that these records (paper copy and electronic) are properly kept and available as needed. The SEND Code of Practice 0-25 years states:

“The provision made for pupils with SEN should be recorded accurately and kept up to date...”

Schools must provide full pupil records to a receiving school or educational setting even if the new setting does not lodge a request. Such records should include all the information
held by the SENCO/school including the pupil profile, all support plans and reports from professionals.

Settings should ensure:

- SEND files (paper records) are kept securely at all times (including details of access arrangements).
- Only authorised IT systems and secure email accounts are used.
- Electronic SEND files are password protected.
- Line manager approval is sought before taking paper records off site. This should only happen when it is absolutely essential to do so, and there is no alternative method for accessing or recording the information required (e.g. scanning or accessing online via encrypted portable IT equipment).
- Where paper records have to be taken off site, only the minimum amount of personal or other confidential data necessary for the job in hand should be removed. Where possible, data should be anonymised.
- Memory pens containing confidential data are encrypted. As with paper records, these should be taken off-site only in essential circumstances with the minimum information on the pen.
- They check email addresses, content and attachments before sending any documents to secure email addresses.
- When passing over paper copies of pupil files they should complete an acknowledgement form that is signed and dated by both parties.

In addition, settings should be aware of:

- Consent to share (from parent/carer or young person of 16 years of age), including sharing ‘My story’.
- Joint parental responsibility (and therefore sharing information with everyone that is legally entitled).
- For children and young people who have a special educational need and are also Looked After, a protected address should not be shared on any document.

**SEN census**

The Census gathers data on SEN status and primary need in January of each year. There are further censuses in May and October where the numbers of SEN are collected. Most schools in County Durham do this through the SIMS system. The January Census data informs information systems and reports such as Analyse School Performance (ASP) and
Fischer Family Trust. SENCOs should work alongside administrative support in their school to ensure all census information is correct.

**SEN register**

This can be kept in any format and should contain information regarding a child or young person’s SEN status and their primary need. However, for a school’s own records, secondary and/or additional needs will demonstrate a good understanding of all the children/young people’s needs and will be very valuable for planning and evaluating provision. Many schools adapt the SIMS SEN register for this purpose. **N.B. children/young people who have difficulties across any of the four areas of need should be noted on the SEN register - not only those with cognition and learning needs.** This is particularly important for pupils who may display challenging or withdrawn behaviour (such as anxiety), as these behaviours may be linked to unmet needs. **SENCOs should meet regularly with pastoral staff in school to ensure these are not missed and relevant assessments are carried out.**

Parents and carers must be formally notified when their child is getting SEN provision and added on to the SEN register.

**SEN status (SIMS codes)**

- E - Education, Health & Care (EHCP)
- K - SEN Support: All children who are receiving ‘additional to or different from’ support but do not have a statement or EHC Plan
- N - No SEN*

The SENCO should be the only person in school who has the authority to change SEN statuses and SEN types throughout the year and many do this at the point of review, rather than waiting for census dates, so that records always remain accurate.

*N.B. N (No SEN) status should only be used for the first census after a child or young person is taken off the register.

In many cases, the SENCO works with a specific school administrator to update the register, but its accuracy remains the responsibility of the SENCO. Before any census data is returned, SENCOs should check the information has been inputted correctly.
Other registers

In addition to a SEN register, we would strongly advise that schools and other educational providers have internal registers to record needs such as those listed below, which usually include:

- Disability and/or Medical needs;
- English as an Additional Language pupils
- Cause for concern or monitoring (these can be used for a wide range of tracking for example: literacy or behaviour interventions).

Working with colleagues within school

It is very important that the SENCO/SEND department and pastoral colleagues meet regularly as there may be an overlap with SEN and other needs (see ‘Other individual needs’ below). This will ensure that:

- all pupils benefit from early identification.
- holistic planning and provision is made to meet the individual needs of all the children and young people in their care.
- all school records are up to date and accurate.

Other individual needs

The needs described below are not, in themselves, indicators of a child or young person having a SEN. However when dealing with these issues, consideration should be given to whether a child or young person may have any underlying and un-met needs, such as a SEN.

a) Attendance

Attendance may be affected by a variety of reasons and should be addressed through school and LA policies. Persistent attendance may have an impact on educational progress, and the setting may need to put some relevant intervention in place, but this does not necessarily mean a child or young person has a SEN.

b) Specific medical difficulties

Where children have specific and potentially serious medical conditions (e.g. allergies, diabetes, epilepsy) it is important that staff know what should be done to ensure their general wellbeing, and how to deal with emergencies. Children should be placed on the medical register and this should be shared with all staff.
c) **Minor/short term difficulties**

A block of treatment – such as physiotherapy or speech and language therapy – for example following an accident does not constitute a special educational need when the difficulty is known to be relatively short term, and has no impact on progress or other areas of need.

d) **Looked After Children**

Children who are known to be Looked After will have a Personal Education Plan (PEP), designed to ensure that their wider educational needs are considered. N.B. If a child who is looked after also has a SEN support plan or Education, Health and Care Plan then these should be reviewed together, wherever possible.

e) **Family-based issues**

Children may be the subject of an agency referral (for example an early help assessment or Team Around the Family) for support in relation to a family-based issue. If a child or young person also has a SEN, then all professionals should be aware of this and the child or young person’s SEN Support or EHC Plan should be shared. The SENCO should be made aware of the dates of meetings and any actions. The SENCO may be asked to provide information for these meetings and may wish to attend if a child/young person has very complex needs.

f) **English as an Additional Language (EAL)**

Children whose first language is not English may require additional support to access the curriculum. Where this support is needed solely for their lack of English it does not constitute a special educational need. However identifying and assessing SEND for pupils whose first language is not English requires particular care. Schools should look at all areas of difficulties to establish whether a lack of progress is due to limitations in their command of the English language or if it arises from a SEN or disability. Schools should contact the County’s EAL team in the first instance for further advice.

g) **Below average attainment**

Slow progress and underachievement do not, in themselves, constitute a special educational need. Such children should have their needs met by quality-first teaching, differentiation of the curriculum and access to support in the classroom. Where such
provision is sufficient to enable progress, children should not be registered as having a special educational need. However, schools must monitor this progress robustly to ensure children/young people are assessed correctly and any unmet need is identified in a timely manner.

h) Behaviour that challenges (and exclusions)

There are a small number of children and young people who present with behaviour that challenges. Whilst ‘behavioural difficulties’ in themselves do not constitute a special educational need, careful consideration should be given to considering the factors that might be underpinning the behaviour. For example, staff need to consider whether or not there is:

- an underlying learning difficulty; or
- a social, emotional or mental health need; or
- a developmental difficulty.

Schools should have a robust monitoring system in place to track pupils’ behaviour, via behaviour support plans. It may be appropriate to consider these in terms of an ‘assess, plan, do, review’ cycle as this would be evidence of a graduated approach. **SENCOs and Pastoral staff should meet regularly** - and where needed, link with the SEND & Inclusion team - to provide a holistic view of and approach to children and young people with behaviour that challenges. This way, further assessment can be carried out in a timely manner and the outcome could be that a child or young person is then identified with a special educational need.

Across the County there are four Secondary Behaviour Partnership Panels and one Primary Panel in place, which focus their efforts on early intervention and support for young people experiencing behavioural difficulties, who may be at risk of exclusion. As part of these panels there is an explicit discussion about possible underlying SEND and planning to meet needs as appropriate. However, before applying to a panel, schools should have **used their best endeavours to assess the pupil for any underlying difficulty and allocated appropriate intervention or support where needed**. This shows a graduated approach to meeting an individual pupil’s needs.

**Broad areas of need**

Even the most detailed guidance cannot fully reflect the complexity and subtlety of individual pupils’ needs, and the implications of these for education. The determining factor for a child or young person being identified as having SEN must be educational issues. A detailed assessment of need should ensure that the full range of a child/young person’s need(s) are identified so that the support provided is based on the understanding of the pupil’s strengths and needs and this evidence will ensure interventions are targeted at
their area of difficulty. Assessment could be through in-school investigations, and/or specialist advice.

Children and young people may have other difficulties such as housing, family or other domestic circumstances which should be addressed through a multi-agency approach using the Early Help assessment. In County Durham, this is provided by the ONE Point Service.

The definition of SEN set out in the SEND Code of Practice 0-25 years is deliberately broad due to the wide spectrum of difficulties that can lead to a child or young person experiencing problems in learning. The SEND Code of Practice 0-25 years narrows this spectrum into four areas of SEN, with the intention of helping schools and others to plan their provision and to focus on relevant and high quality interventions. Children and young people may experience difficulty in more than one area:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Physical & Sensory.

**Cognition & Learning**

Support for learning difficulties may be required when children/young people learn at a slower rate, or in a different way to the majority of their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Specific Learning Difficulties (SPLD)
- Profound and Multiple Learning Difficulties (PMLD)

When promoting the learning and development of children with cognition and learning needs it is important to consider both the child’s difficulties and strengths as well as the modifications and adaptations in the learning environment and teaching style.

**MLD**

Pupils with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. They will have 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. Schools need to plan on the basis of a detailed picture of what the barriers are for an individual pupil in relation to a particular aspect of learning, rather than on the basis of the category the pupil is placed in for the census.

For example the pupil may:

- Need feelings such as anxiety or panic to be understood,
- Need a high level of encouragement (more than the most pupils),
- Prefer help to be given discreetly,
- Prefer support from peers or others who have struggled with the same learning process, rather than from specialists, adults or older learners,
- Prefer learning to be broken down into small steps, so as to tackle one manageable piece at a time,
- Need help to see the ‘big picture’,
- Need lots of examples or demonstrations
- Need opportunities to practise using a ‘scaffolding’ approach – providing support, such as doing part of the task alongside the learner and then slowly withdrawing the support as they become more competent
- Need clear instructions and models, repeated as often as necessary to support retention.

**SLD**

Children with SLD are likely to find it difficult to understand, learn and remember new skills. Children with severe learning difficulties have acute global development delay and intellectual or cognitive impairment, coupled with possible sensory, physical, emotional and social difficulties, which will make it difficult for the child to follow the curriculum without substantial help and support. These difficulties may be further compounded by poor co-ordination, and they may use symbols, or signing such as Makaton, to help with communication.

A child with SLD will require support in gaining independence and/or self-help and social skills and it is likely that most areas of academic achievement will be affected. When supporting children with SLD it is important to respond proactively and modify/adapt practices and services to meet their individual needs. Additionally, in supporting children with SLD there will be a need to also appreciate the medical model of disability that focuses upon what the child’s needs, restrictions and strengths are in order to then address any deficits in learning and development.
**PMLD**

Learners with profound and multiple learning difficulties (PMLD) have complex learning needs. In addition to their severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs and are likely to need sensory stimulation and a curriculum broken down into very small steps.

**SpLD**

SpLD is an ‘umbrella’ term that indicates that pupils may have a particular difficulty in an area of learning and their performance in these areas is below that in other areas. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely. It is better to explore the nature of a child’s strengths and the impact of their difficulties rather than concentrate on the condition they have. However, it must be acknowledged that persistent and significant difficulties with literacy or numeracy acquisition are sometimes referred to as dyslexia or dyscalculia, but more importantly, assessment over time leads to an understanding of where the concerns lie and what helps. Terms such as ‘dyslexia’ and ‘dyscalculia’ do not in themselves describe the learning profile or the type of support that would be helpful for an individual.

Some common characteristics of SpLD can be:

- Memory difficulties
- Organisational difficulties
- Writing difficulties
- Visual processing difficulties
- Reading difficulties
- Spelling difficulties
- Manipulating numbers
- Auditory processing difficulties
- Visual stress
- Time management difficulties
- Sensory distraction: an inability to screen out extraneous visual or auditory stimuli
- Sensory overload: a heightened sensitivity to visual stimuli and sound; an inability to cope with busy environments.

**Communication & Interaction**

Children & young people with speech, language and communication needs (SLCN) may have difficulty in communicating with others. This may be because they have difficulty
saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. 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 of the different aspects of language, communication and imagination.

There are sometimes overlaps between speech, language and communication needs and other conditions such as Autism Spectrum Conditions (ASC) (including Asperger’s Syndrome); Cognition & Learning difficulties, Attention Deficit Hyperactivity Disorder (ADHD); Social needs or emotional difficulties; Mental Health issues; Hearing Impairment and Specific Learning Difficulties (SpLD).

Although children & young people can be identified as having SLCN as a primary need, we know that children in the majority of the other areas of need will also have associated SLCN. Each child or young person with SLCN is different, so it is better to look at the nature and impact of their difficulties rather than the condition they may have.

**Social, Emotional & Mental Health**

SEMH is an overarching term for children who demonstrate difficulties with emotional regulation, social interaction or who are experiencing mental health problems. If a child is presenting with these difficulties, it is also important to consider whether these are linked to needs in other areas of their development, such as communication and interaction. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. These could manifest as difficulties such as low mood which might be linked to anxiety or depression, problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as ADD, ADHD or Attachment Disorder, Autism or Pervasive Developmental Disorder, an anxiety disorder, phobias, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Pupils with Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD) may display impulsive, hyperactive, or inattentive behaviour. The child may appear ‘naughty’ and can struggle in school and home settings, often challenging to adults. Inappropriate, disturbing and/or challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. It is crucial to identify, understand and then address/support the underlying factors that impact on children and young people, such as SLCN, attachment difficulties, unhelpful thought processes or learning needs in order to address these behaviours.

The majority of inappropriate, disturbing and/or challenging behaviours can be avoided or at least significantly reduced and managed through proactively promoting and supporting
positive social, emotional and mental health. The potential implications of unmet SEMH needs for education settings, individuals and their families can be extreme. Children with SEMH will often feel anxious, scared and misunderstood.

Typical characteristics of children with SEMH can include:
- Disruptive, antisocial and uncooperative behaviour
- Temper tantrums
- Frustration, anger and verbal and physical threats / aggression
- Appearing to be withdrawn and depressed
- Anxiety based school refusal
- Displaying anxiety or self-harming
- Self-harm
- Avoidance
- Truancy
- Substance misuse.

**Sensory and/or Physical Needs**

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). Children and young people with a MSI have a combination of vision and hearing difficulties and will require specialist support and/or equipment to access their learning, or habilitation support. 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.

Pupils with developmental Co-ordination Disorder (DCD) can be severely affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature, their language late to develop, and they may also have poor awareness of body position. Some pupils may also have memory difficulties and as stated above, there are
sometimes overlaps between areas of need so a holistic approach to the individual child or young person’s needs is required.

*There are leaflets for parents on the Local Offer site explaining the different types of special educational need and how schools can support children and young people. Schools may also find them useful to use alongside the SEN planning tools.
Supporting Special Educational Needs and/or Disabilities (SEND) in Early Years (0-5)

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The EYFS provides a framework that brings together two sets of requirements:

- the learning and development requirements; and
- the safeguarding and welfare requirements.

Further details can be found at www.foundationyears.org.uk

It sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Local Authorities must ensure that all Early Years providers they fund in the maintained, private, voluntary and independent sectors are aware of the requirements upon them to have regard to the SEND Code of Practice 0-25 years. They must have arrangements in place to support children with SEN or disabilities and use their best endeavours to make sure that a child with SEN gets the support they need.

The SEND Code of Practice 0-25 years describes the statutory duties for all individuals working with children and young people. Chapters 5 and 6 gives greater clarity for those working in Early Years settings, including maintained nursery schools and nursery classes/units and governor led provision within a primary school.

In addition, all Early Years providers must comply with the duties outlined in the Equality Act 2010. They must promote equality of opportunity for disabled children. Early years providers must not discriminate; either directly or indirectly; harass, or victimise disabled children and must make reasonable adjustments for disabled children to ensure that children with SEND are not at a substantial disadvantage compared with children who do not have SEND.

Further information can be found at: www.councilfordisabledchildren.org.uk/resources/disabled-children-and-the-equality-act-2010-for-early-years.
Maintained nursery schools must also prepare a report on:

- the implementation of their SEN policy
- their arrangements for the admission of disabled children
- the steps being taken to prevent disabled children from being treated less favourably than others
- the facilities provided to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time.

Working with parents and carers

It is important to promote the participation and involvement of parents and carers and to take into account their wishes, views and feelings at every stage in the decision making process. A strong partnership between practitioners and parents is central to high quality practice in any Early Years setting.

The wishes, views and feelings of the children themselves can be expressed in a range of ways and they can be supported by using visual prompts, photographs or through observation.

The child’s key person is likely to be the family’s first point of contact and their role is described within the EYFS.

- The key person must help ensure that every child’s learning and care is tailored to meet their individual needs
- The key person must seek to engage parents and/or carers in guiding their child’s development at home
- They should also help families engage with more specialist support where appropriate.

And within the SEND Code of Practice 0-25 years

5.42 The Early Years practitioner, usually the child’s key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child’s response to the action taken, in problem solving and advising on the effective implementation of support.

In both the Children and Family Act and the SEND Code of Practice 0-25 years, one of the key principles is to ensure that a child’s parents/carers are provided with the information,
advice and support necessary for them to be able to participate in any decision making process. In County Durham our Local Offer has a Pre-birth to 5 years section and provides a wealth of information and advice for parents.

County Durham’s Families Information Service | SEND Local Offer

The role of the SENCO in Early Years provision

The EYFS framework requires all Early Years providers to have arrangements in place for meeting children’s SEN.

- Those in group provision are expected to identify a SENCO. Childminders are encouraged to identify a person to act as SENCO and child-minders who are registered with a child-minders agency or who are part of a network may wish to share that role between them.

- Schools including maintained nursery schools, must ensure that there is a qualified teacher designated as the SENCO in order to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEN Co-ordination or relevant experience.

The SENCO should work closely with the family, manager/head teacher and with all other practitioners within the setting. They should have responsibility for the day to day operation of the setting’s SEN policy, co-ordinating provision across the setting; and for supporting colleagues in all aspects of their work with children with SEND.

Local Authority support for Early Years Settings, Childminders and Schools

Education Development Advisors – SEND and Equalities

The Education Development Advisors – SEND and Equalities are part of Education Durham’s Early Years Team.

We offer a countywide service to practitioners, Early Years providers, childminders, children’s centres and schools (mainstream and special) and other professionals in order to promote inclusion, raise aspirations and improve outcomes for children aged 0-5 with Special Educational Needs and Disability (SEND). This team fulfils the local authority’s role in ensuring that there is sufficient expertise and experience amongst local Early Years providers to support children with SEND.

Advice and support from the Education Development Advisors – SEND and Equalities can be requested by email – earlyyears@durham.gov.uk or by telephone 03000 268 921.
What are our aims?

- To increase the confidence, knowledge and skills of all those working with children who have SEND to develop inclusive and enabling environments and to help them to remove barriers to learning where these exist,
- To meet the needs of and improve outcomes for children with SEND within their communities, where possible,
- Support the work of the setting based SENCO to promote inclusion in Early Years settings,
- To enhance best practice within our Early Years educational settings,
- To develop and maintain partnerships across Education, Health and Care services, to ensure holistic assessment and planning to improve outcomes,
- To increase professionals/providers confidence and knowledge in understanding and navigating their way through the SEND graduated approach and other pathways,
- Reduce the underachievement gap and enable all children with SEND to reach their full potential.

What do we offer?

- Advice to setting based SENCOs, and managers in relation to developing and implementing an SEND policy covering inclusion and admission of children with additional needs and in relation to carrying out their legal responsibilities in respect of the Equality Act (2010),
- Support to schools and academies, mainstream and special in the provision of high quality inclusive Early Years education through advice, training, support and SLAs,
- We work collaboratively with a range of providers and partners within the local area to develop and maintain a high quality Early Years service,
- Support to identify/assess/consider additional support/resources to include a child with SEND,
- Support in developing the settings/professional practice to meet the child’s needs within the graduated approach including the provision of training as required,
- Support in building links between settings, parents, schools, social care and health services,
- Help with creative support planning and identifying ways to meet the needs and outcomes of a child with SEND,
- Support settings in promoting and implementing positive behaviour management,
• Provide advice and practical support to Early Years providers about approaches to identification, assessment and intervention within the SEND Code of Practice 0-25 years through the promotion of quality first teaching,

• Support for setting-based SENCOs in ensuring arrangements are in place to support children with SEND and children with medical needs,

• Bespoke support for childminders incorporating support to childminders new to SEND regarding the planning provision, paperwork etc,

• Develop and disseminate good practice,

• Support the development and delivery of training both for the sector and where appropriate for individual settings,

• Maintain links with nursery school and primary SENCO networks to support smooth transitions to school nursery and reception classes, and,

• Work with local impartial information, advice and support services, to promote effective work with parents of children in the early years.

Early Years SEND Learning Support Team

The Early Years SEND Learning Support team was established in September 2018. The Early Years SEND Learning Support Officers (EY SEND LSOs, formerly known as outreach workers) support children with SEND accessing their nursery education entitlement in maintained schools, academies and PVI settings across County Durham. At this point, the Early Years SEND Learning Support Officer team only support children in receipt of their 3 and 4 year old nursery education. This includes children accessing 30 hours of funded childcare.

The team’s aims are;

• To promote high quality inclusive practice across all Early Years settings.

• To identify and share best Early Years/SEND practice across County Durham. This will be in line with EYFS statutory requirements (2013) and the SEND Code of Practice 0-25 years.

• To provide support for children with SEND meeting the individual needs of all children by delivering personalised learning, development and care.

• To establish excellent partnership working with parents/carers, Early Years providers, health, and social care services to ensure children’s needs are best met.

• To support the effective transition of children to give them the best possible start

• To ensure learning experiences are flexible, reasonable adjustments are made and compliant with the Equality Act.(2010).

• To share knowledge and expertise with colleagues, parents and other professionals
• To meet the needs of and improve outcomes for children with SEND.
• To increase professional/provider confidence in supporting children with SEND.
• To ensure a high quality service is delivered equitably across all Early Years providers, in line with Durham County Council’s policy and procedures.

Applications for support from the EY SEND Learning Support Team should be submitted on an EY1 form and are considered by the Early Years SEND Panel.

Early Years SENCO business meetings

In County Durham we hold half termly SENCO Business Meetings. The primary audience is SENCOs in PVI settings, although other staff working within the Early Years sector are welcome to attend, including social care practitioners and teachers and teaching assistants.

These meetings give practitioners the opportunity to:

• network with other SENCOs
• Listen to local, regional and national updates.
• Access awareness raising and training from guest speakers.
• Liaise and consult with the local authority and contribute to policy and procedure development.

If you would like to attend the Early Years SENCO Business meetings please email earlyyearssend@durham.gov.uk for more details.
Early Years SEND support – Flowchart for Early Years Providers

**Advice and information**

- Use the Local Offer
  - Seek advice from the Early Years team and/or the SEND & Inclusion Service
- Refer to the Early Years Planning Tool
  - Talk to the child’s health visitor or your school/settings aligned health visitor.

**What do I do when I have concerns?**

- Talk to parents
- Talk to the child’s health visitor
  - Refer for further health advice e.g. Speech and Language Paediatrician etc.
- Use a Short Note or SEND Chronology to record your initial observations.

**I still have concerns**

- Early Years SEN support plan
- Plan, Do, Review
- Multi agency meeting – Information gathering
- Further referrals where required.

**The child is still not making expected progress**

- Request Early Years SEND support
- Request to be considered at Early Years SEND panel
- Advice given/support allocated.

**Reviewing progress and outcomes**

- Setting led review – ‘at least termly’
- Review of Early Years SEND support.

**If you require any further advice, please contact**

Fiona Callaghan, Lead: Children’s Centre Improvement, Equalities & Improvement – 03000 268 927

Lynn Siddle, Early Years Educational Psychologist – 03000 267 157

**Links**

- County Durham’s Local Offer
- Early Years SEND Panel
- Short Note
- SEND chronology
- EDA Advice

- Early Years SEND support plan
- EDA Advice

- Early Years SEND support form (EY1)
- Terms of Reference – Early Years Panel

- Setting review format
- Review of Early Years SEND
Early Years SEND panel

The Early Years SEND panel considers requests for support from Private Voluntary and Independent (PVI) settings, childminders and schools in fulfilling their duties and responsibilities regarding children with SEND from birth until the end of their nursery education, including children who defer their entry to school in accordance with the local authority admissions guidance. The panel is made up of representatives from the Early Years team, schools, settings, educational psychologist and health practitioners.

A request to panel should occur following the school or setting taking relevant and purposeful action and yet still requiring specialist expertise and or additional resources. This includes:

- Receiving and responding to notifications to the local authority from health bodies of pre-school children requiring support or those who may require support regarding SEND.
- Considering cases presented in relation to assessed need and identify appropriate resources to meet needs.
- Supporting, scrutinising and challenging and ensuring appropriate options have been exhausted e.g. in-house, wider community services, universal services, multi-agency services, commissioned services.
- Supporting multi-agency working and discussions on how the needs of the child can be met holistically.
- Ensuring equity of service delivery whilst ensuring that services are targeted at those with greatest needs.
- Monitoring the quality of assessments, SEND support plans, education health and care plans and any support provided within agreed timeframes.
- Recommending to the Local Authority whether a statutory assessment should be carried out in accordance with the SEND Code of Practice 0-25 years and the Children and Families Act 2014. The Local Authority will decide whether or not this is appropriate.

Advice and support can be requested by email – earlyyearsSEND@durham.gov.uk or by telephone 03000 268 921.

Children in Reception classes

Requests for the initiation of statutory assessment and top-up funding for children in their reception year will be considered by the SEND Panel.
Early Help

A delay in learning and development and/or where a child is demonstrating behaviour which an Early Years provider or school finds atypical or challenging may or may not indicate that a child has SEND. In some cases other causal factors could be impacting upon the child’s ability to learn and develop and these factors can result in presenting behaviours which could be misunderstood as indicating a special educational need. If it is thought that family, housing, or other circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Single Assessment process should be adopted.

Information and support regarding the initiation of the single assessment process can be found on the Durham County Council or Durham LSCB websites. If you have a concern about a child or young person's welfare who lives in County Durham, call First Contact on telephone: 03000 267 979. First Contact aims to help you get families the support they need, when they need it, from the right service.

Capturing children’s views

The SEND Code of Practice 0-25 years emphasises the importance of capturing children’s views, wishes and feelings throughout the assessment process. They can express themselves in a variety of ways and practitioners should support them by using visual prompts and photographs and by observing the choices they make about what they like and don’t like to do.

SEN support in the Early Years – A graduated approach

Some children, despite extra support and interventions still may not make expected learning or developmental progress. This is where settings, alongside parents/carers should discuss the following key questions:

- Does the child have a difficulty, that is, a significantly greater difficulty in learning than their peers?
- Does the child have a disability that prevents or hinders them from making use of the facilities in the setting?
- Does the learning difficulty or disability call for special educational provision that is ‘additional to’ or ‘different from’ the provision normally made available?

Where a child is identified as having SEN, the setting should use the graduated approach with four stages of action.

- **Assess** – In identifying the child as needing SEN support, the Early Years practitioner/childminder, working with the child’s parents, will have carried out an analysis of the child’s needs. Advice from other specialists should be considered at this point where available.
- **Plan** – the practitioner/childminder and parent, should agree the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The interventions and support should be based on evidence of effectiveness.

- **Do** – The practitioner/childminder should oversee the implementation of the interventions or programmes agreed as part of SEN support.

- **Review** – The effectiveness of the support and its impact on the child’s progress should be reviewed. Any changes to outcomes should be agreed and next steps identified where appropriate.

Durham County Council’s Early Years SEND Planning tool can support SENCOs and practitioners in implementing the graduated approach. This can be found on the ‘SEND toolkit and documents’ Local Offer webpage.

**First concerns and early identification- (Short Note)**

High quality first teaching (QFT) is the foundation for children’s learning and development and is the starting point for any additional or different provision for children with SEN. All Early Years’ settings must continually monitor and support children to ensure that they develop and learn appropriately and are making progress in all areas of the EYFS. Where a child appears to be behind expected levels or where a child’s progress gives cause for concern, practitioners and the child’s parents/carers should consider all the information about the child’s learning and development to address any identified needs, problems or issues.

A short note of these initial discussions and actions should be recorded and parents/carers must sign to say they agree. A template of a ‘Short Note about a child’s emerging needs in Early Years’ can be found here [County Durham’s Families Information Service | For providers](https://www.countydurham.gov.uk/families/early-years/send planning/).  

**Early Years SEN support plan**

Most needs of children within County Durham can be met through a robust SEN Support Plan. An Education, Health and Care Plan (EHCP) is not required to access additional resources from the local authority for those children with high and complex needs. An Early Years SEN Support Plan template has been developed to be used by Early Years providers to plan for the individual needs of the child and follow the graduated approach. All support plans must include relevant academic and developmental outcomes, which match individual needs and detail provision. This template can be found in [County Durham’s Families Information Service | For providers](https://www.countydurham.gov.uk/families/early-years/send planning/).

Where a child continues to make little or no progress, despite appropriate and timely support that is matched to the child’s area of need, the Early Years provider should:
• consider involving specialists (with parental agreement), including those from outside agencies.

• together with the specialists, consider a range of effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed and ensure the support plan is updated to reflect this. This may include:

• adapting or replacing the support, depending on how effective it has been in achieving the expected outcomes.

• planning and preparation for the transitions between phases of education and preparation for adult life.

Any recommendations from appropriate professionals should be discussed with the child’s parent/carer and be included in the support plan. A support plan is a working document that should reflect the changing needs of the child and can be updated at any time to demonstrate this. **We advise that plans are reviewed every 6-8 weeks for children in their early years, dependent upon patterns of attendance.**

At each stage of the graduated approach, parents/carers should be engaged with the setting, contributing their insight to assessment and planning. Intended outcomes should be shared with parents/carers, along with action taken by the setting, at regular intervals and a minimum of three times a year. Settings should also involve others with specialist expertise if, at any stage, a child is not developing as expected or is not responding to action taken by the setting.

**Please note,** there is an expectation in County Durham that if an Education, Health, Care assessment is requested that there is evidence of at least 2 cycles of ‘Assess, Plan, Do, Review’ including having two SEN support plans that demonstrate SMART outcomes and are reviewed fully. In exceptional circumstances, this may not be necessary. If you feel a child’s circumstances may be exceptional please contact the Early Years Team for advice.
The graduated approach in the Early Years is:

**Assess**

- Early Years providers should establish a clear analysis of a child's needs. This will draw on practitioner assessments and experience of the child as well as progress, attainment and behaviour information;
- The key person or SENCO should record any concerns raised by the parent and compare them against their own assessment and information about the child’s development;
- It will draw on an individual's development in comparison to their peers, the views and experience of the parents and child and advice from external support services;
- There must be a regular review of the assessment;
- Support must be matched to the needs of the child.

**Plan**

When an Early Years provider makes decisions that a child needs support, they must inform the child’s parents/carers;

- The key person and SENCO should agree, in consultation with parents and the child the interventions and support arrangements as well as the expected impact on progress, development or behaviour and inform all staff who work with the child;
- The key person and SENCO must set the date for review;
- The support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

**Do**

- The key person remains responsible for working with the child;
- Any support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

**Review**

The key person and SENCO should review the effectiveness of the support by the agreed date;

- The impact and views of parent and child should feed back into the analysis of the child's needs;
- If outreach practitioners are working with a child in an Early Years setting, they should be involved in each step of the process, with the child’s key person and the SENCO.
Requesting Education, Health and Care Plans (EHC Plans) for a child aged 0-5 years

Where children have significant health needs and/or profound and multiple learning disabilities the request to initiate assessment may occur prior to a child attending an educational setting.

For other children where the education provider, having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, determines that the child has still not made expected progress, they may consider requesting the initiation of a statutory assessment of the child’s Education, Health and Care needs (See section 5) of the toolkit for the detailed guidance on requesting the initiation of a statutory assessment.

Any request for EY children for the initiation of statutory assessment must be submitted to the SEND Casework team.

The Early Years SEND panel considers all requests to initiate statutory assessment for children from birth until the end of a child's nursery education. For further information regarding the role and remit of the panel, please refer to the earlier section – Early Years SEND panel.

Please note an EHC needs assessment may not always result in an EHC Plan.

Reviewing Education Health and Care plans - Early Years

EHC plans should be used to actively monitor children and young people’s progress towards their outcomes and longer term aspirations. There should be a statutory annual review of all plans. Guidance is available in the section 5 ‘How to prepare for and hold a statutory annual review meeting’.

It is good practice for Early Years providers to review the long term 12 monthly outcomes into short term action plans, and consider whether these outcomes and supporting targets remain appropriate; set new interim targets and if applicable, agree new outcomes. The information from reviews throughout the year should contribute to the final statutory annual review meeting.

A member of the Early Years SEND and Equalities team or other local authority officer can provide advice and support for schools and settings involved in statutory reviews where required.

Transition from Nursery Education to Reception

This EHC Plan review will occur in most instances, prior to a child receiving their formal school place offer. Where parents have named a school or have a specific preference for their child’s school, the school should be invited to the meeting.
Attendance at statutory review

- The review meeting should be undertaken by the school or setting which the child attends.
- Preferred date and venue should be discussed with the family as soon as possible before setting a date (no later than 4 weeks before the review meeting).
- Settings should notify the Local Authority of all planned review dates as early as possible by email to sencasework@durham.gov.uk

The LA will endeavour to attend the annual review meeting where the setting has identified prior to the review that the child’s needs have significantly changed, which could include the likelihood of:

- A recommendation for the LA to cease the plan
- A change of parental preference to a setting
- The LA having to undertake a re-assessment.

An EHCP must be reviewed and amended in sufficient time prior to a child or young person moving between key 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 15th February in the calendar year of the transfer at the latest for transfers into or between schools.


It is good practice to undertake the annual review meeting by 31st December each year – It may not be possible to name a specific school at this point.

If a child has been issued with an EHCP in the Autumn term, there is no requirement to hold a review if the child’s needs remain unchanged.

If a child has been issued with an EHCP prior to the Autumn term, then a review meeting must be held in time to meet statutory timescales.

In addition to the statutory annual review, schools and educational providers should also ensure the EHC Plan and its outcomes, are reviewed with parents/carers or young person, throughout the year. All reviews must focus on the child or young person’s progress towards achieving the outcomes specified in the EHC plan.

If a child is issued with a plan after 15th February, but prior to September 1st a review of their plan should take place within the term once a child is settled in their new setting.

N.B. Annual reviews for Looked After Children should be planned to coincide with the review of the child’s/young person’s Personal Education Plan (PEP) wherever possible.
Early Identification

From birth to two

It is important to recognise that parents/carers early observations of their children are crucial and health services including, health visitors, general practitioners and paediatricians should work with the family, support them to understand their child’s needs and help them to access early support. Early Years providers should work with families and health and care services to monitor the child’s progress and to ensure the child’s needs are met within the setting.

Where a health body is of the opinion that a young child under compulsory school age has, or probably has, SEND, they must inform the child’s parents and bring the child to the attention of the appropriate Local Authority. Durham County Council now have a single email contact for all health professionals to use for notification to the local authority of children who may have a special educational need or disability. This email address will be used to notify all SEND Support services across 0-25 years.

senddurham-gcsx@durham.gov.uk
This email should be used for notifications, not for requests for initiation of statutory assessment.

The health body must also give the parents the opportunity to discuss their opinions and let them know about any voluntary organisations that are likely to be able to provide advice or assistance. This includes the educational advice, guidance and any intervention which is available to be put in place at an early point and before the child starts school (SEND Code of Practice 0-25 years).

This support can take a number of forms. Examples are:

- Health Visitor
- Children’s Continuing Health Care team
- Specialist support from educational psychologists or specialist teachers such as a teacher of the deaf, visually impaired, or multi-sensory impairment Durham County Council’s SEND and Inclusion Service. These specialists may visit families at home or in their childcare setting where applicable. Their role is to support parents and
the child with early learning programmes and approaches. They provide practical support, answering questions, discussing communication and clarifying needs.

- We also have a Portage service available in County Durham. This team comprises skilled and experienced support staff who provide specialist home teaching support for very young children with the most complex needs usually before they begin nursery education. Some children also access Portage Parent and Child groups. The team is a member of the National Portage Association

- **One Point Service**
- **SEND Information, Advice and Support Service (SENDIASS).**

### Two year olds

In addition to those children eligible for a funded two year education place through low income or a child being ‘looked after’, two year olds who are in receipt of Disability Living Allowance or who have an Education, Health and Care Plan are also entitled to 15 hours free early education. Further information may be obtained from www.gov.uk/free-early-education or [www.countydurhamfamilies.info](http://www.countydurhamfamilies.info).

### Progress check at age two

When a child is aged between two and three, Early Years practitioners must review progress and provide parents with a written summary of their child’s development, focussing on the prime areas of learning; communication and language, personal, social and emotional development and physical development. (This check only applies if a child is attending a funded setting or child-minder).

This check must identify a child’s strengths as well as any areas where progress is less than expected. If there are significant emerging concerns practitioners should develop a targeted plan with the parents/carers, involving other professionals as appropriate. The progress summary must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

Further guidance may be found in the ‘A Know How Guide’-The EYFS progress check at age two’. This can be downloaded at [www.foundationyears.org.uk](http://www.foundationyears.org.uk).

### Integrated 2 year review

Between the ages of two and three as part of the Universal Healthy Child Programme, health visitors currently check children’s developmental milestones. When a two year old is attending a setting or school in County Durham we encourage health colleagues to work with parents and the setting to carry out an integrated 2 year review. Practitioners must seek permission from parents/carers to share the progress check with others.
Advice and support is available for both practitioners and settings from the Early Years team on 03000 268 921 or through discussion with the setting’s assigned Education Development Advisor (EDA).

**Transition**

Transition needs to be carefully planned for all children. For those children with SEND this needs to be handled sensitively and parents need to be central to the process. Further advice and guidance can be found in Section 10 of the SEN and Disability in the Early Years toolkit ([www.foundationyears.org.uk](http://www.foundationyears.org.uk))

Guidance regarding transition for between nursery and reception for children with an Education, Health and Care Plan can be found earlier in this Early Years chapter under Review of EHCP – Early Years.

There is more information in section 3.
Your Growing Healthy team are here for all children and young people, providing support, encouraging healthy lifestyles and protecting those who are most vulnerable.

HV/SN Early Identification of additional needs pathway

HV/SN Assessment of baby/child at every contact

No concerns

Follow Universal Pathway

Concerns identified i.e. SALT

Gain consent to refer

Referral to relevant support/agency copy/inform GP

Develop Deliver Evaluate individualised intervention as required

Initiate additional needs SystmOne template

Access to SEND services as required. Inform LA Early Years SEND team using notification from and send via Senddurham-gcsx@durham.gov.uk

Needs met

Concerns, continue with individualised intervention

Congenital abnormality identified

Notification of Congenital Anomaly. Follow NCARD registration pathway

Consider TAF

Consider family engagement with SENDIASS

Telephone 0191 587 3541

Email: sendiass@durham.gov.uk

A NATIONAL HEALTH SERVICE FOUNDATION TRUST  Chairman – Sandra Dodson  Chief Executive – Dr Ros Tolcher
Supporting Special Educational Needs and/or Disabilities (SEND) in mainstream schools (5-16)

Quality First Teaching (QFT)

Quality first teaching aims to engage and support the learning of all children and young people, and it places a strong focus on pupil participation in learning. All schools and educational settings should develop a shared definition of QFT and they may wish to discuss:

- The key teaching strategies that will make the most difference in improving progress and attainment.
- How these strategies can be developed within their teaching programme.
- What QFT for the target groups(s), such as SEN, will need to be included.

The key characteristics of QFT are:

- Highly focused lesson design with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of questioning, modelling and explaining on the part of the teacher.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Each SEN planning tool has a section on QFT so SENCOs and staff could use these to help them create a shared understanding of expectations within their school.

Pupil profiles

As part of QFT, information about a child/young person’s needs should be shared with relevant staff (in-line with a school’s confidentiality policy). Schools have different ways of doing this; they may be known as a one page profile, learning passport or pen portrait. The profile does not have to be a lengthy document, but should include:

- strengths & interests
- individual needs and difficulties
- strategies to meet needs
- other relevant background information.
Profiles are even more powerful if the profiles are written in first person and demonstrate the pupils’ voice. See section 5 for a template.

**Early identification of needs**

Every school should have a clear approach to identifying and responding to SEND. Identifying need at the earliest point and then making effective provision improves long term outcomes for the child or young person.

A pupil has SEN where their learning difficulty (across any of the four areas of need) or disability calls for special educational provision, this is:

> “educational or training provision that is ‘additional to’ or ‘different from’ that made generally for others of the same age.”

(SEND Code of Practice 0-25 years)

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

It is very important that there is clear criteria of what is available through QFT and what is ‘additional to’ and ‘different from’ (SEN) provision.

Slow progress and low attainment **do not** necessarily mean that a child has a special educational need and should not automatically lead to a pupil being recorded as having SEN, **but schools should**:

- make sure that the identification of difficulties (which may lead to a SEN) is part of their overall approach to monitoring the progress and development of all pupils (including those with behaviour difficulties);
- assess each pupil’s current skills and attainment on entry;
- make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support. This is a whole school responsibility involving the class teacher or subject teachers, supported by the senior leadership team, as the SEND Code of Practice 0-25 years makes it clear that all 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.
- At this early stage, teachers may suspect that a pupil has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting further support and intervention in place to meet the specific needs of the child/young person. The pupil’s response to such support can help identify their particular needs.
This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil’s areas of strength and difficulty, the parents’ concerns, the agreed outcomes sought for the pupil and the next steps. A ‘short note’ (see below) of these early discussions should be added to the pupil’s record, monitored on a regular basis in partnership with parents/carers and the child/young person where possible. Schools should also tell parents and young people about the Local Authority’s information, advice and support service (SENDIASS).

**Short notes**

County Durham have a template available on the ‘[SEND toolkit and documents](#)’ webpage, for schools to adapt. An example can be found in section 6. The SENCO should monitor the use, quality and outcomes of short notes in their school, and ensure where escalation is needed, this is put in place as quickly as possible. But at this stage, a child/young person should not be recorded on the SEN register. Many schools have a ‘Short Note’, ‘Monitoring’ or ‘Cause for Concern’ register that should be used for this purpose and this provides good evidence of a graduated approach for any external evaluations.

Where pupils continue to make inadequate progress, despite high-quality and differentiated teaching, targeted at their areas of need, the SENCO, working with school staff, specialists and parents/carers, should assess whether the child/young person has special educational needs that cannot be met through quality first teaching. The SENCO should work closely with others, for e.g. health professionals and the One Point Service (OPS).

All professionals, along with parents/carers should be in agreement about the level of SEN support that is required to meet the needs of the child/young person and a robust ‘Assess, Plan, Do and Review’ cycle should be put in place (see overleaf for further details). This is called the **graduated approach**. At this stage, with parental agreement, a pupil should be recorded on the SEN register as ‘K’ (SEN support). In County Durham, there is an expectation that every pupil at this stage will have an individualised SEN support plan.
Engagement with Parent, Carer, Young Person

**Assess:**
What you know about the child/young person’s skills

The child/young person’s difficulties must be assessed so that the right provision can be made. This should include asking parents/carers and/or the child/young person their views, talking to any professionals involved and looking at records and other information.

**Plan:**
The outcomes they are working towards

The education setting needs to agree the outcomes to meet the identified needs of the child/young person. Everyone involved will have a say in deciding what support will be provided and when it should be reviewed.

**Do:**
The ‘who, what, when and how’ of the plan

The education setting will put the planned support in place. The class teacher remains responsible for monitoring the effectiveness of the support given by themselves or support staffing. Liaison between practitioners is vital and tweaks can be made as appropriate.

**Review:**
Evaluations of what you planned and did/progress towards the outcomes

The support should be reviewed to see if it is having a positive impact on meeting the outcomes. New outcomes may need to be set to reflect the needs of the child/young person.
Involving specialists

Where a child continues to make little or no progress, despite appropriate and timely support that is matched to the child/young person’s area of need, the school (teachers and SENCO) should:

- Consider involving specialists (with parental agreement), including those from outside agencies. These could include specialist advisory teachers* (See below for further details) from within county, educational psychologists, CAMHs or speech & language therapists.

- Together with the specialists, consider a range of effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed and ensure the support plan is updated to reflect this. This may include:
  - Adapting or replacing the support, depending on how effective it has been in achieving the expected outcomes.
  - Planning and preparation for the transitions between phases of education and preparation for adult life.
  - Any recommendations from appropriate professionals should be discussed with the parent/carer or young person and be included in the support plan.

*In Durham, we have specialist advisory teachers who can help settings with understanding and meeting needs in focused areas of SEND including: cognition & learning (including speech & language), social communication & autism, movement difficulties, sensory & physical difficulties and social, emotional and mental health. More information about the SEND & Inclusion Services offered by the County can be found in the document SEND & Inclusion Service 2017-2018, Support and Services for Schools and Settings, on the ‘SEND toolkit and documents’ webpage.

Schools should never wait for an external assessment or diagnosis before putting any ‘additional to’ or ‘different from’ provision in place. It is the needs of the child/young person that are of paramount importance and the setting’s provision to match these needs, not a ‘label’ that may be attached to a child.

SEN support plans

There is an expectation in County Durham that schools and educational providers can meet the needs of most children and young people with a special educational need through a robust SEN support plan.

There is a County Durham SEN support plan template available on the ‘For providers’ page. We would encourage schools to adapt this template, rather than use their own. Schools may want to add a front cover and personal details to this template.
We would expect that for children or young people with more complex needs there will be more information about their needs/difficulties and associated outcomes noted on the plan in comparison to a child/young person with less complex special educational needs. Regardless of the child's age, there should always be some discussion around the Preparing for Adulthood outcomes and this should become more prevalent from year 9 onwards.

**Reviewing SEN support**

The SEND Code of Practice 0-25 years states all SEN Support should be reviewed at least three times a year. This should be facilitated by the person who has a good knowledge and understanding of the pupil and their needs, desired outcomes and attainment; in collaboration with parents, SENCOs, and, where appropriate, the pupil themselves. In primary schools, this is usually the class teacher. In secondary and post 16 provision, the SENCO or Key Worker may be the most appropriate professional to take on the role of reviewing the outcomes and plans.

Any external professionals who are actively involved (or have been within the review period) should be asked their opinion on how the child/young person is progressing towards specific outcomes - feedback could be in an email, a written report, in person or via a telephone call. **Schools should review support plans within their existing systems therefore, some schools use parental consultation sessions and offer an extended timeslot. Others have dedicated timeslots to review plans.**

Each school must have a robust plan in place to review SEN provision and all staff should have a good understanding of the system and their part in it. Schools should ensure that wherever possible these reviews can be linked to their existing structures and the reviews of other plans, such as a TAF or PEP*; however schools must ensure there is enough time to review the provision and set new outcomes with parents & carers. Schools should **always** ensure parents, carers and the young people themselves are a central part of reviewing the individualised SEN provision and there is more guidance in section 4.

As the ‘Assess, Plan, Do, Review’ cycles continue, SEN Support and provision should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

* For further guidance on how to combine a SEN Support review with a PEP, liaise with the school’s Designated Teacher for LAC and if further advice is needed, the LA’s Caseworker.

**Reviewing SEN support**

a) Between year groups

It is important that when a child or young person is moving year groups, the final review of the academic year takes into consideration any factors that may be important in the next year group; for example the curriculum, or physical environment. Wherever possible, new
teachers should be part of the review or at the very least get a copy of the plan to start working on the new outcomes from the beginning of the academic term.

b) Between nursery and reception
It is important that when a child moves from a nursery provision to a reception class, the final review in the nursery takes into consideration any factors that may be important in the transition to school – for example full day provision, lunchtime support, the school curriculum, and the new physical environment. Reception staff should be part of the final nursery review and take part in a full transition process. Staff from reception should review the SEN Support as quickly as possible in the Autumn term to ensure the plan is fit for purpose.

c) Reviewing SEN support when moving schools (particularly between Infant and Junior and Years 6 – 7)
It is particularly important that in transition years, reviews are completed in a collaborative way with the receiving school attending the review meetings wherever possible. By using this model, outcomes can reflect the provision and environment of the new school. If it is not possible to attend reviews, then a well-planned transition must take place to ensure new outcomes can be put in place as quickly as possible in the autumn term. When a child/young person has transferred to a new school, the SEN provision should be reviewed as quickly as possible in the Autumn term and if necessary a new support plan should be written to reflect the changes to the physical environment, the curriculum and provision. This should also be reflected in a support timetable and costed provision map where provision is more than £6000. The onus is on the receiving school to ensure any additional funding follows the child/young person to school and if needed, top up funding should be requested, providing the school can demonstrate the provision is in place and having an impact on the progress of the pupil (see How to apply for top up funding in Section 5).

d) Reviewing SEN support in years 9 and 11
The One Point Adviser or Independent Careers Advice provided through school will endeavour to meet with the young person and their family around the time of their review to discuss individual career plans.

From Year 9 onwards it is important that the underpinning principles of the Preparing For Adulthood agenda are introduced, explored and captured within the review process. Relevant and purposeful discussion should take place during the selection of options for KS4 with extra opportunities to discuss aspirations with careers advisers where appropriate. This will enable choices to be firmly embedded in preparation for the transition review in year 11. The concept of the ‘Golden Thread’ as described in section 2 supports this process.

School should include the family and young person in discussing their needs and aspirations as related to the following areas:
Employment and learning

From year 9 young people should start to plan for transition. This will include links with the Careers Education Information advice and Guidance (CEIAG). This should be person centres and the young person and the family should be talking about what is important to them now and in the future including Post 16 Options and work. Pupils in Year 9 typically could start collating their interests and career information as a project alongside their ‘My story’ updates.

Independence

From Year 9 conversations should ideally include accessible information about housing options what is possible for the young person in the future. In addition, where appropriate to include a plan for travel training to support greater independence.

Good health

It is recommended that the plan brings together all health needs in one place. At this stage, the young person could explore curriculum opportunities to develop topics including healthy eating and diet, and exercise. This could include engagement with extra-curricular clubs and activities or opportunities within the local community.

Friendships, relationships and participation in the community

The plan should explore what is important to the young person to avoid them being isolated. This could include extended school, summer activities and any links available on the Local Offer. Schools could link activities to their pastoral PSHE programme or provide social skills intervention within the school day.

SEN support with ‘top up’

In exceptional cases, some children and young people at the SEN support stage need more than £6000 of SEN provision and in Durham, we have flexibility in order to meet these needs without schools having to apply for an EHC assessment. More information can be found on national and local funding for schools later in section 2.

In agreeing ‘top up’ funding, schools must be able to meet strict criteria - refer to ‘How to Apply for top up Funding’ and the list of eligible and non-eligible ‘spend’ can be found in section 5. A copy of the request for ‘top up funding’ can be found in section 5.

Please note, schools would not usually apply for top up and statutory assessment at the same time. The LA would usually expect settings to monitor the impact of ‘top up’ funding before applying for a statutory assessment. This would usually be after six months of ‘top up’ funding being in place. If there are exceptional circumstances, please contact the Casework team for more advice.
Support timetables and costed provision maps

A support timetable and a costed provision map must be completed for all pupils at SEN Support where the SEN provision they receive exceeds £6000 and is part of a ‘top up’ request.

Durham has a template of a support timetable and its own costed provision map which can be found on the ‘SEND toolkit and documents’ webpage. Refer to section 5 on ‘How to complete a support timetable and costed provision map’.

The costed provision map has a clear focus on the provision required to meet the agreed outcomes for a child or young person and it must reflect the plan’s outcomes and support timetable. These documents should be shared with the parent/carer (or young person), so they understand how the school is using the notional SEN budget to support their child and the amount they are asking for the LA to ‘top up’.

**N.B.** Costed provision maps are subject to audit by the Local Authority and they also form part of the evidence for independent mediation and SEND tribunal.

Durham County Council’s views on 1:1 provision

In order to promote inclusion, foster independence and prepare a child or young person for adulthood, the vast majority of additional adult support for all children should be delivered in a whole class or small group context.

We anticipate that 1:1 support is required in only very exceptional circumstances e.g. intimate care, individual therapy. Some children may require individualised approaches on occasions throughout the school day or on call access. We would expect 1:1 support to be a small part of the overall request and clearly evidenced as part of the assessed needs of the child, agreed outcomes and as an appropriate intervention.

If schools feel a further discussion is required before submitting a request, contact the relevant casework manager or team leader.

Applying for an EHC needs assessment

Where, despite the school having taken relevant and purposeful action through the graduated approach, the child or young person has not made expected progress, the school or parents could consider requesting an Education, Health and Care needs assessment.

This should be in **exceptional circumstances** and should never be the first response to meeting a child or young person’s special educational need.

**Please note,** if a school requests an Education, Health, Care Plan assessment, then there is an expectation in County Durham, that there is evidence of **at least 2 cycles of ‘Assess, Plan, Do, Review’** including having two SEN support plans that demonstrate SMART outcomes and are reviewed fully. All educational settings should be able to demonstrate how they have used the SEN notional budget to ensure relevant and
purposeful actions have been put in place to meet the pupil’s needs. For further details, see section 5 ‘How to Apply for an Education Health and Care Statutory Assessment’.

Anyone can bring a child or young person who has (or may have) SEN to the attention of the Local Authority. This could include, for example foster carers, health and social care professionals, early year practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. This should be done with the knowledge and agreement of parents or the young person where possible and it is very good practice that if the referrer is not an educational setting, they should contact that setting to discuss before applying for the assessment.

If the referrer is an educational setting, the request for an Education, Health and Care assessment form should be completed along with Appendix 1, which asks for the primary need of the child/young person. The parent/carer/young person **MUST** sign the request form. In addition, the head teacher must check the quality of the request and countersign the EHC request form.

The parent/carer must also sign the ‘Consent to Share’ form (Appendix 2).

**If these documents are not signed, the LA will immediately return the request to the school. The forms can be found in section 6.**

From 2018, the deadline for the LA receiving an EHC request from an educational setting is **April 13th**. However there will always be exceptional cases, therefore the referring schools should contact the Statutory Casework team to discuss further.

Please note, an EHC Needs Assessment may not always result in an EHC Plan. Statutory Timescales for an EHC needs assessment and development can be found overleaf.

**Educational advice**

More guidance on how schools should complete this document can be found in section 5.
Statutory timescales for EHC needs assessment and EHC plan development

Request for assessment/child or young person brought to local authority’s (LA’s) attention

- LA decides whether to conduct EHC needs assessment
  - Yes
    - LA notifies parent/young person of decision within a maximum of 6 weeks from request for assessment
    - LA gathers information for EHC assessment
    - Yes
      - LA decides whether an EHC plan is needed
        - Yes
          - LA drafts plan and sends it to parents/young person
          - Parents/young person has 15 calendar days to comment/express a preference for an educational institution and should also seek agreement of a personal budget
          - LA must consult governing body, principal or proprietor of the educational institution before naming them in the EHC plan. The institution should respond within 15 calendar days
          - Following consultation with the parent/young person, the draft plan is amended where needed and issued (LA notifies parent/young person of rights to appeal)
        - No
          - LA notifies parents/young person of decision and right to appeal within a maximum of 16 weeks from request for assessment
  - No
    - LA notifies parent/young person of decision within a maximum of 6 weeks from request for assessment

On-going LA information gathering – where a LA requests cooperation of a body in securing information and advice, the body must comply within 6 weeks

Maximum time for whole process to be completed is 20 weeks

At every stage, child and their parent and/or young person is involved fully, their views and wishes taken into account.

Parents/young person has 15 calendar days to comment/express a preference for an educational institution and should also seek agreement of a personal budget

LA notifies parent/young person of decision within a maximum of 6 weeks from request for assessment

LA gathers information for EHC assessment

LA must consult governing body, principal or proprietor of the educational institution before naming them in the EHC plan. The institution should respond within 15 calendar days

LA notifies parents/young person of decision and right to appeal within a maximum of 16 weeks from request for assessment

LA notifies parent/young person of decision within a maximum of 6 weeks from request for assessment
**EHC needs assessment**

The Local Authority must adhere to strict guidelines when carrying out an assessment. In considering whether a statutory assessment is necessary, the Local Authority will pay particular attention to:

- The views, wishes and feelings of the child or his or her parent/carer, or the young person, using an appropriate method, such as Picture Exchange Communication Systems (PECS), Information Technology etc. These can be expressed through an advocate if that is helpful. The Local Authority must consult the child’s parent or young person as soon as practicable following a request for assessment (or having otherwise become responsible).

- Evidence of the child or young person's attainment and rate of progress.

- Information about the nature, extent and cause of the child or young person’s SEN.

- Evidence of the action already taken by the Early Years provider, school or post-16 institution to meet the SEN.

- Evidence that where progress has been made, it has only been the result of much additional effort and instruction at a sustained level over and above that which is usually provided.

- Evidence of the child or young person’s physical, emotional and social development and health needs.

The Local Authority’s EHC assessment panel meets every week to consider requests. To demonstrate transparency of decision making, we would encourage SENCOs and other relevant educational staff to observe the panel, as it is also an effective CPD tool. If you wish to do this, contact the Statutory Casework team at County Hall for further details.

If the Local Authority does initiate an EHC assessment, this does not mean that an EHC plan will be issued. Initiation of a plan gives the authority time to assess the case in more detail. A SEND Caseworker - who has the specialist knowledge of the statutory assessment process and the law on special educational needs - will be assigned to each individual case. They will co-ordinate the EHC assessment and will be the main contact with the parents/carers, young person and professionals and they will keep them informed of progress.

If an EHC Plan is not issued, the SEN caseworker will:

- Ensure parents/carers have appropriate information about services on the Local Offer.

- Oversee an appropriate handover of the case to the educational provider. For example: providers will be supported in writing a robust SEN support plan to meet the needs of the child or young person.
Mediation & tribunal processes in Durham

Parents, carers and young people can seek mediation and/or take their case to a tribunal if they do not agree with a decision that the LA has made. The reasons usually include:

- not accepting a ‘No’ decision to initiate a statutory assessment;
- refusal to issue an EHC plan;
- not agreeing with the content of the final EHC plan and/or placement.

A Senior Local Authority Officer must consider whether it is a valid query and follow this up by speaking to all professionals involved. Depending on these discussions, the Officer will then contact the parent/carer to give the decision of whether to concede or uphold the original decision.

Further details can be found on the Local Offer or by contacting Durham SENDIASS. In addition, when the LA decline a request for EHC assessment, parents/carers or the young person receives information about what actions they can take.

Reviewing EHC plans

EHC plans should be used to actively monitor children and young people’s progress towards their outcomes and longer term aspirations. There must be a formal statutory review meeting annually – refer to ‘How to prepare for and hold a Statutory Annual Review of an Education Health and Care plan’ in section 5. Any specialists who are actively involved; have been involved within the review period or who contributed to the initial assessment must have at least six weeks’ notice of the review meeting so they can attend and/or give a written update on progress. More information can be found in section 5.

In addition to the statutory annual review, schools and educational providers should also ensure the EHC Plan and its outcomes, are reviewed with parents/carers or young person, throughout the year. The EHC plan states (see below) the 12 month outcomes in the EHC plan should be broken down into shorter term targets. Many schools use Durham’s ‘short SEN support plan’ format to do this, or use termly ‘action plans’. When reviewing these, schools should consider whether these supporting targets remain appropriate; set new interim targets and in exceptional cases, agree new outcomes. All reviews must focus on the child or young person’s progress towards achieving the outcomes specified in the EHC plan and the information from these reviews, contribute to the final statutory annual review meeting.

The statutory annual review meeting should be held four weeks before the annual plan’s review date, in order for schools and the local authority to meet statutory deadlines. See section 5 for further details.
Reviewing an EHC plan for a child or young person who is ‘looked after’

The Local Authority are developing a system to amalgamate a Personal Education Plan (PEP) review and an EHC Plan review, so that the needs of the child/young person can be met in a holistic way and schools are utilising their time in the best way possible. SENCOs should liaise with the school’s Designated Teacher for LAC and the Virtual School LAC Caseworker to co-ordinate reviews wherever possible.

Reviewing EHC plans between year groups

It is important that when a child or young person is moving year groups, that the final review of the academic year takes into consideration any factors that may be important in the next year group; for example the curriculum, or physical environment. Wherever possible, new teachers should be part of the review or at the very least get a copy of the plan to start working on the outcomes and ‘short term’ targets from the beginning of the new academic term.

Reviewing EHC plans when transferring between Nursery and Reception

It is important that when a child moves from a nursery provision to a reception class, that the final review in the nursery takes into consideration any factors that may be important in the transition to school - for example full day provision, lunchtime support, the school curriculum, and the new physical environment. Reception staff should be part of the final nursery review and take part in an enhanced transition process for all children with an EHC plan. Staff from reception should review the plan, its outcomes and targets, as quickly as possible in the Autumn term to ensure the targets are fit for purpose.

Reviewing EHC plans when transferring between Years 6 and 7

It is particularly important that in Year 6, statutory annual reviews are completed by 31st December (see section 5 for further details). At this review, consideration should be given to reflect any adaptations to the provision that may be needed in a secondary school environment. As soon as the secondary school place has been confirmed, the feeder and receiving schools should collaborate to ensure a well-planned transition, which should include a review with all relevant parties in the spring or summer term.

The Local Authority will send notice to the receiving secondary school to advise them to hold a review before the end of the Autumn term; to ensure the plan, its outcomes, and any costings are updated. Schools should use the statutory annual review paperwork accompanied by a current support timetable and costed provision map. The onus is on the school to ensure any additional funding has followed the child/young person into school and if needed, top up funding can be requested, providing the school can demonstrate the provision is in place and having an impact on the progress of the pupil.
If you have any specific queries about this process, please contact the caseworker or team leader in the SEND Casework team.

**Reviewing EHC plans in Years 9 and 11**

The SEND Caseworker will endeavour to meet with the young person and their family around the time of their review to discuss individual career plans. For those with Support Plans this may be the One Point Adviser or Independent Careers Advice provided through school.

From Year 9 onwards it is important that the underpinning principles of the Preparing For Adulthood agenda are introduced, explored and captured within the review process. Relevant and purposeful discussion should take place during the selection of options for KS4 with extra opportunities to discuss aspirations with careers advisers where appropriate. This will enable choices to be firmly embedded in preparation for the transition review in year 11. The concept of the ‘Golden Thread’ as described earlier in this section, supports this process. School should include the family and young person in discussing their needs and aspirations as related to the following areas:

**Employment and learning**

From year 9 young people should start to plan for transition. This will include links with the Careers Education Information advice and Guidance (CEIAG). This should be person centred and the young person and the family should be talking about what is important to them now and in the future including Post 16 options and work. Pupils in Year 9 typically could start collating their interests and career information as a project alongside their *My story* updates.

**Independence**

From Year 9 conversations should ideally include accessible information about housing options what is possible for the young person in the future. In addition, where appropriate to include a plan for travel training to support greater independence.

**Good health**

It is recommended that the plan brings together all health needs in one place. At this stage, the young person could explore curriculum opportunities to develop topics including healthy eating and diet, and exercise. This could include engagement with extra-curricular clubs and activities or opportunities within the local community.

**Friendships, relationships and participation in the community**

The plan should explore what is important to the young person to avoid them being isolated. This could include extended school, summer activities and any links available on the Local Offer. Schools could link activities to their pastoral PSHE programme or provide social skills intervention within the school day. **Please note** there is more information in section 4 on how schools can support young people in years 9-11 to express their views.
Outcomes and the ‘golden thread’

When writing new outcomes as part of a review, there should always be a ‘golden thread’ directly from the aspirations to the provision - this is achieved by thinking about outcomes as steps on the journey towards the aspirations.

Setting outcomes

Effective outcomes for children and young people with SEND are crucial in ensuring the correct support is put in place.

The SEND Code of Practice 0-25 years defines an outcome as:

“A benefit or difference made to the individual as a result of intervention.”

The outcomes should reflect the views, wishes and feelings of children and young people and their families and personalised approaches must be adopted which puts the child and family at the centre of the decision making process. Outcomes must match the special educational need(s) of the child or young person. For example, if a child has a primary need of social communication, then the majority of outcomes should meet this need.

Although there no recommendations for the number of outcomes, the plan should reflect the ‘additional to’ and ‘different from’ SEN provision that is being put in place, as well as what is realistic and achievable for the child/young person and the learning environment that they are in.
The outcomes in a plan should be:

**Specific**
- Exactly what do you want the child/young person to achieve?
- Does it match the need(s) of the child/young person?
- Is it personalised for the child/young person?
- Is it concise?

**Measurable**
- How will you know if the child/young person meets the outcome?
- What evidence could you use?
- What standards of measure will you use? (e.g.: quantity, quality, frequency, accuracy)

**Achievable**
- Can the measurable outcome be achieved by the child/young person?
- Is the outcome possible and fair taking the current situation into account?

**Realistic**
- Can the child/young person achieve the outcome within the timeframe?
- Does the child/young person have the knowledge, skills and ability to achieve the outcome?

**Time Bound**
- Do you know how much time you have to achieve the outcome?
- When should the outcome be achieved by?
- How often should progress be reviewed?
- Have review dates/progress checks been built into the process?
What to do if a setting is concerned about the provision for a child/young person with an EHC Plan

### Concerns about a child/young person

There should be triangulated evidence about the child/young person from the educational setting, parent and any specialist involved.

### Assess, Plan, Do, Review to be put in place

<table>
<thead>
<tr>
<th>If all avenues have been explored</th>
<th>If all avenues have not been explored</th>
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<tbody>
<tr>
<td>1. Discuss with parent/YP the need for a statutory review</td>
<td>1. Seek further advice/support from relevant professionals and/or the Local Offer</td>
</tr>
<tr>
<td>2. Contact DCC link EP to become involved/to complete an update</td>
<td>2. Setting to put a robust action plan in place in discussion with parents and YP</td>
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<tr>
<td>3. Contact the SEN Casework team to alert and discuss</td>
<td>3. Actions to be reviewed in a timely manner</td>
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<tr>
<td>4. Set date for 6 weeks’ time</td>
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<td>5. Setting to prepare reports and send to parent/carer in a timely manner before the meeting</td>
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### Hold person centred statutory review meeting

Follow guidance to complete a Statutory Annual review (see section 5) The review meeting should consider:

- Needs, outcomes, provision, updated and current costed provision map & support timetable
- What it will take to maintain the current placement. E.g. identify additional resources required to meet the child/young person’s needs. Identify barriers to meeting needs
  - Parents/young person’s views regarding current provision

(N.B. Discussions about placement are not the remit of professionals)

### Submit paperwork to SEND Casework team within 2 weeks of review meeting

PLEASE NOTE: Requests for significant changes to provision must be made in a timely fashion, to facilitate appropriate transition

### LA will aim to make a recommendation within 4 weeks of receipt of paperwork

Options:

1. Maintain an amended EHC plan/statement of educational needs
2. Cease to maintain EHC plan/statement of educational needs
3. Carry out full re-assessment
Requests for emergency and/or assessment places

There are occasions when children and young people present with such significant needs that additional support or a change of placement is required as a matter of urgency. The SEND Code of Practice 0-25 years clearly states that these circumstances should be exceptional. It states:

Children and young people without an EHC plan can be placed in special schools and special post-16 institutions only in the following exceptional circumstances, where they are:

- admitted to a special school or special post-16 institution to be assessed for an EHC plan with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the Local Authority, the head teacher or principal of the special school or special post-16 institution and anyone providing advice for the assessment

- admitted to a special school or special post-16 institution following a change in their circumstances with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the Local Authority and the head teacher or principal of the special school or special post-16 institution. Where an emergency placement of this kind is made the Local Authority should immediately initiate an EHC needs assessment or re-assessment

- in hospital and admitted to a special school which is established in a hospital, or

- admitted to a special academy (including a special free school) whose academy arrangements allow it to admit children or young people with SEN who do not have an EHC plan.

Further details about the issues to consider when making a request and the referral process can be found on the ‘SEND toolkit and documents’ webpage. A copy of the request form can be found in section 6.

Before applying for an Emergency Assessment, consider the information on the previous page ‘What to do if you are concerned about the provision for a child/young person with an EHC plan or Statement of SEN’.
National and local funding for schools

Local authorities receive the Dedicated Schools Grant for all maintained schools and most academies in their areas. For mainstream schools, the Dedicated Schools Grant (DSG) is broken down into 3 blocks:

- **Schools Block**
- **Early Years Block**
- **High Needs Block**
  
  - **Element 1**
  - **Element 2**
  - **Element 3**

**Element 1: Core education funding**

This is mainstream per-pupil funding, called Age Weighted Pupil Unit (AWPU). Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs. In 2017, these are: Primary: £2,721.76, KS3: £3,565.93, KS4: £4,892.79.

**Element 2: Additional support funding**

This may also be known as the notional SEN budget which is allocated using these formula factors:

- Levels of deprivation
- Levels of free school meals
- Levels of attainment

The notional SEN funding that a maintained mainstream school receives is intended to:

- Support the raising of standards and achievement of all pupils with special educational needs (including those at SEN support stage).
- Support early intervention as part of a graduated approach.
- Support equal opportunities and reasonable adjustments for SEND pupils.
- Safeguard the rights and entitlements of SEN pupils with an EHC plan as well as those on SEN support, to ensure appropriate provision is made available.
- Demonstrate good value for money.

SENCOs must ensure they are aware of what the school’s SEN notional budget is, and have the opportunity to work with the senior leadership team to ensure it is being used in the correct way.
SENCOs should maintain records of spend (on individual plans, costed provision maps and school provision maps) to evidence interventions provided to support a child or young person.

Schools are expected to contribute up to £6000 to support each child or young people with SEND from the school’s notional SEN budget, although very few pupils should need this high level of provision. Schools should refer to the SEN planning tools for further guidance as these demonstrate what schools are expected to provide for children with different types of SEND and at each stage of the graduated approach.

**Element 3: Top up funding from the High Needs Block**

Durham Local Authority retains this funding and it is devolved to schools to support additional costs for children with SEND. The High Needs Block is used to provide the following:

- Targeted top up funding for individual pupils with SEN (linked to robust outcomes on a SEN support plan or EHC plan) to ensure their needs can be met (see below for further explanation).
- Funding for all special schools and enhanced mainstream provision.
- Funding for specialist placements in the independent and non-maintained sector.
- Costs of places in The Woodlands (Pupil Referral Unit).
- Specialist Early Years support.
- Post 16 learning for young people with SEN.
- Any child or young person with Education Health Needs.
- Some Local Authority SEND & Inclusion Support Services.
- Additional funding for schools with high numbers of children with EHC Plans and/or a low additional needs budget (Element 2).

In addition, each school is part of a Community of Learning (COL). There are 15 COLS in the county and each one is allocated extra funding from the High Needs Block to secure further provision for children and young people with SEN, based on the needs within each COL area. Current examples of intervention include: Speech & Language therapy, Education Psychology support, Lexia and Speechlink. SENCOs should liaise with their Head Teacher to find out how the CoL budget is used in their local area and/or school.

**Targeted ‘top up’ funding**

In some exceptional cases, provision to meet an individual child/young person’s needs may exceed £6000, so schools may request additional top up funding (from Element 3 above). A Local Authority panel will consider individual requests and schools must demonstrate how they have used their £6000 to provide relevant and appropriate support, which is ‘additional to’ and ‘different from’ Quality First Teaching requirements to meet the
child/young person’s special educational needs. (Refer to ‘How to apply for top up funding’ section 5).
The example overleaf demonstrates how top up funding would operate in a mainstream maintained school or academy in Durham:
Pupil A is 9 years old and has complex SEN. Pupil A has been assessed as requiring provision at a cost of £11,618.

Overleaf, you will find an ‘At a glance’ guide to the graduated approach and associated funding for mainstream schools.
At a glance guide to the graduated approach and associated funding in mainstream schools

Graduated approach

Quality first teaching
This includes all forms of differentiation

Initial identification of possible SEN
Information gathering (including early discussion with pupil and parent)
Short note of discussion, actions put in place and robust monitoring system

SEN support
Child/YP moves on to SEN register – code K (with parental agreement)
SEN support plan put in place (with SMART outcomes) to meet individual pupil’s SEN
Continuous ‘Assess, Plan, Do Review’ cycles

SEN Support with top up funding
EHC Assessment

Funding implications

Funded from general school budget

SEN support with top up funding

In exceptional circumstances a small number of pupils at this stage may need support/provision which costs more than the £6000 expected to be contributed by the school.
The school can request this from the LA’s ‘High Needs’ budget

EHC needs assessment

Despite the school having taken relevant and purposeful action to identify, assess and meet the meet the SEN of a child/YP; they have not made the expected progress against their individual support plan outcomes
N.B. An application can be made for an EHC assessment without going through a top up request if there is sufficient evidence

Emergency/assessment places

Emergency placements are usually used in exceptional situations where there is significant and unexpected deterioration in presentation
For example: life changing medical events, or substantial and significant trauma

Brief process

“All 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” (CoP)

Teachers and SENCo to consider the evidence that underpins their concerns
Teacher to lead on discussion with parent. Teachers to action & monitor
Parents/carers always kept informed. SENCO monitors whole school ‘short note’ system (including quality of actions)

Parent/Carer must be involved in all decisions and support plans completed alongside parent/carer/YP (and child where possible)
To be reviewed with parents and YP at least three times a year
Specialists (internal and/or external) may be involved to help identify and formulate need, and support effective planning and provision
SENCO to monitor quality of plans and the school support plan systems

School must clearly demonstrate they are spending more than £6000 of provision to meet the child/young person’s needs and this must be linked clearly to robust support plans and outcomes
If approved, top up funding can be for a ‘one off’ payment (e.g. for equipment)
All top up funding is in place for a maximum of one financial year

In exceptional circumstances a small number of pupils at this stage may need support/provision which costs more than the £6000 expected to be contributed by the school.
The school can request this from the LA’s ‘High Needs’ budget

Funding is linked to the EHC plan outcomes. If the cost of the plan exceeds £6000 the school will receive ‘top up’ funding
This should be reviewed regularly and formally in the through statutory annual review. Schools must demonstrate how the provision is making an impact on the child/young person

If an EHC Plan is agreed, funding is linked to the outcomes (see above).
**Personal budgets**

A Personal budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

Personal budgets are optional for the child’s parent or the young person but local authorities are under a duty to prepare a budget when requested.

The child’s parent or the young person has a right to request a personal budget, when the Local Authority has completed an EHC needs assessment and confirmed that it will prepare an EHC plan. They may also request a personal budget during a statutory review of an existing EHC plan.

Personal budgets should reflect the holistic nature of an EHC plan and can include funding for special educational, health and social care provision. They should be focused to secure the provision agreed in the EHC plan and should be designed to secure the outcomes specified in the EHC plan.

There are four ways in which the child’s parent and/or the young person can be involved in securing provision:

- Direct payments – where individuals receive the cash to contract, purchase and manage services themselves;
- An arrangement – whereby the Local Authority, school or college holds the funds and commissions the support specified in the plan (these are sometimes called notional budgets);
- Third party arrangements – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the child’s parent or the young person;
- A combination of the above.

**Enhanced Mainstream Provision (EMP) funding**

Each EMP will be funded on a planned place basis. The amount per planned place is currently £10,000.

EMP s can request ‘top up’ funding, identified through an Education, Health and Care Plan or SEN support plan. A Local Authority panel will consider individual requests and schools must demonstrate how they have used their £10,000 to provide relevant and appropriate support to meet the child/young person’s special educational needs.
**Special school funding**

Special school funding is linked to bands of special educational need and will change every year. A planned place in special school will cost at least £10000. These are the current bandings:

- Moderate learning difficulty
- Moderate learning difficulty with challenging behaviours
- Severe learning difficulty
- Severe learning difficulty with challenging behaviours
- Social, Emotional, Mental Health
- Autism Spectrum condition
- Autism Spectrum Condition with challenging behaviours
- Profound and Multiple Learning difficulty
- Conductive education additional amount.

Special schools can also apply to a Local Authority panel for ‘top up’ funding if required. A costed provision map would be required.
SEND and Post 16

Post 16 education

The Post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education colleges (FE) colleges, and 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector.

The statutory duties on post-16 institutions are set out in the Special Educational Needs and Disability SEND Code of Practice 0-25 years.

Post-16 provision (referred to from now on as college) should also be underpinned by an effective Local Offer and funded through the budget allocated to the establishment. Additional funding is made available, from the Local Authority, through top-up funding where the cost of the special educational provision required to meet the needs of an individual young person exceeds the nationally prescribed threshold.

Supporting young people to express their views

From year nine onwards, local authorities, schools, colleges and other agencies involved in the planning for a young person’s transition to adult life should help them and their families prepare for the change in legal status once a young person is over compulsory school age. The Local Authority and other agencies should establish what support he/she needs to express views, and how the family should be involved. Schools and colleges should involve the families of young people with SEN in discussing their needs and their progress where that is their usual policy for students, and should ensure they have arrangements in place to contact the family if necessary where they have safeguarding, welfare or other concerns.

When a child is over compulsory school age it is their views that take precedence over those of their parents, in respect of assessments and Education Health and Care Plans. Where there is a conflict of interests between the young person and the parent, it is the view of the young person that prevails, for example, in respect of the educational setting the young person wishes to attend. A decision by a young person to choose a particular college will typically involve discussion with their family and others, but the final decision will be with the young
person. However, the right of the young person to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. Although the decision rests with the young person, a young person can ask any family member or other advocate to support them in any way they wish.

Some young people will require support from a skilled advocate to ensure that their views are heard and acknowledged. They may need support in expressing views about their education, the future they want in adult life and how they prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and how they will achieve greater autonomy and independence. Schools and colleges working directly with young people should also involve their family in, for example, discussions about their study programmes and support.

For young people aged over 18, the Children and Families Act requires local authorities to have regard to their age when:

- forming an opinion about whether to conduct an assessment.
- making a decision, following an assessment, about whether to issue an EHC plan.
- reviewing an EHC plan or deciding whether to secure a reassessment; and
- determining it is no longer necessary to maintain an EHC plan.

**Transition to Post-16**

Colleges have an important role to play in working with schools to support young people with SEN to make a successful transition into post-16 education or training. It is important that information about previous SEN provision is shared with the further education or training provider.

In Durham Personal Advisers from the One Point Service have the responsibility for ensuring young people with a SEN support plan are supported through their transition into post-16 education and training. A process is now in place which facilitates how the support plan is shared in a timely manner, so that the new post 16 provider can develop a suitable study programme and prepare appropriate support.

Where the young person has an EHC plan the responsibility for supporting these young people through their transition into post 16 is with the SEN Caseworkers in the Improving Progression of Young People Team. Colleges and Schools will be involved in the development of the outcomes for the young people coming to their institution who have an EHC plan which will include planning for their transition.

Prior to starting post-16 provision the SEN Transition Protocol will be followed; individual providers will work alongside young person/parents/carers/other relevant professionals. Learners will be invited to participate in enrolment and induction procedures, as managed by the individual provider.

Learners will complete a diagnostic and initial assessment; this information will support the implementation of a SEN support plan if required and longer term outcomes for those with an EHCP.
Please refer to the Transition protocols for young people within the earlier section for more detailed information.

**EHC annual reviews**

From Year 12 onwards post 16 providers will follow the usual EHCP annual review arrangements. Post 16 providers are to invite Improving Progression to attend if there are risks to the young person’s placement or if it is a transitional year and support is required to identify progression routes. If the placement breaks down at any point an emergency annual review must be called with IPSC invited to attend in order to identify an alternative placement or cease the EHCP.

**Post 16 pathways**

As mentioned earlier there are a number of options open to young people when entering the world of post 16 education and training. Young people with SEN Support Plans and those with EHCP’s have the same full range of opportunities that young people without have. However, there is also more specific programmes tailored to young people with Special Educational Needs. Below is a short summary of these opportunities and pathways.

**Study programmes (via local further education provision and training providers)**

Study programmes are publicly-funded learning programmes for 16 to 19 year olds. They are also for 19 to 25 year olds where the student has a learning difficulty assessment (LDA) or Education, Health and Care plan (EHCP). They are based on a young person’s prior attainment and are designed to meet clear educational and career aspirations. All students should be following study programmes, including those taking A levels. Study programmes were introduced in September 2013, and all post-16 providers, regardless of setting, are now expected to offer each student a study programme which is coherent, appropriately challenging and supports the progression of the individual.

Many students with SEND access mainstream vocational or academic programmes, with some additional support. Their study programme follows a standard pattern: a substantial qualification accredited English and maths, though not necessarily at GCSE level, an element of work experience and some non-qualification activity, such as tutorial time. For students with SEND who are following more personalised programmes designed to increase employment and independent living outcomes, study programmes vary considerably. Providers are free to design programmes to meet their individual students’ needs, provided they adhere to the principles for programmes of study, published by the DfE.

This means that all study programmes for students with SEND must:
• enable students to build on existing skills and knowledge, and represent progression (lateral or vertical) from their assessed starting point.
• provide stretch and challenge and support students to progress towards their intended outcomes.
• include relevant aspects of English and Maths.
• include work experience to support the development of employability skills and create potential employment options (except where this is demonstrably inappropriate).
• enable students to develop the skills, attitudes and confidence that support independence.

Specialist sixth form

Within County Durham there are a small number of Specialist Sixth Form Colleges that exist as part of the special school provision. Pupils who attend the specialist school (who must have an EHCP) are identified to attend as part of the annual review process if it is felt their needs are better able to be met post 16 within this provision.

There are a number of specialist independent colleges that exist within the North East and nationally for young people with SEND. In order to access such provision this must be done via the annual review process and would be determined on an individual needs led basis.

Supported internships

Supported internships are structured study programmes based primarily with an employer. Young people require an EHCP to be able to access a Supported internship. They are intended to enable young people with learning difficulties and/or disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace. Internships normally last for a year and include unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Students complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if suitable, and English and Maths to an appropriate level.

Although similar in aims to a traineeship or apprenticeship, supported internships differ in key ways. Young people on supported internships are expected to require a higher level of support than a trainee or apprentice, and to be offered workplace support in the form of a job coach, as well as support for their non-workplace learning.

A key difference to traineeships is that interns are expected to need a longer programme than a trainee, for whom the maximum programme length is six months, before they are ready to progress to an apprenticeship or other sustainable employment. For more information about traineeships, see the framework for delivery of traineeships.
Apprentices, like interns, gain practical skills in the workplace. A key difference is that apprentices have to pass various qualifications or assessments, for example English and maths qualifications, to successfully complete their Apprenticeship. There are no entry or completion requirements for supported internships, and each learning provider will work with their interns to develop a personalised programme that meets their needs and provides progression and stretch. Like supported internships and traineeships, young people who undertake apprenticeships can retain their EHC plans while they are participating.

The aim of supported internships is to prepare young people with complex needs for paid employment by:

- supporting them to develop the skills valued by employers.
- enabling them to demonstrate their value in the workplace; and
- developing confidence in their own abilities to perform successfully at work.

Whilst the ideal outcome from a supported internship will be the offer of a paid job from an employer, possibly the employer who hosted the intern’s work placement, other outcomes include:

- building up experience for a CV, demonstrating that the young person has the skills and willingness to work.
- changing the perception of employers about employing people with learning difficulties and/or disabilities.
- changing the perception of the young person’s family that they can work.
- improving skills in English and Maths that enable the young person to be better prepared for work, including handling money, interacting with the public.
- Independent travel training.

Supported internships are recorded as part of the Individualised Learning Record (ILR). Within County Durham the Local Authority are working with a number of post 16 providers to increase the number of supported internships on offer. From September 2017, Project Choice will be offered, which is a supported internship offered by Health Education in partnership with DCC Adult Learning and Skills service and the NHS. This will involve 4 days at a placement at a local NHS setting and one day working on basic skills and employability.

If young people are interested, they can contact their chosen Further Education College for further details or the Improving Progression of Young People Team for advice and support. If you would like any more information, please see ‘Supported Internships’, ‘Study Programme Guidance’ and ‘High Needs Funding’ links in the ‘Useful resources’ section under Preparing for Adulthood at the back of this booklet.
**Traineeships**

A Traineeship programme has been a life changing opportunity for a number of young people living in County Durham. Learners attend a bespoke 26 week programme of study providing individual learning and support, to teach them the skills and knowledge that employers are looking for and prepare them for employment. There are no minimum standards required to go on to a traineeship but willingness and motivation to enter into employment is required.

**Apprenticeships**

An apprenticeship is a work-based training programme which encompasses substantial training and the development of transferrable soft skills. Most apprenticeships can be delivered entirely in the workplace, with a dedicated assessor visiting the apprentice once a month to review their progress and set new targets. Apprenticeships are available to new and existing employees and usually take between one to four years to complete, depending on the level and course. The minimum standard for an apprenticeship is usually a level 2 qualification. A young person aged 16 – 18 years earns as a minimum £3.30 an hour with 19 years plus gaining the national minimum wage.

**Community learning**

Community learning includes a range of community-based and outreach learning opportunities. This broad range of provision, usually non-accredited, brings together adults (often of different ages and backgrounds) by helping them to pursue an interest, address a need, gain a new skill, become healthier, or learn how to better support their children. Once a learner’s needs are identified support may include:

- Additional support/tutorial support
- One-to-one classroom support
- Social skills
- Differentiating the curriculum
- Providing additional resources
- Independent living training
- Study skills.

**College based interventions**

The principles outlined earlier in this document relating to schools apply equally to how colleges should identify and support students with SEN through the graduated approach. Once a potential SEN is identified, the Assess, Plan, Do and Review cycle should be used to put effective support in place. In Durham the college should develop a SEN support plan which outlines the guaranteed level of support/provision which will be put in place. Where
funding for the plan exceeds the national threshold, then the college will be required to make an application to the Local Authority for high needs funding. Support for providers is available through the Post-16 SEN planning tools.

A request for an EHC assessment should not be the first and immediate response to a special educational need. Personalised approaches must be adopted that put the young person and where appropriate the family at the centre of the decision making process. Colleges should give all applicants an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration the college should discuss with the student how they will provide support. Any screenings and assessments should be differentiated and proportionate to the likely level of SEN.

Students who fell behind at school, or who are studying below level 2, should have their needs identified and appropriate support should be provided. It should not be assumed that they have SEN just because they have lower attainment levels than the majority of their peers. They may do, but this should be identified specifically and supported. Equally it should not be assumed that students working on higher level courses do not have a learning difficulty or disability that may need special educational provision.

Where a student has a learning difficulty or disability that calls for special educational provision, the college must use its best endeavours to put appropriate support in place. Young people should be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support should be aimed at promoting student independence and enabling the young person to make a good progress towards employment and/or higher education, independent living, good health and participating in the community.

Support should be evidence based. This means that colleges should be aware of effective practice in the sector and elsewhere, and personalise it for the individual. They should keep the needs of students with SEN or disabilities under regular review. Colleges should take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. They should involve the student and, particularly for those aged 16 – 18, their parents, closely at all stages of the cycle, planning around the individual, and they should ensure that staff have the skills to do this effectively.
The graduated approach in Post 16 education is:

### Assess

- Colleges and other education settings should establish a clear analysis of a young person’s needs. This will draw on assessments and experience of the young person as well as progress, attainment and behaviour information.
- The designated person/team should record any concerns raised by the parent/carer and compare them against their own assessment and information about the young person’s development.
- It will draw on an individual’s development in comparison to their peers, the views and experience of the parents/carers and young person and advice from external support services.
- There must be a regular review of the assessment.
- Support must be matched to the needs of the young person.

### Plan

- When a College or education setting make decisions that a young person requires support, they must notify the young person, parents/carers and where necessary, other parties and external agencies.
- The designated person/team should agree, in consultation with the young person, parents/carers and where necessary, other parties and external agencies, the interventions and support arrangements as well as the expected impact on progress, development or behaviour.
- The designated person/team must set the date for review.
- The designated person/team must inform all staff who work with the young person.
- The support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

### Do

- The education team remains responsible for working with the young person.
- Any support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

### Review

- The designated person/team should review the effectiveness of the support by the agreed date.
- The impact and views of the young person, parents/carers and as appropriate other parties and external agencies should feed back into the analysis of the young person’s needs.
Non-accredited provision (RARPA)

Recognising and Recording Progress and Achievement (RARPA) is the process which measures progress and achievement of students on non-accredited learning programmes. The benefits of the RARPA process are:

- It demonstrates outcomes in personalised, non-accredited learning as part of study programmes.
- It is consistent with the clear focus on preparing for adulthood and positive outcomes within the Children and Families Act 2014 and SEND Code of Practice 0-25 years.
- Initial assessment to establish the learner’s starting point.
- Identification of appropriately challenging learning objectives: initial, renegotiated and revised.
- Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews.
- End-of-programme learner self-assessment; teacher.

Please see link in appendix for more information.

Travel

Post 16 students may be able to obtain assistance with travel if they are unable to travel independently. To be eligible for travel assistance a student must meet the criteria as set by Durham County Council, Home to School Transport. Further information can be obtained from the following website: [http://www.durham.gov.uk/schooltransport](http://www.durham.gov.uk/schooltransport)

The 16-19 funding model

Funding for students with additional support costs below £6,000 is provided within the institution’s disadvantage funding, calculated within their mainstream 16-19 funding allocation. (Please see the ESFA Funding education for 16 to 19 year olds guidance in appendix). [https://www.gov.uk/government/collections/funding-education-for-16-to-19-year-olds](https://www.gov.uk/government/collections/funding-education-for-16-to-19-year-olds)

Students who require more than £6,000 of additional education support are treated as high needs students. By ‘additional education support’, the Education and Skills Funding Agency mean the support an individual student needs in order to access and achieve their course of study, over and above the core programme costs of that course. The principle is that, where students have health and social care needs, the appropriate support should be provided by the appropriate agencies.
High needs funding arrangements:

- Post 16 places in Special Schools, Special Academies and Non- Maintained special schools are currently funded at £10,000 per place.
- Post 16 high needs students in mainstream schools and academies, FE institutions, CCP’s and SPI’s are funded on the basis of elements 1 and 2.

Element 1 funding:

- Element 1 funding is provided for all students on study programmes at that institution. The funding is provided direct to the institution.
- The majority of post 16 providers are funded on a lagged student basis using the national post 16 funding formula; i.e. the total allocation of element 1 is based on the numbers of students at that institution the previous academic year.
- Post 16 providers within this group (for example FE institutions; CCP’s, maintained schools; academies and SPI’s) should not seek funds from local authorities for any shortfall in element 1 as this shortfall would be rectified in the lagged allocation the following year.

Element 2 funding:

- Element 2 funding providers the first £6,000 towards the additional support costs for high needs students directing from ESFA to the institution.
- This element is not intended to meet the needs of students with support costs lower than £6,000.
- Allocation of place funding is made well ahead of the beginning of the academic year to allow institutions time to plan and manage resources and provision.
- Allocations of place funding do not always reflect subsequent commissioning and placement decisions by local authorities.
- Local authorities have the opportunity to request changes to place numbers during the previous academic year (November).

Element 3 funding:

- Also known as ‘top up’ funding – this is any funding the individual student requires above the first two elements, and is negotiated and agreed with the student’s home local authority.
- This is paid directly to institutions by the local authority.
- Please see the next section on how to apply for Element 3 ‘top up’ funding.
Creative approaches to funding

Some providers have been exploring creative approaches to funding, for example through use of individuals’ personal budgets to enable extra support within a learning programme or for additional enrichment activity to complement the learning. Others are discussing with their local authorities the concept of ‘braided’ funding, drawing together funding for learning with funding for adult social care and or health services, to create holistic approaches.

Sixth-forms

High needs place funding and 16-19 bursary funding for post-16 places in maintained schools and PRUs with mainstream sixth forms will continue to be funded through the sixth form grant in 2017 to 2018, but to enable flexibility both of these funding streams will be funded at local authority level rather than institution level. Local authorities will be able to agree post-16 places in maintained schools and PRUs at a local level, without reference to EFA and distribute alongside any 16-19 bursary funding as appropriate to institutions.

Post-16 places in maintained special schools, special academies, special free schools and NMSS are funded at £10,000 per place, the same as pre-16 high needs places.

High needs places for post-16 students in mainstream maintained schools, academies and free schools, including those in SEN units or resourced provision, will be funded on the basis of elements 1 and 2.
SEND and Post 19

Introduction

Young people with SEND are not automatically entitled to maintain their EHC (education, health and care) plans after they turn 19.

We expect the majority of young people with EHC plans to complete further education with their peers by age 19. However we recognise that some young people with SEND need longer to complete and consolidate their education and training. The length of time will vary according to each young person.

It’s important that young people start to think about their aspirations as early as possible. It’s critical that, from year 9 at the latest, local authorities help young people, along with their parents and carers, start to plan for a successful transition to adulthood. This includes considering any further education or training that will enable young people to secure paid work, or other opportunities for a positive adult life.

Young people should be supported to exercise choice and control over their lives, including the 4 ‘preparing for adulthood’ outcomes:

- moving into paid employment and higher education.
- independent living.
- having friends and relationships and being part of their communities.
- being as healthy as possible.

Further information can be found in the PFA section.

Maintaining an Education, Health & Care (EHC) plan

When a 19- to 25-year-old continues with an EHC plan, the local authority must review it at least annually as with all ages. The plan must contain outcomes which should enable the young person to complete their education and training successfully and move on to the next stage of their lives. This will happen at different stages for individual young people and EHC plans extended beyond age 19 won’t all need to remain in place until age 25.

For young people with more complex needs who are likely to continue to need specialist support in adult life, services will need to work together at a local level to plan and fund a smooth transition. These include:

- children’s services
• adult social care
• housing and health.

This strategic planning, aided by joint commissioning and integrated services, will support a young person to:

• transition successfully to adult life
• receive the right support from adult services where needed.

**New requests for an EHC plan**

All young people aged 19 to 25 with a learning difficulty or disability have the right to request an EHC needs assessment (unless one has been carried out in the last 6 months).

Examples of when this might happen include:

• when a young person has a brain injury following illness or accident.
• when they have been out of learning for an extended period.
• those with degenerative conditions.

The same principles apply as have been described in earlier chapters regarding the need for the graduated approach and in particular the “How to Guides” in Section 3. Where the local authority judges that an assessment is not necessary, the young person has the right to appeal to the First Tier Tribunal about this decision. More information on resolving disagreements can be found in chapter 11 of the SEND Code of Practice 0-25 years.

**Issuing an EHC plan**

After a young person has been assessed, the local authority has to decide whether an EHC plan is necessary by following:

• Section 37 of the Children and Families Act
• The SEND Code of Practice 0-25 years.

The Local Authority must also consider whether the young person requires more time, in comparison to others of the same age who don’t have SEND, to complete his or her education or training.

The outcomes specified in an EHC plan for a 19- to 25-year-old should be focused on meeting their aspirations and preparing them for adulthood.

More information and examples of outcomes can be found in the next section.
Ending an EHC plan

Section 45 of the Children and Families Act sets out the circumstances when a local authority may cease to maintain an EHC plan. This is when the local authority is no longer responsible for the young person, or they decide that it’s no longer necessary to maintain the plan (for example if special educational provision is no longer necessary). The local authority must consider whether the educational or training outcomes specified in the plan have been achieved when the young person is aged over 18.

When a young person is close to finishing their education and training, the local authority should use the final annual review to agree the support needed to help them engage with services after they turn 19.

Where a young person aged 18 or over leaves education or training before the end of their course, the local authority must not end the EHC plan without a review. The review should determine whether the young person wishes to return to education or training, either at the educational institution specified in the EHC plan or somewhere else.

If the young person does wish to return to education or training and the local authority decides that it’s appropriate, then they must amend the EHC plan as necessary and maintain the plan. The local authority should seek to re-engage the young person in education or training as soon as possible.

Education, training and benefits

Students aged 19 to 25 with EHC plans who are continuing in education may have a range of options, including attending:

- further education
- training
- a supported internship
- an apprenticeship.

For more information on study programmes, see: ‘Study Programme Guidance’ link in the ‘Useful resources’ section under Preparing for Adulthood at the back of this booklet.

Local authorities should consider the need to provide young people with EHC plans with a full package of support across education, health and care 5 days a week, if appropriate.

Packages could involve amounts of time at different providers and in different settings and may include periods outside education institutions with appropriate support.

The package can include non-educational activities, such as:

- volunteering or community participation
- work experience
- independent travel training
- skills for living in semi-supported or independent accommodation
• training to develop and maintain friendships
• access to local facilities
• physiotherapy.

Local authorities will need to work with providers and young people to ensure there is a range of opportunities that can be tailored to individual needs, including the use of personal budgets.

A young person’s progress whilst they have an EHC plan can be recognised in a variety of ways, including when they don’t undertake formal qualifications. This includes RARPA (Recognising and Recording Progress and Achievement) - a 5-stage process to measure the progress and achievement of learners on non-accredited learning programmes.

Young people aged 19 can’t remain in a special school unless they’re completing a secondary education course started before they were 18 years old. Special schools have the option of setting up a legally and financially separate entity to provide education for 19-to-25-year-olds, as advised in the ‘High Needs Funding’ link in the ‘Useful resources section under Preparing for Adulthood at the back of this booklet.

**Higher Education (HE) study**

The Education Funding Agency (EFA) funds some courses in higher education institutions (HEI) that are not prescribed higher education courses, meaning it’s possible to have an EHC plan in these circumstances.

HEIs can use their EFA allocation to provide support for particular students, provided it meets the funding, study programme and eligibility criteria that EFA publish every year for 16 to 19 students (see High Needs Funding Guidance). Prospective students should be made aware that HEI providers are not legally bound by the Children and Families Act 2014.

However, they are legally bound by the Equality Act 2010.

Studying at level 4 would be considered a positive outcome from an EHC plan, and a pathway to finding a good job. However, a young person studying at level 4 in an FE college would not be entitled to an EHC plan.

There are separate systems in place to support disabled young people in higher education (HE), including Disabled Students Allowances (see overview link in appendix). These are non-repayable grants that assist with the additional costs incurred by disabled students.

They apply to those studying HE in an FE environment. DSAs fund a range of support, including assistance with the cost of:

• specialist equipment
• travel
• non-medical helpers (for example sign language interpreters).

For more information see the DSA finance guide link in the appendix.
Supporting young people who are not in work via the job centre

0 to 25-year-olds who make a benefit claim will be invited to meet a work coach at the Job Centre. For those claiming Job Seekers’ Allowance (JSA), this will be as soon as possible. For those claiming Employment Support Allowance (ESA) and presenting a fit note, this will be within 4 to 6 weeks of their claim. At the Job Centre, the work coach will discuss the young person’s needs and any barriers to work. They’ll then agree a plan of action (a ‘claimants’ commitment’) detailing their plans to find work.

The Department for Work and Pensions (DWP) offers specialist employment programmes to support people into work. These include the Work Programme, Work Choice and the Specialist Employment Service. Work coaches will also signpost claimants to other local options. An Access to Work grant (see Access to work overview link in appendix) provides support to those with a disability or health condition who need help to work. Those with a longer term disability or health condition will have a Work Capability Assessment.

Funding

What is funded from the local authority’s high needs budget would depend on the outcomes and needs specified in the young person’s EHC plan. The local authority is responsible for putting the plan together and working with the Clinical Commissioning Group (CCG) and other partners to secure appropriate provision.

The high needs budget is expected to fund any special education described in Section F of the EHC plan. A local authority can jointly fund some education with its partners and may decide to add health or care funding to the education funding (Dedicated Schools Grant), to provide a full package of support for an individual.

The EFA allocates place funding for students aged 19 to 25 with an EHC plan. The local authority’s schools budget can’t be used for 19- to 25-year-olds (with or without an EHC plan), unless they are completing a course started before they were 18 years old.

Funding for those with no EHC plan aged 19 +

Eligibility to receive public funding through the Skills Funding Agency (SFA) is the same for all eligible learners regardless of disability.

For students aged 19 and above who don’t have an EHC plan, learner support funding (see overview link in appendix) may be available to help them meet:

- the additional needs of learners with learning difficulties and/or disabilities.
- the costs of reasonable adjustments as set out in the Equality Act 2010.

This support can cover a range of needs including:

- funding to pay for specialist equipment and helpers.
- arranging note takers.
- particular help in lectures and seminars.
• special arrangements for exams.

In all instances learners should contact their provider to confirm they’re eligible for funding, and to check that the qualification they wish to study is funded by the SFA.

For students aged 19 to 25 without EHC plans, further education (FE) providers receive money from the SFA to meet the costs of reasonable adjustments. Under the Equality Act 2010, FE providers must make reasonable adjustments to avoid disabled students being placed at a ‘substantial disadvantage’.

All aspects of studying are covered including:

• course admissions
• the provision of education
• access to any benefit, facility or service, for example flexible courses
• exclusions.

Private education and training providers also have duties under part 3 of the Children and Families Act as service providers.

For further information on funding please see the “High Needs Funding Operational Guidance” website within the Appendix.

**Considering health and social care needs**

Decisions about whether a young person’s EHC plan should be maintained after age 19 will depend on whether they’ll need special educational provision to meet the outcomes set out in their EHC plan. If a young person has achieved the outcomes in their EHC plan by age 19 and there is no further educational progress that can be made, then no further special educational provision should be required after that age.

If a young person over the age of 18 continues to have an EHC plan, they may have social care and health needs. Each local authority’s local offer must set out:

• the relationship between the Children and Families Act 2014 and the Care Act 2014.
• how the requirements of both acts are being implemented locally.

It’s critically important that CCGs and health providers work closely with local authorities to provide a coordinated and coherent offer to young people with social care and health needs after the age of 19.

The Care Act 2014 places a duty on local authorities to conduct transition assessments for children or young people, their carers and young carers where there is a likely need for care and support after the young person turns 18.
Health

CCGs should use the 'National Framework for Continuing Healthcare' (see NHS funding for continuing Health Care link in appendix) to determine what ongoing care services young people should receive.

It’s important that representatives from adult NHS continuing healthcare:

- attend transition meetings.
- support the development of a statutory care and support plan.
- input into EHC plans if appropriate.

Health and social care colleagues may also find it useful to look at the NICE guidelines on transitioning from children’s to adult’s services for young people using health or social care services (see NICE guidance link in appendix).

In addition to this, many young people with chronic health conditions will require ongoing care from their local GP surgeries.
Section 3

Transition

Children and Young People’s Services
Transition for pupils with SEND

*Please adhere to the General Data Protection Regulation (GDPR) guidelines and section 1 for ‘Maintenance of SEN records’ for guidance and tips on protecting data in the transition process.

Moving from one school/setting/class to another can be stressful, and while all children and young people benefit from a positive transition, some who have ‘additional needs’ may find transitions more challenging than their peers and will require enhanced support.

Durham County Council have a transition protocol, ‘Supporting Positive Transitions through Primary and into Secondary’ that all schools should adhere to. In addition to this, we have a ‘Student Transition Information Passport’ which allows settings to share all relevant information at each transition point to ensure appropriate planning takes place. This should be used for all pupils.

This section of the toolkit outlines statutory guidance and good practice relating to transition for pupils with special educational needs and/or a disability moving into, between and out of educational settings. Key transition points include:

- within school year groups
- from nursery to reception
- from reception to Yr1
- from infant school to junior school
- from KS2 to KS3
- from KS4 - Post 16.

Key principles for effective transition

Coordinate a multi-agency approach

- Establish good communication across all relevant agencies involved.
- Share information with all relevant agencies working with the child or young person.
- Contact all relevant services as early as possible to identify and plan for needs e.g. specialist equipment, therapy needs, physical adaptations to the environment, mobility and care needs, communication needs and curriculum needs.
- Offer support to parents for joint conversations regarding any emerging concerns.

Feeder schools/settings – pave the way

- Start early, forward planning is key.
- Prepare and talk to pupils. It is important to listen to them and acknowledge and address any concerns they may have and use this as the starting point.
- Work with parents/carers. Remember, transition can also be a stressful time for the parents and carers of children and young people with SEND. Working closely with parents will help them to feel confident that they have the right information and are
well prepared for the process. Good communication and a consistent approach between home and school will help support children and young people through transition.

- All paperwork, support/EHC plans, behaviour plans, specialist reports etc should be shared in a timely manner so that successful intervention/provision can continue. Some settings compile a profile or pupil passport, which outlines key facts about an individual and highlights points to consider, for example:
  - mobility needs
  - how the individual communicates
  - special measures to support participation or learning, such as allowing additional processing time, breaking tasks down into manageable steps and using visual timetables
  - strategies that support positive behaviour, such as giving movement breaks and using ‘time out’ cards
  - care and/or support needs.

- Pupils visit the new setting to get to know the layout, experience the curriculum and meet staff and peers. They could be supported by familiar staff. Examples of good practice include having photographs of new staff and the new environment. Familiar staff should be available for a settling in period in the new environment.

- Promote pupil’s independence and resilience to reduce reliance on individualised support. What does this look like? Link to PFA

- Collaborate with nursery/primary/secondary partners to build positive relationships in order to understand each other’s context and bridge support.

Receiving schools/settings – be prepared

- Read the accompanying paperwork e.g. EHC/SEN support plans, pupil profiles, relevant past reports and supporting documents, such as progress reports, provision maps and attendance data.

- Make sure that the setting is accessible. Educational settings are subject to the Equality Act 2010. This places duties on establishments not to treat disabled people less favourably and to make ‘reasonable adjustments’ where disabled students are placed at a ‘substantial disadvantage’. The duty is anticipatory, i.e. it does not only arise when a disabled pupil/student is about to join; instead, educational settings should anticipate the requirements of disabled pupils/students and make, in advance, the adjustments they are likely to need.

- Find out early if pupils have particular medical needs and make the necessary adaptations and reasonable adjustments using the advice from professionals. These should be in place when the pupil or student joins the setting.

- Make parents feel comfortable to be able to approach staff by introducing key staff and providing a key contact.

- Prepare parents as to the expectations, systems and routines of the new setting. Keep them informed at every step of the way.
- Create opportunities to get to know the pupils better before they join you by, for example:
  - meeting and talking to them and their parents, carers, teachers and other key professionals who have worked with them.
  - observing them in the ‘feeder’ setting before they join your setting.
- Prepare your staff to ensure they have a good understanding of the needs of those due to join the school or setting. Make sure that staff briefing and training take place in good time, so that when pupils or students arrive everyone knows how to make them welcome and secure, how to help them settle in quickly, and can take account of their needs.
- Ensure continuity of experiences and expectations.
- Consider pupils sensory needs e.g. clothing, food, noise etc.
- Identify any key points throughout the day when children may struggle.

**Key transition actions**

Parents/carers & children/young people to be involved throughout.

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure all relevant information has been transferred from the previous setting.</td>
<td>Identify any further training needs.</td>
<td>After school places are allocated:</td>
</tr>
<tr>
<td>Plan dates for EHCP reviews for the coming year.</td>
<td>Evaluate provision.</td>
<td>Initiate contact between SENCOs and arrange face to face meetings between settings to discuss needs and outcomes.</td>
</tr>
<tr>
<td>Organise Parent/carer meetings in the new setting.</td>
<td></td>
<td>Organise review meeting that both current and receiving settings can attend.</td>
</tr>
<tr>
<td>Ensure all professionals are aware of the pupils in your setting.</td>
<td></td>
<td>Carry out an audit of environmental adjustments and medical needs training.</td>
</tr>
<tr>
<td>Ensure medical and environmental needs have been identified and training and adaptations have been undertaken.</td>
<td></td>
<td>Transition plans should be in place including extra visits, multi- agency involvement and staff, resources and equipment required.</td>
</tr>
</tbody>
</table>
Home to Early Years Setting

*Gather information from parents, health visitors, portage services (if involved) etc.

Decide if a multi-agency meeting is needed.

Establish relationships with parents/carers.

Setting offer a home visit if appropriate.

Discuss a settling in plan with parents/carers.

Consider environmental needs.

Give children opportunities to visit their new setting, accompanied by a trusted adult. Children with mobility or visual difficulties may wish to visit several times to familiarise themselves with the layout.

Pupils may like to take photographs to help them remember and think about their new setting and the adults in it.

Establish the role of the key person and ensure support from the SENCO.

Nursery to Reception

*Share relevant documents and information during two-way transition visits, for example: families visiting the school, reception staff visiting nursery settings.

Give children an opportunity to visit their new school, accompanied by a familiar adult, and to join in a variety of sessions, including playtimes and lunchtimes.

Make an ‘All about my new school’ booklet for each child, with lots of pictures, and discuss it regularly with the child.

Use stories to explain new situations.

Give children opportunities to meet key staff, such as their teacher, teaching assistants and any other support staff who will work with them.

Consider environmental needs.

Organise a child-centred multi-agency meeting.

Consider and agree an admission and settling in plan with parents.

Be aware of friendship groups from discussions with pupils and parents.

Establish links with the key person, Early Years SEND Learning Support Officers (formally outreach) and the SENCO.

Identify any resources that may be needed.
Reception to Year 1

- Share relevant documents and information.
- Give children an opportunity to visit their new classroom, accompanied by a familiar adult, and to join in a variety of sessions, including playtimes and lunchtimes.
- Use stories to explain new situations.
- Give children opportunities to meet key staff, such as their teacher, teaching assistants and any other support staff who will work with them.
- Ensure the Y1 environment reflects EYFS principles especially for the first term.
- Thought should be given to the differences between the FS and KS1 curriculum and how that may have an implication on the needs of the child.
- Prepare parents for the curriculum, routines and expectations of Y1.

Year 1 to Year 2

- Share relevant documents and information.
- Give children an opportunity to visit their new classroom, accompanied by a familiar adult.
- Give children opportunities to meet key staff, such as their teacher, teaching assistants and any other support staff who will work with them.

Year 2/Year 3 or Infant to Junior school

- The infant school or Year 2 teacher should share relevant documents and information with the next setting/class.
- Facilitate enhanced transition visits between Y2 and Y3 or the infant and junior schools. Provide opportunities to have lunch and access the outside areas.
- Give children opportunities to meet key staff, such as their teacher, teaching assistants and any other support staff who will work with them.
- Thought should be given to the differences between the KS1 and KS2 curriculum and how that may have an implication on the needs of the child.
- Organise a child-centred multi-agency meeting.

Year 4/Year 5

- Share relevant documents and information.
- Give children an opportunity to visit their new classroom, accompanied by a familiar adult.
- Give children opportunities to meet key staff, such as their teacher, teaching assistants and any other support staff who will work with them.
• *Share relevant documents and information.
• Invite Secondary SENCOs to EHCP reviews (where Secondary school is known)
• Begin to introduce some of the expectations around vocabulary and behaviour that translate into secondary school
• Secondary school staff begin to engage with primary schools to develop relationships and understand the journey that the pupils are on with their learning. For example; attend concerts/events, teach sample lessons, taster days.
• Consider cross phase sharing of resources, for example, ‘planners’.
• Primaries should pass on any SEND or additional needs information/files to the relevant person (there may be more than one person, for e.g.: the SENCO and safeguarding lead) in secondary schools in a timely manner so that secondary staff can put plans in place ready for the start of the new academic year. Primary staff to be clear about all of the support, including low level interventions that they put in for children with additional needs. Help the secondary school understand what works and why.

• Secondary SENCOs should be invited and contribute to the final primary school EHCP review.

• Set up a positive liaison meeting with pupil, parent/carer, and familiar adult from primary and key person from secondary to consider what is already in place, what works, and how to translate these strategies in a secondary context.

• Set up additional visits for the pupil to familiarise with the school, meet key people with the aim of reducing anxiety and consequent behavioural issues. Talk to the pupils about what they like and what helps them. Senior staff to take an active and positive interest, build a relationship.

• Link together students who do not have significant primary peer links.

• Virtual school tour online. Pupils can watch the tour as many times as they want at home or at school and can email any questions they may have.

• Identify person/place pupils can go to if they have worries or problems.

• Organise a child-centred multi-agency meeting.

• Liaise with the Secondary provider and parents to complete ‘My New School Top Tips’ booklet including information on:

  • New expectations- Uniform, encourage pupils to be able to put on ties, tie their own shoe laces, fasten and unfasten buttons. Mark up all kit with names. Break and lunch time routines, practice organising lunch money/budgeting. Equipment needed for different lessons e.g. food ingredients.

  • New environment-ensure pupils are able to navigate the new environment, coat peg, locker, bells, toilet, changing rooms, moving between classes, assembly routines. Maps, photos and buddies can be used to support this.

  • New vocabulary-tutor group, head of year, subject specific vocabulary.

  • Key people- mentor, form tutor, SENCO, who/how to ask for help. Photos, names of roles of key staff.

  • Travel-Give travel training/bus practice.

  • Systems for organisation- planners, diary, timetables. Practise how to use them.

  • Homework-clear expectations and explanations.
### Year 7

- Share relevant documents and information during two-way transition visits.
- Create real opportunities to build positive and trusting relationships with the pupils who are more vulnerable. Don’t wait until there is a problem.
- Maintain/establish contact with Parents/carers as soon as possible e.g. welcome meeting, coffee morning.
- Consider who is involved in day to day pastoral support and behaviour management. Check that these systems link with SEND information.
- Ensure the key staff (e.g.: SENCO/pastoral) share relevant information to teaching and support staff about what works and what makes a situation worse. The pupil profile/passport is a good way of doing this.
- Offer a safe space/chill out zone for pupils to use.

### Secondary School to Post 16

Schools should help pupils to start planning for their future adult life as early as possible, and by Year 9 at the latest. This should go beyond thinking simply about the transition to post-16 education and training. Schools should focus on raising aspirations and supporting pupils to achieve the best possible outcomes in education, employment, independent living and participation in society.

**This could involve, for example:**

- Including preparation for adulthood in planning meetings with parents and pupils at an early stage
- Making sure that careers advice and information provide high expectations
- Timetabled classes to be on the ground floor to minimise travelling distance
- Helping pupils and parents to understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

### Transition from Key Stage 3 & 4 to Post 16 Providers

Schools should be passing on relevant and purposeful information to Post 16 providers in order to secure a successful transition for all young people.

For pupils with an EHCP see the diagram on the next page.

A system for pupils on SEN support is currently being developed.
Transition protocol for children/young people with an EHC plan at years 9-11

Year 9
→ School to hold a Statutory Annual Review meeting one month before the EHCP review date. Invite Local Authority representative (Caseworker and/or EP). EHCP to be reviewed in light of Preparing for Adulthood outcomes and amended as appropriate.

Year 10
→ School to hold a Statutory Annual Review meeting one month before the EHCP review date. Invite all relevant professionals.

Autumn Year 11
→ School will hold an annual review in Autumn term and invite all relevant professionals.
   IAG to be offered to the young person by the Progression Advisor.
   Educational setting to return all documents including the review record and “tracked changes” version to the Casework team.

Spring/Summer Year 11
→ Draft plan will be issued to all appropriate parties including the potential post 16 provider, in order to finalise support needs and placement provision.
   Within 12 weeks of the review meeting a final plan to be issued to all appropriate parties, including the post 16 provider.
   All final plans will be issued before 31st March.

See section 2 for year 12 EHC Annual Review information
Pupils’ experiences of transition

Erin, Year 7 child St Marys Primary
Before Transition Days:
I was really excited more than nervous in fact I wasn’t really nervous at all. When I entered the building I thought “woah this place is HUGE” But I soon realised I would be fine because all the staff where really nice and welcoming, as far as I can remember I got shown around and was shown my form room and the dining hall and all the important places. The one thing I love about Carmel is there is a room called the “Emause”. This is a room to relax and kind of rewind and there is always a staff member or 2 or maybe even 3 to help you or just to chat!

Present Day:
Even today I have made a lot of friends. I know that doesn’t seem to be a lot but they mean so much to me. All the staff are still very kind and supportive and sometimes when I have time I even tell them about St. Marys. They are clear with the homework and are always in their classroom if you need a run through of the homework again. The school has 4 buildings and the main building is 4 floors tall but after a few days maybe after week or so I knew the place like the back of my own hand.

Millie Rose, Aged 12 St Marys Primary
In Year 5 I visited my Secondary school it made me happy but I felt nervous too. It is enormous. At first I felt sad and worried because it is so big. At my new school I have been a lot of times to help me learn to control myself and where I will go. My favourite place is the library because it makes me feel calm. I have met lots of new friends. I have a map of the school, my own diary to help me. Catherine the SENCO gave a booklet with photos of my teachers and some lines to fill my page to help me.
I feel happy to start Secondary because I will be a big girl and do many things on my own. I am nervous at the same time but I will have lots of fun. I am excited to see my new teachers and learn more. I am excited to continue with origami club and meeting new people.

Pupils transitioning to Greenfield school said:
“I really enjoyed going to summer school as I was able to make new friends before starting secondary school”.
“Visiting my new secondary school with the Transition Worker was good because I was able to meet my new teachers and get to know where things were in school.”
“I liked being able to take photographs of staff and places in school, this really helped me.”
“The SENCO met with my mum and dad before I started secondary school and told everyone about me and what I like and find hard.”
“I met some other people who need help like me before I started secondary school. This made me feel a lot better.”
“The SENCO came and saw what things I do outside of lessons that really help me.”
Involving parents and carers

Transition sometimes can be a very stressful time for parents and carers as well as children and young people. Involving parents and carers is key to a positive transition.

- Ensure good communication and a consistent approach between home and educational setting e.g. provide parent friendly transition booklets.
- Provide opportunities for parents/carers to express any concerns or to give updates on any relevant developments at home.

Parents and carers gave their views on transition and where it didn’t work well they reported:

- There’s little appreciation of how much of a worrying time it is for parents and the children or young people
- Often no extra transition visits at all
- I had to organise my own transition visits
- We had a lot of crisis around transition which could be avoided

Where transition has worked really well parents and carers reported:

- Constant communication between parents and school
- A considerable lead up of transition visits
- My child was given one point of contact within the school who they can go to for support
- Being introduced to the SEND team
- It was a relief that the school was listening
- The school suggested all kinds of ways they could make sure my child settled well
- The school made us feel that my child was welcome, not a problem
- It was made clear that they would be active in preventing my child from being set apart or made to feel different

Good Practice

Below are some examples of good practice within schools where transition has worked really well:

Moorside Primary School - We hold stay and play sessions for children with SEND who are coming up from early years. We introduce the SENCO and talk about how we support the children. It is an informal and relaxed session which works very well. It gets the parents and the children familiar with the school and opens lines of communication for the future.

Tanfield School - We have quite a number of transition sessions for children and young people with special education needs. At the visits the child/young person is introduced to the SEND Team and shown our nurture rooms and where they will be having lessons etc. They’re invited to come for lunch where they’re seated next to someone they may already know or people who they will share lessons with. When they come up to the school the SENCO and HLTAs routinely pop into classes to see how they’re getting on. Texts are sent to parents and carers on an almost daily basis to let them know how things are going, positive things are highlighted as well as the things that haven’t gone so well. It’s very well received by parents.
The school made it clear that they would be active in preventing my child from being set-apart and made to feel different.

The school suggested all sorts of ways they could make sure that my child settled well.

It was a relief that the school was listening properly.

The school made us feel that my child was welcome, not a problem.

All of this was evident from the pre-school visits, and my child’s positive experience started on day one of the new term.

Transition - feedback from parents at The Hermitage Academy
Section 4

Working with others

Children and Young People’s Services
Participation - Developing a family centred approach

Working with parents, carers, children and young people

Participation, in relation to joint working with families, is a collaborative relationship that is designed to produce positive educational and social effects on the child and/or young person with SEND. In this way, parents, carers, family of SEN children and young people are viewed as an ‘equal partner’ whose contributions are valued and respected by professionals.

Family engagement through the SEN support graduated approach and the EHC integrated assessment have the greatest impact when they are directly linked to supporting the child’s learning and development. Approaches noted in this toolkit, such as the pupil profile, person centred planning and the Local Offer are all designed to empower children and young people with SEND and their families; and strengthen their participation, by giving them more choice and a ‘voice’ about their SEND provision.

A Parents Charter and a Children’s Promise has been co-produced with parents/carers and young people. These lay down the expectations of parent/carers and children and young people when working with them. These can be found on the Local Offer.

Degrees of participation

All settings in Durham should strive to ensure co-production is at the heart of their strategic and operational work they do with families. Co-production is the ‘gold standard’ of engagement - it requires dedication and commitment to achieve and sustain, but the rewards are worth the effort.
A Participation Strategy has been produced which details the steps services can take to co-produce with parents and carers. This can be found on the Local Offer http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page

Here are some of the tools which are detailed within the Participation Strategy.

<table>
<thead>
<tr>
<th>Start small and build up to bigger projects. Let parents and carers lead not professionals</th>
<th>Develop participation through everyday practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure no one group or person is more important than another</td>
<td>Meetings, open events, celebration events to showcase participation</td>
</tr>
<tr>
<td>Accept that power sharing means taking risks. Take a chance!</td>
<td>Forge links with wider community/VCS etc.</td>
</tr>
<tr>
<td>Policy documents should show participation and the action to achieve it</td>
<td>Actively seek and encourage feedback</td>
</tr>
</tbody>
</table>

**My story**

In County Durham, when a parent or professional applies for statutory assessment a parent or young person will be asked if they want to complete a ‘My story’ about them or their child. This is a document we use in Durham that outlines a child or young person’s life from their (and their parents/carers) point of view. It can describe school placements, explain complex relationships, and difficult times for the child or young person. It can include practical information about family circumstances and what the child or young person likes and dislikes and what is important to them.

This document is ‘owned’ by the parent, child or young person and should aim to have all the details in so an individual story does not have to be repeated to many professionals. There are two versions available - one for younger pupils and one for older pupils (see below) designed by young people in Durham.
N.B. Although this is a document that may be completed before applying for statutory assessment, it can be completed at any point. ‘My story’ should be completed with a relevant professional who is trusted by the family -which may be the school or other professional, such as SENDIASS.

Involving parents and pupils in planning and reviewing progress

This is referred to in section 2 of the toolkit.

- When reviewing any support, whether that is SEN support or an EHC plan, schools and parents should set clear outcomes and review progress towards them at least three times a year, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.
- These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. They can also provide essential information on the impact of SEN support outside school and any changes in the pupil’s needs.
- Discussions should provide an opportunity for the parent to share their concerns and, together with the teacher and/or SENCO, agree their aspirations for the pupil.
- Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, schools should ensure that teaching staff are supported to manage these conversations as part of professional development.
- These discussions will need to allow sufficient time to explore the parents’ views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.
- There is increasingly good practice where some schools have arranged ‘coffee morning’ style sessions where more time can be given to review SEN support for individual pupils. Schools should always endeavour to meet parents/carers face to face for every review, but if this is not possible, schools should ensure they get feedback through other communication, such as telephone or email. However, parents/carers must sign every SEN support plan, if they are in agreement with its content.
- The views of the pupil should always be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. Some schools use postcards, videos or PowerPoint presentations to demonstrate this.
- A record of the outcomes, action and support agreed through the discussion should be noted on the pupil’s individualised plan and shared with all the appropriate school staff. County Durham templates have a review section as part of the plan. The pupil’s parents should sign the review and keep a copy of this, together with the new support plan (and any other relevant documents such as a costed provision map). The school’s management information system should be updated as appropriate.
Most important, never give up trying to help a child, no matter how tough it gets.

Top tips’ from parents and carers

I’d say it’s not just about the diagnosis but the challenges that come up along the way due to the diagnosis.

The school have been great. They’re willing to learn and continue to learn about my child’s disability.

Always keep the parents involved and updated on issues, as some things that work well at home that may work at school.

Practically though, it would have been handy to meet other families like us right from the beginning and to have somewhere to meet them where we didn’t feel like the odd family.

Where to find out further information about the diagnosis. Someone to talk to about the diagnosis. I did not recognise myself as a carer at all. I believed the school setting would know my answer but I was alone.

Always ask for feedback/help from parents, after all, no one knows the child as well as their parents.

Things are much better when professionals are genuine and want my child to succeed, when you can tell they’re human.
Professionals please stop and listen and hear what parents/carers are telling you about the child. Look at how the child presents. Find out how the family functions. ASK what they think and NEED. THEN go back to the theory/policy and then go back to the family with suggestions.

Top tips’ from parents and carers

Keep parents in the loop with processes involving their child; it will reduce disagreements later.

The school tell us in advance what is going to be happening and every bit of feedback has a positive slant on it.

Remember that ultimately, both parties want the same outcome but may have a different approach to achieving it.

Maintain a good relationship with your child’s school. Flexibility and cooperation on both sides makes for a successful partnership.

More teachers need to be made aware that every ASD child presents uniquely – one size fits all doesn’t work.

I have constant updates from the school and find face to face communication works better for me.

TA’s that have worked with my son. They have taken time to get to know him and his needs and foibles. They have listened to me and I have provided them with information about what will and won’t upset him.
Supporting children to express their views
There are many ways to support children to express their views and some of those are detailed below.

Use emoji’s to ask the child to describe how they’re feeling

What do I like about myself/school/home?
(put words into the stars)

Where do I want to get to?
Where am I now? What are the steps along the way? What support do I need?
Supporting young people in Years 9-11 preparing for adulthood

- Some young people will require support to ensure that their views are heard. They may need support in expressing their opinions on future career pathways or programmes of study. From year 9, the young person should be encouraged to consider their aspirations regarding their education, the future they want in adult life and how they could begin to prepare for it, their relationships, finance and participation in the community. A skilled advocate, mentor or family support worker could help the young person structure their approach and support any discussions on these topics.

- Decisions by a young person regarding their choice of college will typically include discussions with their family, the careers adviser, One Point adviser or SEN Caseworker and key staff within the educational setting in order to obtain a clear picture of the young person’s aspirations and the suitability of their choices. Wherever possible, the young person’s views and those of their family should be placed at the centre of any discussion concerning choices post 16.

- Whilst the young person’s views are of utmost importance, the right of young people to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. The underlying principle of the Act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interests.

Young people in County Durham have worked with providers to design the young people’s promise which can also be found on Durham’s Local Offer. All workplaces, including schools, should display the ‘The Promise’ in a prominent place.
Working with partners

Working with the school’s senior leadership team and SEND governors

As the SENCO has a strategic role to play, it is good practice for the SENCO to be part of the senior leadership team. The SENCO should have regular scheduled meetings with the head teacher at least half termly. Other meetings can be scheduled after SEND training or SENCO networks, to share key messages. Head teachers should also share any messages with the SENCO from head teacher briefings, Communities of Learning (COL) chair meetings or SEND Continuing Professional Development (CPD).

SENCOs should work closely with the senior leadership team to develop a SEND development plan and this should be closely linked to the School Evaluation Form (SEF).

SENCOs should meet regularly with their named SEND governor. The SEND governor can act as a ‘critical friend’ to the SENCO and a valuable activity that can be completed together, is a SEND ‘learning walk’ in school, to observe SEND provision in practice. There is free training available for SEND governors in Durham through school and governor support - contact 03000 265 685.

Working with SENDIASS

County Durham Special Educational Needs and Disability Information Advice and Support Service – **SENDAISS** (formerly known as Durham Parent Partnership Service). This is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND. They provide confidential and impartial information advice and support through a range of services. This includes:

- a confidential telephone helpline offering objective advice and information
- assistance with
- paperwork and helping to obtain the support their child may need
- attending meetings in educational settings or home visits where required
- liaison with all services working with children and young people
- training and guidance to
- parents/carers, young people and professionals on SEND issues.

You can get more information about what they do on the Local Offer site and their details are:

**Telephone:** 0191 5873541 or 03000 267 003

**E-mail:** sendiass@durham.gov.uk

**Website:** [www.durhamsendiass.info](http://www.durhamsendiass.info)
Working with school nurses

All schools have a named school nurse - the SENCO should be aware of who this is and vice versa.

In primary schools, nurses run health promotion campaigns such as hygiene, puberty and dental health and these are identified through the School Health Profile- targeted interventions that are reviewed termly. School nurses could work with a family in the home, one to one with a child or complete withdrawal work in school.

In secondary school, the school nurse provides confidential drop in sessions at least once a week, usually at lunchtimes or at a time that minimises disruption. Young people do not need parental consent to attend these sessions. However, school must get consent from parents if they want the nurse to see a specific pupil. The nurse in secondary school gives general advice on physical health and they can signpost young people or staff to specialist nursing services.

It is extremely important - particularly in a secondary school - that pastoral staff liaise closely with the school nurse and the SENCO if they are working with a child or young person with SEND.

Schools should regularly share the names on the SEN register with the school nurse so they are aware of any issues from the outset and if needed, they can 'pitch' their work at the correct at different levels to suitable individual children. If the school nurse is actively involved with a child or young person with SEND, the pupil's profile or plan should be shared (or have access to it, if needed) so the school nurse is aware of effective strategies to work with an individual child or young person.

If a school nurse is actively involved (or has been involved in the period of review) in supporting a child with SEND, there may be a general health outcome in the (EHC or SEN support) plan. School nurses should be invited to reviews. There is an expectation that the nurse will attend or provide information for the review meeting.

If there is health care plan in place for a child with an EHC or SEN support plan, a Specialist Nurse would normally be involved and there will be specific health outcomes on the care plan. Common examples of specialist services include: epilepsy, diabetes, asthma, allergies, oxygen, peg feeding regimes, and constipation. Schools should endeavour to 'marry up' the plans wherever possible and review them together so the child or young person is cared for in a holistic way. If a specialist nurse is actively involved in supporting a child or young person with SEND, then they should be invited to review meetings. There is an expectation that they will attend or provide information for the review.

Working with screening staff (e.g. vision, hearing, weight check)

It is important that if a child or young person has a special educational need and/or disability then this information is shared with before screening staff visit schools. They will ring schools prior to their visit and at this time, schools should inform them of any
individual needs of pupils and the best strategies to manage them effectively. When schools send out letters to parents/carers about screening tests, consideration should be given to whether a child may not be able to cope with the change in routine. In this instance the school should prepare the child/young person in advance or other specific arrangements can be made.

**Working with Emotional Health and Resilience Nurses**

The unique role of the Emotional Health and Resilience Nurse was commissioned by County Durham Local Authority in response to research that identified gaps in service and Children and Young People’s emotional and mental health. The Emotional Health and Resilience Nurses work in partnership with the 0-19 service provided by Harrogate and District NHS Foundation Trust as well as the Local Authority, Education and other voluntary agencies.

The team are embedded into the 5-19 public health school nursing service, with a focus on training, supporting and supervising the SCPHN teams and school staff in relation to children, young people and families within the local community. The team will work towards a reduction in inappropriate referrals to CAMHS as they will support school nurses and school staff to manage low level mental health issues in the community, without the need for CAMHS interventions. They offer the opportunity for more consistent advice and guidance regarding the threshold for timely referral and engagement with parents and carers.

There are 5 full-time Emotional Health and Resilience Nurses across County Durham working within 5 specified areas who are individually tailoring the service to meet the needs of schools and communities within their individual localities.

- South Durham - Bishop Auckland and the Dales
- South Durham - Sedgefield, Ferryhill, Spennymoor, Newton Aycliffe
- East Durham
- North Durham - Stanley, Consett, Chester le Street
- Durham City

The role mainly consists of 3 key elements:

**YAM (Youth Aware of Mental Health) programme**

YAM is a Universal programme offered to Year 9 students within secondary school across County Durham. Currently this is being delivered to five secondary schools in the county and it is aimed at creating awareness of mental health and emotional health.
School support and intervention

At the present time the Emotional Health and Resilience Nurses are focusing on providing support to all secondary mainstream schools within their localities. Emotional Health and Resilience Nurses will attend TAS (Team Around the School) Meetings and where appropriate can be part of the co-delivery of low level group work or further assessment with those young people identified within the TAS arena. They provide universal classroom based intervention/workshops raising awareness of emotional health and resilience and reducing stigma associated with mental health. They provide targeted low level group and individual intervention as well as screening/assessment of young people potentially requiring specialist mental health intervention and signpost or refer on if appropriate. Consultation is also available within schools for school based professionals. The Emotional Health and Resilience Nurse offer consultation with each school within their locality around their individual needs and negotiate how to best support them.

Community drop in

This incorporates involving a venue within the local community for young people/parents/carers/professionals within a community setting, to access support, advice and appropriate signposting, if necessary, regarding emotional and mental health related issues. The community drop offer will support alongside the SCPHN School Nurse teams working towards a one stop shop philosophy as outlined in Future in Mind.

The Emotional Health and Resilience Nurses aim to raise awareness of mental health, reduce stigma associated with this and ensure that the right level of support for emotional and mental health issues are accessed in a timely manner.

Working with Speech and Language therapists

The Children’s Speech and Language Therapy services in County Durham are provided by North Tees and Hartlepool NHS Foundation Trust. The majority of children referred to the service will be seen in one of the locality teams, Durham & Chester-le-Street, Durham Dales, Derwentside or Easington.

Therapists work in locality teams to provide assessment and interventions to children and young people in their local area. Specialist therapists from one of the specialist clinical teams may also work with the children and young people if they are felt to need a specialist approach.
County Durham children’s Speech and Language therapy service structure

<table>
<thead>
<tr>
<th>Professional Lead</th>
<th>Clinical localities</th>
<th>Clinical specialties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Durham &amp; Chester-le-street</td>
<td>Durham Dales</td>
</tr>
<tr>
<td></td>
<td>Derwentside</td>
<td>Easington</td>
</tr>
<tr>
<td></td>
<td>Speech disorders</td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td>Developmental Communication Disorders</td>
<td>Health promotion &amp; workforce development</td>
</tr>
<tr>
<td></td>
<td>Neuro-disability</td>
<td>Voice</td>
</tr>
</tbody>
</table>

The service has a number of clinical specialist therapists who lead the service in the following areas:

- Speech disorders including cleft palate and resonance disorders
- Autism spectrum disorders
- Developmental language disorders
- Fluency disorders
- Severe and complex communication difficulties
- Eating, drinking and swallowing
- Alternative and augmentative communication
- Health promotion and workforce development.

These clinicians carry a specialist caseload of children with more complex difficulties and also provide support, advice and supervision to the locality teams.

Speech and language therapists provide a service for children and young people, from birth to 19 years old, with speech, language and communication needs or difficulties with eating and drinking.

The children’s speech and language therapy service has an open referral system. This means that they will accept a referral for a child or young person from parents, carers and other professionals as long as the parent/carer has agreed to the referral being made.

Speech and language therapists work alongside the family and other professionals to identify the nature of the child/young person’s needs. Once assessment has been completed options for any further intervention will be discussed and agreed with the child/young person and their family. Clinical decisions are made using an evidence-based approach. This enables the service to provide the same level of services across the area.

The speech and language therapy service use an impact based model when making clinical decisions. Speech and Language therapists will consider the nature of the child/young person’s needs in the context of how these are affecting them in their daily life. Impacts can be educational, emotional, behavioural, and social and can affect home and/
or school life. When a child appears to have a long-term speech, language or communication need this does not necessarily mean they necessarily require long term therapy. Therapy can be delivered through episodes of care and an episode may be ended if the impact of the child/young person’s need is being well managed by those around them. A re-referral for support can be made when an increased impact of the speech, language or communication needs is observed.

The first appointment with a speech and language therapist is generally in a clinic. During this appointment the child/young person’s developmental history is gathered and initial assessment of their needs begins. Further appointments may be offered in school or nursery. This enables the therapists to work in close partnership with the staff in school as well as with the family of the child/young person.

Speech and language therapists work closely with not only the child/young person, but also their family, teachers and other professionals. This allows the speech and language therapist to have a holistic view of the nature of the speech, language and communication needs and how they impact upon the child/young person’s functioning on a day-to-day basis.

Where a child or young person has SEND, the speech and language therapist will provide assessment and contribute towards the agreed outcomes within the proposed support plan or EHC plan. When a child/young person has active support from the speech and language therapy service, the speech and language therapist will monitor and evaluate their progress and contribute to the Annual Review process.

Speech and language therapy interventions may be delivered by either a speech and language therapist or by a speech and language therapy assistant. Specific interventions may also be delivered by parents/carers or school staff with the support of the speech and language therapy team. Recommendations records and school recommendations records are used to describe the strategies and negotiated roles and responsibilities of all involved in meeting the child/young person’s speech, language and communication needs.

For children/young people with specific eating, drinking, swallowing difficulties advice is given by the speech and language therapist around safer ways to manage their eating/drinking. These recommendations are shared with parents/carers and nursery/school staff to ensure that the child/young person’s is being fed safely.

The speech and language therapy service provides advice and training for those working with the child or young person to increase their understanding of the speech, language or communication needs and strategies to support children and young people. Advice is available around the development of communication friendly environments. Information and advice is available on our website: www.nth.nhs.uk/services/speech-language-therapy/children.
<table>
<thead>
<tr>
<th>Service</th>
<th>Organisation</th>
<th>Central email address</th>
<th>Service manager including contact telephone number</th>
<th>Statement of purpose (or SEND pathway into EHCPs available?)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Occupational Therapy</td>
<td>County Durham and Darlington NHS Foundation Trust (CDDFT)</td>
<td><a href="mailto:cdda-tr.ChildrensOccupationalTherapy@nhs.net">cdda-tr.ChildrensOccupationalTherapy@nhs.net</a></td>
<td>Dawn Hissett (job shares with Louise Hamilton) 0191 387 6359</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Children's Physiotherapy Services</td>
<td>County Durham and Darlington NHS Foundation Trust (CDDFT)</td>
<td><a href="mailto:cdda-tr.PaediatricPhysiotherapy@nhs.net">cdda-tr.PaediatricPhysiotherapy@nhs.net</a></td>
<td>Alan McDonald 0191 387 6346</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Children's Community Paediatricians</td>
<td>County Durham and Darlington NHS Foundation Trust (CDDFT)</td>
<td><a href="mailto:cdda-tr.CLSEHCP@nhs.net">cdda-tr.CLSEHCP@nhs.net</a> (North Durham) <a href="mailto:cdda-tr.SPCCEHCP@nhs.net">cdda-tr.SPCCEHCP@nhs.net</a> (Stanley) <a href="mailto:cdda-tr.SENbagh@nhs.net">cdda-tr.SENbagh@nhs.net</a> (South Durham) <a href="mailto:cdda-tr.SENdmh@nhs.net">cdda-tr.SENdmh@nhs.net</a> (Darlington)</td>
<td>Nnenna Cookey 0191 387 6352 Maria Willoughby 01325 743 886</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Children's Community Nursing Team (Outreach &amp; Complex Needs Team)</td>
<td>County Durham and Darlington NHS Foundation Trust (CDDFT)</td>
<td><a href="mailto:communitychildrensnurseteam@nhs.net">communitychildrensnurseteam@nhs.net</a> <a href="mailto:communitychildrensnurseteam@nhs.net">communitychildrensnurseteam@nhs.net</a></td>
<td>Angela Price 0191 333 2990 or 01388 455 608</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Children's Epilepsy Nurses North Durham &amp; Bishop Auckland Sue Lewis Newton Aycliffe &amp; Darlington Sarah Bennison</td>
<td>County Durham and Darlington NHS Foundation Trust (CDDFT)</td>
<td><a href="mailto:cddft.dmhpaediatrics@nhs.net">cddft.dmhpaediatrics@nhs.net</a></td>
<td>Angela Price 0191 333 2990 or 01388 455 608</td>
<td>Yes</td>
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</table>
# How to complete a pupil profile

Confidential to school staff – must keep secure

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>DOB:</td>
</tr>
<tr>
<td>SEN need/s:</td>
</tr>
<tr>
<td>Provide details of the SEN</td>
</tr>
<tr>
<td>Key worker:</td>
</tr>
</tbody>
</table>

## Strengths and Interests:
Include strengths and interests using the voice of the child/young person.

## Difficulties:
Provide details of the difficulties the child/young person has relating to their SEN.

## Teaching Strategies (what works well):
Use bullet points to detail the things that support the child/young person e.g. aids, provision, staff.

## Other relevant information:
Include any other information that is relevant to the child/young person.

## Support intervention:
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Intervention</th>
<th>Frequency per week</th>
<th>Staff</th>
</tr>
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<tbody>
<tr>
<td></td>
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# How to complete a SEN support plan

**SEN Support plan**

- A SEN support plan should be used as part of a school’s graduated approach to meet the needs of children/young people with special educational needs. This support plan works well with the addition of a pupil profile.
- This SEN support plan can be used for all children/young people who have special educational needs.
- A SEN support plan should always be completed in consultation with the pupil and parent/carer.
- The school logo and photo of the child/young person can be added.
- Child/young person’s name, date of birth and year group included.
- The date the current plan started and the date it will be reviewed must be completed.
- Ensure the child (if appropriate)/young person, parent/carer and teacher/SENCO all sign and date the agreement to the support plan
- Delete health and social care sections if not applicable.

## Aspirations/strengths/interests of child/young person:

Include information from the child’s point of view on their aspirations, strengths and interests.

## SEN need linked to:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and or Sensory

Tick the broad area of need(s) that the child/young person has.

## Specific needs:

Identify the specific needs/difficulties of the child/young person numbering them with the greatest need first.

## Short term outcomes over the next… months:

All outcomes must be:
Specific - Measurable - Achievable - Realistic - Time bound (see section 2)

They must also:
- be set in consultation with pupil and parent/carer
- be evidence based (for example from school data, specialist reports etc.)
- reflect the special educational needs of the child/young person
- link to the Preparing for Adulthood pathways where appropriate below year 9 then explicitly from year 9 onwards.
<table>
<thead>
<tr>
<th><strong>What? (provision &amp; resources)</strong></th>
<th>Detail each provision needed for the outcome and number 1a, 1b</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When? (frequency, duration, group size)</strong></td>
<td>Detail the exact times and length) of the provision and also how many are in the group.</td>
</tr>
<tr>
<td><strong>By Whom? (staffing requirements)</strong></td>
<td>Detail the staff who will be delivering the provision.</td>
</tr>
<tr>
<td><strong>Has outcome been achieved? Yes/No-explain how:</strong></td>
<td>Give details of the progress the child/young person has made towards achieving each outcome.</td>
</tr>
</tbody>
</table>

**Review:**

- All those involved with the pupil should be notified of the review dates in advance, so they can give updates on progress towards a child/young person’s outcomes. (N.B. specialists do not need to attend all reviews in person). The SENCO should request updates and collate this information for review meetings with parents/carers).  
- The support plan (including outcomes) should be reviewed at least three times a year and new outcomes set to reflect the current needs/provision of the child/young person.  
- Outcomes that have not been fully met, should be discussed and re-considered as to whether they are still appropriate or need simplifying or changing for the next APDR cycle.  
- Ensure a summary of the discussion is completed on the back of the support plan.  
- Add attendance % at the bottom review box.

**Recommendations of review meeting:**

a) Support Plan to continue – new outcomes set  
b) SEN Support Plan to continue with Top Up request  
c) EHC Assessment to be requested  
d) SEN Support ceases – remove from SEN register

Choose and indicate one option from the list of four.

**Agreement to the review signatures**

Ensure the child (if appropriate)/young person, parent/carer and teacher/ SENCO all sign and date under the review and recommendations.
## SEN Support Plan

**Name of child:** xxx  
**Date of birth:** xx.xx.xx  
**Year group:** Year 3

**Date this plan started:** September 2018  
**Date this plan to be reviewed:** December 2018

### Agreement of Support Plan

<table>
<thead>
<tr>
<th>Child/YP signature:</th>
<th>Date:</th>
<th>Parent/carer signature:</th>
<th>Date:</th>
<th>Teacher/SENCO signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

### Aspirations/strengths/interests:

- Xxx is really interested in cars and loves to make things. He would like to be a racing driver.

### SEN needs linked to:

- Cognition & Learning: ✓
- Communication & Interaction: ✓
- Social, Emotional & Mental Health: ✓
- Physical/Sensory: ☐

### Specific needs:

1. Visual memory difficulties
2. Phonics
3. Easily distracted
4. Social communication difficulties
5. Incorrect use of pronouns

### Education:

(Must be linked to needs above and the Preparing for Adulthood pathways, where appropriate)

<table>
<thead>
<tr>
<th>Short term outcomes over the next 3 months:</th>
<th>What? (provision &amp; resources)</th>
<th>Delete/add as needed</th>
<th>When? (frequency, duration, group size)</th>
<th>By Whom? (staffing requirements)</th>
<th>Has outcome been achieved?</th>
</tr>
</thead>
</table>
| 1. To follow a short 1 step instruction independently. | 1a. Give visuals and gestures to reinforce small step instructions.  
1b. Repeat information.  
1c. Get xxx to repeat what you want him to do.  
1d. Reduce background noise and distractions. | 4 times a day for 5 mins 1:1  
4 times a day for 10 mins 1:1  
4 times a day for 5 mins 1:1  
QFT | TA  
TA  
TA  
Class Teacher | Yes/No - explain how: |

- Ensure timescales match
- Photo of child (optional)
- Quantify primary area need and break down into specifics
- Include specific evidence to support whether outcome met or not met
- Be specific with frequency & duration
- Number outcomes – ensure they match need
2. To spell words with the ea sound. e.g., team, beam
   2a. Spellings taught using a visual approach.
   2b. Coloured overlays.
   2c. Sequencing letter cards to form words.
   Once a day for 10 mins 1:1
   Always available QFT
   Once a day for 10 mins 1:1
   TA
   Class Teacher
   TA

3. To concentrate for 2 minutes with minimal support from adult.
   3a. Adult to prompt and focus.
   3b. Visual timetable.
   3c. Reward chart for when he is successful.
   3d. Timer, Individual workstation, to be sat away from distractions.
   5 times a day for 20 mins 1:1
   Every morning for 5 mins 1:1
   After every session 4 times a day 5 mins 1:1
   Always available QFT
   TA
   TA
   TA
   Class teacher

4. For xxx to initiate talking to a friend with adult encouragement.
   4a. Adult modelling and prompts.
   4b. Eye contact games.
   4c. Social stories.
   4d. Social skills group.
   5 times a day for 5 mins 1:1
   Once a day for 5 mins
   Once a day for 10 mins
   Twice a week for 30 mins
   TA
   TA
   TA
   TA

5. To use she and her correctly when talking about females.
   5a. Speech and language sessions.
   5b. Model correct use of she and her.
   5c. Guess who. Games e.g., throw a bean bag onto pictures and say she, he correctly.
   Twice a week for 20 mins
   Always available QFT
   Once a week for 15 mins
   TA
   Teacher, TA
   TA

Health (delete if not appropriate):
(Must be linked to health needs and the Preparing for Adulthood pathways, where appropriate)

<table>
<thead>
<tr>
<th>Short term outcomes over the next … months:</th>
<th>What? (provision &amp; resources) Delete/add as needed</th>
<th>When? (frequency, duration, group size)</th>
<th>By Whom? (staffing requirements)</th>
<th>Has outcome been achieved?</th>
<th>Does the child/young person have an Individual Health Care Plan?</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Care (delete if not appropriate):
(Must be linked to needs above and the Preparing for Adulthood pathways, where appropriate)

<table>
<thead>
<tr>
<th>Short term outcomes over the next ... months:</th>
<th>What? (provision &amp; resources) Delete/add as needed</th>
<th>When? (frequency, duration, group size)</th>
<th>By Whom? (staffing requirements)</th>
<th>Has outcome been achieved? Yes/No - explain how:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1b</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does the child/young person have a Care Plan/PEP? Yes/No

Review

**Summary of discussion:** (To include pupil and parent/carer voice)

<table>
<thead>
<tr>
<th>Recommendations of review meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Support Plan to continue – new outcomes set Y/N</td>
</tr>
<tr>
<td>b) SEN Support Plan to continue with Top Up request Y/N</td>
</tr>
<tr>
<td>c) EHC Assessment to be requested Y/N</td>
</tr>
<tr>
<td>d) SEN Support ceases – remove from SEN register Y/N</td>
</tr>
</tbody>
</table>

% Attendance:

Child/young person signature: Date: Parent/Carer signature: Date: Teacher/SENCO signature: Date:

All sign to agree discussion from the review and next steps
How to complete an Early Years SEN support plan

<table>
<thead>
<tr>
<th>Early Years SEN Support plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An Early Years SEN support plan should be used as part of a school’s graduated approach to meet the needs of children/young people with special educational needs. This support plan works well with the addition of a pupil profile.</td>
</tr>
<tr>
<td>• This Early Years SEN support plan can be used for all children/young people in the early years who have special educational needs.</td>
</tr>
<tr>
<td>• An Early Years SEN support plan should always be completed in consultation with the pupil and parent/carer.</td>
</tr>
<tr>
<td>• The school logo and photo of the child/young person can be added.</td>
</tr>
<tr>
<td>• Child’s name, date of birth and year group and age in months should be included.</td>
</tr>
<tr>
<td>• The date the current plan started and the date it will be reviewed must be completed.</td>
</tr>
<tr>
<td>• Ensure the child (if appropriate), parent/carer and teacher/SENCO all sign and date the agreement to the support plan</td>
</tr>
<tr>
<td>• Delete health and social care sections if not applicable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspirations of child/young person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include information from the child’s point of view on their aspirations, strengths and interests.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEN need linked to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition and Learning</td>
</tr>
<tr>
<td>Communication and Interaction</td>
</tr>
<tr>
<td>Social, Emotional and Mental Health</td>
</tr>
<tr>
<td>Physical and or Sensory</td>
</tr>
<tr>
<td>Tick the broad area of need(s) that the child/young person has.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the specific needs/difficulties of the child/young person numbering them with the greatest need first.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short term outcomes over the next... months:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All outcomes must be:</td>
</tr>
<tr>
<td>Specific - Measurable - Achievable - Realistic - Time bound (see section 2)</td>
</tr>
<tr>
<td>They must also:</td>
</tr>
<tr>
<td>• be set in consultation with pupil and parent/carer</td>
</tr>
<tr>
<td>• be evidence based (for example from school data, specialist reports etc.)</td>
</tr>
<tr>
<td>• reflect the special educational needs of the child/young person</td>
</tr>
<tr>
<td>• link to the Preparing for Adulthood pathways where appropriate below year 9 then explicitly from year 9 onwards.</td>
</tr>
<tr>
<td>What? (provision &amp; resources)</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Detail each provision needed for the outcome and number 1a, 1b.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When? (frequency, duration, group size)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail the exact times and length) of the provision and also how many are in the group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By Whom? (staffing requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail the staff who will be delivering the provision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has outcome been achieved? Yes/No-explain how:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give details of the progress the child/young person has made towards achieving each outcome.</td>
</tr>
</tbody>
</table>

**Review:**
- All those involved with the child should be notified of the review dates in advance, so they can give updates on progress towards a child/young person’s outcomes. (N.B. specialists do not need to attend all reviews in person). The SENCO should request updates and collate this information for review meetings with parents/carers).
- The support plan (including outcomes) should be reviewed at least three times a year and new outcomes set to reflect the current needs/provision of the child.
- Outcomes that have not been fully met, should be discussed and re-considered as to whether they are still appropriate or need simplifying or changing for the next APDR cycle.
- Ensure a summary of the discussion is completed on the back of the support plan.
- Add attendance % at the bottom review box.

**Recommendations of review meeting:**

<table>
<thead>
<tr>
<th>a) Support Plan to continue – new outcomes set  Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) EHC Assessment to be requested  Y/N</td>
</tr>
</tbody>
</table>

Choose and indicate one option.

**Agreement to the review signatures**

Ensure the child (if appropriate)/young person, parent/carer and teacher/ SENCO all sign and date under the review and recommendations.
How to apply for ‘top up’ funding
(linked to SEN support plans)

Pupil is identified as having a SEN

- School takes action to remove barriers to learning and puts effective special educational provision in place using the graduated approach and the ‘Assess, Plan, Do, Review’ (APDR) cycles.
- A SEN support plan with SMART outcomes is in place.
- Provision to meet the child/young person’s needs exceeds £6000.
- School spend first £6000 from additional needs budget to support needs.

School apply for ‘top up’ funding - parents have been informed

School must submit the following supporting documentation:

- Top Up Funding request form including,
  i. The child or young person’s primary and secondary need. (Appendix 1)
- Educational Advice for a Top Up request form outlining:
  i. the child or young person’s aspirations and views;
  ii. the parents/carers aspirations and views;
  iii. the nature, extent and context of the child or young person’s SEN;
  iv. evidence of the child or young person’s development/attainment and progress over time;
  v. the relevant and purposeful action taken, including intervention and support already provided by the setting to meet and overcome the difficulties;
  vi. other factors
- Advice from external specialist, where involved. (At least one from an Educational Psychologist, Paediatrician or Psychiatrist, Specialist Advisory Teacher)
- Evidence of a graduated approach through at least two of the most recent and reviewed SEN support plans and the current SEN support plan with SMART outcomes to show how recommendations from other agencies have been implemented.
- A support timetable reflecting the support/interventions the child/YP is receiving.
- A costed provision map (N.B. SEN support plans, support timetables and costed provision maps must correspond).
- ‘My story’ (subject to young person or parental choice).

N.B. If a request is complex, the setting may also wish to submit a covering letter to give further information to the panel.

Send all documentation to: sencasework@durham.gov.uk

On receipt of a ‘top up’ request

- Administrative team will send acknowledgement to school.
- LA officer will quality assure the documentation.
### LA panel will usually consider a request within 4 weeks of receipt

**LA panel will consider:**

- The level of additional needs budget allocated to the school (LA may request further information on how a school is using this money, before a decision is made).
- How the £6000 has been used to provide additional and appropriate interventions.
- Whether there are at least 3 good quality support plans demonstrating the graduated approach and the ‘Assess, Plan, Do, Review’ cycles.
- How outcomes have been robustly evaluated, reviewed and adapted where needed.
- How well the provision is reflected in the support timetable and costed provision map.
- Whether the costed provision map demonstrates ‘eligible spend’.

#### Top up approved

- School will be notified within five working days of panel decision and the amount and conditions of the funding.

Funding can be agreed for:

- A maximum of one financial year*
- A one off top up payment e.g. for equipment

#### The school will be required to:

- Undertake the ‘Assess, Plan, Do, Review’ cycles, so the impact of the additional funding can be measured.
- Inform parents/carers of the amount of funding agreed to support their child’s needs in school.
- Record the use of the funding in the SEN support plan.

*The onus is on the school to reapply if further top-up funding is required in the future.*

#### Top up not approved

Panel will inform school of why it has not been approved and may suggest school takes advice and guidance from SEND Advisory Officers or other SEND and Inclusion teams.

#### The school will be required to:

- Inform parents of the decision.
- Act upon advice and guidance from SEND & Inclusion teams.

**N.B. Schools may submit another complete new request at a later date, if they can demonstrate they have acted upon advice given.**
Please note; completing a costed provision map is a practical skill and is most effectively conveyed through a practical training session. Please contact the SEND Advisory team at Broom Cottages or consult the SEND & Inclusion Course Directory for further details. General guidance is given below.

County Durham has its own excel costed provision map that will automatically calculate costings. There are 4 sections and the costings can be found on the costed provision map. Below is a comprehensive list of provision and resources that are eligible and non-eligible to help populate the costed provision map.

Eligible spend

Section A: LSA support examples:
- Any group work (either in or out of the classroom) that the LSA supports - the cost of which should be divided by the number of children in the group. For e.g. Lexia, Numicon, Speech and Language programmes, social skills, ‘Getting Along’ programme etc.
- Any targeted or individualised intervention (either in or out of the classroom). For e.g. social stories, literacy or numeracy tasks or modelling behaviour in or outside of the classroom (including at break times).
- Timetabled support to carry out programmes recommended by health commissioned or universal services.

Section B: additional teacher examples:
- An additional teacher in the classroom working with the child (please note, additional teaching hours are capped at 5 hrs per week).
- Up to a maximum of one hour per week for teacher planning time is allowed specifically for the individual child/young person.

Section C: supervisory support examples (lunch time only):
- Supervisory support for lunchtime interventions (please note: supervision may be by any member of staff, but it would be costed at the supervisory assistant rate). However, if a specialist member of staff is required to support a child at lunchtime, contact the Statutory Casework team for further guidance.

Section D: any additional costs examples:
- The school contribution towards a CoL funded initiative for provision for an individual child. Examples: Lexia, Counselling Service. This cost must be divided by the number of children accessing the resource.
• Any traded services funded by the school accessed by the child/young person. This cost must be divided by the number of children accessing the service.

• Specific training recommended by an outside agency for the named child/young person. For e.g. Picture Exchange Communication System (PECS). This will be judged on a case by case basis.

• A learning mentor/counsellor who is employed by the school, and works directly with the pupil. This cost must be divided by the number of pupils accessing the learning mentor/counsellor.

• Specialist equipment recommended by a member of staff who has a specialist qualification (for e.g. in dyslexia). For e.g. writing aids (bought within the year). A report must be provided to support the recommendation.

• Team Teach training undertaken by school staff for the named child/young person. This cost must be divided by the number of pupils on roll within the school.

• Crisis Response. This cost must be divided by the number of pupils who have accessed this service at the time of the request being submitted.

• Schools also have a responsibility to consider the provision of aids and 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. Requests will be considered on an individual basis.

Non eligible spend

• All activities relating to Quality First Teaching and the underpinning framework of the school is part of Age Weighted Pupil Unit (AWPU) funding.

• Time for SENCO duties.

• Fixtures and fittings (improving the facilities).

• Planned place funding in specialist provision.

• Additional staff to reduce class sizes or creating an additional teaching group - this is classified as Quality First Teaching.

• Staff CPD.

• Meetings in relation to pupil needs (e.g. reviews; Team Around the Family).

• Breakfast and After School clubs.

• Parent Support Advisors - they have specific roles to support families, so cannot be costed as provision for an individual child/young person.

• Transition Assistant - this is considered ‘quality first’ practice.

• Provision or support that is fully funded by a COL budget.

• Health commissioned or universal services eg SALT, OT or physiotherapy.
- CAMHS.
- One Point Service.
- Free services from the Local Authority (for example Visual Impairment support).

**Completing the documents**

The EHCP or SEN support plan outcomes, support timetable and the costed provision map must all correlate to each other.

**Outcomes on plan**

There is more guidance in section 2. Ensure your outcomes are SMART, numbered and under the sub heading of the Broad Areas of Need:

- Cognition & Learning needs
- Speech, Language & Communication needs
- Social, Emotional & Mental Health needs
- Physical and / or Sensory needs.

<table>
<thead>
<tr>
<th>Outcome over the next 2 months:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMH</strong></td>
</tr>
<tr>
<td>1. To use strategies to manage and support emotions so that there are less incidents of emotional distress.</td>
</tr>
<tr>
<td>2. To work collaboratively on shared activities with other students so that he can share and take turns with adult support.</td>
</tr>
</tbody>
</table>
Completing the support timetable

a) Amend the template on the ‘SEND toolkit and documents’ webpage and ensure the school day/lesson timings are included.

b) Copy the relevant numbers that are ‘additional to’ or ‘different from’ provision and are eligible spend into the appropriate lesson times, also adding in the total minutes of support, the group ratio (for e.g. 1:4) and who is supporting (e.g. LSA).

c) There will be some outcomes which will need to be added into more than 1 section. E.g. an LSA may be delivering the provision in the classroom, as well as a lunchtime supervisor delivering the same provision at lunch time.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.45 - 12.00</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>12.00 - 1.00</td>
<td>Lunch</td>
<td>Prov 1a</td>
</tr>
<tr>
<td>1.00 - 1.45</td>
<td></td>
<td>15 mins</td>
</tr>
<tr>
<td>1.45 - 2.30</td>
<td></td>
<td>1:4</td>
</tr>
<tr>
<td>2.30 - 3.20</td>
<td></td>
<td>LSA</td>
</tr>
<tr>
<td>11.45 - 12.00</td>
<td>Reading</td>
<td>Prov 1a</td>
</tr>
<tr>
<td>12.00 - 1.00</td>
<td>Lunch</td>
<td>30 mins</td>
</tr>
<tr>
<td>1.00 - 1.45</td>
<td></td>
<td>1:4</td>
</tr>
<tr>
<td>1.45 - 2.30</td>
<td></td>
<td>(Superv)</td>
</tr>
<tr>
<td>2.30 - 3.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.45 - 12.00</td>
<td>Reading</td>
<td>Prov 1a</td>
</tr>
<tr>
<td>12.00 - 1.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1.00 - 1.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.45 - 2.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.30 - 3.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.45 - 12.00</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>12.00 - 1.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1.00 - 1.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.45 - 2.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.30 - 3.20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N.B. There may be exceptional cases where costings are applicable for before and/or after school. For example: a visually impaired pupil may need support from school transport. Contact the Statutory Casework Team for further discussion.

Completing the costed provision map:

a) Copy over the provision from the SEN support plan ‘What? Provision & Resources’ column to the appropriate section on the costed provision map:

A- LSA Support
B-Additional Teacher Support
C-Lunch Time Supervisory Assistant
D-Any Additional Costs

(N.B. not all provision will have an eligible cost attached)

b) Amend the total time columns and the group ratio where applicable. This will calculate the costs in each section.
Once all sections are complete, the total cost cell will be calculated for you.

<table>
<thead>
<tr>
<th>Provision to meet need</th>
<th>Total minutes per week</th>
<th>No of pupils in group (amend according to)</th>
<th>Support per pupil (do not amend the totals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSA Support</td>
<td>30</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Total cost of SEN provision A+B+C+D = £18,040

The Excel document will automatically deduct £6000 (notional SEN funding via the school) showing the amount of top up funding the setting has applied for:

Total cost of SEN Provision A+B+C+D= £18,040.00

Minus £6000 notional SEN Funding via school £6,000

Amount of Top up Funding applied for £12,040.00

If the pupil is in receipt of Pupil Premium Plus funding, then this should be spent in addition to the SEN notional funding. Settings should declare any additional Pupil Premium Plus funding that is being used to support the individual child/young person. This is:

- Pupil Premium for Looked After Children
- Pupil Premium for Adopted Children/Young People
- Pupil Premium for Forces Children.

<table>
<thead>
<tr>
<th>Other funding used to support the child/young person in addition to SEN funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Premium for Looked After Children</td>
<td></td>
</tr>
<tr>
<td>Pupil Premium for Adopted Children/Young People</td>
<td></td>
</tr>
<tr>
<td>Pupil Premium for Forces Children/Young People</td>
<td></td>
</tr>
</tbody>
</table>

The person completing the form should sign and date the costed provision map and note their role. **N.B.** The most qualified person to complete this form is usually the SENCO, i.e. the person who has a strategic overview of the school's SEN provision and who understands the special educational need/s of the child/young person.

Completed by: **A Smith**
Role: SENCO
Date: 7 Nov 2016
How to apply for a placement at Enhanced Mainstream Provision

How to make a request

Complete the request form (found on the ‘SEND toolkit and documents’ webpage)

- Please note that if the request is for consideration of placement at Enhanced Mainstream Provision ensure the evidence provided suggests that the child/young person meets the criteria for admission (refer to Section 1).

Evidence needed

You must include:

1. Request form.
2. Evidence that the graduated approach of ‘Assess, Plan, Do, Review’ has been followed and at least 2 reviewed SEN Support plan cycles have been completed. If the child is in an early years setting, appropriate and purposeful actions will have been taken to meet the needs.
3. Evidence that the SEN Planning Tools have been followed for the specific specialist area e.g. Speech and Language for the SLCN provision.
4. A costed provision map linked to the outcomes for the child/young person, showing evidence that £6000 eligible spend has been used to provide support appropriate to the specific needs of the child/young person.
5. A support timetable showing when the support/intervention is happening.
6. Evidence that you have sought and implemented advice from suitable professionals.
7. Parent/carer written consent submitted with your request.

N.B. If a request is complex, the setting may also wish to submit a covering letter to give further information.

Send all documents to: sencasework@durham.gov.uk

Local Authority Quality Assurance

- The LA will conduct Quality Assurance of the supporting evidence. If there is documentation missing, school will be informed of actions to complete.

Local Authority panel will:

- Consider the school's request for a placement at an EMP.
- In order to make a decision, the Panel will:
  - Examine the presenting strengths and needs of the child/young person.
  - Explore the actions and interventions that have already been utilised.
  - Offer problem solving and consultation for schools and possible signposting to other services, including the Local Offer.
  - Propose further support required to address issues within school.
- Consider whether the child is appropriately placed for their needs to be met.
- Consider whether a recommendation for statutory assessment should be made.
- Consider action for emergency/crisis cases that have a SEND element – linking with SEND Casework Team.

### What happens next

- A written response to your request will be provided within two weeks of the panel date, recommending future actions if appropriate
- SEND & Inclusion staff may follow up the request with the setting to offer further support and guidance.
How to apply for an Education Health and Care needs assessment

### Before making a request

Before making a request, refer to section 2 which details the key information required by the LA.

**There must be evidence that the school has:**
- used relevant and purposeful action to meet the needs of the child/young person
- followed the graduated approach using the Assess, Plan, Do, Review cycles (APDR)
- demonstrated that recommendations from professionals have been acted upon
- discussed the need for a request with parent/carer/young person.

### Requesting an EHC needs assessment

Please Note: The LA will notify schools each year of the deadline date for receiving requests.

**When requesting an assessment, the referrer must have completed the following documentation:**

- **Request for an Education, Health and Care Assessment form signed by:** referrer, head teacher and parent/carer/young person including,
  - i. The child or young person’s primary need (Appendix 1)
  - ii. Consent form to share information signed by parent/carer/young person (Appendix 2)
- **Educational Advice for an EHC Assessment form outlining:**
  - i. the child or young person’s aspirations and views;
  - ii. the parents/carers aspirations and views;
  - iii. the nature, extent and context of the child or young person’s SEN;
  - iv. evidence of the child or young person’s development/attainment and progress over time;
  - v. the relevant and purposeful action taken, including intervention and support already provided by the setting to meet and overcome the difficulties;
  - vi. any other factors including any other plans that may be in place.
- **Evidence of a graduated approach through at least two of the most recent and reviewed SEN support plans and the current SEN support plan with SMART outcomes to show how recommendations from other agencies have been implemented**
- **Current costed provision map and support timetable**
- **Up to date, outcome focused educational psychologist advice or relevant external professional advice**
- **Other relevant advice e.g. medical or social care advice**
- **My story (subject to parent or young person’s wishes)**

**N.B. If a request is complex the setting may also wish to submit a covering letter to give further information**

1. Send documents to: sencasework@durham.gov.uk

**Please note:** Early Years settings without secure email should make amendments to a paper copy of the EHC Plan and send all documents by secure post to Statutory Casework team, Durham County Council, County Hall, Durham, DH1 5UJ.

("Author of advice to give consent about the suitability of the advice for the assessment)."
What happens after request is submitted

On receipt, the SEND administrative team will:

- Acknowledge this to parents and inform other professionals
- Pass the request to a SEND team leader to check all relevant information has been submitted and is of good quality
- Liaise with First Contact (Pre 18) or Social Care Direct (Post 18) to find out if any care assessment is underway
- The team will request information/reports if not submitted with original documents (although prime responsibility lies with the referrer to ensure that all evidence is submitted with the initial request). Any Care Plan, information from the parents and the child, and advice from other professionals must be forwarded to the SEN administrative team within 6 weeks of the date of receipt of request.

Once additional information is received the request will be considered at the next available SEND Panel, which will always be by week 6 of the process.

Multi-Agency SEND panel

Multi-agency SEND Panel will consider the request. The panel follows statutory guidance from the SEND Code of Practice 0 - 25 and it will decide whether there is sufficient up to date and good quality advice to initiate an EHC assessment.

Not agreed

- If the decision is not to proceed, the Panel will minute why this decision has been made and offer appropriate advice to the referrer on next steps or signpost to other services, including the Local Offer. A SEND Caseworker will always endeavour to discuss this outcome with the parents, and if necessary or requested, may arrange a meeting with the parents and provider to discuss options and support arrangements. Provider and parents will produce an enhanced SEN support plan.
- The SEND team will inform parents/carers and young person of the decision in writing and of their rights to independent mediation and appeal.

Agreed

- If the assessment is agreed, the next steps in the process will be explained to the parents/carers and young person by a specified SEND Caseworker.
- SEND administrative team (guided by the SEND Caseworker) will circulate and seek any further advice, where needed.
- All professionals must consult the child and parent/carer/young person, to share their views, wishes and feelings of any information provided by them or at their request, using appropriate methods e.g. Picture Exchange Communication Systems.
- The SEND Caseworker, in liaison with parents/young person, sets a date towards the end of the assessment (usually between weeks 12 and 15) for a multi-agency meeting.

The SEND administrative team will:
- invite the child/young person, parents/carers and any relevant professionals involved in the assessment.
- collate all advice for the EHC assessment.
- send completed advice to those involved, prior to the multi-agency meeting.
- The SEND Caseworker co-ordinates the EHC assessment and produces a summary document for discussion at the multi-agency meeting.
Multi-agency meeting

The multi-agency meeting will:

- consider the assessment advice.
- ensure the child/young person and parents/carers views are central to the process.
- contribute to the content of a plan and develop joint outcomes.
- discuss and recommend whether or not an EHC plan is needed to match the child/young person’s needs (it may be more beneficial to develop an enhanced SEN support plan with the school).
- discuss parent/carer’s preference (or young person over the age of 16) for an educational placement.
How to complete educational advice for:
an initial EHC needs assessment or  
significant changes to an existing EHCP  

(Early Years providers complete the Early Years version of this advice)

Provide information under each of the headings. If there is a ‘My story’ refer to this and enclose for evidence (you do not need to duplicate this information).

**Views**

<table>
<thead>
<tr>
<th>What helps the child/young person to communicate and make his/her own choices and decisions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide details of how the child/young person communicates and how they make choices or decisions.</td>
</tr>
</tbody>
</table>

**Background information:**

Provide the following information:

- on any previous schools attended
- a chronology of agencies involved
- details of relevant & purposeful action taken by school.

**Things the child or young person is good at, interested in or enjoys: (‘My Story’ could be attached in lieu)**

<table>
<thead>
<tr>
<th>Child/young person’s views:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If views are taken directly from the child/young person use quotation marks. If not write in the third person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/carer views:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If views are taken directly from the parent use quotation marks. If not write in the third person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School views:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include the views from the person/people who know the child/young person best.</td>
</tr>
</tbody>
</table>

**Things that the child/young person does not like or finds more difficult: (‘My Story’ could be attached in lieu)**

<table>
<thead>
<tr>
<th>Child/young person’s views:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If views are taken directly from the child/young person use quotation marks. If not write in the third person.</td>
</tr>
</tbody>
</table>

<table>
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<table>
<thead>
<tr>
<th>School views:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include the views from the person/people who know the child/young person best.</td>
</tr>
</tbody>
</table>

**Attendance:**

| Provide current attendance information |
Provide information on termly academic attainment for the previous year in this section. Early Years providers use the Early Years version of this advice.

<table>
<thead>
<tr>
<th>Academic Attainment: Please provide termly ARE attainment:</th>
<th>Autumn/Spring/Summer 201..</th>
<th>Autumn/Spring/Summer 201..</th>
<th>Autumn/Spring/Summer 201..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delete if appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading (KS 1 – 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing (KS 1 – 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (KS 3 – 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths (All KS)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Educational Needs

**Overview of Need:** (E.g. Has a diagnosis of Autism- briefly explain what this means for the child/YP in relation to their education)

Provide an overview of the needs of the child/young person and how this impacts on their education.

Under each of the 4 broad areas of need, provide information about the strengths, SEN, what works well. You could reference reports from other professionals but there is no need to copy and paste amounts of text as professionals will write their own advice too. **N.B. this example is only focusing on Cognition and Learning Needs.** If there is not a SEN in an area please don’t fill in the section, just use non applicable (NA).

<table>
<thead>
<tr>
<th>Specific details of special educational needs, skills and development: (Only complete areas of need where applicable to the child/young person)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition &amp; Learning</strong></td>
</tr>
<tr>
<td><strong>Strengths:</strong></td>
</tr>
<tr>
<td>Provide details of strengths in this area.</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td><strong>Special Educational Needs:</strong></td>
</tr>
<tr>
<td>Provide details of all SEN in this area.</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
What works well linked to SEN identified above:
Provide details of any interventions or resources that have had an impact on the progress in this area.

1.

2.

3.

**Longer Term Outcomes** (including Preparing for Adulthood where appropriate):

<table>
<thead>
<tr>
<th>Desired outcomes</th>
<th>Steps towards outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg: By the end of key stage 2/3/4... will be able to... so that...</td>
<td>e.g. By the end of the year</td>
</tr>
<tr>
<td>Add longer term outcomes linked to the SEN here.</td>
<td>Break down the longer term outcome into shorter term steps towards the outcomes.</td>
</tr>
</tbody>
</table>

**Any other factors to consider:**

E.G. School Nurse, Children’s Nurse, Social Worker, One Point, YOS, etc.

Provide details of any other information that may be relevant to the SEN of the child/young person including involvement with any of the examples above.

---

**Indicate if the child/young person has any of the following...**

| Does the child/young person have any plans in place to support their needs? |
|-------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Individual Health Plan        | Yes/No                          | Intimate Care Plan              | Yes/No                          |
| Care Plan/PEP                 | Yes/No                          | Personal Evacuation Plan        | Yes/No                          |
| Risk Management Plan          | Yes/No                          | Positive Handling               | Yes/No                          |
| Behaviour Management Plan     | Yes/No                          | Sensory Diet                    | Yes/No                          |
| Other (please specify)        | Yes/No                          | Moving and Handling             | Yes/No                          |
How to prepare for and hold a statutory annual review of an Education Health and Care plan

This guidance outlines how the statutory annual review process is managed for County Durham children and young people. It is for:

- Maintained schools
- All early years providers in the maintained, private, voluntary and independent sectors that are funded by the Local Authority
- Academy schools
- Non-maintained special schools
- Independent education institutions approved under Section 41 of the Children and Families Act 2014
- Youth custodial establishments.

1. A person centred approach

County Durham encourages all educational providers to use a person centred approach. This is a practical way of ensuring the principles that underpin the Children and Families Act 2014 and the SEND Code of Practice 0 - 25 are upheld. A person centred way of working puts the child/young person and their parents at the heart of the process and makes it a more relaxed, informal experience. It is based on the belief that people should be in control of their lives and are at the centre of any meeting when deciding the services they receive. The emphasis is on ensuring that “everyone participates, has their say and that their views are respected and recorded” (Helen Sanderson and Ruth Mathieson, 2006).

2. Purpose of the review meeting

The statutory annual review should:

- Focus on and monitor progress towards outcomes and longer term aspirations;
- Consider if outcomes and supporting steps remain appropriate;
- Gather information about strengths and needs across education, health and care
- Assess effectiveness of provision;
- Consider the continuing appropriateness of the EHC plan in the light of the child/young person’s progress or changed circumstances;
- Focus on the four Preparing for Adulthood Pathways for children and young people from Year 9 onwards, which are: Employment, Good Health, Independent Living & Housing, Friends, Relationships & Community.
3. Timescales

Education Health and Care (EHC) plans should be used to actively monitor children and young people’s progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority (LA) as a minimum every 12 months in order for the LA to comply with this statutory duty. Usually the following timescales should be adhered to:

1. Review meeting must be held 11 months after the final initial EHC plan date and annually each subsequent year.
2. The LA’s outcome decision is within 4 weeks of the review (i.e. within 12 months of the plan’s date).
3. Any amendments to the plan sent to parents/carers within 8 weeks of the outcome decision (i.e. 12 weeks after the review meeting date).

The responsibility for organising and facilitating the review meeting should normally be undertaken by the school or setting. The SEND Code of Practice 0 - 25 states the Local Authority can require maintained schools and maintained nursery schools “to convene and hold the meeting on the Local Authority’s behalf”. (Reviews led by the educational institution will engender the greatest confidence amongst the child, young person and their family).

Annual reviews for Looked After Children should be planned to coincide with the review of the child’s/young person’s Personal Education Plan (PEP). SENCOs should liaise closely with the school’s designated teacher for LAC and the virtual school (LAC) caseworker. An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education to allow for planning and, where necessary, commissioning of support and provision at the new institution. (there is more information in Section 2 of this toolkit).

The key transfers are:
- Early years provider to school
- Infant school to junior school
- Primary school to secondary school
- Secondary school to post 16 provider.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Review meeting (approx)</th>
<th>Amendments completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years provider to school</td>
<td>By 31st December</td>
<td>15th February</td>
</tr>
<tr>
<td>Infant school to junior school</td>
<td>By 31st December</td>
<td>15th February</td>
</tr>
<tr>
<td>Primary school to secondary school</td>
<td>By 31st December</td>
<td>15th February</td>
</tr>
<tr>
<td>Secondary school to post 16 provider</td>
<td>By 31st January</td>
<td>31st March</td>
</tr>
</tbody>
</table>
4. Attendance at the statutory review meeting

The responsibility for organising and facilitating the review meeting should be undertaken by the school or setting which the child or young person attends. At the beginning of the academic year (or earlier where possible), thought should be given to setting up all review meetings in agreement with parents, carers and professionals. Some schools plan a year in advance. It is good practice to discuss a preferred date or venue with the family as soon as possible before setting a date, but this should be no later than six weeks before the review meeting.

The coordinator of the meeting (SENCO) should invite attendance from specialists or other parties where there has been:

- a direct request from children and young people and/or their parents/carers,
- significant change, or involvement within the review period from specialist agencies such as health and care professionals.

If attendance is not possible but relevant, professionals should consider sending a colleague to deputise in order to field any questions arising. The coordinator of the meeting should also consider arranging telephone conference facilities, mobile phones, or the Mitel phone system on loud speaker (with consent from parents) to promote active participation in the meeting.

Please note: There is an expectation that professionals will be given at least 6 weeks’ notice of the review meeting and request for a report. There is also an expectation that all professionals will send the report to the school no later than 2 weeks before the review meeting for circulation to all review meeting attendees. Details of the SEND Health contacts can be found in Section 6.

Schools and education settings should notify the Local Authority of all planned review dates for the academic year and contact sencasework@durham.gov.uk as soon as possible. The Local Authority will endeavour to attend the annual review meeting for children and young people where the setting has indicated prior to the review that, the child/young person’s needs have significantly changed, which could include the likelihood of:

- A recommendation for the LA to cease the EHC plan
- A change of parental preference to a setting
- The LA having to undertake a re-assessment.

5. Before the review meeting

The school or setting should:
Organise the EHC Plan review meeting with relevant school/settng staff and invite the following to attend as early as possible but no later than six weeks before the date of the meeting:
- the child or young person
- the child’s or young person’s parents/carers
- any professional who is actively involved (or have been involved within the review period) across education, health and care e.g. education psychologist; specialist nurse; social worker; family worker).

Discuss possible attendance of a SEND Caseworker from the Local Authority (refer to point 4 for further details).

Organise a room which is private and quiet with suitable seating to aid effective communication.

Seek advice and information from everyone who is invited to the review meeting, about the child/young person’s progress towards achieving the outcomes specified in the EHC plan and any other matters relating to the child/young person’s progress.

Ensure educational advice from the relevant school professional is only completed if there have been significant changes.

Ensure current EHC plan and all advice/reports are circulated to everyone invited to the review meeting at least two weeks before the meeting date.

Support the child or young person to prepare their views (i.e. good things that have happened since the last review, what is working well and what is not working well, what’s important now and what is important in the future).

‘Top tips’ before the review meeting:
- Complete ‘Who was invited to the meeting?’ in Section A of the EHC plan statutory review meeting record.
- Some SENCOs find it helpful to collate all the information and use ‘tracked changes’ (see later in this section), to complete a draft of possible changes to the EHC plan, which they present at the review meeting. This strategy focuses the review and helps with workload after the meeting.

6. Preparing for the statutory annual review meeting

Just prior to the review meeting:
- Provide refreshments, post-it notes, pens and personalised headed posters, which are:
  - Who is here? What do they do?
  - What we like and admire about…
– What is working well?
  - Child/YP views
  - School’s views
  - Family’s views
  - Others’ views
– What is not working so well?
  - Child/YP views
  - School’s views
  - Family’s views
  - Others’ views
– What is important to the Child/YP now?
– What is important to the Child/YP in the future?
- What support and help is needed for the Child/YP to stay safe?
- Action Plan
  • Ensure the child/young person is present before the adults arrive. This makes it easier for them rather than entering a room full of people, some of whom they may not know well. Children/young people may leave the meeting at an appropriate point, depending on levels of concentration, understanding etc.
  • Ensure parents/carers are shown into the room at the same time as the professionals.

7. Statutory annual review meeting

Person Centred Planning practice recommends that the voice of the child/young person should be considered first in the meeting. Other aspects of the meeting can then be discussed within the context of the child/young person’s wishes. The current EHC plan must be made available at the meeting as the basis for the review and any changes to be discussed.

8. Conducting the meeting

Introduction
Welcome everyone. Explain that the meeting is to review the child / young person’s Education, Health and Care plan and to ensure that everything is in place to meet their needs;

Explain the structure of the meeting using the headed posters;

Explain that participants will be writing their comments on the relevant discussion sheet. If you are aware that a family member attending the meeting has literacy difficulties and may feel threatened at the thought of writing their ideas down, you may want to offer to act as a scribe for their ideas;

Start with the ‘Who is here?’ poster and ask everyone to introduce themselves, write names on the poster. Facilitator then records attendance and/or report provided in Section A ‘Who was invited to the review?’ of the EHC plan statutory review meeting record.

9. Discussion

Always start with ‘What we like and admire about…’ Follow the structure of the headed posters with all comments being written and placed on the posters;

Facilitate a safe atmosphere in which everyone present, and especially the child / young person, is able to express their views;

In consideration of ‘What is important to the child/young person for the future?’ Take care to distinguish between that which matters to the child/young person and that which is important for them.

10. Review of the Education Health and Care plan

Read through and review all sections of the plan, and based on evidence from discussion, professional feedback, educational advice and reports, amend the plan. Some facilitators are able to do this using tracked changes in the meeting, whereas others may want to write on the plan and change after the meeting *some SENCOs already do this before the meeting – if so, you can use this time to accept or change the tracked changes.

The facilitator should summarise the main points from the posters and complete an action plan which will ensure who is responsible for any necessary follow up and how this will be monitored;

11. Completing the EHC plan review record

Ensure Section A is completed with who has attended and/or sent a report.
Complete Section B: Summary of review meeting discussion and actions from the review meeting. This **MUST** be completed whilst the parent/carer and/or young person is present. They should countersign this to agree with the summary.

Complete the ‘recommendations from the review meeting’ in Section A of the review record:

**Option 1:**
Cease to maintain the EHC Plan: This should be selected when:
   a) the outcome of the review is that the child/young person has made significant progress/achieved the outcomes in the current EHC Plan, and further support can be made through a SEN support plan
   b) The young person is no longer in receipt of education
   c) Other reason.

**Option 2:**
Undertake a re-assessment: This should be selected where the review concludes that the child/young person’s needs have changed significantly, so that a re-assessment must be made. However this would usually only be in **exceptional** circumstances.

**Option 3:**
A change of educational provider is anticipated because:
   a) the child/young person is approaching a transfer to their next educational phase
   b) the child/young person’s needs have significantly changed (comprehensive evidence will be needed from specialists, including a DCC Educational Psychologist and a Risk Assessment).

**Option 4:**
   a) Amendments are needed to the current EHC Plan (using tracked changes).
   b) There is an increase in the cost of provision.

**At the end of the meeting:**
- Explain to the parents/carers what happens next with the plan.
- An example of good practice would be to use a feedback questionnaire to obtain parent/carer & children/young people views of the process.
- All participants should leave the meeting at the same time so parents/carers do not feel as though discussions are taking place once they have left.
8. After the statutory annual review meeting

- SENCO to amend the current electronic copy of the EHC plan, (if not already amended before or during the meeting) using Microsoft tracked changes (refer to guidance later in this section) to reflect updated information and proposed changes, including new outcomes. Save the tracked changes version of the EHC Plan as child/young person’s initials tracked changes EHCP review date: e.g. FBtrackedchangesEHCP020415.

- SENCOs in mainstream schools (from reception to year 11) must also complete a support timetable and costed provision map to reflect the changes and new outcomes.

- All reports and advice must also be submitted to support changes within the plan.

- All documents must be emailed to sencasework@durham.gov.uk

- The documents should be emailed in two files, as follows:
  
  i. EHC Plan Tracked Change Word Document (please note: Early Years settings without secure email should make amendments to a paper copy of the EHC Plan and send all documents by secure post to Statutory Casework team, Durham County Council, County Hall, Durham, DH1 5UJ).

  ii. EHC Plan statutory review meeting record; all supporting advice; costed provision map and support timetable as one scanned document.

- The documents should be e-mailed or sent within two weeks of the review meeting. Do not wait for any outstanding advice from health or social care professionals. Ensure this is ‘flagged up’ in the documentation so that the LA can follow this up.

- The school should break down the 12 monthly outcomes into appropriate targets (on an individualised support plan) and start working on them immediately.

Local authority (LA) responsibility

- All changes to the EHC plan submitted to the local authority are recommendations. Within 4 weeks of the annual review meeting, the LA must send a decision letter to parent/carers outlining whether the EHCP should be amended, ceased to maintain, or if a full re-assessment of needs will be carried out.

- Where the LA proposes to amend the plan, it will send a copy of the existing (non-amended) plan and a letter outlining the proposed amendments including copies of supporting evidence to the child’s parents/carers or young person. This will be within eight weeks of the decision letter. The child’s parents/carers or young person will be asked to respond to the proposed changes within 15 calendar days and informed that they may request a meeting to discuss the proposed changes.

- If the LA decides not to amend the plan or decides to cease to maintain it, they will notify the child’s parents/carers or the young person of their right to appeal that
decision and the time limits for doing so; of the requirements for them to consider mediation should they wish to appeal; and the availability of information, advice and support and disagreement resolution services.

- If the LA decides a full re-assessment is required this would be completed within 14 weeks from the decision to re-assess to the issuing of the final EHC plan with the same timescales and rights of appeal for the child’s parent or the young person.
At a glance guide to timescales for statutory annual reviews

<table>
<thead>
<tr>
<th>As soon as possible before the date of the review meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss a preferred date with the family as soon as possible before setting a date (<em>professionals will need at least six weeks notice).</em></td>
</tr>
<tr>
<td>The child’s parents or the young person, a representative of the educational setting, any relevant professional (and a LA SEND Case Worker if needed) must be sent an invitation to attend the meeting.</td>
</tr>
<tr>
<td>The educational setting must seek advice and information about the child/young person from all professionals actively involved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At least 2 weeks before the date of the review meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copies of all relevant information and advice gathered must be sent to parents/carers and all professionals involved.</td>
</tr>
<tr>
<td>Facilitator to start preparing for the review meeting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The review meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The review meeting must focus on the child/young person’s progress towards achieving the outcomes specified in the EHC plan. The review should consider any changes that might be made to the support which is currently provided to help achieve those outcomes, or whether changes are needed to the outcomes themselves. Children, parents and young people should be supported to engage fully in the review meeting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Within 2 weeks of the review meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The educational setting must return all documents to the Local Authority (as below).</td>
</tr>
<tr>
<td><strong>For settings with secure email:</strong> <a href="mailto:sencasework@durham.gov.uk">sencasework@durham.gov.uk</a></td>
</tr>
<tr>
<td><strong>For settings without secure email, paper copies to:</strong></td>
</tr>
<tr>
<td>SEN Casework team, Durham County Council, County Hall, Durham, DH1 5UJ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Within 4 weeks of the review meeting</th>
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<tbody>
<tr>
<td>The Local Authority will decide whether it proposes to keep the EHC plan as it is, amend the plan, cease to maintain the plan or to carry out a re-assessment, and notify the child’s parents/carers/young person and the setting giving further details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Within 12 weeks of the review meeting</th>
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</thead>
<tbody>
<tr>
<td>The LA will issue the final amended plan which will include the date on which it was amended (date of letter) and the date of the original plan.</td>
</tr>
</tbody>
</table>
How to complete tracked changes in Microsoft Word 2016

Microsoft ‘Word’ can keep track of changes made to a document marking the text that is added, known as insertions, or the text that is removed, known as deletions. This is especially helpful when someone else is editing your document. You can see what changes are made and you have the option to accept or reject those changes. An example is below.

Here is a document: ‘Treasure Island’. If you want to change the words of the song: “Yo-ho-ho, and a bottle of rum!” to “a bottle of milk”…

1. The first thing to do if you want to track changes is to go to the ‘Review’ tab and turn on ‘Track changes’. This option will be highlighted if you are tracking the changes.

2. If you select the word ‘rum’ and type in ‘milk’, the word ‘rum’ will be deleted and the word ‘milk’ is added. You can see the change in the document.

“Fifteen men on the dead man’s chest—Yo-ho-ho, and a bottle of rum!”

In the high, old tottering voice that seemed to have been tuned and broken at the capstan bars.
3. If you find it difficult to work in that view go to the ‘Review’ panel and select ‘Final’ from the drop down list. This will only show the changes that you have made. ‘Final: Show Markup’ option shows the change (crossed out) and the edit (underlined). You can also see the bar on the left hand side of the screen to show changes (which is very helpful if you are quickly scanning for changes throughout a document).
Section 6

Relevant services

- SEND & Inclusion services
- SEND & Inclusion management structure other relevant services
- Useful resources
- Auxiliary Aids
- Glossary of useful terminology

Children and Young People’s Services
SEND & Inclusion services

County Durham have a number of teams that can support educational staff. The document ‘SEND & Inclusion Service 2018-2019 – Support and Services for Schools and Settings’ (this is on the ‘SEND toolkit and documents’ webpage) gives an overview of the Local Authority teams and how they can support you, your setting and/or children and young people with special educational needs and/or disabilities.

Most of these teams also offer central training courses, many at the Education Development Centre, Spennymoor, County Durham and further details about these can be found in the SEND & Inclusion Course directory 2018-2019, also located on the ‘SEND toolkit and documents’ webpage.

The diagram later in this section shows the current management structure within SEND & Inclusion and the main telephone numbers for the various offices are below, if you want further advice or guidance:

### SEND Advisory Team

All referrals via phone Broom Cottages, Ferryhill

📞 03000 267 800

### SEND Looked After Children & Vulnerable Groups Casework Team (including Virtual School for Looked After Children)

County Hall, Durham www.sencasework@durham.gov.uk

📞 03000 265 878

### Equalities & Interventions

Education Equalities Officer/Gypsy Roma Traveller Team

English as an Additional Language

Education Health Needs (previously Home & Hospital) Broom Cottages, Ferryhill

📞 03000 267 800

### Educational Psychology & Specialist Advisory Teachers

#### Cognition & Learning

All referrals are via forms on the Education Portal (SEND & Inclusion section) or on the ‘SEND toolkit and documents’ webpage.

📞 Education Development Centre 03000 263 333

Social, Emotional and Mental Health

All referrals via phone
Communication & Interaction
ASC referrals via form on the Education Portal (SEND & Inclusion section) or the Families Information Service (Local Offer site)
Information by phone:
Education Development Centre 03000 263 333

Sensory & Physical
Education Development Centre 03000 263 333
Belmont 03000 264 538
Belmont 03000 264 540
SEND & Inclusion management structure

Strategic Manager for SEND & Inclusion
Paul Shadforth

Principal Educational Psychology Manager
- Cognition & Learning Manager
- Social, Emotional & Mental Health Manager
- Communication & Interaction Manager
- Sensory & Physical Manager
- Portage Service Manager
  - Janet Crawford

Cognition & Learning
- Senior Educational Psychologist
  - Jackie Sharpe

Social, Emotional & Mental Health
- Senior Educational Psychologist
  - Peter Mulholland

Communication & Interaction
- Senior Educational Psychologist
  - Dianne Hodgson

Sensory & Physical
- Senior Educational Psychologist
  - Rachel Leonard

Portage Service
- Specialist Educational Psychologist
  - Lynn Siddle

SEND, Looked After Children & Vulnerable Groups Managers
- Clive Horton (Virtual School Deputy Head Teacher)
- Teri Corsan Bland (SEND Advisory Team Manager)

SEND, Looked After & Virtual Groups Team Leaders
- Sam Black
- Maxine Lewis

SEND, Looked After & Virtual Groups Casework Managers
- Sarah Blenkinsopp
- Susan Dolphin
- Dianne Wilkinson
- Jill Harrison

SEND Advisory Officers
- Kathy Douglas
- Wendy Boyes

Equalities & Interventions Manager
Helen Perfect

Education Health Needs Team Leader
Louise Campbell

Education Equalities Team Leaders
- Joni Stidwell
- Tracy Tait

English as an Additional Language (EAL) Team Leaders
- Anna Mason
- Claire Bennett

SEND Information & Advice Coordinator
Elaine Chandler
Other relevant services

**Occupational Therapy – County Durham & Darlington**
Referral form via the Education Portal (SEND & Inclusion section) or the Families Information Service.

**Speech & Language – North Tees & Hartlepool**

**Children & Adolescent Mental Health Service**
CAHMS offers a range of therapeutic services for children, young people and their families who experience moderate to severe emotional/mental health problems. Including direct and indirect clinical work through consultation and training. See Local Offer site for further details.
A referral can be made by the Educational Provider (with parental consent) or by the parent/carer via their GP. There is a link to the CAMHS referral form on the ‘SEND toolkit and documents’ webpage. The CAMHS bases are below.

**North Durham CAMHS**
Covers Durham, Chester Le Street, Consett, Stanley  
☎ 0191 594 5770

**Easington CAMHS**
Covers Peterlee and Seaham  
☎ 0191 288 8400

**South Durham CAMHS**
Covers Newton Aycliffe, Sedgefield, Bishop Auckland and Barnard Castle areas.  
☎ 01325 529 520
Useful resources

General SEND & Inclusion

SEND Code of Practice 0-25

Equality Act - Guidance for Schools

Index for Inclusion
The Index for Inclusion is a set of materials to guide schools through a process of inclusive school development. It is about building supportive communities and fostering high achievement for all staff and students.

Council for Disabled Children (CDC)
They are the umbrella body for the disabled children's sector bringing together professionals, practitioners and policy-makers.

Local Area OFSTED Inspection Handbook

Safeguarding
Keeping children safe in education - statutory guidance for schools and colleges.

County Durham Local Safeguarding Children Board
Provides the Single Assessment Referral Form you need to make a referral. You can also access a range of information including procedures and assessment tools from the links on the left hand side of this page. Is about sharing information in order to help and assist professionals in safeguarding and promoting the welfare of children and young people.
Child Exploitation and Online Protection

Local Offer
Gives information to professionals of what’s on offer in the local area (including support groups) for all children and young people, including those with special educational needs and/or disabilities. Most of the SEND referral forms are in the ‘SEND toolkit and documents’ section.

National Association for Special Educational Needs

Supporting pupils with medical conditions at school
General Teaching and Learning

School inspection handbook

**School Inspection Handbook**

**The Education Endowment Foundation (EEF)**

Is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents.

**The Sutton Trust**

Is a ‘do’ tank. They commission regular research to influence policy and to inform our programmes to improve social mobility through education.

**Rochford review**

The review of statutory assessment arrangements for pupils working below the standard of National Curriculum tests.

**The national curriculum**

**2018 key stage 1: assessment and reporting arrangements (ARA)**

**2018 key stage 2: assessment and reporting arrangements (ARA)**

**Disapplying aspects of the national curriculum**

Guidance explaining when and how to disapply aspects of the national curriculum to meet pupils' particular needs.

**Exam regulation and administration**

Requirements, complaints, apply to be regulated, Ofqual guidance and reports.
Autism Spectrum

Incredible 5 Point Scale (Mitzi Curtis and Kari Dunn-Buron)

Ways of assessing children on the spectrum outside of NC/EYFS:
Caroline Smith’s VIP Play Skills Profile

Autism Education Trust’s Schools Autism Progression Framework

‘The Explosive Child’ and website, Ross Greene

Information on girls and autism

Info on social stories and comic strip conversations

Girls and Autism – Flying under the radar

A Box of Ideas – lots of practical tips on executive functioning for all ages

Information from Carol Gray on Social Stories

Useful books

- Lego®-Based therapy by Daniel B. LeGoff
- Time to Talk – Alison Schroeder
- Can I Tell You About Autism & Aspergers, Jude Welton
- Talkabout books, Alex Kelly
If a child/young person has difficulties with an aspect of their learning it is important to develop a clear picture of their individual strengths and weaknesses and implement interventions that meet these needs. Some of the websites below have useful resources and ideas that can be accessed irrespective of any ‘diagnosis’ or identification. If, as a school SENCO, you require additional support to understand an individual’s learning profile please contact the Educational Psychology or Cognition and Learning team on 03000 263 333.

**Nessy Learning Programme**

**Speechmark**
- Provides a collection of purchasable resources and books designed for educational professionals.

**Smartkids**
- Contains a range of purchasable teaching & learning materials
- appropriate for children & young people of all abilities and ages.

**www.ldonline.org**
- American site for teachers, parents and pupils.
- Down-loadable articles and tips for teachers.
- Free newsletter.
- Easy to navigate.
- Can be read by text reading software.

**www.bdadyslexia.org.uk**
- Contains a wealth of information on all aspects of dyslexia.
- Information sheets (e.g. on useful resources) can be downloaded and/or printed out.
- Colours and fonts can be changed for easier reading.
- A text reader is available.
- The website is regularly updated.
**www.iamdyslexic.com**

Designed and ran by Simon, a dyslexic pupil.

- Child and adult friendly – easy to navigate.
- Useful tips for pupils, teachers and parents.
- Resources made by Simon can be purchased on-line.
- Links to other websites.
- Interactive message board and "kid zone" for quizzes (regularly updated).

**www.dyslexia.com**

- Support forum for parents.
- Links to other sites.
- Updates of new research

**www.dyspraxiafoundation.org.uk**

- Advice and information on all aspects of dyspraxia
- Links to local support groups
- Online advice centre
- Newsletter
- Links to other sites

**www.dyscalculia.org.uk**

- Information related to dyscalculia
- Links to support resources
- Links to other sites

**www.nha-handwriting.org.uk**

- Guidance for teachers, students, therapists and parents
- Wealth of handwriting resources and information
- Provides information related to courses and events
- Links to other sites

**http://eyecanlearn.com**

- contains eye exercises to develop visual processing skills.
Information and free downloadable resources related to various aspects of SEN

www.cricksoft.com
- Reading & writing software for all abilities
- Clicker 7 (primary aged pupils)
- DocsPlus (secondary aged pupils and older).

www.widgit.com
- Use InPrint 3 software to create symbolised resources & materials for children of all ages and abilities.

Durham SEND and Inclusion App Resource
www.countydurhamfamilies.info/sendapp
- Interactive PDF created by professionals from the SEND & Inclusion Service in Durham
- contains a range of apps which may be beneficial for children & young people with SEND
- designed as a useful starting point to signpost parents, school staff and professionals to appropriate apps.

The Communication Trust
Is a coalition of over 50 not-for-profit organisations. Working together we support everyone who works with children and young people in England to support their speech, language and communication.
SEBDA
Is a charitable organisation which exists to promote excellence in services for children and young people who have social, emotional and behavioural difficulties.

http://www.thrivingfutures.co.uk

http://sheu.org.uk/sheux/EH/eh364rs.pdf

https://www.minded.org.uk

https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/
Visual & Hearing Impairment

**Blind Children UK**

**National Deaf Children's Society**

**Royal National Institute of Blind People (RNIB)**

**Royal Blind Society**

[https://www.blacksheeppress.co.uk/](https://www.blacksheeppress.co.uk/)
(Black Sheep Press – language development)

[https://www.winslowresources.com/literacy-language.html](https://www.winslowresources.com/literacy-language.html)
(Winslow Press Literacy Language Resources)

[https://www.routledge.com/collections/11164](https://www.routledge.com/collections/11164)
(Speech Marks - language development resources)

[https://www.smartkids.co.uk/collections/language-development](https://www.smartkids.co.uk/collections/language-development)
(Smart Kids - language development resources)

[https://www.superduperinc.com/](https://www.superduperinc.com/)
(An American Company - many language development resources which can be bought through through UK companies)

[http://www.easylearn.co.uk/](http://www.easylearn.co.uk/)
(Easy Learn -(Language development resources))
https://www.natsip.org.uk/
(National Sensory Impairment Partnership – a site for information for all teaching hearing and visually impaired pupils)

(awarding body for British Sign Language Examinations)

https://www.earfoundation.org.uk/
The Ear Foundation - bridging the gap between clinic-based services, where today's exciting hearing technologies, such as cochlear implants & bone conducting hearing implants are fitted, and home, school and work where they are used in daily life.
VI & HI large print/braille, tactile and audio books

RNIB

https://www.rnib.org.uk/dk-braille-books

https://www.rnibbookshare.org/cms/
An online collection of downloadable learning resources for anyone who has trouble reading print

www.access2books.org sell children’s books in giant print and braille with adapted print images

http://readingsight.org.uk/accessible_libraries/ a wealth of information about reading for people with a visual impairment

https://www.livingpaintings.org/?gclid=EAAlQobChMl8cas_6ea3wlVi-F3Ch1uFgDgEAAYASAAEgL4A_D_BwE

http://www.clearvisionproject.org/
http://www.clearvisionproject.org/MakeTactile/index.html

www.tactilebooks.org further information on tactile books and their creation

www.bagbooks.org produce multisensory stories for people with severe learning difficulties or profound and multiple learning disabilities

www.calibre.org.uk run a library of audiobooks for anyone who cannot read print, including a special selection for children/young people.

https://www.audible.co.uk/
Apps for reading books such as the Kindle app
Auxiliary Aids

Requirement to provide auxiliary aids

Currently within County Durham there is a review into the provision of aids and adaptations in schools and settings with the aim of having one common approach to the identification and provision of auxiliary aids. Whilst this review is on-going, the following information should be used in the interim.

Some children and young people with special educational needs and disabilities (SEND) will require auxiliary aids and services in order to attend school, access the curriculum, make progress and achieve their full potential.

Auxiliary aids and services refer to anything that provides additional support or assistance to a disabled pupil, such as a piece of equipment or support from a member of staff. Some children who require these aids may have an EHCP and the auxiliary aid and/or service that is required to meet their needs will be shown on their plan. However, not all children who require auxiliary aids will have an EHCP.

Although there is no legal definition of what constitutes an auxiliary aid or service, the English Oxford Living Dictionary’s definition (2018) is a useful starting point and defines auxiliary as “providing supplementary or additional help and support.”

Many children and young people with SEND will have their needs met by their Early Years provider, school or college through good classroom practice and, in some cases, by making reasonable adjustments, for example by providing:

- routine curriculum resources including writing frames, word banks, writing mats, visual timetables, cue cards, alphabet cards/strips, practical equipment etc.
- coloured overlays to relieve visual stress when reading,
- alternative pens or pencils,
- access to appropriate assistive technology solutions including software and hardware,
- height adjustable desks and postural supportive seating which promotes correct functional positions and ease of access to activities,
- appropriate levels of adult support.

Schools are legally required to make reasonable adjustments for a child or young person with a disability. A summary of this duty is:
• Where something a school does, places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.

• Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Getting the right equipment in place in a timely manner is important to help a child or young person’s learning, development, confidence and promote independence and self-help skills. The SEND & Inclusion Service and Children’s Speech and Language Therapy Service have a number of specialist staff who can provide guidance and support regarding the provision of such aids and adaptations.

In County Durham there are currently five pathways for support and advice, dependent on the child’s or young person’s main area of difficulty and/or their age. Please contact the appropriate team outlined below for further information.

**Early Years Team Pathway**

This pathway is for children aged 0-5 years with complex needs who:

• access early education entitlement and/or childcare and have a special educational need or disability and have a SEND support plan or EHCP.

The Early Years Team aim to improve the outcomes for young children with SEND by:

• increasing the confidence, knowledge and skills of everyone working with the child in order to remove barriers to learning,

• helping to identify ways of supporting children and their families within their communities,

• promoting best practice within Early Years settings,

• working with partners in education, health and care services

Early Years Team advisors offer support and advice to settings in Durham in all areas of early years, childcare and education.

**For more information contact:**

Early Years Development Team
Durham County Council
County Hall
DH1 5UJ
Telephone: 03000 268 921
Email: earlyyearssend@durham.gov.uk
**Assistive Technology Pathway**

This pathway is specifically for children and young people who are of school age (Reception – Year 11). For children aged 0-5 years, please use the Early Years Pathway. For young people aged 16-25 years, please use the Improving Progression Pathway.

Assistive Technology is an umbrella term used to describe technological aids and adaptations to support individuals with a disability. Assistive Technology can help children and young who have difficulty speaking, reading, writing, remembering, seeing, hearing, learning and moving. Different disabilities require different assistive technologies.

The Cognition & Learning Team has a specialist Advisory Inclusion Teacher (AIT) for Assistive Technology who can offer assessment, advice and support regarding appropriate aids and adaptations for children and young people with **physical difficulties and/or learning difficulties** to support their learning and access to the curriculum.

Following discussions with parents/carers and the child or young person (if appropriate), schools can request Assistive Technology input by completing Package 1 of the Cognition & Learning Team Referral Form available from [www.countydurhamfamilies.info/cognitionandlearning](http://www.countydurhamfamilies.info/cognitionandlearning)

The Cognition & Learning Team operate a small library of assistive technology aids to be loaned to schools on a short-term basis for trial and evaluation. Examples of equipment available for short-term loan include:

- Laptops
- Touchscreen devices and tablets
- Eyegaze device
- Alternative keyboards e.g. Big Keys, Kid Glove
- Alternative mouse device e.g. rollerball, joystick
- Switches
- Switch interfaces
- Specialist software to access the curriculum, enhance learning and support the recording of written work.

**For more information contact:**
Julie Brown, Advisory Inclusion Teacher for Assistive Technology
Cognition & Learning Team
Education Development Centre
Enterprise Way
DL16 6YP
Telephone: 03000 263 333
Email: Cognitionandlearning@durham.gov.uk
Augmentative and Alternative Communication (AAC) Pathway

This pathway is for all children and young people aged 0-25 years who live in County Durham or are registered with a County Durham GP, and have a recognised speech and language difficulty that requires an assessment to determine the need for equipment to support or replace their spoken communication.

The term Augmentative and Alternative Communication (AAC) covers a wide range of techniques that support or replace spoken communication. AAC techniques use a person’s abilities, whatever they are, to compensate for their difficulties with speech and to make communication as quick, simple and effective as possible when speech is impaired. The techniques include; eye pointing, signing, symbol communication boards and books, as well as powered and computerised devices such as voice output communication aids (VOCAs).

The Children’s Speech and Language Therapy Service have an open referral system, this means that:

- parents/carers can refer their child without going through their school, GP or any other service
- young people can refer themselves, if they are able to make that decision for themselves
- any professional can make a referral as long as they have consent from parents/carers, or the young person themselves (if appropriate).

Referral forms are available from the Children’s Speech & Language Therapy Service website [www.nth.nhs.uk/services/speech-language-therapy/children/](http://www.nth.nhs.uk/services/speech-language-therapy/children/)

For more information contact:

Children’s Speech and Language Therapy
Out of Hospital Care Services
University Hospital of Hartlepool
Holdforth Road
Hartlepool
TS24 9AH
Tel: 01429 522 717
Fax: 01429 522 722
Email: nth-tr.sltadmin@nhs.net
**Occupational Therapist for SEND & Inclusion Pathway**

This pathway is for children and young people age 0 - 25 years who live in County Durham, attend an educational setting and have a physical disability, medical need or functional difficulty.

Some children and young people with medical and physical needs may also require specialist aids and equipment for manual handling, mobility, seating, toileting and to access to buildings. They may also require equipment and aids identified as part of a therapy or rehabilitation programme to strengthen and maintain physical abilities, such as standers, walkers, etc.

The SEND & Inclusion Service has an Occupational Therapist (OT) who can offer assessment, advice and support regarding appropriate aids and adaptations for children and young people with physical disabilities or medical needs. Referrals can be made directly to the OT for SEND & Inclusion via email and/or phone call.

**For more information contact:**

Gurby Sandhu, Occupational Therapist for SEND & Inclusion
Education Development Centre
Enterprise Way
Durham
DL16 6YP
Telephone: 03000 263 333

**Sensory Team Pathway (Visually and Hearing Impaired)**

This pathway is specifically for children and young people who:

- have a medical diagnosis of a visual and/or hearing impairment
- are known to the Sensory Team (0-25 years)*
- are identified as having a moderate, severe or profound impairment following an assessment of their needs
- live in County Durham or attend a school, academy or college in County Durham.

* meet the Statutory requirement/ NatSIP eligibility criteria for involvement from the Sensory Team.

The Sensory team comprises of a mix of professionals with additional expertise in working with children and young people with hearing and visual impairment. All teachers have the mandatory qualification for teachers of children with sensory impairment. Other members of staff include a specialist speech therapist, habilitation specialist, communication support workers, deaf worker, social worker and specialist support staff. The Sensory team can offer advice and support regarding appropriate aids and adaptations for children and young people with a visual impairment and/or hearing impairment. Individual needs are discussed with children and young people, parents/carers and schools.
HI Equipment- Radio Aids

These are currently provided and maintained by the service following assessment of the child’s need.

VI Equipment

Following assessment the VI team will recommend particular pieces of appropriate equipment. They operate a small library of these assistive technology aids to be loaned to schools on a short term basis for trial and evaluation for example, electronic magnifiers, CCTV, screen readers etc.

For more information contact:
The Sensory Team
C/O Belmont C of E Primary School
Buckinghamshire Road
Durham
DH1 2QP
Telephone: 03000 264 530
Email: CYPSSensoryTeam@durham.gov.uk
For parents/carers and young people

**County Durham Families Information Service**
Gives information about what’s on offer in the local area for all children and young people, including those with special educational needs and/or disabilities

**Young Minds**
Young Minds is the UK’s leading charity committed to improving the emotional wellbeing and mental health of children and young people.

**Erase Abuse**
Website can be used for signposting if the young person lives in County Durham and Darlington and they want to find out more information about sexual exploitation.

**Talking Point**
Talking Point give parents and carers the information they need about communication and how to help their children develop these skills.

**Making Changes Together**
Making Changes Together Durham is for parents and carers of children with disabilities or additional needs

**SENDIASS**
Durham SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.

**Contact** (Previously known as ‘Contact a Family’)
Supports families with the best possible guidance and information.

**MindEd**
Is a new website hoping to transform mental health support for relatives in difficulty and crisis.
The National Autistic Society
We provide information, support and pioneering services, and campaign for a better world for autistic people.

The Charlie Waller Memorial Trust
- Equip young people to look after their mental well being
- Help people to recognise the signs of depression in themselves and others so they know when to seek help
- Ensure expert and evidence-based help is available when people need it
Glossary of useful terminology

**Academy**
An academy is a mainstream school which receives funding directly from the Government and is independent of direct control by the Local Authority.

**Access Arrangements**
Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQJCIC awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

For further information on:

- **KS2 access arrangements** - [https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements](https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

**Advises**
A set of reports written by professionals and parents, which assist the Local Authority when making a decision whether or not to issue a proposed statement.

**Age Weighted Pupil Unit (AWPU)**
The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one Local Authority to another and according to the age of the pupils. For primary age pupils the minimum is £2000 per year. For pupils in Key Stages 3 and 4 the minimum is £3000 per year.

**Annual Review**
Under the Children and Families Act 2014 local authorities must carry out a review of every EHC plan at least once every 12 months.

**Appeal**
Parents can appeal to the independent S.E.N.D.I.S.T Tribunal if they cannot reach agreement with the L.A. over decisions on their child’s special educational needs.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A.S.C/D.</td>
<td>Autistic Spectrum Condition/Disorder.</td>
</tr>
<tr>
<td>Baseline Assessment</td>
<td>An assessment carried out shortly after a child starts primary school to see what s/he can do so teachers can plan for his/her learning needs.</td>
</tr>
<tr>
<td>B.S.P.</td>
<td>Behaviour support plan.</td>
</tr>
<tr>
<td>C.A.M.H.S</td>
<td>The Child and Adolescent Mental Health Service provide support to those young people who are experiencing mental health difficulties.</td>
</tr>
<tr>
<td>Centile</td>
<td>The division of information into 100 groups. For example, a score at the 5th centile means that, on average, only 5 children out of every 100 could be expected to score lower (and 95 would score higher).</td>
</tr>
<tr>
<td>Child in Need</td>
<td>Defined under Section 10 of the Children Act 1989 as a child who is “unlikely to achieve or maintain … a reasonable standard of health and development, without the provision of services by a Local Authority… “Or who is “disabled”. Every authority has a general duty to safeguard and promote the welfare of children in their area who are in need.</td>
</tr>
<tr>
<td>Children and Families Act 2014</td>
<td>This law came into force on 1st September 2014. Part 3 of the Act sets out the new law on special educational needs and disability. The Act is supported by the SEND Regulations 2014 and the SEND Code of Practice 0-25 years. You can download a copy of the Act at <a href="http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted">http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted</a></td>
</tr>
<tr>
<td>Children’s Network</td>
<td>A confidential database of disabled children in Durham to provide an information service for parents and to help planning of services.</td>
</tr>
<tr>
<td>Chronological age</td>
<td>The time in years since birth (i.e. life age).</td>
</tr>
<tr>
<td>Clinical Commissioning Group (CCG)</td>
<td>CCGs are groups of professionals that work together to commission health services, ensuring there is sufficient capacity contracted to deliver the necessary services to people.</td>
</tr>
<tr>
<td>Clinical Psychologist</td>
<td>Health specialist trained in the treatment of emotional and behavioural problems.</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>Development of a child’s ability to understand and to explain relationships; usually the same as intellectual growth.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding of written or spoken material or practical instructions.</td>
</tr>
<tr>
<td>Conciliation</td>
<td>Conciliation involves a third party to help people negotiate with each other. The conciliator offers advice and possible solutions to problems.</td>
</tr>
<tr>
<td>CSE</td>
<td>Child Sexual Exploitation</td>
</tr>
<tr>
<td>Curriculum</td>
<td>All the courses and learning opportunities a school offers or a course of study being followed by a child.</td>
</tr>
<tr>
<td>CVI</td>
<td>Cerebral Visual Impairment</td>
</tr>
<tr>
<td>Developmental delay</td>
<td>A delay in reaching the normal stages of development.</td>
</tr>
<tr>
<td>DfE</td>
<td>Department for Education.</td>
</tr>
<tr>
<td>Differentiation</td>
<td>The way in which the school's curriculum and teaching methods are adapted to meet the needs of children.</td>
</tr>
<tr>
<td>Direct payment</td>
<td>A payment made directly to a parent or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a Personal Budget so that the parent or young person can buy certain services that are specified in their EHC plan. Direct payments can only be used for provision provided on the school or college premises if the school or college agree.</td>
</tr>
<tr>
<td>Disapplication</td>
<td>The lifting or varying of the requirements of the National Curriculum to meet the needs of the pupil.</td>
</tr>
<tr>
<td>Designated Medical Officer (D.M.O)</td>
<td>The Designated Medical Officer and Designated Clinical Officer both play a key part in implementing the SEND reforms and in supporting joined up working between health services and local authorities.</td>
</tr>
</tbody>
</table>
Designated Clinical Officer (D.C.O.)

Early Education Settings

Education Act 1996

Part IV of the Education Act 1996 was the legal framework for SEN. Part 3 of the Children and Families Act 2014 now replaces this legislation. However there is a transition period until 2018. This means, for example, that Statements of Special Educational Need that were in place before 1st September 2014 will continue to have legal force until the child or young person transfers to an EHC plan.

Education Funding Agency (EFA)

The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.

The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.

Education Health and Care plan (EHC plan)

An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the Local Authority and is used for children and young people who have high support needs.

Education Health Care (EHC) Needs Assessment

Local authorities must carry out an EHC needs assessment if a child or young person may need an EHC plan. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn.

It is sometimes called a statutory assessment.

You can find out more in the SEND Code of Practice: 0 to 25 years, sections 9.45 – 9.52.

Educational Psychologist (E.P.)

An Educational Psychologist (sometimes known as ‘Ed Psych’) is asked to help when a child is finding it difficult to learn at school. S/he may do tests to decide what the problem is.

E.H.E.

Elective Home Education
| **E.M.P.** | Enhanced Mainstream Provision - caters for children with specific needs or disabilities and is part of a mainstream school. A statement or EHC plan is not required to access this provision. |
| **E.P.S.** | Educational Psychology Service. |
| **Exclusion** | A child who is excluded from school is not allowed to go to school from the time the exclusion is made. Exclusion can be for a fixed time or permanent. A child cannot be excluded simply because they have a special educational need. |
| **Expressive language** | How a child or young person expresses ideas, thoughts, and feelings through speech. |
| **F.E.** | Further Education. |
| **Fine Motor Skills** | Complex movements of hands and fingers which require practice to accomplish (e.g., fastening buttons, holding pencils, etc.). |
| **First Tier Tribunal (SEN and disability)** | The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans. You can find out more at [https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability](https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability) |
| **G.C.S.E.** | General Certificate of Secondary Education. |
| **Global Delay** | A general delay in acquiring normal developmental milestones. |
| **Governors** | A school’s governing body oversees the workings of the school. It includes a Parent governor and a S.E.N.D. governor. |
| **Graduated approach** | The SEND Code of Practice: 0 to 25 years says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:  
- Assess  
- Plan  
- Do  
- Review  
You can find out more about the graduated approach in the SEND Code of Practice: 0 to 25 years sections 6.44 to 6.56,
or in this toolkit.

<table>
<thead>
<tr>
<th><strong>Gross Motor Skills</strong></th>
<th>Skills which involve large muscle activity (e.g. rolling, walking, crawling, jumping, running).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSB</strong></td>
<td>Harmful Sexual Behaviour</td>
</tr>
<tr>
<td><strong>H.I.</strong></td>
<td>Hearing Impaired</td>
</tr>
<tr>
<td><strong>H.M.I.</strong></td>
<td>Her Majesty’s Inspectorate of Schools.</td>
</tr>
<tr>
<td><strong>Hyperactivity</strong></td>
<td>Difficulty in concentrating and keeping still for any length of time. Restless, fidgety behavior a child could also have sleeping difficulties.</td>
</tr>
<tr>
<td><strong>I.B.P.</strong></td>
<td>Individual Behaviour Plan.</td>
</tr>
<tr>
<td><strong>I.H.P.</strong></td>
<td>Individual Healthcare Plan. This sets out what sort of health care and support a child needs to participate in school life. For eg: what medicines school can administer, and what to do in a medical emergency. If a child has a SEN Support plan or EHC plan then all plans should be amalgamated where possible.</td>
</tr>
<tr>
<td><strong>Inclusion</strong></td>
<td>A process by which schools, local authorities and others develop their cultures, policies and practices to include all pupils.</td>
</tr>
<tr>
<td><strong>Independent school</strong></td>
<td>A school which is funded independently of local or central government.</td>
</tr>
<tr>
<td><strong>Independent supporter</strong></td>
<td>A person recruited by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the Local Authority and will receive training, including legal training, to enable him or her to provide this support.</td>
</tr>
<tr>
<td><strong>Information Technology (I.T.)</strong></td>
<td>Refers to the whole area of computers both portable and desktop.</td>
</tr>
<tr>
<td><strong>I.Q.</strong></td>
<td>Intelligence Quotient - a measure of intellectual ability, where a score of 100 indicates average.</td>
</tr>
<tr>
<td><strong>Key stages</strong></td>
<td>The National Curriculum uses the term key stages to describe the age band in which the child falls. Early Years Foundation Stage (EYFS) is Nursery and Reception classes, Key stage 1 is infant, key stage 2 is junior, key stage 3 is 11-14 years, key stage 4 is 14-16 and key stage 5 is 16+.</td>
</tr>
<tr>
<td><strong>Keyworker</strong></td>
<td>Someone who provides children, young people and parents with a single point of contact to help make sure the support they receive is co-ordinated. A keyworker could be provided directly by a Local Authority or local health organisation, a school or college, or from a voluntary or private sector body.</td>
</tr>
<tr>
<td><strong>Learning difficulty</strong></td>
<td>If a child has a learning difficulty s/he finds it much harder to learn than most children of the same age do.</td>
</tr>
<tr>
<td><strong>Local Authority/Authorities (LA)</strong></td>
<td>Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities. For more information about local government, see <a href="https://www.gov.uk/understand-how-your-council-works">https://www.gov.uk/understand-how-your-council-works</a></td>
</tr>
<tr>
<td><strong>Local Offer</strong></td>
<td>The Local Offer, published by every Local Authority, tells you what support is available for children and young people with special educational needs and/or disabilities, and their families. It includes information about education, health and care provision. It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.</td>
</tr>
<tr>
<td><strong>Looked After Child</strong></td>
<td>A child who is ‘cared for’ by the Local Authority, either in a long-term placement or for short periods.</td>
</tr>
<tr>
<td><strong>L.S.A.</strong></td>
<td>Learning Support Assistant. A non-teaching member of staff who helps to meet the educational needs of children.</td>
</tr>
<tr>
<td><strong>Mainstream school</strong></td>
<td>This is a school that provides education for all children, whether or not they have special educational needs or disabilities.</td>
</tr>
<tr>
<td><strong>Maintained school</strong></td>
<td>A school funded by the L.A.</td>
</tr>
<tr>
<td><strong>Makaton</strong></td>
<td>A language program designed to provide a means of communication to children and young people who cannot communicate by speaking.</td>
</tr>
<tr>
<td><strong>Mediation</strong></td>
<td>Mediation is a type of disagreement resolution. Every Local Authority must provide independent mediation to help parents...</td>
</tr>
</tbody>
</table>
and young people resolve disputes with local authorities about:

- a decision not to carry out an EHC needs assessment
- a decision not to draw up an EHC plan
- the content of a final EHC plan or amended plan
- a decision not to amend an EHC plan
- a decision to cease to maintain an EHC plan.

Mediation must also be provided on the health and social care elements of an EHC plan.

You can find more information on mediation in the SEND Code of Practice: 0 to 25 years 11.13 to 11.38.

**Mediation advice**

The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.

However it is not necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of provision specified in the plan or the fact that no school or other institution is named.

You can find more information on mediation advice in the SEND Code of Practice: 0 to 25 years 11.21 to 11.25.

**M.L.D.**

Moderate Learning Difficulties

**Multi-disciplinary**

A team drawn from more than one profession e.g. health, education, social services.

**Must**

The SEND Code of Practice: 0 to 25 years says in Section i of the Introduction:

...where the text uses the word ‘must’ it refers to a statutory requirement under primary legislation, regulations or case law.

This means that wherever the term 'must' is used all the organisations listed in Section iv of the Introduction to the Code have a legal duty to do what the Code says.

**My story**

A document completed by the child, young person or family to tell the story of needs, support and aspirations from their own perspective.

**National Curriculum**

Subjects which must be studied in all schools.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-maintained special school</td>
<td>A non-profit making special school, approved by the Secretary of State, usually run by a charity.</td>
</tr>
<tr>
<td>O.T.</td>
<td>Occupational Therapy/Therapist.</td>
</tr>
<tr>
<td>OFSTED</td>
<td>Office for Standards in Education – a government department responsible for the inspection of all schools.</td>
</tr>
<tr>
<td>Outcome</td>
<td>Section 9.66 of the SEND Code of Practice: 0 to 25 years says: An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.</td>
</tr>
<tr>
<td>Paediatrician</td>
<td>Special children’s doctor.</td>
</tr>
<tr>
<td>Parent Carer Forum</td>
<td>A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. They have been established in most Local Authority areas. For more information please visit: <a href="http://www.cafamily.org.uk/pcp/resources">http://www.cafamily.org.uk/pcp/resources</a> or <a href="http://www.nnpcf.org.uk/">http://www.nnpcf.org.uk/</a></td>
</tr>
<tr>
<td>Pastoral support team</td>
<td>In secondary schools includes form tutors, heads of year and senior teachers. Often the first point of contact for parents.</td>
</tr>
<tr>
<td>PECS</td>
<td>The Picture Exchange Communication System, also known as PECS, is a form of alternative and augmentative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can’t talk or write can be taught to communicate using pictures</td>
</tr>
<tr>
<td>Personal budget</td>
<td>A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from</td>
</tr>
</tbody>
</table>
Education, Health and Social Care.

Parents of children with an EHC plan and young people with an EHC plan can choose whether or not they wish to have a Personal Budget.

**P.D.** Physical disability/difficulty.

**P.I.V.A.T.S** Performance Indicators for Value Added Target Setting.

**P.M.L.D.** Profound and Multiple Learning Difficulties.

**Portage** A home visiting service which offers support, help and advice to families with a child under 5 who has special needs.

**Provision** The special support and extra help that children with S.E.N. receive in school to meet their needs.

**P.R.U.** A Pupil Referral Unit is a centre that can provide part-time or full-time support for children who are currently not attending school or who need additional help with their behaviour or learning.

**Psychiatrist** A qualified doctor who specialises in mental health.

**Psychologist** See Educational Psychologist.

**Psychometric tests** Used to assess the child’s ability and attainment levels.

**P.T.A.** Parent Teacher (and Friends) Association.

**QTVI** Qualified Teacher of the Visually Impaired

**QHS** Qualified Habilitation Specialist

**R.A.R.P.A.** Recognising and Recording Progress and Achievement. This is staged process comprising of 5 elements:

- Aims appropriate to an individual learner or groups of learners
- Initial assessment to establish the learner’s starting point
- Identification of appropriately challenging learning objectives
• Recognition and recording of progress and achievement during programme (formative assessment)
• End of programme learner self-assessment; tutor summative assessment; review of overall progress and achievement.

Reasonable adjustments
Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment). Equality Act 2010 has more information.

Re-assessment
Your child can have another assessment if the L.A. decides it is necessary.

Receptive language
The ability to understand what is being said.

Residential school
A school where pupils live during the school term.

Review
Your child’s statement/EHC must be reviewed at least three times a year to check on his/her progress.

S.A.T.s
Standard Assessment Tests which check children’s progress.

Schools forum
Every Local Authority has a Schools Forum. It made up of representatives from schools and academies, and some representation from other bodies, such as nursery and 14-19 education providers.

The role of the Schools Forum includes looking at the local formula used to fund schools and SEN provision.

S.E.N.
Special Educational Needs. All children who need special help will be described as ‘children with special educational needs.’ One in five children may have some sort of learning difficulty during their school life.

S.E.N.D.I.S.T. S.E.N. and Disability Tribunal.

SEMH Social, Emotional and Mental Health Difficulties
All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.

The information that has to be included can be found in Section 6.79 of the SEND Code of Practice: 0 to 25 years.

SEN support includes any help for children and young people with SEN that is additional to or different from the support generally made for other children of the same age.

The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents in this process.

SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.

This is the statutory guidance that supports Part 3 of the Children and Families Act 2014.

It tells local authorities, early years’ settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.


You can download a shorter version for parents at https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Durham’s SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.

See Early Education Settings.

Should is a word that occurs frequently in the SEND Code of Practice: 0 to 25 years.

Section i of the Introduction to the Code says:

… where the text uses the word ‘should’ it means that the guidance contained in this Code must be considered and that those who must have regard to it will be expected to explain any departure from it.

This means that wherever the term ‘should is used all the
organisations listed in Section iv of the Introduction to the Code must consider what the Code says. However they may depart from it.

**Signposting**

Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly.

When this happens the person seeking information, advice or support may signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.

**SLCN**

Speech, Language and Communication Need

**S.L.D.**

Severe Learning Difficulties.

**Special Educational Needs Co-ordinator (SENCO)**

A SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

Early years settings that are part of group provision arrangements are expected to identify an individual to perform the role of SENCO.

**Special educational provision**

The special help given to children with SEN.

**Special schools**

These are schools that specialise in working with children with particular disabilities.

**Specialist advisory teachers**

These are qualified teachers who have specialist training, qualifications and/or experience in a specialist area of SEN. They work alongside other specialists within the SEND & Inclusion team.

**Specific Learning Difficulty (Sp.L.D)**

A child has a Specific Learning Difficulty if s/he has a specific problem in one or more areas of the curriculum: for e.g.: working memory, reading, writing, spelling.

**Speech therapist**

Specialist in diagnosing and treating speech and language disorders who works in schools, hospitals and clinics.

**Speech therapy**

The diagnosis and treatment of speech and language disorders. Children are normally referred for speech therapy by a doctor.
| **Tribunal** | An independent body that hears appeals against decisions made by the L.A. |
| **V.I.** | Visually Impaired. |
| **Voluntary organisations** | Non-profit making organisations which often involve volunteers as well as paid staff. They range from large national to small local organisations and usually aim to help specific groups of people in society. |
| **Work experience** | A system which allows students approaching the end of their secondary education the opportunity to take part in work placements. |