

# SENCO Handbook



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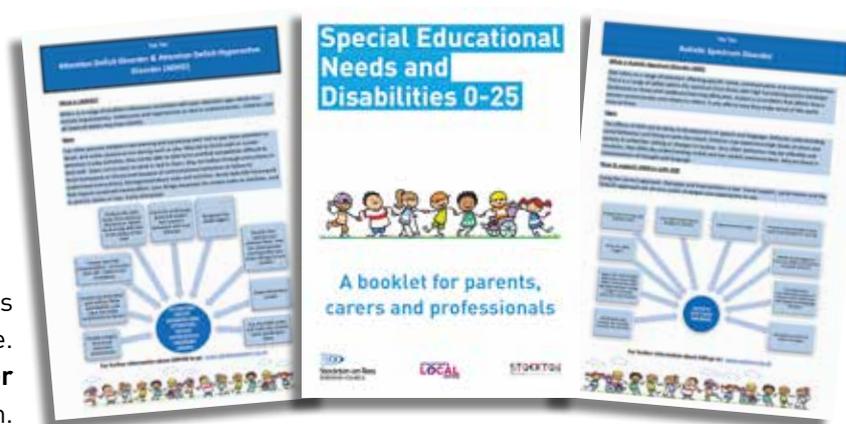
## APPENDIX

SEN and Engagement Team: Roles and contacts

SEN Descriptors: the four areas of need

There are a number of helpful documents available on Stockton's Local Offer website.

Visit [www.stockton.gov.uk/localoffer](http://www.stockton.gov.uk/localoffer) for more information.



## About this handbook

This handbook for SENCOs has been compiled by Stockton's SEN and Engagement Team to provide consistent information on support for children with special educational needs and disabilities (SEND) in Stockton-on-Tees.

The handbook references the SEN Code of Practice (where the Code of Practice is directly quoted this is shown in blue text) but aims to provide a more detailed description of the way that the SEND reforms have been implemented in Stockton-on-Tees, so that SENCOs understand in detail how things are done.

Whilst very effort has been made to provide accurate information, we acknowledge that we will need to update and amend the content over time. If you have any suggestions or queries, please submit this via the feedback page on the Local Offer (contact us section).

Additional copies of the SENCO handbook can be downloaded from the SENCO area on the Local Offer.

# 1. Supporting Children and Young People with SEN

## Overview and context

On 1 September 2014 the Children and Families Act 2014 came into effect, which sets in stone the biggest changes to the laws governing special educational needs and disabilities for 30 years. These reforms are intended to create a real change in the way professionals work with families and young people. By placing the child or young person at the centre, the aim is to create equal partnerships between the families of children, young people and the statutory services.

The act intends to give families more choice and to put in place user-friendly services for children and young people with SEND from birth to 25. These changes focus on the children and young people's needs and ambitions.

The education, health and care plan (EHCP) replaces the system of statements of SEN. The EHCPs will support children and young people between ages 0 to 25 (statements ran from 0 to 19 years). As the name suggests, an EHCP will cover not only a child or young person's educational needs, but their health and social care needs as well. There is a single assessment process, which aims to provide a coordinated approach across education, health and social care. This process will take 20 weeks. The intention is to enable young people, children and their families to only have to 'tell their story' once. Children, young people and their families will be involved throughout the assessment process. These reforms are about an equal partnership between children, young people, their families and the professionals involved.

From September 2014, Local Authorities took on responsibility for jointly commissioning services for all children and young people with special educational needs or disabilities, both with and without EHCPs. Local authorities, NHS England and their partner Clinical Commissioning Groups (CCGs) must make arrangements for agreeing the education, health and social care provision. This includes agreeing personal budgets.

Support for children and young people with SEN can be broken down as:

Early Years  
Support

SEN Support

EHCP/Statutory  
Support

Annual and  
Interim Reviews

## Children and young people with SEN

Most children and young people with identified special educational needs will be supported in their nursery, school or post-16 educational establishments with a **SEN support plan**. It is the responsibility of the school to put this in place and in chapter 3 in this handbook SEN support is explained in detail.

Schools receive additional funding to support children and young people with SEN (notional SEN budget), up to a certain limit. They may use this money to provide additional teaching support, to involve other professionals with specialist skills, such as educational psychologists and speech and language therapists or they may buy specialist equipment to support the child. Children receiving SEN support are regularly reviewed within the school at least three times per year (involving other professionals if necessary) and their support is fine-tuned based on

how they are progressing. It is worth noting that many children and young people need a short-term intervention at some point in their school lives. This is normal and is an example of good teaching practice in differentiating to meet children's needs. It is not necessarily the beginning of SEN support or an EHCP. This is **Quality First Teaching**.

Any child or young person with SEN should be reviewed regularly to ensure that the support that they are receiving is helping them as planned. SEN support plans should be reviewed termly by the school.

A child or young person with an EHCP **must** have a **review** meeting annually. The parents and child or young person must be included in the review process.

For some children and young people with more complex needs, SEN support does not provide them with sufficient provision to be able to progress as expected. In this case, where the child or young person's needs may be over and above the resources that a school may be reasonably expected to provide, the school, health or social care professionals or the family (or the young person over 16) should request a statutory assessment. Once the statutory assessment has been completed this information is used to decide whether an EHCP is needed ie. does the Local Authority need to determine provision or can this be delivered without one? This is a statutory process, which will collate advice from professionals and information from parents. It is worth noting that agreeing to assess does not always result in an EHCP. The EHCP is an integrated plan for the provision of services and support that will help the child or young person progress towards defined outcomes. The arrangements should integrate across education, health and social care services (although not all children will require support from health or social care). To have an EHCP, a child or young person must have special **educational** needs. They are not intended for children with complex health issues that do not impact on education. This would be a medical care plan.

For young children where special educational needs are identified very young (for example children born with a disability or who are diagnosed with a disability when they are still toddlers) there is additional **Early Years** support available from health care professionals and through the portage service within education. An EHCP is not required to access this.

There are lots of additional services accessible without the need for an EHCP (details of which are available on the Local Offer).

In Stockton all former SEN Statements have now transferred to EHCPs.

### **Definition of special educational needs:**

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

#### **Children and young people have a learning difficulty or disability if they:**

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

- are under compulsory school age and fall within one of the definitions above or would do so if special educational provision was not made for them.

Children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Special educational provision means:**

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

In addition, the SEND Code of Practice sets out four broad areas of need and support, which may be helpful when reviewing and managing special educational provision. **These are:**

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties; and
- Sensory and/or Physical.

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

## **The Local Offer**

### **What is the Local Offer?**

The Local Offer enables families, children and young people with special educational needs and disabilities to see clearly, from a single and regularly updated source, the services and support available in the Local Offer to children and young people. It also gives a description, contact details and how to access them. The Local Offer includes services from birth to 25, across education, health and social care.

It describes state-funded, charitable and private services, and includes services outside the local area (such as schools) that are used by local families. All this information is gathered together and made easy to find within the Local Offer. **The Local Offer belongs to the community.**

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

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEN and their parents, along with service providers in its development and review.

The legislation expects the Local Offer to be developed and revised over time.

The Local Offer is co-produced by parent carers, young people and professionals. The Local Offer should empower parent carers, young people and practitioners by setting out clearly what can be expected locally, how to access services and where to find further information. This knowledge will enable parent carers and young people to know what to expect and to be able to hold services to account. It will also will support practitioners' understanding of what is available and enable them to advise parent carers and young people accurately.

## What the Local Offer is not

It is not a directory of services. The website does support a living search facility, in that it has regular input, edits and updates from multiple sources, providing far more informed, relevant and responsive information. However, the Local Offer is not a database in the sense that it:

- does not provide detailed information on schools and colleges and how they do things;
- has reference to the legislation underpinning the services;
- sets minimum expectations for schools and colleges (alongside the Stockton Provision Guidance);
- has a feedback facility; and
- all feedback (with the exception of service specific complaints or vexatious comments) sent to the Local Offer must be responded to and published at least once a year.

The Local Offer is primarily a website and is best viewed on a computer, mobile phone or hand-held device. If a parent/carer doesn't have internet access, please direct them to visit your local library, or the child or young person's school or college, and ask to view the Local Offer there. If they would like printed copies of any pages, they can request them using the feedback form on the website, or by telephoning 01642 527145 to ask for these pages to be sent to them.

## Who does what in the SEN and Engagement Service?

### The SEN and Engagement Team:

#### SEN

The SEN Team is divided into statutory and non-statutory teams. The statutory team is responsible for the drafting and issue of all education, health and care plans (working in collaboration with the family, child or young person and professionals). Whilst a child/young person is going through the statutory assessment, they will have a named EHCP officer within the team who will be the primary contact. Talking to this primary contact should mean that you are able to get the information that you need as quickly and effectively as possible. There are also administration assistants who answer the phones and should be able to answer simple queries. Whenever possible the SEN Portal should be used to gain information and access timescale queries.

The non-statutory team deal with queries around support and guidance for children and young people who are classed as being SEN Support, the greater percentage of children and young people with SEN. Exclusions and our Enhanced Mainstream Schools also sit within the non-statutory team.

Often, the point of contact whilst working with colleagues in SEN can vary. However, it is important that you are able to get the information that you need as quickly as possible (with the least disruption to SENCOs and the service) and effectively as possible. This means talking to the right person in the team. Often it can be a misconception that talking with a manager will make the process quicker. Unfortunately, that is not always the case and can often muddy the process and actually result in a lengthier timeframe.

## **Educational psychologists**

The focus of the Educational Psychology Service is supporting the development of learning, social, emotional, behavioural, physical or sensory needs, with the key aim of identifying and overcoming barriers to children's learning. Educational psychologists will work with staff at schools, as well as parents and pupils to identify needs and develop appropriate interventions to minimise pupils' barriers to learning.

During the EHCP needs assessment process, the Local Authority then requests an educational psychologist's input. Also known as an Ed Psych or EP, an educational psychologist, advises on the educational needs of children and young people, suggesting ways in which they can be supported. Educational psychology intervention must be requested by the school, not health, social care or the parents or carers.

## **Portage**

Portage is a home teaching service for pre-school children whose learning and development is significantly delayed. If a child's special needs are identified at a very early age, then they may receive help from the Portage Service. Portage home visitors work jointly with other professionals involved in the child's care, health and education to ensure that everyone is working together to plan activities that are best suited to the child and their whole family. The Portage Service can also offer some targeted group activities.

Portage continues until the child is 3 years old and receives 15 hours a week of free early education.

Portage operates an open referral system, where the parent or a professional can refer a child.

## **SEND Transport**

If a child has special educational needs and is unable to make their journey from home to school without help, the Local Authority may provide travel assistance.

Please look on the Local Offer for the current SEND Transport policy.

## Education:

### SENCo

Based within schools, special educational needs coordinators (SENcos) work in collaboration with headteachers and governing bodies to ensure pupils with SEND are appropriately supported. SENcos take day-to-day responsibility for the provision made for individual children and young people with SEND, working closely with teaching staff, parents and carers, and other agencies.

SENcos will typically work closely with the family to support the EHCP Statutory Assessment process, attending key review meetings, completing reports and supporting the family or young person to complete section A and think about suitable outcomes. The SENCo will also be the main point of contact in ensuring that the specified provision in the school is implemented.

SENcos must be qualified teachers as referenced from the Code of Practice.

### Learning support assistant (LSA)

Learning support assistants are employed by schools to support children and young people with SEND to enable them to access learning and the curriculum. They may support on a one-to-one basis or support a group. Learning support assistants work closely with teachers and other staff involved in education. Duties vary widely but can include:

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

Pupils with physical disabilities may need help with mobility or in accessing materials. Pupils with anxiety and associated difficulties will require particular support to help them achieve their full potential.

The child's or young person's EHCP will specify the amount of support that will be provided. Children who do not have an EHCP or statement may also receive help from learning support assistants or teaching assistants and this resource allocation will be managed by the school, but will be documented and reviewed in the child's SEN support plan.

## Teacher

It may seem obvious, however it is worth restating that it is the teacher(s) (not the SENCo or the LSA) that is responsible for teaching children. Teachers should differentiate their teaching methods to be able to cater for a variety of learning styles and needs. Teachers will also make reasonable adjustments to the curriculum to accommodate the needs of children with SEND. For more information on reasonable adjustments refer to the guide on the Local Offer in the education section.

## Health:

### Occupational therapist (OT)

An occupational therapist (OT) is trained to provide assessment, treatment and rehabilitation for children and young people who have a physical, coordination and processing difficulties. They will focus on gross and fine motor skills and may devise a programmed of exercises or interventions that are often delivered by the family or staff within school. They will advise on equipment and adaptations needed to support the child (eg, adaptations to the school for physical access or sensory needs, pencil grips, special toileting arrangements, specialist IT equipment, etc).

### Physiotherapist (Physio)

A physiotherapist will provide assessment and treatment in overcoming movement and physical difficulties, such as problems with balance, coordination, sitting, standing and walking. A physiotherapist may also refer a child to or liaise with other services that the child may need such as orthotics, special seating and wheelchair services. The Physiotherapy Team offers one-to-one interventions in some cases, but more often will devise a physiotherapy programme that will be delivered by the family or carers at home or by staff in school. They will also assess the child for specialist physiotherapy equipment such as exercise balls, standing frames, walking frames etc.

### Speech and Language Therapist (SaLT)

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

- promoting awareness of children's speech and language development and needs by working with parents and carers and a wide range of other professionals to maximise the child's communication environments
- identifying, assessing and defining interventions for children who are experiencing speech, language and communication difficulties. These could include: attention and listening, understanding spoken or signed language, communicating verbally using sentences and vocabulary appropriate for their age, using speech sounds appropriate for their age, social interaction and play, stammering, voice production
- providing appropriate therapies that promote the development of age appropriate communication skills

- providing specialist support to children and young people with complex learning difficulties and/or health needs
- reducing the impact of eating and drinking and swallowing difficulties caused by medical, neurological or structural abnormalities.

## Designated Clinical Officer (DCO)

The Department for Education and the Department for Health have produced Statutory Guidance for organisations which work with and support Children and Young People (CYP) who have special educational needs or disabilities (SEND) in January 15. The Code of Practice sets out guidance on Part 3 of the Children and Families Act 2014. One of the provisions described within the Code of Practice is around the identification of a Designated Medical Officer or a Designated Clinical Officer.

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

The role of the DCO is to:

- Maximise outcomes for CYP with SEND by working to improve quality of life, school absences, secondary mental and physical health conditions, personal autonomy and engagement in further education and employment
- Play a strategic role in relation to the SEND agenda, developing, improving and influencing service design and delivery
- Provide an expert resource for CYP health information, guidance, reassurance and support for families and professionals
- Attend multi agency panels and support decision making on the basis of clinical judgement
- Challenge and approve packages for CYP with SEND
- Co-ordinate and pull together information from various services involved with the CYP (current and historic involvement)
- Develop processes for the quality assurance of the finalised EHCPs and the input from Health Colleagues
- Undertake trend analysis for the CYP cohorts and identify commissioning gaps to inform future commissioning
- Make and follow up safeguarding referrals

- Liaison with professions from health providers both internally and externally to ensure that all relevant health information is available to support EHC decision making at panel and provide longer term specialised and strategic oversight

There has been a DCO recently appointed to the CCG as of 1st June 2018 who is working across the Hartlepool, Stockton and Darlington Local Authority boundary areas. Ruth Kimmins, DCO, can be contacted through Hartlepool and Stockton on Tees Clinical Commissioning Group on 01325 621407.

## **Designated Medical Officer (DCO)**

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

## **Clinical Commissioning Group (CCG)**

Hartlepool and Stockton-on-Tees CCG is the NHS organisation that coordinates the delivery of health services on behalf of everyone living in Hartlepool and Stockton-On-Tees. We're a membership organisation made up of 36 GP practices across the area that covers a population of nearly 300,000.

More information is available at: [www.hartlepoolandstocktonccg.nhs.uk/](http://www.hartlepoolandstocktonccg.nhs.uk/)

## **Other health services:**

### **Child and Adolescent Mental Health Services (CAMHS)**

CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties, for example, eating disorders, depression. They provide help and treatment.

Types of problems CAMHS can help with include violent or angry behaviour, depression, eating difficulties, low self-esteem, anxiety, obsessions or compulsions, sleep problems, self-harming and the effects of abuse or traumatic events. CAMHS can also diagnose and treat serious mental health problems such as bipolar disorder and schizophrenia.

## Social care:

### Disabled Children's Team

The **Disabled Children's Team** includes several services that provide support for children and young people with complex needs.

### The Key Working Development Team

This team provides support to families who have a child/young person, 0 – 19 years of age, with complex needs. The team assists families to identify a suitable professional, who is already working with the child/ young person, to take on the Key Worker role, which is in addition to their primary role. A Key Worker can assist in coordinating professional services via the Team Around the Family (TAF) approach and acts as a first point of contact for families.

The **Disabled Children's Team** provides a social work service to children and young people 0 – 18 with a substantial and permanent disability that significantly affects daily living and where they have an assessed need rising from their disability that cannot be met by services available to children in general. The social work team also undertakes safeguarding duties in respect of children and young people with complex needs deemed to be at risk.

### Transition Support

The transition social worker facilitates a smooth transition from children's to adult services for young people aged 17 with complex needs. This service starts at 16 years of age for young people within the Care system or where they require a high level of planning due to their disability.

Further information and contact details can be found on Stockton's Local Offer.

## Independent Support:

### SENDIASS

SENDIASS stands for Special Educational Needs and Disabilities Information, Advice and Support

Services. They offer impartial advice and support on all matters relating to special educational needs and/or disability. Their aim is to enable young people and families of children with SEND to make informed decisions. The service is available for children, young people and their families with SEND who live in Stockton-on-Tees up to the age of 25.

Examples of why a family could contact SENDIASS:

- the child/young person is receiving SEN Support
- they've applied for an education, health and care plan
- the family need support with understanding reports and letters, attending meetings and preparing for assessments and reviews

- the family needs information and signposting to leisure activities and support in the area
- the family need support with transition and preparing for adulthood
- the family needs signposting to the local specialist mediation team
- the family need advice and support on Disability Living Allowance (DLA) and Personal Independence Payment (PIP) up to the age of 18.

Further information and contact details can be found on Stockton's Local Offer.

## 2. Early Years

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

### Health professionals and therapists

If a parent is concerned about the progress of a child that is not yet in school or nursery they should speak to their GP or health visitor who can refer them to a paediatrician or other medical professional if appropriate.

If the child is found to have special educational needs then normally they will be referred to the community paediatrician, who can then assess and refer to other services, such as physiotherapy, occupational therapy or speech and language therapy. Health have to inform the LA if they feel a child will have specialist educational needs when they start school, usually this will be through the health visitor.

The Local Area SENCo maintains a list of identified 0-5year olds with SEN.

### Support from Social Care

If a child has significant additional needs, the family may wish to access additional support through Social Care. Through the Key Working Team they may be able to access family support, funding for short breaks or leisure activities and other useful services.

### Voluntary Sector Support

There are many local voluntary sector organisations (charities) that organise specialised services for disabled children and children with SEN. These range from specialist play sessions, baby massage, talks on supporting children with additional needs, specialist play facilities, etc. For full details of what is on offer look on Stockton's Local Offer website or contact SENDIASS.

### Portage

Portage is a home teaching service for pre-school children whose learning and development is significantly delayed. If a child's special needs are identified at a very early age, then they may receive help from the Portage Service. Portage home visitors work jointly with other professionals involved in the child's care, health and education to ensure that everyone is working together to plan activities that are best suited to the child and their whole family. The Portage Service can also offer some targeted group activities.

A trained Portage home visitor will visit the home on a weekly or fortnightly basis and work alongside parents and carers to provide structured activities that will stimulate their child's development and support early learning. These activities are broken down into easily taught steps and practised and recorded at home, as learning is often easier for the child in familiar surroundings. The service also supports children with social communication difficulties or autism.

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

Portage operates an open referral system, where the parent or a professional can refer a child. For contact details look at the Local Offer website.

The Local Authority also offer small family groups and invite families to attend, where they may be offered advice and support with children with complex needs.

## **EHCPs for pre-school children**

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

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

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided.

Hence the child is not in education and does not have special educational needs as defined by the Act. In exceptional cases a child under 3 may need an EHCP in order to get appropriate support at a nursery.

Early Years settings in Stockton are able to draw upon high needs funding to support the needs of individual children with SEND without an EHCP. Settings should contact the Early Years Area SENCO for guidance on how to access this funding via an application to the EY ONE Point Panel. This funding is designed to support settings in meeting the needs of children with SEND, implementing goals from professionals and therapists involved and enhancing staff ratios at times to support targeted intervention. Settings are required to monitor and review the use and impact of any funding allocated.

## **Transition to Nursery Education**

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

SENCOs are supported in their role by their attached Early Years lead who is also the Senior Education Development Officer, Early Identification, (Area SENCO) and who can support and advise around all aspects of inclusion. Should a child require additional support within an early year's setting then the SENCO is also able to draw upon the support of the Local Authority in terms of practical advice, modelling of good practice and advice on developing appropriate resources within the setting. The Area SENCO provides training to those new to the role of a SENCO, hosts half-termly network meetings to promote good practice and can also provide advice around accessing funding.

From the age of 2 years, some children are entitled to 15 hours of free education and childcare. In addition, 3-4 year olds are able to get free early education or childcare for 38 weeks in the academic year. Furthermore, every child over 3 years, is entitled to up to 30 hours of education or childcare (for further information visit <http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page> where you will be able to see full details and entitlements). In terms of SEND, if the child already has an Education, Health and Care Plan or receives Disability Living Allowance then they are entitled to access this funding. Children are eligible the term after they turn 2 years old.

## Who does what in Early Years?

### Nursery's role

- If a child has a diagnosis make sure that there is a referral to the community paediatrician and that they have been referred for an assessment to the therapy teams, if this is considered necessary by the paediatrician
- Do ask about a referral to Portage. If you prefer you can refer a child yourself, bear in mind that Portage will work with children whose development is significantly delayed
- Use the local offer website to find out about services and support for pre-school children with SEN

### SEN Team role

- Signpost parents whose children will need extra support to start nursery as to the most appropriate route to take (EHCP or Early Years support through SEND High Needs funding)

### Other professionals may

- Assess the child's needs
- Observe children in nurseries and give advice to nursery staff
- Provide appropriate advice and guidance to the family
- Provide Portage or therapy programme through one-to-one or group work with the child to support with development

## 3. SEN Support in School

### What is SEN Support?

The majority of children with special educational needs will be supported in their usual educational setting with interventions provided by that setting. This support is known as SEN Support and early years settings, schools and colleges all receive financial resources to provide support for children with SEN as part of their budget.

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

In short, every child or young person who has been identified as having SEN should have their **needs** identified, their desired **outcomes** agreed and **provision** made that will enable the child to reach these outcomes.

The child’s progress should be reviewed regularly. This is a four step cycle known as **assess, plan, do, review** or the graduated approach.

The graduated approach starts in the classroom. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a possible special educational need has been identified, this process becomes increasingly personalised and intensive.

**The responsibility and accountability for the progress of pupils with SEN lies with the class or subject teacher.**

### The format for the SEN support plan

Each school (or other educational setting) may define its own version of an SEN support plan, to meet its own needs. However, the Local Authority has provided a suggested template which schools are free to use or to adapt. This process is not about the paperwork. The focus should be on properly identifying and responding to a child’s needs. If a school does develop its own approach to SEN support planning then they should record:

**Child profile:** A brief profile of the child, including strengths, needs and what works or doesn’t work. This might include information from other professionals but would usually be from information given by the child’s teachers. This covers the requirement to assess the child demanded by the code of practice.

**Outcomes:** The outcomes that the child, their teachers and parents aim to achieve through the SEN support. The outcomes should match the needs identified in the child’s profile.

**Targets:** These are steps to be achieved over the next half term to one term on the way towards the outcomes. They should be SMART and agreed with parents and the child.

**Provision:** Here the school should describe what provision (support) will be put in place to help the child meet their targets and work towards their outcomes. This could include changing the classroom environment, teaching methods or the curriculum. It could include small group or personalised intervention. It could also be details of interventions led by additional professionals (e.g. speech and language therapists) or interventions specified by professionals and delivered by school staff.

**Review:** Regular reviews of the child’s progress against the agreed targets and outcomes should be recorded making it clear what interventions and strategies have worked and what did not. The review should help to plan the next set of targets and improve the support available to the child. THIS MUST ALWAYS INCLUDE THE CHILD/YOUNG PERSON AND PARENT/CARER.

## SEN support process overview

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



## The ONE Point Panel

Access to LA High Needs Funding (HNF), our Enhanced Mainstream Schools (EMS) outreach and inreach, ICT assessments, specialist HLTA support and LA educational advice and support is via the ONE Point Panel.

The single application form can be found in the SENCO area of the Local Offer and all applications are to be submitted by email to **sensection@stockton.gov.uk**

This Panel is chaired by an education adviser and the Panel is made up of Headteachers, SENCOs and other education professionals, largely from our Enhanced Mainstream Schools.

## Who does what in SEN Support?

### Educational Setting's Role

- Maintain an up to date SEN Information Report on the school's website
- Continuously monitor progress to identify children who may have SEN
- Write a SEN Support Plan for children with SEN
- Review SEN Support Plan each term with parents and children/young person
- Ensure that appropriate professionals are involved in the process
- Ensure that progress against outcomes is regularly documented in the SEN Support Plan

### Parents, carers and young people

- Discuss any concerns that they may have SEN with the teacher/SENCO
- Ensure that the SENCO is informed of any professional involvement with the child, regardless of it being private, Local Authority or NHS involvement
- Ensure that the SEN Support Plan is seen and understood including understanding the role they play in it
- Attend regular review meetings for the plan and share views and opinions on the progress being made and the provision being put in place

### Other professionals

- Provide input, advice, support to teachers and SENCOs around provision, interventions and strategies, which could be included in the SEN Support Plan. This could be via specific requests for support or termly meetings to discuss provision at the setting.
- Provide assessment and advice on outcomes and provision for individual children or young people when required
- Any reports should contain clear statements regarding:
  - The Needs of the child or young person
  - Outcomes and Targets relating to the identified needs
  - The Provision (additional or existing) that will be provided

## 4. Education, Health and Care Plans

### What is an education, health and care plan?

In September 2014, a new approach to planning and assessment of support for children and young people with special educational needs (SEN) was introduced. The education, health and care plan (EHCP) replaced the statement process. EHCPs are for children and young people aged 0 to 25, where there is an identified special educational need, in full time education with significant and complex special educational needs. The purpose of the plan is to provide a coordinated process for children and young people with the most complex arrangements across education, health and social care services.

An EHCP must:

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

The focus long term should be on preparing for adulthood and the young person being independent, having relationships, being healthy and being in employment.

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

### Department for Education quality criteria for an EHCP

- Meets the requirements of the Act, Regulations and Code of Practice
- Describes positively what child or young person can do
- Is clear, concise, understandable and accessible
- Is co-produced (with family and/or young person)
- Sets good, relevant outcomes
- Tells the child or young person's story well/coherently.

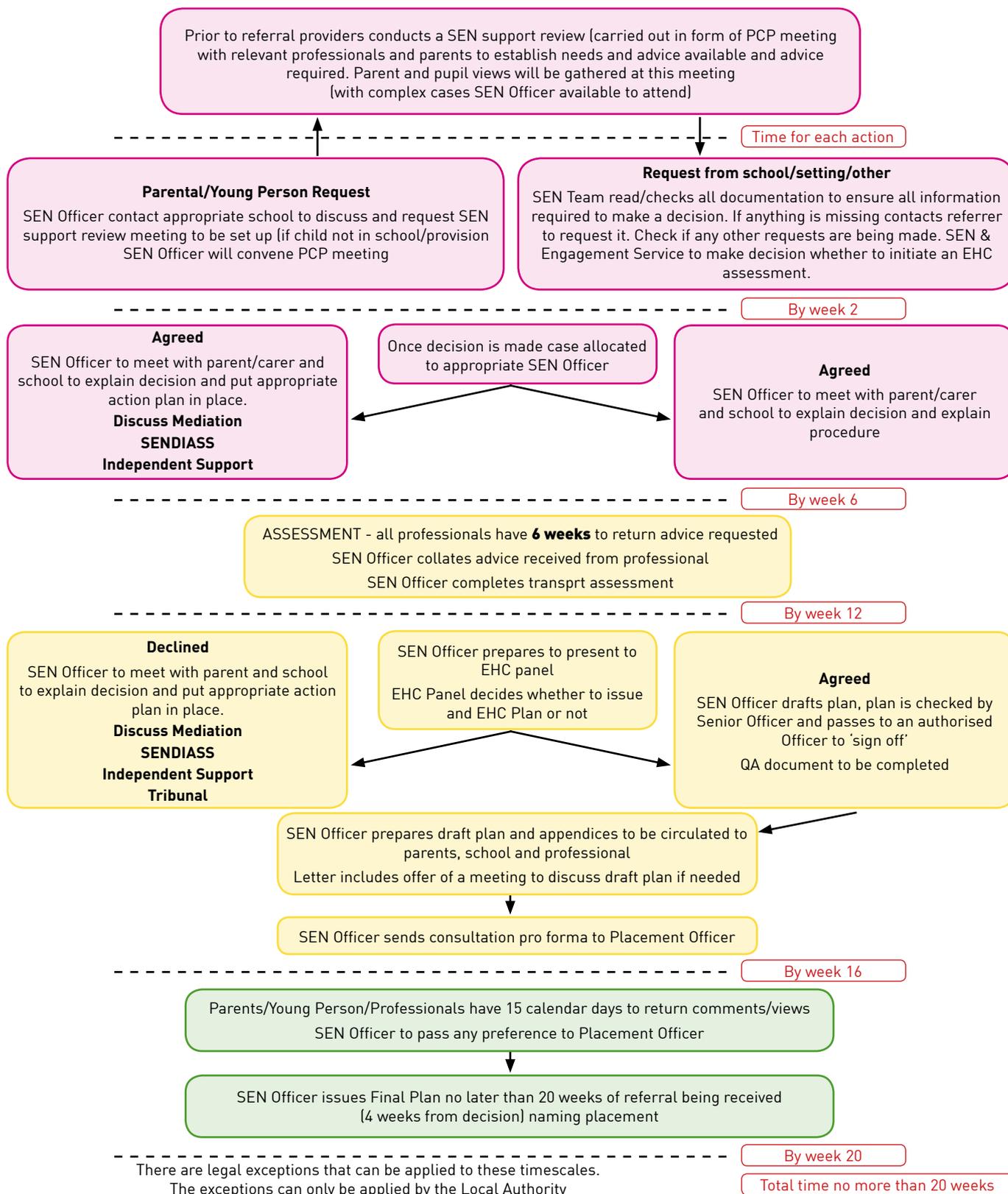
A request for a statutory assessment for an EHCP may be made by a nursery, school, college, a professional working with the child or by the family, or by a young person of 16 or over. The local authority has a statutory duty to consult the educational institution, so the request will go back to the school,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

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

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

## The Statutory Assessment from request to issue of an EHCP

### Request for an Education, Health and Care Assessment



## Help for families and young people during the EHCP process

The statutory assessment request can be daunting and complex, and many families and young people find that they need support with the process.

There are a number of organisations that will help them fill in forms and give all stakeholders guidance and advice.

A good place to signpost families for help to, is our local SENDIASS whose details can be found on the Local Offer homepage.

## Information needed to make decision on a request for a Statutory Assessment of SEN

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

- the child or young person has or may have special educational needs, and
- it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan (i.e. the level of support required **goes beyond what can be provided in an SEN support plan**).

Therefore, it is important that the documentation submitted with the Statutory Assessment request demonstrates clearly that the child has special educational needs and that if the child is in an educational institution that the SEN support plan arrangement is not sufficient for the child to make expected levels of progress in line with their ability.

As part of the plan, do, review cycle within the SEN support plan there may be a variety of techniques and strategies used in order to meet an identified need. Therefore, the Statutory Assessment request should provide evidence that attempts have been made to ensure appropriate strategies have been identified and provision adapted to meet the need and not just relied upon one strategy. There are, however, some exceptional individual situations where a child will clearly need support over and above what is reasonably available where asking for lengthy progress monitoring would not be sensible and will not be expected.

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

- Parents' views
- Child's or young person's views
- Copy of current SEN support plan (which should contain details of child's or young person's SEN, their planned outcomes and the details of any provision that has been put in place to support them)
- Copy of current provision map with costings (to demonstrate that the notional SEN support funding has been exhausted)
- Early Years: Moving Forward
- Advice from other professionals or individuals important to the child or young person

- Copies of recent reviews (which demonstrate the actual progress being achieved by the child or young person)
- Most recent annual school or college report
- Minutes of other meetings with those involved (in particular the SEN support review (PCP) meeting where the request for a Statutory Assessment was discussed)
- If requesting an assessment for a young person over 18 planning to remain in education and training, evidence of planned outcomes should be provided so that the appropriateness of further support for education or training may be evaluated in light of those outcomes. (For young people up to 25 an EHCP may be maintained under certain conditions if there are outcomes that have not been met and the young person requires more time to meet those outcomes, and continues to make progress towards them.)

Educational psychologist's advice or evidence of EP input may, if available, also be submitted with a request to assess and it may include outcomes and clearly link to provision and needs identified at SEN support.

In general it is helpful to focus the information provided around needs, provision and outcomes for the child or young person.

If the family or young person is submitting the request themselves (rather than the educational institution) they may not have access to all this documentation – but they should try to gather as much as possible as it is likely to make the decision making much quicker and more likely to result in a positive decision. It is worth noting that parents and young people are not able to request advice from the Educational Psychology Team directly (this can only be done by schools or the local authority), so if no EP report is available then it would not be expected to be included. Some (but not all) therapy teams operate a self-referral system, but children or young people would have to meet the referral criteria to be followed up.

Stockton's SEN Request to Assess Panel will consider all requests for EHC Statutory Assessments and will make a decision and inform the person making the request of this within six weeks of the assessment request being submitted.

If the Panel decides not proceed to a Statutory Assessment, the referrer and the family or young person is offered a feedback meeting and has the right to appeal. Please see the Section 8 'Decision making and what to do if you disagree with a decision' for details on this.

## Who provides input to an EHCP?

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

**process.** In making this decision, the local authority and the person providing the advice should ensure the advice remains current.”

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

## Which professionals must be involved?

The Code of Practice Para 9.49 sets out which professionals must be consulted. In summary this is:

- the child’s parent or the young person
- educational advice from the headteacher or principal of the school or post-16 or other institution. If that is not available e.g. the child is not at school, the LA must get advice from the person teaching them (which could include the parent) or someone with experience of teaching children or young people with SEN, or knowledge of SEN provision which may be called for in different cases to meet those needs
- medical advice and information from a health care professional identified by the relevant commissioning body
- psychological advice and information from an educational psychologist who should normally be employed or commissioned by the local authority
- advice and information in relation to social care
- advice and information from any other person the local authority thinks is appropriate
- where the child or young person is beyond Year 9, advice and information in relation to provision to assist them in preparation for adulthood and independent living
- advice and information from any person the child’s parent or young person reasonably requests
- advice from a specialist visual or hearing impairment professional if relevant.

## If the decision is ‘yes’ to assess and write an EHCP

If Panel decide that an EHCP should be issued, the referrer and the parents or young person will be informed in writing and will soon after receive the draft EHCP. The letter will ask them to respond within 15 days with their comments on the draft plan and their preferred educational placement. They also have 15 days to request any final changes to the draft EHCP.

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

In some cases, the statutory assessment may identify that the child's or young person's needs can be met through the Local Offer and/or through SEN Support (in other words the local authority does not believe that additional resources are needed to top up provision that is available through the educational setting or generally accessible services). In this case, a decision will be taken to issue feedback rather than an EHCP. This feedback is usually all of the reports for the statutory assessment process, which should help the school or other educational setting with putting the right SEN support plan in place. The parents or young person and all professionals involved will be informed of this decision in writing. This must be within 16 weeks of the date that the initial request for a statutory assessment was received. In this case the letter will also contain details of what to do if the parents or young person do not agree with Panel's decision and details of the mediation and tribunal service.

## Who does what when requesting and creating an EHCP?

### The Educational setting/school's role

- Hold a PCP (person centred planning) meeting with the family or young person and professionals to discuss SEN support and consider whether a Statutory Assessment should be requested. (PCP meeting)
- Complete the EHC statutory assessment request form, using the online Portal.
- Ensure that appropriate professional advice is brought together prior to submission of request.
- Support the family, child or young person with completing their part of the request on the Portal.
- Signpost additional help and support to families and young people (SENDIASS, Independent Support and Stockton Parent Carer Forum).
- Submit all supporting evidence and advice as detailed on the portal, in particular evidence of why the school/educational setting is unable to meet the child or young person's needs within the delegated SEN support budget and access to ONE Point resources.
- Work with the family and the SEN Team to ensure that all the professionals who need to provide input to the statutory Assessment are identified.
- Share any plans and documentation relating to the special needs of the child or young person from a nursery/school/college setting in particular any existing SEN Support Plans as input to the draft EHCP.

### Parents, carers and young people's roles

- Attend the PCP (person centred planning) meeting where the decision whether to request a Statutory Assessment is made (if such a meeting is held).
- If there are key professionals whose involvement parents/carers want, ensure that they have been invited, and that they are able to attend.

- Submit a report with needs/provision/outcomes identified.
- Get copies of reports from medical or other professionals that the school may not be aware of. The more evidence that can be provided the easier it will be for the SEN team to make a decision.
- If you are unhappy with the decision not to proceed to an EHC assessment then you may appeal.
- Consider whether they would like to request a personal budget, find out what can be included and whether it will be practical.
- Be aware that at the end of the statutory Assessment it is possible that the decision is not to proceed with the creation of a plan but to meet the needs of the child or young person within the context of SEN support within the educational setting.

## SEN Team role

- Receive request for Statutory Assessment and assign EHCP officer.
- If decision is not to proceed with a statutory assessment then inform parent or young person of decision in writing and offer feedback/meeting to provide more information. Provide details of how to challenge the decision.
- If decision is to proceed with a statutory assessment for an EHCP, give feedback in writing.
- Send portal link to school/setting and professionals identified requesting advice to the EHCP.
- The portal will provide these professionals with copies of any relevant evidence already obtained, including any evidence or reports submitted by the family or young person.
- Chase up any advice that has not been received.
- Review critically the professional advice received to ensure that it contains detailed and specific advice on needs and provision.
- Ensure that the family or young person have been told about Personal Budgets and understand how to request one.
- Collate all evidence from the Statutory Assessment for the EHCP panel meeting.
- In the case of a decision not to issue, send letter to parent or young person regarding feedback and offer a feedback meeting. Send details of how to challenge the decision.
- In the case of a decision to issue an EHCP. Issue a draft EHCP to parents/carers on the portal, so that professionals involved can see it. Parents will be asked formally for their views and preferred school placement.
- Consult schools as appropriate.
- Finalise the EHCP, including section I, placement and issue the plan.

## Other professionals' roles

- Where possible attend the initial SEN support review (PCP) meeting to discuss and review whether needs can continue to be met at SEN support or whether a request for a statutory assessment should be made. If attendance is not possible submit views in writing (for example by email) detailing needs, provision and outcome.
- Provide professional advice relating to a child's needs, outcomes and suggested provision to support the statutory assessment request and the EHCP content.
- Wherever possible submit information in standard formats (on the portal) and structure advice around needs, provision and outcomes.
- If advice is requested it must be provided; it is not sufficient to say that the child or young person is not known to the service
- Ensure that provision defined in the reports is detailed, specific and quantified and based on Needs, not standard blocks of provision.
- If professional input is requested by the LA during the statutory assessment, this must be supplied within six weeks of the request.
- Review the draft EHCP and provide comments in writing if applicable.

## 5. Annual Review

### Maintaining an Education, Health and Care Plan - the Annual Review

Education, health and care plans (EHCPs) must be reviewed every 12 months (if a child is under 5 years, reviews must be six monthly). The purpose of the review is:

- to listen, consider the young person's views on how the year has been, discussing areas of strength and difficulty to bring together the views of everyone who supports the child
- to review the special educational needs and consider whether there are any changes
- to review how well the outcomes in the EHCP are being achieved and whether the long term targets remain challenging and appropriate
- to review provision (intervention/support) and consider whether there are any changes required
- to set new targets for the next year, which the school/setting will work towards outside of the EHCP.

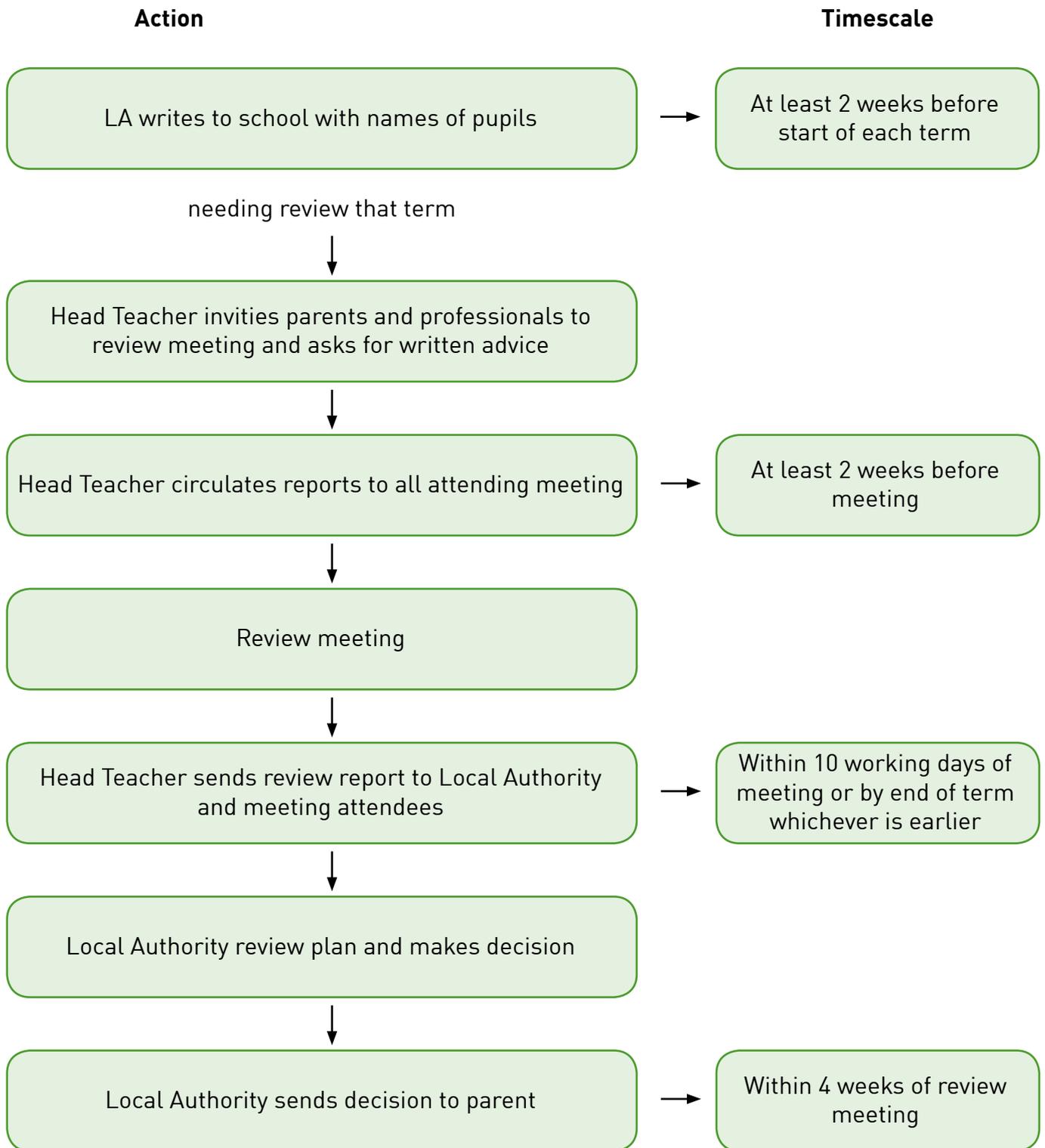
For children who already have an EHCP who reach Year 9 (age 14 and above) the annual review must include a discussion of the needs, provision and outcomes relating to the preparing for adulthood categories.

- Preparing for higher education or employment
- Preparing for independent living
- Support in maintaining good health
- Support in participating in society.

This may require a significant addition to, or modification of the existing EHCP.

# The EHCP Review Process – Annual Review

## The EHC Annual Review Process



## Who does what at the Annual Review?

### Educational setting's role

- Convene the EHCP review, and along with relevant school or setting staff, invite the following to attend with at least two weeks' notice of the date of the meeting:
  - the child or young person
  - the child's or young person's parents or carers
  - consult education, health and social care professionals
- Seek (written) advice and information from everyone invited to the review meeting about the child's or young person's progress towards achieving the outcomes specified in the EHCP review and any other matters relating to their progress. This must be circulated to everyone invited to the review meeting (including the LA) at least two weeks before the meeting.
- Consider the continuing appropriateness of the EHCP in the light of the child's or young person's progress during the previous year or changed circumstances and whether changes are required.
- Set new short-term targets for the coming year and where appropriate, agree new outcomes.

### Parents, carers and young people's roles

- Ensure that they are able to attend the meeting. They can ask for it to be moved if they are unable to attend
- Ensure that any key professionals that they wish to have at the meeting are also able to attend
- Write parent/carer report at least two weeks before the meeting; include anything that you think may be relevant in terms of better understanding the child or young person's progress towards outcomes.
- Include any information that may be relevant to defining additional needs or specifying different or additional provision
- Include in your report what is important to them
- If the local authority issues an amended plan, write to them with any comments or changes that they would like within 15 days of the amended plan being sent to you.

### SEN Team role (at AR)

- It is the responsibility of the SEN Team to send the headteacher a list of reviews due 2 weeks prior to each term. The SEN team will send reminders to schools of timescales for paperwork to be returned
- The SEN team will check and process the paperwork when received from schools/settings. Potential outcomes of the review: amend the plan, cease the plan, no change

- The SEN Team will QA the documentation of the Annual Review
- The SEN team will send out a decision letter within 4 weeks of the annual review meeting. The Annual Review process is complete when the LA issues the decision letter. If any amendments are required these will be complete within 8 weeks of the decision letter.

### **Other professionals**

- Provide information and advice in advance of the annual review in writing, focusing on progress towards meeting outcomes and any possible changes in needs or provision
- Attend annual review meeting (if at all possible)
- Discuss and agree changes needed to outcomes, needs or provision. Support with agreeing short term (e.g. annual) targets
- Review amended plan and feedback any comments to EHCP officer and parents/young person.

## 6. Further Education

### Post 16: Further Education

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

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

All students should follow a coherent study programme which provides **stretch** and **progression** and enables them to achieve the best possible outcomes in adult life.

Students with EHC plans will start Preparing for Adulthood from Early Years and will have a Y9 review of their plan that will focus on a transition plan for adulthood.

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

Young people with an EHC Plan must have their plans reviewed and amended in sufficient time prior to the young person moving between key stages. This review process should be fully complete (decision issued) by 31 March in the year of transfer.

There are various funding streams for FE students both with and without EHC Plans and further information on this can be found in chapter 7 and 8 of the SEN Code of Practice.

### More information

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

The 14-19 Team works closely with Preparing for Adulthood to ensure that that the process for funding placements is as quick as possible prior to the start of the next academic year, meaning that the college has time to put the right provision and associated support in place and that young people and their families are assured of their college place.

# 7. Personal Budgets

## Overview

### What is a personal budget?

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

Personal budgets are not a new pot of money. If you already receive a service you won't get both the service you get now and a new additional personal budget. A 'personal budget' is the description given to a new way of managing the money you are allocated for services and support.

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

### Who can request a personal budget?

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

### How will a personal budget be managed?

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

- 1. Direct Payments** - Cash payments to the parent or young person to contract, purchase and manage service directly.
- 2. An organised arrangement** - The Council and/or Health provider retains the funds and buys or provides the support specified in the EHC plan.
- 3. Third party managed budget** - An organisation or individual nominated in writing by the parent/carer or young person to contract, purchase and manage services on their behalf.
- 4. A combination of the above**

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

Please note if a direct payment is requested and used to employ staff directly (i.e. a Personal Assistant) then the recipient will be responsible as an employer to abide by the current employment laws.

## What can a personal budget be spent on?

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

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

A personal Special Education Needs (SEN) budget is the sum of money made available by the Council when it is clear that without this additional “top-up” funding it would not be possible to meet the individual’s learning support needs. The school/college involved will already have funding for learning support across the school; only pupils or students with more complex learning support needs are likely to need a personal SEN budget. However, in some circumstances the head teacher/principal and school/college/learning provider may choose to offer some funding towards a personal SEN budget.

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

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

**For further information and an easy to read factsheet about Personal Budgets please visit the Local Offer and search for Personal Budget.**

## Who does what with Personal Budgets?

### Educational Setting’s Role

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

### Parents, carers and young people

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

## **SEN Team role**

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

## **Other professionals**

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

## 8. Making Decisions within SEN

### SEN Panel and decision making

Decisions relating to needs assessment, provision, educational placement and other areas relating to supporting children with SEN are made by the SEN Panel. This is a committee comprised of representatives of a range of bodies, who assist the local authority in making those decisions.

The SEN Panel objectives are to:

- provide a forum for consultation and discussion aiming to support consistent and transparent SEN decision-making
- ensure that children's needs are met quickly, appropriately and in the most inclusive educational setting, wherever possible, locally
- have regard for the effective distribution of children's services resources based on informed decision-making
- contribute to the development of children's services approach to inclusion and meeting the needs of children with special educational needs.

### Who is who on the SEN Panels?

The Statutory SEN Panel and Request to assess Panels are chaired by the Statutory SEN Manager and the Panels are made up of representatives from education, health and social care.

## 9. Enhanced Mainstream Schools

September 2017 saw the launch of Stockton Borough Councils new Enhanced Mainstream Schools (EMS), which have replaced the previous Additionally Resourced Provisions (ARP).

The Enhanced Mainstream Schools are located in the north, centre and south of the Borough and over time each of the four areas of need will be catered for in each of the three localities, meaning that our SEN children and young people will have their needs met in their localities and receive the educational support they need to succeed.

The purpose of the EMS is to ensure that children receiving support from the enhanced provision make progress that is at least in line with national (prior attainment), so that any gaps in attainment on entry to the school are narrowed by:

- Receiving the educational support they require from appropriately qualified and/or experienced specialist staff
- Ensuring children receive the specialist assessments required to understand their needs, identify potential barriers to making progress and inform support and intervention strategies
- Ensuring that mainstream staff receive the training and advice they require to enable them to meet the needs of the children
- Ensuring staff in partner agencies provide any additional services required
- Involving families in the decision making and education of their child

Support from an Enhanced Mainstream School is assessed on an individual basis via an application to the ONE Point Panel.

Common criteria for accessing support from all EMS are:

- Evidence of partnership work with parents and carers
- Multi-agency active involvement
- Clear evidence of the voice of the child

### Communication and Interaction

- Communication and Interaction is their primary need
- Their audit band for other categories of need should not exceed 3
- Their audit band for Communication and Interaction is 4 or 5 from the SBC provision guidance Communication and Interaction

## **Cognition and Learning**

- Cognition and Learning is their primary need
- Has a substantial level of learning difficulty. Developmentally they are performing at or below the 2nd centile
- Their audit band for Cognition and Learning is 4 or 5 from the Stockton Borough Council (SBC) provision guidance

## **SEMH**

- SEMH is their primary need
- EHA is in place with regular TAC meetings
- Their audit band for SEMH is 4 or 5 from the SBC provision guidance SEMH

## **Sensory and Physical HI/VI**

- Sensory or physical is their primary needs
- Their audit band for sensory and/or physical is 4 or 5 from the SBC provision guidance
- There is evidence of significant physical/medical need from a medical professional
- A medical/personal care plan is in place with significant adaptations from the home/school
- HI/VI is their primary needs
- Their hearing/visual impairment is diagnosed as severe
- Their audit band for HI/VI is 4 or 5 from the SBC provision guidance sensory and/or physical
- Their audit band for other categories of need does not exceed 3
- A qualified teacher of the HI/VI has been involved

	Cognition and Learning	Social Emotional Mental Health	Communication and Interaction	Physical and/or Sensory	
North	Billingham South Primary	St Pauls Primary Stockton Sixth Form College	Pentland Primary	HI/VI Preston Primary Northfield School and Sports College	Physical/Medical
Central	St John The Baptist Primary	St Marks Primary Stockton Sixth Form College	Rosebrook Primary Our Lady and Saint Bede Academy		Billingham South Primary St John the Baptist Primary
South	Myton Park Primary Conyers Academy		Junction Farm Primary Egglescliffe Academy Thornaby Academy		Outwood Academy Bishopsgarth
Link Officer	Leanne Chilton Principal Advisor SEN	Leanne Chilton Principal Advisor	Christopher Evans Education Development Advisor SEN		Gill Burnett Principal SEN Officer

**Within each EMS there are staff who will have the appropriate qualifications and/or experience to:**

- Undertake specialist assessments of the child to accurately identify need, inform teaching and learning strategies and monitor progress
- Deliver training and advise mainstream colleagues on pupil need and teaching and learning strategies and monitor progress
- Understand the social emotional impact of the particular area of need
- Advise on strategies to build self-esteem, resilience and develop social skills, friendships and independence

**For the placement to be considered, the young person:**

- Is either going through statutory assessment OR has an EHCP (the pupil will be dual registered until the EHCP is finalised)
- Has previously accessed support and guidance from the EMS to enable the home school to include and meet need
- Each pupil who is being offered a placement (In-Reach, dual registration or placement in EMS) will receive a bespoke transition plan (with timescales) with the agreement to offer a place

**ONE Point panels are held weekly for each area of need on a four weekly cycle**







