

Primary School

SENDCO TOOLKIT



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This SENDCO toolkit has been produced to provide primary school SENDCOs with a comprehensive resource of information and guidance. It should be used to support and develop inclusive practice and allow schools to meet their statutory responsibilities under the Special Educational Needs and Disability Code of Practice 0 to 25 and the Equality Act 2010. The City of London has developed the SEND Ranges, which have been produced by multi-disciplinary teams to support the 'graduated approach' and which clearly outline what should be 'ordinarily available' in settings, schools and colleges.

We hope this toolkit is both informative and useful and enables school SENDCOs to fulfil their role and responsibilities; however, if you require further support, please contact the City of London Lead SEND Advisor.

Throughout this document, the term parents will be used to refer to all parents and carers.

CONTENTS

SCHOOL SENDCO

- 5 An overview: getting organised!
- 16 Primary school inclusion flowchart
- 19 The role of the SENDCO
- 20 An example
- 21 In summary
- 22 Early identification

LOCAL OFFER AND POLICIES

- 25 The Local Offer – information for schools
- 27 Suggested framework for writing a SEND policy
- 29 Points to consider when writing policies

PARENT PARTNERSHIP

- 33 Parents as partners

THE GRADUATED APPROACH

- 37 Assess, plan, do and review
- 38 Evidence based Individual Outcomes Plans

TRANSITIONS

EDUCATION, HEALTH AND CARE PLANS

- 49 The SEND Code of Practice
- 54 Healthcare plans

ADDITIONAL INFORMATION AND APPENDICES

63



SCHOOL SENDCO

An overview: getting organised!

Starting points for SENDCOs

The Children and Families Act 2014 heralded the most radical changes to the laws governing special educational needs and disabilities for 30 years. The reforms created a real change in the way professionals work with families, children and young people, with a focus on:

- the aspiration and outcomes for children and young people
- participation/equal partnership in decision making for parents, children and young people
- a joint approach between education, health and care services
- a requirement to publish information about all services available locally (Local Offer)
- education, Health and Care (EHC) plans for children and young people from birth to 25 years, which replaced Statements of Special Educational Needs.

The EHC needs assessment is a single assessment process, coordinating the approach across education, health and social care. This process should be completed within 20 weeks.

Young people, children and their families should only have to 'tell their story' once and should be involved from the earliest stage and throughout the assessment and planning process.

The Children and Families Act 2014 requires schools to have arrangements in place to meet children's special educational needs.

Schools are expected to identify a qualified teacher as Special Educational Needs and Disability Coordinator (SENDCO) and the role is defined on p108 of Chapter 6 of the **Special educational needs and disability (SEND) code of practice: 0 to 25 years**.

The SENDCO's role is to coordinate the support for children with SEND, but it does not mean they need to do everything! Teachers are responsible and accountable for the progress and development of the pupils in their own classes, including where pupils access support from teaching assistants or specialist staff.

The Ofsted Inspection Framework has a clear focus on children and young people with SEND and/or who are vulnerable. Ofsted inspectors will look at children and young people's outcomes and progress across the various groups. They will want to see inclusive values and that senior leaders have a commitment to every teacher being a teacher of SEND and that every leader is a leader of SEND. They will undertake 'deep dives' to ensure that children with SEND or who are vulnerable are receiving the appropriate teaching, curriculum and interventions to meet their needs.

2022 has seen a major review of the SEND Code of Practice and the government will announce further changes to the guidance in due course.

Definition of SEN

Class teachers, supported by the SENDCO and the senior leadership team, should make regular assessments of progress for all pupils. These assessments should identify where pupils are making less than expected progress given their age and individual circumstances. 'Less than expected progress' is where the child's progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers or
- widens the attainment gap.

This progress can be wider than merely attainment. It could, for example, include where a pupil needs to make additional progress with social development or with communication skills.

The child's teacher and SENDCO should then together consider whether the child is making less than expected progress because of:

- gaps in previous learning or experience
- other factors in the child's life (such as family breakdown or bereavement)
- less than good quality teaching or
- special educational needs.

The definition of special educational needs under Section 20 of the Children and Families Act 2014 and Section 312 of the Education Act 1996 is:

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 him/her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision

Special educational provision is provision that is different from or additional to that normally available to pupils of the same age, which is designed to help children and young people with special educational needs (SEN) or disabilities to access the National Curriculum at school.

Disability

Many children with SEN may have a disability under the Equality Act 2010 – that is:

A physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities.

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

It is important to remember that the disability equality duty is anticipatory and covers prospective pupils.

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.

Identifying and assessing SEND

Some children will start school with an identified SEND or additional need and some children will emerge as having a special educational or additional need once they have started school.

Early identification is essential to children's progress – academic, emotional and social and general wellbeing. Communication with parents needs to start as soon as possible, ideally within the child's early years. The SENDCO should collate a list of children who have SEND in a SEND register and complete an Inclusion Log for other children who have additional needs or vulnerabilities. These will help to identify when additional resources or staffing is needed.

The SEND Code of Practice sets out four broad areas of need and support, which may be helpful when identifying, 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 needs.

These four broad areas are merely an overview of the range of needs that schools should plan to meet. The purpose of identification is to work out what action the school needs to take, rather than to fit children into categories. Individual children often have needs that cut across all four areas and their needs may change over time.



The graduated approach

The SEND Ranges are a useful tool in terms of what is ordinarily available through quality first teaching and then through a graduated approach across the four areas of the SEND Code of Practice. The Ranges outline the curriculum requirements, assessment and planning and the deployment of resources in a sequential approach. Ranges 1–3 highlight those needs which should be met in mainstream school within existing resources while Ranges 4–6 highlight the more complex needs which may require additional resources or an EHC plan.

Children who start school with identified special educational needs will need additional planning and support to settle into school. An Individual Outcomes Plan or Provision Map should be implemented to ensure the child's needs are met and progress is monitored. This will be the start of the graduated approach with its four stages of action: assess, plan, do and review.

When children's difficulties emerge once they are at the school, the SENDCO will first need to raise any concerns with parents.

There is a statutory duty for schools to inform parents when special educational needs have been identified, but there should already have been plenty of informal conversations about the child's strengths and interests before this statutory point is reached. This ensures that parents know you value their child as an individual and will help to build a positive partnership. Plan an appropriate and personalised way of informing the parents and consider how, where, when and what will be communicated, always ensuring that you engage with parents appropriately and sensitively.



Remember, just as all children are different, so are their families and carers

In order to collaborate and work effectively with parents, we need to involve them in setting targets and strategies and any planned intervention. Schools should also support parents to participate in reviewing targets and outcomes. Parents are the experts on their own children and it is important that teachers and other professionals listen and respond positively to any concerns that parents raise about their child's development and their views about their child's provision. Schools should also listen to and address any concerns raised by children themselves.

For some children, short-term, targeted interventions and the cycle of assess, plan, do and review will be sufficient in ensuring their individual needs are met and that they will then make good or better progress.

It is important to maintain regular dialogue with parents throughout any period of intervention, so they feel fully informed.

What is an 'outcome'?

The SEND Code of Practice defines an outcome as the benefit or difference made to an individual as a result of an intervention. An outcome should be an 'end point' – what we expect to be the result of the provision the school has put in place. Outcomes set out what needs to be achieved by the end of a phase or stage of education in order to enable the child to progress successfully to the next phase or stage and to prepare for adult life.

The four Preparation for Adulthood outcomes – employment/training, independence, good health and community inclusion – should be incorporated alongside academic outcomes. Examples of these can be found in the SEND Ranges from early years to post-16 under each area of the SEND Code of Practice.

An outcome 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, it will describe what the expected benefit will be to the individual as a result of the educational intervention provided.

(SEND Code Practice 2015 page 163)

Definition of SEN support

The 2015 SEND Code of Practice introduced a single category of special educational needs in schools – SEN support.

Where a pupil has been identified as having SEN, schools should take action to remove barriers to learning and put in place effective special educational provision. The purpose of special educational provision is to enable the pupil to participate, learn and make accelerated progress. The special educational provision should also include actions to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with other children who do not have SEN.

Quality first teaching and ordinarily available provision

The governance, the senior leadership team and the SENDCO act as champions for inclusion, and have evidence of effective policy, practice and procedures through minutes and strategy that hold leaders and managers to account.

The SENDCO has time and administrative support to carry out their role effectively. Their time is spent in supporting quality first teaching as well as those children with more significant needs.

The schools/ethos and values are in tune with effective inclusive practice. Leaders are ambitious for children and young people with additional needs and this is the ambition shared by staff.

Staff know that they work in an inclusive school where diversity is valued and welcomed and can provide examples of how they establish and maintain an inclusive environment within day-to-day practice.

There are regular reviews and evaluation, including deep dives, and the voice of the child and family in the development of the bespoke curriculum pathway.

The curriculum:

- is well planned and incorporates the Preparation for Adulthood (PfA) outcomes which are embedded from the early years
- meets needs and reflects leaders' high aspirations for all children and young people from disadvantaged groups
- is successfully adapted to be ambitious and meets the needs of all children, which includes their independence and aspirations. The planning of various professionals reflects this.
- identifies needs, strengths and interests as well as gains in knowledge
- identifies additional resources needed and appropriate methods of communication
- pace is good and the environment effective and regularly reviewed
- staff are committed to developing their expertise
- PfA is built in at every level.

Staff adapt learning approaches to provide suitable learning challenges, and cater for different learning needs and styles with individual and/or small group planning and programmes where appropriate.

Every teacher and leader is a teacher and leader of SEND

- Learning is carefully planned.
- Staff effectively interact with children.
- Reading and communication are at the heart of the curriculum.
- Staff have the skills to implement interventions.
- Multi-sensory teaching techniques are embedded.
- Handwriting skills, effective approaches to homework, age-appropriate study skills, key vocabulary and resources are within easy reach of all children.

Staff ensure that children and young people have opportunities to work in different ways, i.e. independently, peer work and in a variety of small groups.

- Strategies to promote independent learning.
- Scaffolding of learning.
- Staff specifically trained in delivering the interventions.
- Seating plans and organisational plans in place, including the effective use of additional adults.
- Staff provide regular opportunities for collaborative learning and peer support.
- Building and maintaining positive relationships.
- Opportunities to develop peer awareness.
- School promotes the culture of peer support.

Assessment and individual planning

- Staff are aware of children's starting points.
- Staff are aware of children's strengths and areas for development through a diagnostic approach.
- Information is shared effectively between and across phases.
- All children have equal opportunities across the curriculum.
- There are regular reviews and the use of a variety of assessment profiles, including systems such as the Boxall Profile.
- Pupils' voices are captured at all times.
- Children are aware of what they need to do to get to the next stage.

Staff ensure that formative assessment and feedback are a feature of daily practice and this should be reflected in the marking and assessment policy.

- There is account of prior learning.
- There is a wide range of assessment strategies.
- Children have regular opportunities for reflection.
- Marking clearly moves the child forward in their learning and understanding.
- The impact of interventions is critically evaluated.

Expertise is in place to manage access arrangements

- Adaptations are made.
- Procedures are in place to inform parents/carers.
- Reasonable adjustments are made in the light of needs.
- Adapted resources and/or equipment are available to support the access.

Partnership and co-production with children, young people and parent carers

The school works in co-production with the parents/carers:

- Co-production of all materials.
- Understanding and use of the Local Offer.
- Parents are made aware of the communication channels and their child's individual needs.
- Good and effective communication between the school and parents/carers is in place.
- Information on the Local Offer is comprehensive and shows a variety of bespoke pathways and benefits for 0–25.
- There are formal and informal events for parents/carers to share their views.
- Transition is carefully and sensitively managed.

Children and young people are enabled to participate in their assessment and review procedures.

- Children actively participate in all reviews and are a part of decision making bodies.
- Children know their next steps and their end-of-year targets.
- Person-centred approaches are regularly reviewed.

Supporting social and emotional development/pastoral care

The school recognises and responds to the social and emotional aspect and support needs of these children with additional needs and the provision takes account of issues and the impact of these, such as family breakdown, family illness, moving home, bereavement and other key challenges and changes.

- There is a calm and purposeful environment.
- Language is differentiated to meet needs.
- Strong relationship with sexual and mental health.
- School promotes the emotional regulation of all children and young people.

Children and young people feel safe and valued and know that they can approach staff who will listen to their opinions and concerns.

- Negative beliefs are challenged.
- The voice of the child is central to the school's improvement and is encouraged and acted upon.
- Schools' councils are active and include the voice of children with SEND and/or who are vulnerable.

The physical and sensory environment

The physical environment is adapted to meet the needs of children and young people.

- There is a purposeful and well organised learning environment.
- Physical accessibility checks of the building and individual learning spaces are regularly carried out with various tools such as an environmental audit.
- The furniture and equipment are of the right size and quality.
- Extra-curricular activities and visits are planned to fully include all.
- Children's views are regularly sought to plan for the future provision in this area.
- Use of funds is targeted within a clear strategic plan.

Staff are aware of the sensory needs and issues that may impact on children and young people.

- Needs are known and planned for.
- Equipment is readily available to support equal access.
- The environment is adapted to meet the needs of sensory impaired children and young people.
- Displays are meaningful and there is access to safe spaces.
- Staff are aware of lighting, smells and noises in the room that could affect those children with sensory needs.
- All sensory experiences are risk assessed.

Equipment and resources

Resources are available in every classroom or learning environment and the quality and impact of the support is scrutinised.

- Resources are easily accessible and readily used to promote leaning and independence and reduce stigma.
- There is easy access to sensory equipment.
- Resources are clear, uncluttered and labelled using text and images.

Specific resources and strategies are provided to overcome potential barriers to learning.

- Resources are available.
- Information and Communications Technology (ICT) and Augmentative Assistive Technology are available for those with more complex needs.
- These are planned and used effectively to support learning.
- Staff have access to training to build on their skills and expertise.

All staff, including teaching assistants, make a positive contribution to the progress of children with SEND and/or who are vulnerable.

- Additional adults are employed effectively.
- Clear and regular communication between adults is in place.
- Group/seating arrangements are reviewed to ensure that independence is developed as far as possible.
- Staff are well trained and there is a clear plan for ongoing professional development, and best practice is shared across the school.

All transitions during the day are well planned and well managed and provide opportunities for the children to develop the skills to manage change.

- Some of the transitions include the start and end of the day, moving between and within lessons, changing from structured to unstructured time, breaks from lessons, special events and life events.
- Staff prepare the children for the forthcoming events through visual timetables and discussions about daily transitions.
- Support for children is readily available on entry to school and exit.
- 'All About Me' plans are in place.
- There is strong liaison with parents and carers and the staff within the next stage of education, employment and/or training.

For some children, additional support from specialist agencies may be required and parental permission will be needed to involve sources of specialist advice, resources, training, etc. Agencies such as Educational Psychology, Speech and Language Therapy Service, and ASD Specialist Support Teams. can offer more diagnostic assessment and helpful advice.

The role of class teachers in SEN support

The role of the class teacher is to make the education of all their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences, teachers are also at the forefront of forging positive professional relationships with parents so that they can work together in the best interests of the children. Class teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions.

A class teacher's first response to a child making less than expected progress should be high quality teaching targeted at the child's particular areas of weakness. Where progress continues to be less than expected, the class teacher and SENDCO should, together, assess whether the child has SEN or whether additional amendments need to be made to the teaching and learning approaches on offer.

While the SENDCO will offer advice and guidance, it is the responsibility of the class teacher to implement the graduated approach and regularly assess the progress made by children with SEND, especially when interventions are delivered by teaching assistants outside the classroom.

In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

In relation to all pupils, class teachers are expected to:

- be accountable for attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Teachers' Standards, 2011 (updated 2013)

The SEND Code of Practice underscores in Section 6.36 the class teacher's responsibility towards children with SEND:

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.

Teaching assistants

Teaching assistants (TAs) are now employed in a broader range of roles in schools. A set of revised Professional Standards for Teaching Assistants was published in June 2016 with a clearer and more concise description of the role, reflecting the diversity of the existing roles carried out by support staff, particularly within a self-improving system.

The main purpose of the standards is to improve the status and professionalism of TAs and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children and young people.

In many schools, overall management of TAs falls to the SENDCO. In addition to more strategic TA deployment, part of the SENDCO's role should be to monitor and evaluate the effectiveness of the support given by TAs and their impact on the progress and wellbeing of children with SEND.

A key element in the level of impact that TA support can have is how classroom teachers deploy them and the TAs' preparedness and knowledge to be able to support children with significant needs. These are the children who most need good teaching and time with the teacher.

In addition to training TAs to support children with SEND, it is just as important to train teachers in effective classroom deployment of additional adults.

To support teachers to improve classroom deployment of TAs, in 2015 the Education Endowment Foundation (EEF) published its report Making Best Use of Teaching Assistants, usefully outlining seven evidence-based recommendations:

TEACHING ASSISTANTS' SEVEN GOLDEN RULES

1. Teaching assistants should not be used as an informal teaching resource for low-attaining pupils
2. Use teaching assistants to add value to what teachers do, not replace them
3. Use teaching assistants to help pupils develop independent study skills and manage their own learning
4. Ensure teaching assistants are fully prepared for their role in the classroom
5. Use teaching assistants to deliver high quality one-to-one and small group support using structured interventions
6. Adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction
7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Early Help

The **Early Help** approach is a constructive tool in supporting children and families and providing early intervention. **Early Help** means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life, from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own.

EHC plan

Some children may already have an **EHC plan** and this plan will specify the provision that the school and other agencies **must** put in place. Additional funding will be provided to cover the additional cost of this provision (after the first £6,000 which comes from the school delegated SEN budget). Further support and guidance on this can be found in the Education, Health and Care Plans section of this toolkit.

Transitions

For any child with additional or special educational needs, it is important to consider in advance any point of change or transition. The effective sharing of information is part of high quality provision during the period of change from early years setting to school, and transitions within and between schools.



Primary school inclusion flowchart

Supporting children with SEND or other vulnerabilities is the responsibility of all staff.

WAVE 1

UNIVERSAL PROVISION FOR ALL

In everyday, practical situations, the best schools do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes, irrespective of whether that is through quality first teaching, reasonable adjustments for a disabled child or special educational provision.

High quality teaching (quality first teaching), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

SEND Code of Practice 2015 page 99

Inclusive schools:

- have many informal conversations with parents/carers about their children's strengths, interests and areas for development so that they know you are concerned about their child as an individual
- provide high quality environments, relationships and teaching that are differentiated and personalised, promoting positive outcomes for all
- commit to inclusive practice and removing barriers to learning
- know children well and are able to make judgements about their progress
- have high expectations of all children
- may call on outside specialists/experts as part of the identification process as well as after a need has been identified.



WAVE 2

TARGETED PROVISION FOR SOME

A. Children whose special educational or additional needs emerge while they are attending the school.

Once you have tried support through quality first teaching, appropriately differentiated for the child's individual needs, and you are still concerned about their progress, plan an appropriate and personalised way of discussing concerns with the parents/carers.

Obtain parental involvement and permission to put in additional or different support. Find out if other agencies/professionals are already involved. Other professionals can be asked to support the identification process.

In co-production with parents, together agree targets, outcomes and provision. Write these up as an intervention plan, which the parents sign. This can be in the form of an Individual Outcomes Plan (IOP) or Provision Map. It will include specific actions, which are different from or additional to your usual differentiated teaching. Be clear about

your success criteria (what you expect the child will be able to achieve) within a time frame (usually six weeks) and evaluate them regularly, showing whether or not targets have been met.

B. Where children start school with an identified SEN or disability.

Parents will already have information from other professionals involved with the child's developmental progress. Seek permission to view these so that you can coordinate your approach within the school.

Plan for any additional arrangements needed for transition into school, e.g. training for staff, obtaining additional equipment/resources, etc.

Combine the information from other professionals with your planning to ensure the child's needs are met so that he/she makes good progress within the school. Write a Care Plan when the child has medical needs.



WAVE 3

SPECIALIST PROVISION FOR A FEW

For most children, planned interventions and the cycle of assess, plan, do and review will be sufficient to ensure their individual needs are met and they make reasonable progress. It is important to maintain dialogue and discussions with parents, so they feel fully informed.

For other children, further support from specialist agencies may be required.

Parental permission will be needed to involve sources of specialist advice, resources and training, e.g. Speech and Language Therapy Service, Educational Psychology, etc. It is good practice to coordinate the support you are giving with the strategies other agencies are doing to support the child.



The role of the SENDCO

An effective SENDCO:

- starts by thinking about and valuing the unique child
- believes in every child as an individual who has the potential to develop and make progress
- has patience and tenacity
- captures the child's and family's voices
- is empathetic and is a good listener
- knows or knows how to find out about:
 - the needs and background of individual children with additional needs
 - the most effective, evidence-based strategies and techniques of how to support individual children with additional needs
 - outside agencies that can give you advice and support
 - where to build your knowledge of supporting children with additional needs
 - where to obtain useful resources.

Things you (and/or others) might have to do:

- have regard to the SEND Code of Practice
- implement the SEND policy
- develop and review the SEN Information Report
- develop an Accessibility Plan
- maintain ongoing good relationships with parents/carers of children with additional needs
- liaise with other professionals from other agencies, e.g. SALT, educational psychologists, etc.
- give advice and support to colleagues within the school
- ensure that individual children's support plans are written, followed and evaluated
- access relevant training
- organise and/or plan and deliver in-house training
- attend meetings, e.g. EHC plan (EHCP) annual reviews, Looked After Children (LAC), Section 17/47 meetings, etc.
- help with any funding applications
- organise and monitor effective transitions for children with additional needs.

SENDCO survival tips

- ✓ Don't try to be a superhero!
- ✓ Don't try to do it all by yourself – delegate to colleagues
- ✓ Ensure you have the time to fulfil your role
- ✓ Communicate – remember this involves listening as well as expressing yourself
- ✓ Celebrate the fact that you will make a difference to children's lives
- ✓ Make the most of opportunities to network with SENDCOs in other schools

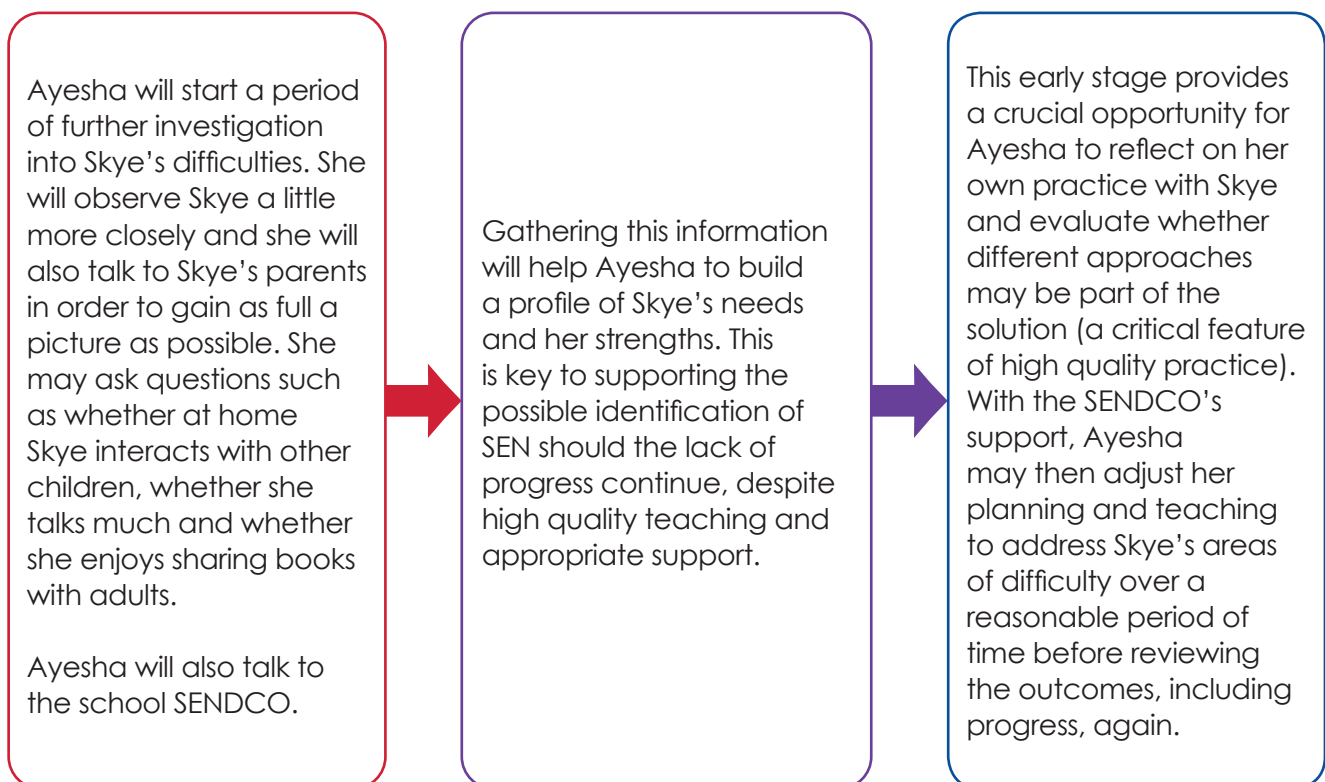
An example

Consider Skye

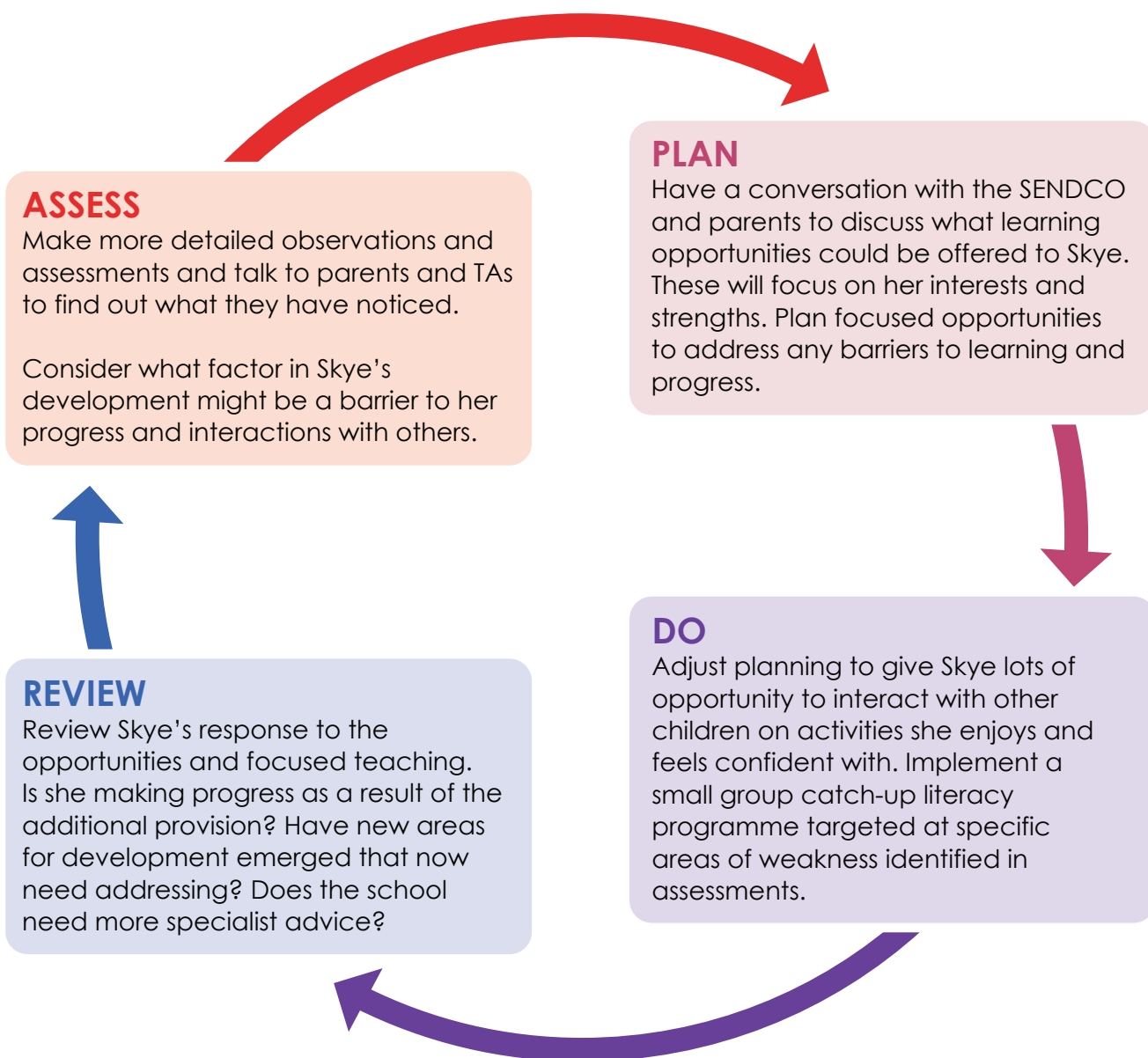
Skye is seven years old and is in Year 2. Until recently she used to cry every morning but now comes in happily and settles to work without fuss.

Ayesha, her teacher, has noticed that Skye does not tend to interact with the other children in the playground, preferring to spend time by herself. She will usually answer when asked a question by an adult but speaks very quietly using very short two or three word utterances. Skye has made slow but consistent progress in literacy and maths but is still working well behind the rest of the class.

Identifying needs – where to begin?




In summary



Early identification

A graduated approach to a continuum of need for children with SEND

LOWER LEVEL OF NEEDS	←————→	GREATER LEVEL OF NEEDS
Observing and monitoring progress.	School-based planned and evidenced intervention, e.g. IOP or Provision Map.	Coordinated, planned and evidenced intervention with reference to specialist expertise.
School has identified concerns that need to be observed and monitored, leading to discussion with parents. Needs met through quality first teaching with differentiated opportunities and approaches.	When a school can meet a child's needs from their own resources. A support plan (IOP, Provision Map, etc.) is written for a child when the school has identified the need for different or additional provision. It is a working document for daily use by all and should involve the parents and the child.	When outside agencies (e.g. educational psychologists, speech and language therapists, etc.) become involved, support plans are implemented, reviewed and revised with input from outside agencies. Strategies should fit in with the daily/weekly planning.
 <p>MONITORING 'ADEQUATE PROGRESS' THROUGH THE CYCLE OF ASSESS, PLAN, DO AND REVIEW</p>		

Funding for SEN support

Funding is agreed locally and is given to schools under three main headings:

Element 1: an amount of money for each pupil in the school

Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money (known as AWPU: age-weighted pupil unit). The amount varies from one authority to another. This is the **core budget** for each school and it is used to make general provision for all pupils in the school, including pupils with SEN.

Element 2: the school's notional SEN budget

Every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. In addition, there is the Pupil Premium Grant (PPG) which is based on the levels of deprivation and the take-up of free school meals.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The formula usually gives more money to schools that have more children on free school meals and more children who are not doing as well as others in English and maths. This provides a good guide to how many children with SEN a school is likely to have.

A small number of schools may find they have many more children with SEN than expected. This might happen where, for example, a school has a good reputation for teaching children with SEN. Where this does happen, the school can ask the local authority for additional funding.

The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000.

Special educational provision is anything that is provided to meet a child's SEN that is 'additional to or different from' provision made for all children. The local authority must make sure that the special educational provision specified in an EHCP is made for the child. For a child receiving SEN support, a school must use its 'best endeavours' to make sure that special educational provision is made to meet a child's SEN. Schools must also follow the SEND Code of Practice 2015, which expects schools to involve parents in decisions about how their child's needs are met.

Element 2 is called the notional SEN budget because no one tells schools exactly how they should spend their money. When funding is delegated to schools, they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEN; and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

The SEND Statement of Provision can be found on the SEND Local Offer on the City of London website:
www.fis.cityoflondon.gov.uk/send-local-offer/about-our-local-offer

Element 3: top-up funding

If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their **high needs block**.

Element 3 is provided by the local authority for an individual pupil who has a high level of needs and schools are expected to use this funding to make provision for that individual pupil. Funding for the provision specified in an EHCP comes from the local authority's high needs block, along with funding for the first £6,000 worth of provision from the school's notional SEN budget. The school will continue to provide this when they receive top-up funding for a child with an EHCP.



LOCAL OFFER AND POLICIES

The Local Offer – information for schools

All 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 an EHCP.

Schools must cooperate with the local authority to ensure the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available. SEND Code of Practice 2015 paragraph 4.1.

What is the Local Offer?

www.fis.cityoflondon.gov.uk/send-local-offer

The Local Offer contains information for parents and young people about services the local authority expects to be available in their area for children and young people from birth to 25 who have SEND. Services outside the area, but which the local authority expects to be used by children, young people and their families, will also be included.

The local authority must involve parents, children and young people in developing and reviewing their Local Offer. Local services, including early years settings, schools, colleges, health and social care agencies, must also be consulted.

The Local Offer is a new way of providing information and should not simply be a directory of existing services – an address and telephone numbers will not be sufficient.

The Code of Practice explains that the Local Offer has two main purposes:

- to provide clear, comprehensive and accessible information about the support and opportunities that are available and
- to make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents, carers and service providers in its development and review.

Educational setting's role

- Schools have a duty to cooperate and work with the local authority to inform, develop and review the Local Offer.
- Schools must also publish a SEN Information Report on their own website which sets out all the information around SEN within their school.
- Schools should engage with children and young people with SEND and their parents when producing this information.

Local authority's role

(Family Information Service)

- Ensure the Local Offer is up to date with relevant information and services for families and made accessible to all.
- Engage with families, including children and young people, and education and service providers when producing this information, taking into consideration how it is laid out and how it will be made available to those who do not have access to the internet.

Parents, carers and young people can:

- use the Local Offer website as a key source of information on provision and services available
- provide feedback on the Local Offer about services or provision, including any gaps or issues that they encounter (these are known as insufficiencies).

How will publishing this information help education settings?

- The information will help to communicate to parents/carers, and others who work with the setting, how children and young people with SEN are supported. Alongside the SEN Information Report, it provides clear profiles of individual schools.
- It will help to prevent misunderstandings, which can sometimes make working together difficult.
- Co-producing the information with parents/carers and children will help to develop and strengthen partnerships.
- It will be an opportunity to review processes and ways of working together.
- It will provide clear, transparent information about how funding works in schools.

Suggested framework for writing a SEND policy

Relevant legislation and key documents

- Children and Families Act 2014.
- Equality Act 2010.
- SEND Code of Practice 2015.
- Schools SEN Information Report Regulations (2014).
- Statutory guidance on supporting pupils at school with medical conditions (April 2014).
- The national curriculum in England, Key Stages 1 and 2 framework document (September 2013).
- The Early Years Foundation Stage statutory framework.
- Safeguarding and Child Protection policy.
- Accessibility Plan.
- Teachers' standards (2012).
- The Local Offer.

Values and aims

- Consider your school's aims, values and principles and how they reflect those of the Code of Practice, e.g. the voice of the child, close partnership with parents and removing barriers whenever possible.
- Do all staff have high expectations for all children?
- How does the school intend to meet the diverse and individual needs of their children and families?

Name of SEND governor, headteacher and SENDCO and roles and responsibilities

- Explain roles and responsibilities.
- Give details of any relevant qualifications/experience.
- Explain the responsibilities of class teachers. explain the responsibilities of teaching assistants.

Staffing and training

- Describe your commitment to training and responsibility of all staff.
- Describe your commitment to ensuring experienced practitioners will support children with additional needs if funding is applied for.
- Describe specialist qualifications and training.
- Detail the SEND training that has been accessed and is planned for and how information from training is shared across all staff.

Admissions arrangements

- Explain how individual children are settled into your school and how you gather information with parents (cross reference with Admissions Policy).
- Explain staffing ratios per session and how individual needs are met.
- Detail any procedures/arrangements for making additional arrangements, e.g. induction, meetings with all involved professionals prior to admission.

Partnership with parents

- How do you build a partnership with parents?
- How does the school work with parents in discussing their child's strengths and areas of concern?
- Do you have any set times when you are available to talk to parents?
- How can parents access your policies?
- How do you ensure early support and help for your families to help improve the outcomes for your vulnerable learners?
- How do you inform parents about the SEND Information, Advice and Support Service (SENDIASS)? Do you have information leaflets readily available in an accessible location?

- How do you monitor and review plans and progress with parents?
- How are parents helped to support their child's learning at home?

Pupil Participation

- How do you involve the child or young person in decision making processes which occur in their education?

Identification and assessment

- How are individual children included, valued and supported?
- Who will work with children who have SEND and how often?
- How is the learning environment and the provision differentiated?
- How do you identify needs as early as possible which require 'additional to' and 'different from' the usual provision? We recommend that whenever possible plans are in place within six weeks of entry into the school if children are identified as having a SEND.
- Consider how you will meet the social, health and pastoral needs of children with SEND to ensure their wellbeing.
- How do you enable the child to have a voice in their own learning and provision?

The graduated approach

- Explain how you have a graduated approach with a four stages cycle of actions: assess, plan, do and review.
- Allow space in your policy to explain how you will meet the needs of children with an EHCP or medical needs plan. How will you manage the referral process and support parents whose children have more complex needs?
- Explain your approach to record-keeping.

Resources and learning environment

- How are additional resources acquired and funding applied for?

- Describe the specialist resources available to the school.
- How do you deploy staff?
- is the learning accessible for all children? Consider access to the curriculum as well as physical adjustments.
- How are all children included in extra-curricular activities and for trips to places outside the school?
- How will you ensure access to a full and balanced curriculum to all children?
- Does your learning environment/learning opportunities ensure that your approach is inclusive?

Links with support services and outside agencies

- How are referrals made for external support and parental permission requested?
- What specialisms do staff have and what specialist services can the school access?
- How do you commission external partners or other professionals?
- Are links in place with relevant services?

Transitions

- Explain the transition process for when children move into new classes or schools. Cross reference with a transition policy.
- Explain your procedures for sharing information with other schools.

Arrangements for dealing with complaints

- Cross reference with your school's complaints policy.

Monitoring the policy

- Explain how the policy is monitored, evaluated and reviewed annually by all staff and update the policy.
- When and how are the SEN Report and the Local Offer updated and how are parents involved?

Points to consider when writing policies

SEND policy

- All schools require a written SEND policy to support children and promote inclusion.
- The policy should not just be the work of the SENDCO.
- Consider how you are going to involve and share with school leaders, staff and parents.
- Discuss and reflect your school's values and goals in your policy.
- Make sure the policy is 'real' and reflects practice.
- Keep a vision of how you want to develop inclusion (linked to your own school self-evaluation).
- A SEND policy should be tailored to your school (not just copied and pasted from a website).
- A written SEND policy should be available during an Ofsted inspection.
- The policy must have due regard to the SEND Code of Practice.
- Avoid the overuse of jargon and abbreviations.
- The SEND policy needs to be a standalone document, but will relate to other policies, especially the school Accessibility Plan.
- Consider the use of appendices for sections that change frequently, e.g. details of training.

Promoting positive behaviour

- Name the teacher responsible for behaviour management/pastoral lead.
- Identify the aims and principles of the policy.
- Explain how you work with parents.
- Detail your approach to using positive approaches, seeing behaviour as a

form of communication and trying to understand the root causes for the behaviours.

- Explain the importance of personalised approaches and strategies.
- Explain how unsafe behaviour is risk assessed and managed.
- Explain how records will be kept and the format for recording behavioural strategies.
- Explain how the policy will be monitored and evaluated.
- Detail the training undertaken, specialist resources and use of specialist agencies.

Equal opportunities and anti-discrimination

- Include a link to the school's Accessibility Plan.
- Identify the aims and principles of the policy.
- Explain how individual children's needs are met.
- Explain how children and families are valued and included.
- Detail approaches to promote value and respect for others.
- Detail your policy in relation to children, family, staff and governors when applicable.
- Detail your policy in relation to employment, resources, environment, curriculum, food and timing of events.
- Emphasise how the staff team will be supported to challenge inappropriate attitudes and practices.
- Give details of how you will review, monitor and evaluate the effectiveness of inclusive practices.
- Detail the training undertaken.

The SEN information report

Schools must publish information for parents on their websites about the implementation of the SEN policy. The information should be reviewed and updated at least once each year and more frequently if changes take place.

The SEN information report must include information about:

- different SEN that are provided for at the school
- policies for identifying children with SEN and assessing their needs
- the name and contact details of the SENDCO
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents as part of this assessment and review
- arrangements for supporting children in moving between phases of education and in preparing them for adulthood.
- the approach to teaching children with SEN
- how adaptations are made to the curriculum and the learning environment of children with SEN
- the expertise and training of staff to support children with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children with SEN
- how children with SEN are enabled to engage in activities available with children in the school who do not have SEN
- support for improving emotional and social development, including extra pastoral support and measures to prevent bullying
- how the school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school.

The information should include arrangements for supporting children who are looked after by the local authority and have SEN and should be easily accessible by parents using clear, straightforward language. It should include information on the school's SEN policy and named contacts who parents can contact when they have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

Accessibility Plans

Schools are required to have an **Accessibility Plan**. This is a statutory requirement (see the Department for Education's (DfE) guidance on statutory policies for schools).

The **Equality Act 2010** came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **'schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation, gender reassignment or sexual orientation'**.

Advice from the DfE on the Equality Act 2010 explains that schools must have an Accessibility Plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public-sector equality duty (PSED), which replaced previous statutory duties.

An Accessibility Plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- reviewed and reported on annually and drawn up/updated every three years
- approved by the governing body, which is free to delegate this to a committee of the governing body, an individual governor or the head teacher.

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

How should an Accessibility Plan be published?

An Accessibility Plan may be a free-standing document but may also be published as part of another document, such as the school development plan. For instance, a school may wish to publish its Accessibility Plan within an equality and diversity plan. A school's accessibility policy should be available on a school's website.

What should be included in an Accessibility Plan?

Schools' plans should reflect their intentions in three areas to:

1. increase the extent to which disabled pupils can participate in the curriculum
 2. improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and
 3. improve the availability of accessible information to disabled pupils. (paragraphs 4.29–30)
- For each aspect, there should be short-medium- and long-term targets.
 - Success criteria should be included.
 - The plan should identify who is responsible for each target.
 - Timescales for completion must be indicated.
 - Resource implications should be costed and source of funding identified.
 - Systems of evaluation and monitoring must be included.
 - Training needs should be identified (related to targets).





PARENT PARTNERSHIP

Parents as partners

Parents have a pivotal role to play in their children's education and hold a wealth of information. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. It is therefore essential that all professionals actively seek to work with parents and value the contribution they make.

Participation suggests a partnership of equals: teachers are experts in teaching children; parents are experts in their children.

All those working with children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen to and understand when parents express concerns about their child's development.

(SEND Code of Practice paragraph 5.5)

Alongside this requirement to work in partnership with parents about their own children, there is also an expectation in the Children and Families Act 2014 and the SEND Code of Practice that parents will be active participants in all strategic developments about SEND in the school. Section 19 of the Children and Families Act 2014 also makes clear that schools should support parents to enable them to participate.

Parents as partners

The evidence from research is undeniable; the activities that take place at home have the largest impact on children's learning and children do better if there is good partnership working between parents and schools. Partnership encourages parents to be closely involved in their children's learning and also allows access to services that can help to support the whole family.

Positive relationships are central to partnership working. Clear and honest communication is needed within a framework of mutual trust and respect.

There should be no presumption about what parents can or cannot do to support their child's learning. It is important to be mindful that a lack of involvement may be due to any number of factors, including fear, lack of confidence/trust or awareness, so it is important to find ways to include parents in as many different ways as possible.

Evidence shows that effective schools are able to:

- build supportive relationships with parents, using active listening
- understand why parents and the home learning environment are important and actively work to develop this
- work with a wide range of parents, including fathers, parents from different cultural backgrounds and parents with additional support needs
- draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths and the things they enjoy as well as areas of additional need

- identify difficulties early (within six weeks) and know when and how to involve other specialist services
- tailor information to meet an individual parent's needs, recognising their starting points
- maintain regular contact through both planned meetings and informal opportunities
- support parents to develop the confidence, knowledge and skills to help their children
- be aware of parents' feelings, concerns and the personal and emotional investment they make
- respect the validity of different views and seek constructive ways to problem solve.

What about parents who are unable or unwilling to work alongside school staff?

Not all parents will have the time to attend meetings during the school day. Parents may have many competing demands on their time, especially if their child has additional needs. Many parents are happy to be kept informed about what is happening in school via regular emails or texts and are more likely to respond when that response can be short and instant.

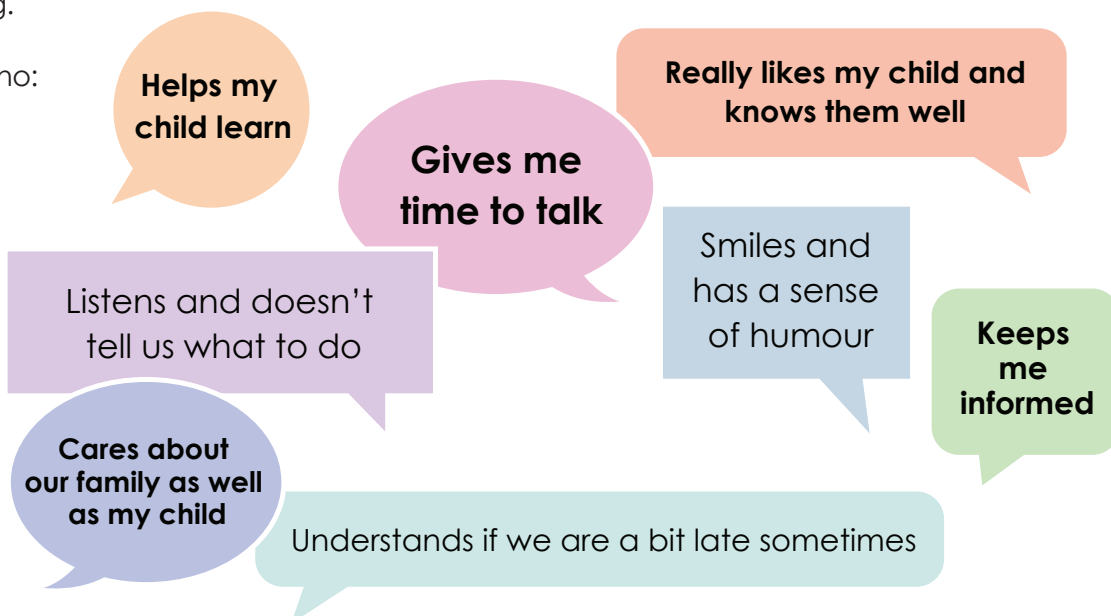
It is important to think about how accessible you are – not just in terms of the physical position and layout, but in terms of how welcoming you are to those who are less confident.

Teachers often talk about 'hard to reach' parents but it is often the school that is 'hard to reach' for the parents. Are parents really 'hard to reach' or are they just scared to come in?

What helps parents to work with schools?

When parents say what they need from teachers, their comments usually include the following.

Someone who:



Person-centred and family-centred approaches

Person-centred approaches and planning are all about enabling children and their families to be active participants in the process of planning how to achieve their aspirations and outcomes for their life. The views of children and families must be sought at all stages of the processes of identifying and planning outcomes.

The key features of person-centred approaches are:

- practitioners take a holistic view of the child in the context of their unique family
- practitioners are open and transparent about their concerns and what they would like to do to help
- practitioners consent to seek and share information in an informed and transparent manner
- practitioners provide alternative ways of gathering and recording children's views
- the views and ideas of the family are sought and valued, acknowledging their knowledge and experience
- meetings are welcoming and inclusive – practitioners avoid jargon and are prepared to listen as well as to contribute
- practitioners are flexible about where and when meetings are held
- practitioners provide alternative ways to gather and record the views of the child and family.

There are a number of tools/approaches that practitioners can use to support the person-centred planning process, such as:

One page profile

A one page profile captures all the important information about a child on a single sheet of paper under three simple headings:

- what people appreciate about me
- what's important to me and
- how best to support me.

A one page profile helps to support people better by:

- helping build better relationships by understanding what really matters to the child and how he or she can best be supported
- providing a record that can move with the child as they transition from class to class, school to school or service to service
- being regularly updated to reflect children's changing circumstances and aspirations.

When school staff also create their own one page profiles, children feel they get to know the real person, rather than just the job title.

Important to/important for

Working in a person-centred way requires that we understand what matters to children, not just what their needs are. We need to learn both what is important to the person and what is important for them and find the balance that works for them. This is then recorded on a one page profile.

Working/not working

To develop outcomes and actions, we must first work out what is and isn't working for the child – looking at things both from their perspective and from others' perspectives. Working/not working works through this to develop outcomes and actions to make sure the change happens.

Good day, bad day

This person-centred thinking tool supports conversations about what a good day is like, from when a child wakes up to when they go to bed. The same detailed information is then discussed for a bad day. This helps to identify what is important to the child – both what must be present in their day and what should not happen.

Person-centred reviews

Reviewing progress is an essential part of the graduated approach and allows children and families together with practitioners to focus on the progress that is being made. Reviews can also highlight where progress is not being made and provide opportunities for practitioners and families to refocus and understand the barriers to improvement and the next steps that need to be taken. Maintaining a person-centred approach is vital to enabling participation from children and families.

The City Parent Carer Forum (CPCF)

CPCF is for parents and carers of all children and young people in the City of London who have special educational needs and/or a disability (SEND).

CPCF represents the collective voice of parents and carers in the City. It works with the City of London, NHS and other support groups to shape City services; CPCF provides a range of consultation opportunities, fun and social events/opportunities for 'time out' and peer support, and signposts families to appropriate services.

CPCF is working with the City of London and the North East London Foundation Trust (NELFT) to ensure that parents' voices are heard when decisions are being made which may affect children and young people with SEND.

SENDIASS

Parents can seek independent support from Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) at Tower Hamlets where there is a dedicated Family Partnership Officer to support City families:

Parents Advice Centre
30 Greatorex Street
London E1 5NP
020 7364 6489

THE GRADUATED APPROACH

Assess, plan, do and review

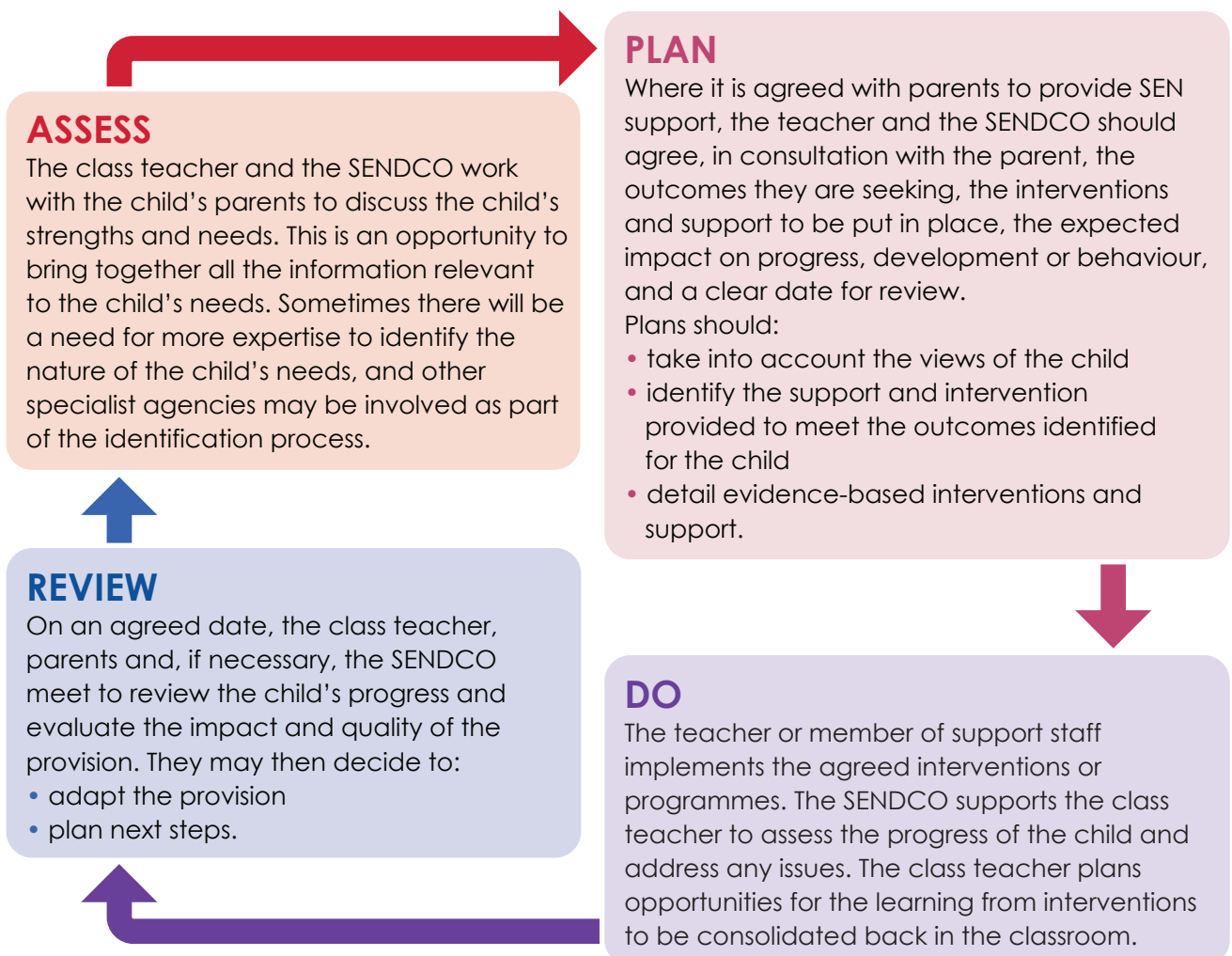
The SEND Code of Practice (page 100) states:

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 pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The Preparation for Adulthood four outcomes – employment/training, independence, good health and community inclusion – should be incorporated into any assess, plan, do and review process. Examples of these outcomes are in the SEND Ranges.

SEN support should be offered through a graduated approach with four stages of action: assess, plan, do and review.

Remember you are also reviewing your practice, the inclusiveness of your school and the effectiveness of the strategy/strategies you tried.



Evidence based Individual Outcomes Plans

While there is no longer a statutory requirement to use Individual Education Plans (IEPs), you do need to evidence the graduated approach, and an evidence based Individual Outcomes Plan will support the assess, plan, do and review cycle. You may hear this referred to as an IOP.

- Why is special help being given? – **Assess**
- What special help is being given? – **Plan**
- Who will provide the help and how often? – **Do**
- How can parents help their child at home? – **Do**
- When will the IOP be updated? – **Review**

The IOP:

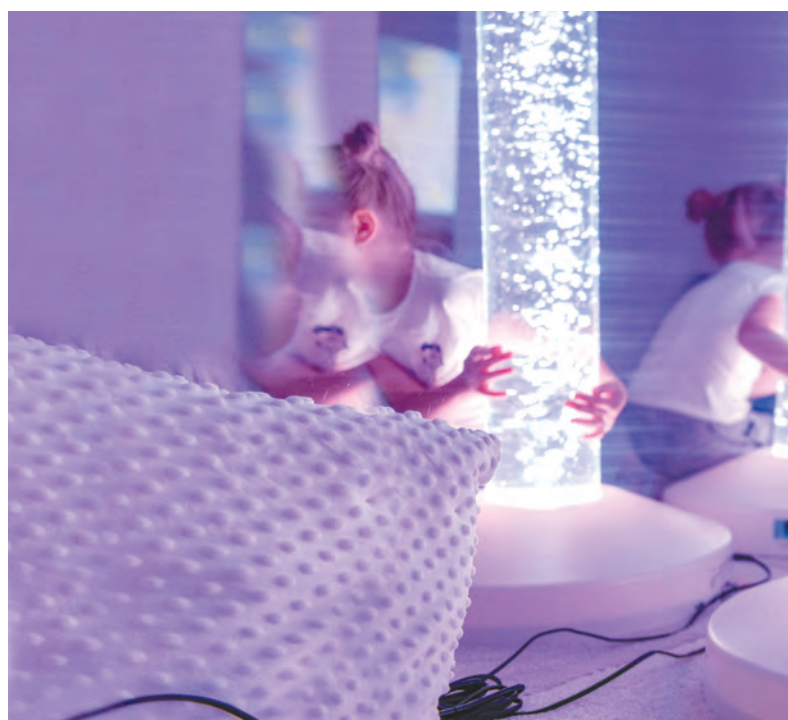
- should be an assessment, planning and reviewing tool
- should underpin the process of planning interventions for the individual child with SEN
- should set out 'why there is a need', 'what' should be developed, 'how' it should be addressed and 'how often'
- is the structured planning of the differentiated steps and requirements needed to help the child achieve identified targets and outcomes
- is a working document for all staff
- must be accessible and understandable by all concerned.

It should contain:

- short-term targets set for the child
- the strategies to be used
- the provision to be put in place
- when the plan is to be revised
- pre-intervention assessment information
- success or exit criteria

- be signed by the parent
- take into account information from other professionals.

Planned targets should be SMART and should provide an appropriate level of challenge. The child's strengths should underpin the targets and strategies.



Summary

A good IOP should:

- be easy to use
- focus on key difficulties
- include two to four specific measurable targets
- involve parents
- monitor progress
- be regularly reviewed
- link with existing planning
- be implemented by all staff working with the child.

Continue to assess and review

Remember that the assess, plan, do and review cycle might equally apply to:

- trying a new routine
- introducing a new activity or resource
- a new policy or procedure for the whole school.



So, what is an outcome?

According to the Code of Practice, an outcome is 'the benefit or difference made to an individual as a result of an intervention'. Outcomes should do the following:

- Lay out the steps to be taken, in order for the child to progress in their learning and be best prepared for the next stage or phase of their education.
- Set out what the child needs to achieve by the end of a phase or stage of education in order to enable them to successfully progress to the next phase or stage.
- Be personalised to the child, reflecting their own and their family's priorities (i.e. what matters to them and what they want to achieve).
- Be about more than academic achievement and attainment (e.g. building positive relationships with peers).
- Be SMART.

Child-centred outcomes are those which reflect what is important to as well as what is important for the individual child.

What is important to: focuses on what the child thinks.

What is important for: focuses on what others think is important for the child.

So, for example, when it is snowing outside and a child wants to go and build a snowman, parents know it is important for him/her to wear a coat, but as far as the child is concerned, he/she just wants to get out and have fun; it isn't important to him/her.

Well-defined outcomes

- Are clearly linked to what matters to the child (and their family), their interests and activities, the people they value, the places they most enjoy and their long-term aspirations.
- List their needs/targets and, for each need/target, formulate next steps for the child in order to progress.
- Are positive (build on something that is working well or change something that doesn't work well).
- Are written in terms that are meaningful for the child (i.e. simple, concrete, child-centred) and are SMART.

Asking the following questions can help you to define outcomes:

- What would it give the child?
- What would it do for the child?
- What would it make possible for the child?

For example:

- Outcome: 'I will be able to move independently around the school'.
- What would it give the child? Greater independence.
- What would it do for the child? Raise self-esteem.
- What would it make possible for the child? A chance to interact with peers.

Provision Maps

A Provision Map is a strategic management tool that helps schools to plan and monitor the range of provision available to learners. An effective Provision Map provides a direct link between the provision offered and the progress made by learners. It provides an overview of all the provision made by the school which is 'additional to and different from' the school's differentiated curriculum.

Provision Maps support school leaders to:

- illustrate the graduated approach – the cycle of assess, plan, do, and review
- match provision to pupils' identified needs and highlight gaps in provision
- confirm interventions are age-appropriate and build on prior learning
- highlight where provision is effective and any ineffective resources
- provide an overview of provision costs and demonstrate accountability
- highlight the need for additional training for teachers and support staff
- inform stakeholders about how provision is managed effectively to meet needs.

When you are developing a Provision Map, consider:

1. Auditing all provision that is additional to and different from the differentiated curriculum and high-quality teaching. Many schools start by mapping provision across the four areas of need. These are:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - sensory and/or physical needs.
2. Collecting baseline data and setting targets so that progress can be tracked.
3. Measuring progress and deciding on the most effective way to do this.
4. Evaluating outcomes and making strategic decisions on the effectiveness and appropriateness of the intervention/provision.

Templates for Provision Maps can be found in the appendices.

Children with SEND at risk of exclusion

Pupils who are on SEN support and those children with Education, Health and Care plans (EHCPs) have the highest exclusion rate in the UK. Children with SEN are over seven times more likely to be permanently excluded than pupils without.

Children with SEN, such as Autistic Spectrum Disorder (ASD), are particularly vulnerable to being excluded because they have difficulties in understanding social expectations and differences in processing sensory or communication information that can lead to misunderstandings, sometimes resulting in them exhibiting challenging behaviour. The National Autistic Society reported that 17 per cent of children with ASD have been suspended from school; 48 per cent of these had been suspended three or more times; 4 per cent had been expelled from one or more schools.

Persistent disruptive behaviour was the most common reason provided by schools, accounting for over a third of all permanent exclusions and over a quarter of all fixed term exclusions.

Research indicates that what is best for a whole-school community also benefits groups of children and individuals at risk of exclusion but that targeted and specialist interventions are necessary and can have significant impact.

Types of exclusion

Only head teachers can exclude children from school and must only do so for disciplinary reasons.

It is unlawful to exclude a child because the school believes it is unable to meet a child's SEND. The school must look at putting alternative provisions in place and assessing

what additional support the child requires. However, if the school is not able to deal with a child's SEN, it is able to manage a school transfer.

Schools should ensure that when a child with SEND is at risk of exclusion, an immediate review of the SEN support should be held to address why the child is at risk of being excluded and to work out what further support or change of support is required.

For children with an EHCP, the exclusion process is not appropriate. Where a child's behaviour is such that exclusion is considered, an immediate, emergency annual review meeting should be called to review the current provision and to discuss and agree any necessary changes to that provision.

Unofficial or informal exclusions (such as sending a child home to 'cool off' or reducing a child's timetable on the basis that the school can't meet the child's needs) are unlawful – even if parents have given permission for their child to go home.

A fixed period exclusion is where the child is temporarily removed from school. Children can only be removed for a maximum of 45 days a year, even if they have changed schools within that year.

If a child is **permanently excluded**, then the local authority has a duty to provide an alternative provision that will be able to meet the child's needs. If the child has an EHCP, the local authority must also consult with the parents before naming the alternative provision. The EHCP is still a legally binding document and the local authority has a continuing duty to provide the educational provision set out in section F of the EHCP.

The IOP is a planning,
teaching and reviewing tool



The SEND Code of Practice states:

5.43

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENDCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development.

5.44

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage, parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

By following the cycle of the graduated approach, gathering information about different aspects of the child, you will be building a profile of strengths and needs.

Remember to continue considering the following questions:

- What are the child's strengths?
- How long have they been in the school?
- What experience did they have before starting in the school?
- What other experience do they have outside the school?
- What has been the child's progress over their time in the school?
- What strategies are known to be most and least effective?
- What additional resources do I need to have ready that are likely to support learning?
- How independent are they in learning across the curriculum and the session?
- What particularly motivates and engages him/her?
- What specialist support has been involved that I can draw upon over the year?
- What are the parents' /carers' perspectives on their child's learning and development?





TRANSITIONS

Information sharing is an important part of helping parents, carers and teachers to recognise children's progress and understand their needs in a transition process. The effective sharing of information is part of high quality provision during the period of change from home to school, within school and between schools, and will help children and families.

The SEN Code of Practice states:

SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan. (page 26)

Transitions from early years into school

Effective transitions are important for all teachers and the following should support you to plan and implement effective transitions and ensure robust systems are in place. They should also act as a useful prompt when reviewing and developing policies.

Makaton symbol for 'Next'



Supporting parents

- Offer parents a meeting with you and the reception class teacher during the summer term.
- If the child will receive support from an additional adult, offer an opportunity for the parents and child to meet them as well.
- Make a home visit to meet the child in a relaxed and familiar setting.
- If parents do not want to meet, consider how information can be shared by the early years setting? Ask the early years setting what information the parents are happy to share. Is this in your policy?
- A transition meeting can be an informal discussion between the parents and class teacher or SENDCO – it does not have to be a roomful of professionals. Parents know their child best and the strategies that work for them.
- Does the child's early years setting have permission to share inclusion plans, letters or reports from other professionals, or care plans?
- As well as each child being an individual, so is each family – consider their needs when arranging transitions.
- Do you need to translate any information or documents?

Working with early years providers

- Ensure early communication with the early years provider(s).
- Invite the setting's key person and SENDCO to visit your school.
- Arrange transition visits for children with SEND – this can be within your family support arrangements.
- New teacher/SENDCO visits to the setting can include meeting parents as well as children.
- Request a written transition document and/or ask to see the child's learning journey.
- Offer the setting, and parents, books containing photographs of the school and key staff.
- Consider how you would plan for a child with SEND who turns up unexpectedly, and include this in your policy.
- Find out if any specialist equipment or training is required for the child and how you will fund this.

The following are some prompts to consider and discuss with parents during home or initial visits:

Children and their families

- Child's names and pronunciation.
- Pronunciation of other family members' names.
- What languages are spoken and understood by the parents/carers.
- What are the child's main interests/special toys at the moment?
- What experience does the child have of being cared for away from the family?
- What experience does the child have of playing with other children? How is the child in these situations?
- How does the child usually react to new situations and with new people?
- How do parents/carers think their child will settle into school?

- Is there anything the school needs to know to make the transition process as easy as possible?
- Do parents/carers have any concerns about their child's development?
- Do they always understand what their child says to them (in all languages)?
- Will the child need support in using the toilet, eating or drinking independently? Putting on or taking off clothes?
- Does the child have any allergies/medical conditions that the school needs to be aware of?
- Is there anything the child should not eat?

Sharing information about your school

- Inform parents/carers about the ethos of the school; why and how you promote inclusion.
- Discuss your provision for children with SEND, identification through monitoring, what parents/carers should do if they have a concern – who they should talk to, the support services that can be called on or the name of the SENDCO (explain the title and have an up-to-date photo for identification). Explain where the SEN Information Report and the SEND Policy are kept and have hard copies available.
- Explain the procedures for transition – taster sessions, home visits, etc.

General

- You need the contact details of at least one familiar adult to contact in an emergency, explain why you need this information and say how important it is that you are kept advised of any changes.
- Who has legal responsibility? Do you need to consider creating a 'safe password'?
- Is there anything else the parents/carers would like to ask or share?
- Mention what your arrangements are for lunch, outside play, snacks, etc.
- Provide the family with a timetable so that they begin to prepare their child for what to expect.

- Talk about what you will do during the settling-in process.
- Explain the importance of the ongoing dialogue between home and school.
- Outline how you deal with accidents/illness, your legal safeguarding responsibilities and the importance of current emergency contact details.
- Mention how you promote and encourage positive behaviour; what the expectations are for children/parents/carers/staff; how you work with children and families; the named member of staff responsible for this area; and where the policy is kept.
- Explain how parents/carers can become involved: using the computer with a couple of children, mending books, playing games with a small group, reading with children, doing a mother tongue story session, etc.

Transition to secondary school

The transition to secondary school is potentially stressful for all children, but that stress is often more significant for children with SEND. So, it is especially important for primary and secondary schools to work together to anticipate and plan to support children throughout the process. This includes support well before the transition – for some children, this might be across the previous 12 months, over the summer break or well into Year 7. This support does not necessarily mean additional adult involvement; rather it is about all staff having the necessary training and information to understand the child and to meet his or her individual needs and interests.

The following are some prompts parents may wish to consider when contacting and/or visiting prospective secondary schools for their child:

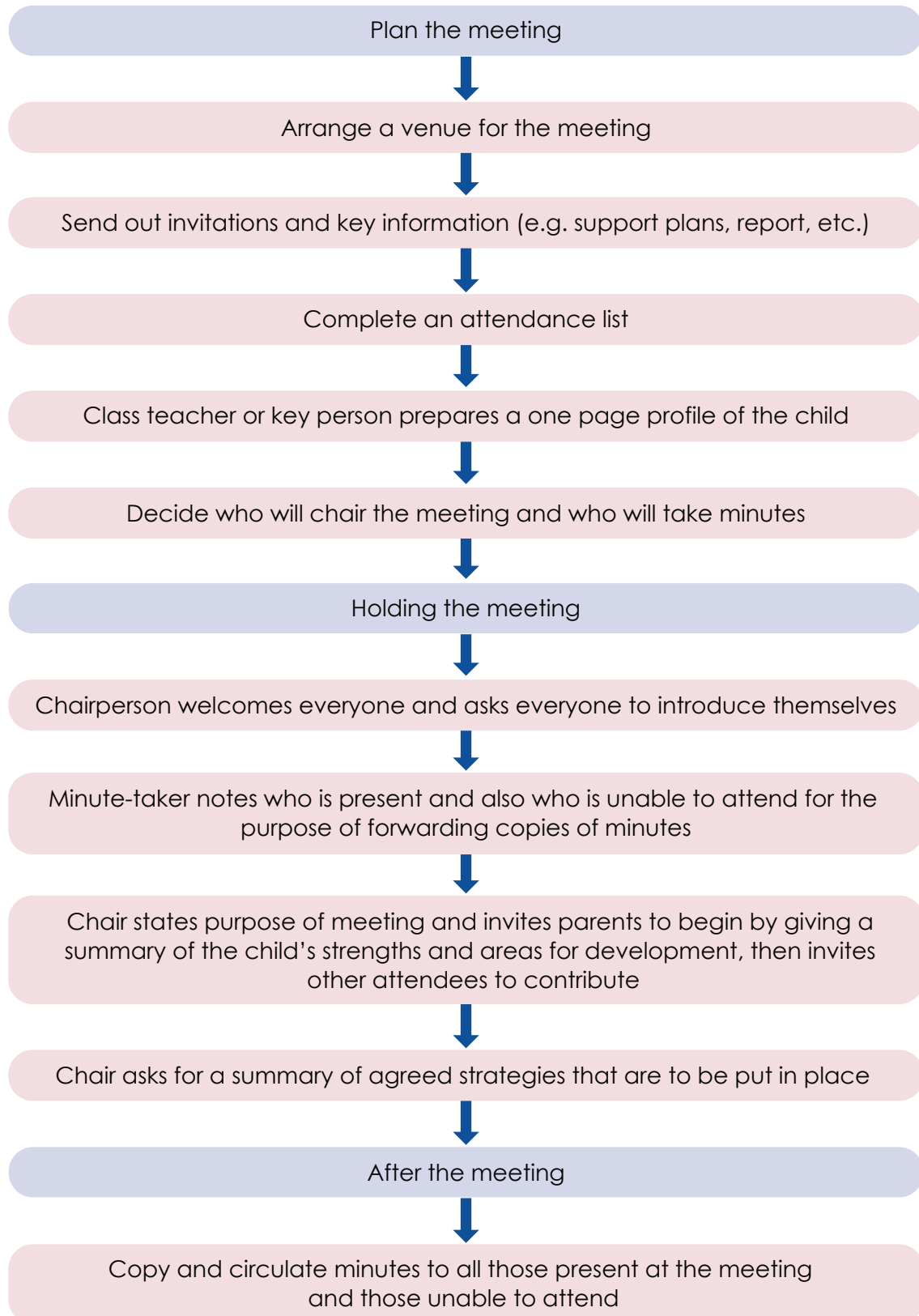
- Ask for a tour of the whole school and arrange to meet with the SENDCO.

- How large are the class groups? What additional support is available?
- What are the transition procedures? Are they flexible? Can my child make additional transition visits?
- What system of regular communication/feedback do you have in place to discuss progress or concerns?
- What other support services are available within the school (i.e. educational psychologist, speech and language therapist, etc.)?
- What extra-curricular provision is available? How inclusive/accessible is it?
- What supervision is in place outside at lunchtimes and breaks?
- Who do I talk to about my child's progress or any concerns I may have?
- Do children with SEND make good progress?
- What sort of behaviour strategies does the school use? Is there a behaviour policy and a named person responsible for behavioural learning?
- Is there a room or space available for children to have time out or to calm down?
- What sort of strategies does the school use to deal with bullying?
- How often are inclusion plans reviewed and are parents/carers invited to the review?
- What sort of SEND support is available in Year 7? And higher up the school?
- What experience and training do the staff have in supporting children with SEND?
- What sort of strategies are used in school to support children with SEND, e.g. visual timetables or support groups, such as language groups?

For further information and advice for parents of children with SEND choosing a secondary school, share with them the guidance on our local offer website:
www.fis.cityoflondon.gov.uk/send-local-offer/send-choosing-secondary-school

Transition meetings flowchart

The following provides a suggested overview for transition meetings.



EDUCATION, HEALTH AND CARE PLANS

The SEND Code of Practice

The SEND Code of Practice 2015 states that:

9.1 The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years' settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

9.2 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- 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 the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.



Considering an Education, Health and Care needs assessment and plan

If you are considering making a request for an Education, Health and Care (EHC) plan, you should first discuss this with the professionals who visit your school (e.g. educational psychologist). It is advisable to contact the SEND Team for advice. A member of the SEND Team may be invited to attend a review of the child's Individual Outcomes Plan (IOP) and offer advice, such as:

- to contact a particular service that will be able to offer further support to the child
- to liaise with other professionals to find a different approach that may yield the desired outcomes (and should usually be reviewed after six weeks)
- to collate all evidence, including views from the child and family, and make a request for EHC plan.

EHC plans

Some children with significant educational needs may require a higher level of support through an EHC plan. An EHC plan is a legal document prepared by the local authority that describes the specialist support children and young people with complex and long-term special educational needs require to make progress in their education and learning and to achieve their full potential.

An EHC plan:

- can apply to children and young people from birth to 25 years (if the person stays in education or training)
- describes a child's strengths and needs
- brings together all the information about a child and the support needed from education, health and social care
- is designed with families to enable children to set their own goals for the future.

Requesting an EHC needs assessment

A request for an EHC needs assessment is made where a child does not make expected progress following the assess, plan, do and review cycle and the special educational provision required cannot reasonably be provided from within the resources normally available to the educational setting.

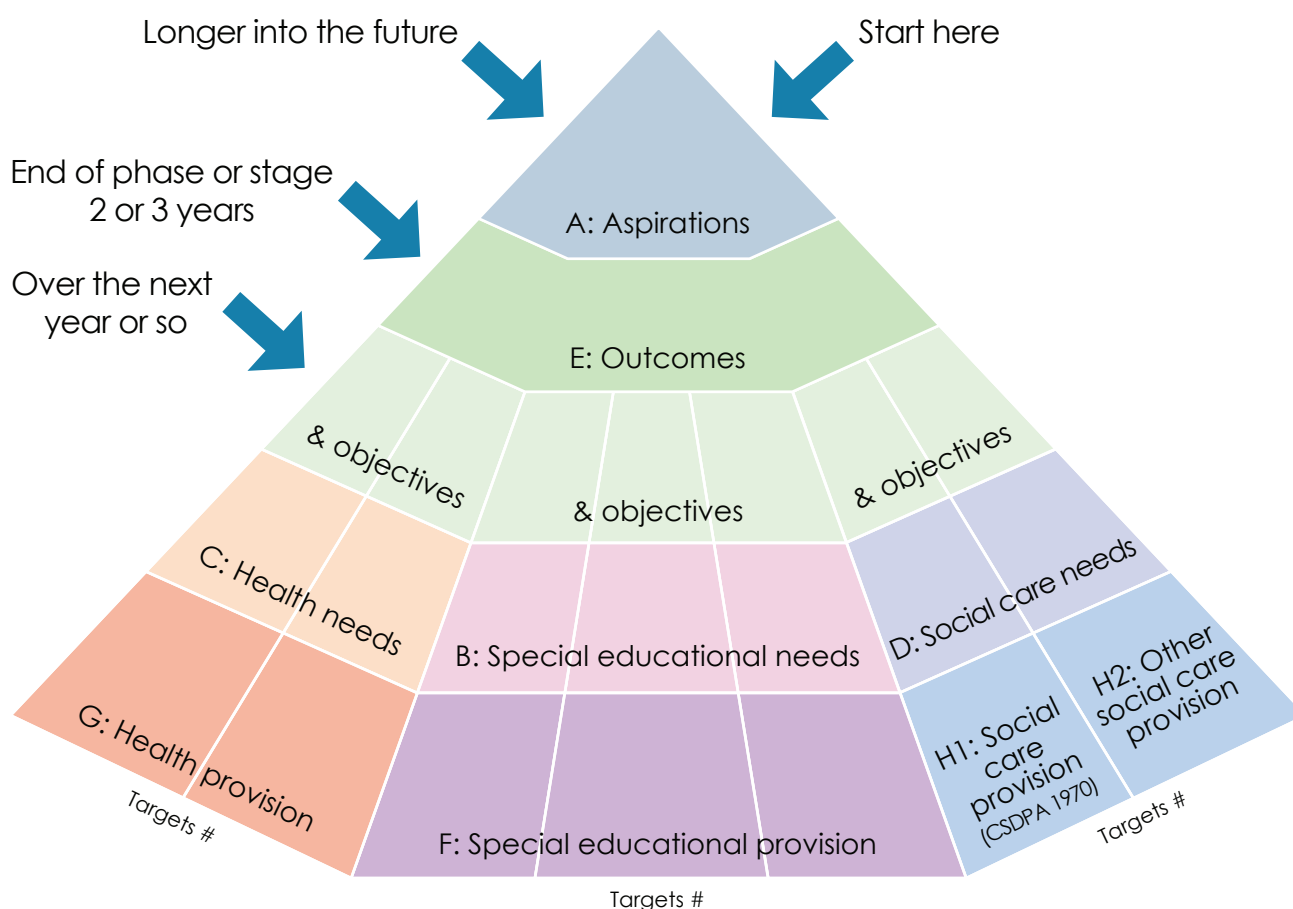
Family conversation

If the discussion suggests that an assessment is needed, then the family conversation should be completed. For children under five, this is likely to be done with nursery staff or perhaps a health professional. The completed family conversation record is submitted to the local authority.

Parents and carers can also request a needs assessment. In that event, the school will need to hold the family conversation to make sure all the necessary information is available to make the right decision.

To request an EHC needs assessment, complete the referral form and send it to the City of London's Education and Early Years Team, who will arrange for the request to be considered by a multi-agency panel of professionals from education, health and social care known as the SEND Panel. A referral form template can be found in the appendices.

Council for Disabled Children EHC Outcomes Pyramid (2015)



All requests are decided against consistent and rigorous criteria, which consider:

- whether the child has complex SEND that affects their everyday life
- whether the child needs support over and above that which is normally available in their school
- whether the child needs intensive support from other services such as health and/or social care
- what support is already in place under the Local Offer and SEN support
- the impact of current support on the child's progress.

Please note: Children whose health or care needs are considered exceptional but whose educational needs can be met from the resources normally available to the school do not normally require an EHC plan.

The EHC planning process (20 weeks)

The statutory process begins when a request has been received by the local authority from:

- the parent or carer of a child
- a person acting on behalf of a school/academy (this should be done with parental knowledge and agreement wherever possible). Please refer to the SEND Code of Practice 2015 (Section 9.9) for further information.

A multi-agency SEND Panel meets each month to consider requests for an EHC needs assessment and based on the evidence presented will make a decision whether an EHC needs assessment is necessary.

The local authority must make a decision and communicate the decision to the child's parent within six weeks of receiving the request.

If the decision is not to proceed with an EHC needs assessment, a member of the SEND Team will contact the parent/carer and SENDCO with the reasons given by the Panel together with any recommendations. For example, updated professional advice may be required, or needs are being met, or could be met, from within the school's resources and can continue to be met through an IOP/Provision Map.

If the decision is to proceed with an EHC needs assessment, the SEND Team will request advice from all those already involved with the child or young person. At this stage, the SEND Team will contact the school to ask them to coordinate a meeting to be held prior to the multi-agency SEND Panel.

The evidence gathered during the needs assessment will be used by a designated member of the SEND Team to form the basis of a draft EHC plan.

The SENDCO will be contacted by the SEND Team to coordinate a meeting to bring together all those involved with the child or young person to discuss a draft EHC plan. This meeting will build on the family conversation to capture any additional information about:

- aspirations – what are the child's and his family's hopes for in the future
- outcomes (maximum of eight) – what will the child need to have achieved in the next two or three years in order to achieve his or her aspirations
- needs – what educational, health or social needs will get in the way of the child achieving his or her outcomes and

- provision – what needs to be put in place to support the child to achieve his or her outcomes.

It is helpful at this stage for the school to provide the SEND Team with an indication of the level of resource and cost needed to meet the outcomes identified.

The draft EHC plan will be taken to the SEND Panel for a decision on the level of resourcing. Once agreed, a final EHC plan is issued with a specified review date.

Reviewing EHC plans

The annual review process is an essential tool in order to review and monitor an EHC plan. It is a statutory requirement for the local authority to review an active plan at least annually in order to monitor and evaluate outcomes and the impact of the special educational provision.

Where there are extenuating circumstances that do not allow for the review to take place within the 12 months period, parent/carer permission should be sought in writing and the school should inform the local authority.

The review process should reflect the natural circumstances of the child or young person's situation at that time, for example review dates may need to be moved to relate more appropriately to a key stage/phase transition.

The review process is a natural opportunity to ensure that the family of the child is involved in planning and decision making with regard to provision and personal budgets where applicable.

It is good practice for schools to use person-centred approaches in their planning and implementation of the review meeting. There is further guidance about this model and approach in the Code of Practice.

The purpose of the review is to ensure that monitoring and planning is focused on the child's needs and to identify the progress made against the outcomes since the previous review.

As a result, it is essential that a variety of view points are captured to inform the decision making in this process, and that all relevant adults and professionals involved with the child are invited. Invitations to the annual review should be sent out at least two weeks before the meeting.

Following the review meeting, copies of the paperwork should be sent out to all parties who had been previously invited and any additional adults as agreed at the review. After the review, paperwork should be received by the SEND Team within ten school days or before the end of a school term, whichever is the earlier date.

With transition reviews, the receiving school should also be invited to participate in the meeting to support effective transition planning.

More detailed statutory guidance can be found in the Code of Practice.



Healthcare plans

Some children will not need an EHC plan but will still need an Individual Healthcare Plan due to their medical conditions.

Such a plan is essential for any child with:

- daily prescribed and emergency rescue medication
- eating and drinking needs
- moving and handling needs.

Some conditions might include:

- anaphylaxis
- arthritis (JIA/SJIA)
- asthma

- bowel and bladder conditions
- coeliac
- diabetes
- epilepsy
- single ventricle heart condition
- migraine
- myalgic encephalomyelitis (ME).

On the next page is an example of a draft template for an Individual Healthcare Plan.



Health Conditions in Schools Alliance

www.medicalconditionsatschool.org.uk

Individual Healthcare Plan

1 CHILD/YOUNG PERSON'S INFORMATION

1.1 CHILD/YOUNG PERSON'S DETAILS

Child's name:	
Date of birth:	
Year group nursery/school/college:	
Address:	
Town:	
Postcode:	
Medical condition(s): Give a brief description of the medical condition(s) including description of signs, symptoms, triggers, behaviours.	
Allergies:	
Date:	
Document to be updated:	

1.2 FAMILY CONTACT INFORMATION

Name:	
Relationship:	
Home phone number:	
Mobile phone number:	
Work phone number:	
Email:	
Name:	
Relationship:	
Home phone number:	
Mobile phone number:	
Work phone number:	
Email:	
Name:	
Relationship:	
Home phone number:	
Mobile phone number:	
Work phone number:	
Email:	

1.3 ESSENTIAL INFORMATION CONCERNING THIS CHILD/YOUNG PERSON'S HEALTH NEEDS

	Name	Contact details
Specialist nurse (if applicable):		
Key person:		
Consultant paediatrician (if applicable):		
GP:		
Link person in education:		
Class teacher:		
Health visitor/ school nurse:		
SENDCO:		
Other relevant teaching staff:		
Other relevant non-teaching staff:		
Headteacher/manager:		
Person with overall responsibility for implementing plan:		
Any provider of alternative provision:		

This child/young person has the following medical condition(s) requiring the following treatment: _____

Medical condition	Drug	Dose	When	How is it administered?

Does treatment of the medical condition affect behaviour or concentration?	
Are there any side effects of the medication?	
Is there any ongoing treatment that is not being administered in school? What are the side effects?	

Any medication will be stored _____

2. ROUTINE MONITORING (IF APPLICABLE)

Some medical conditions will require monitoring to help manage the child/young person's condition.

What monitoring is required?	
When does it need to be done?	
Does it need any equipment?	
How is it done?	
Is there a target?	
If so, what is the target?	

3. EMERGENCY SITUATIONS

An emergency situation occurs whenever a child/young person needs urgent treatment to deal with their condition.

What is considered an emergency situation?	
What are the symptoms?	
What are the triggers?	
What action(s) must be taken?	
Are there any follow-up actions (e.g. tests or rest) that are required?	

4. IMPACT ON CHILD'S LEARNING

How does the child's medical condition affect learning? i.e. memory, processing speed, coordination, etc	
Does the child require any further assessment of their learning?	

5. IMPACT ON CHILD'S LEARNING AND CARE AT MEAL TIMES

	Time	Note
Arrive at school		
Morning break		
Lunch		

Afternoon break	
School finish	
After school club (if applicable)	
Other	

Please refer to home-school communication diary

Please refer to school planner

6. CARE AT MEAL TIMES

What care is needed?	
When should this care be provided?	
How is it given?	
If it is medication, how much is needed?	
Any other special care required?	

7. PHYSICAL ACTIVITY

Are there any physical restrictions caused by the medical condition(s)?	
Is any extra care needed for physical activity?	
Actions before exercise	
Actions during exercise	
Actions after exercise	

8. TRIPS AND ACTIVITIES AWAY FROM SCHOOL

What care needs to take place?	
When does it need to take place?	
If needed, is there somewhere for care to take place?	
Who will look after medicine and equipment?	
Who outside the school needs to be informed?	
Who will take overall responsibility for the child/young person on the trip?	

9. SCHOOL ENVIRONMENT

Can the school environment affect the child's medical condition?	
How does the school environment affect the child's medical condition?	
What changes can the school make to deal with these issues?	
Location of school medical room	

10. EDUCATIONAL, SOCIAL AND EMOTIONAL NEEDS

Pupils with medical conditions may have to attend clinic appointments to review their condition. These appointments may require a full day's absence and should not count towards a child's attendance record.

Is the child/young person likely to need time off because of their condition?	
What is the process for catching up on missed work caused by absences?	
Does this child require extra time for keeping up with work?	
Does this child require any additional support in lessons? If so, what?	
Is there a situation where the child/young person will need to leave the classroom?	
Does this child require rest periods?	
Does this child require any emotional support?	
Does this child have a 'buddy', e.g. help carrying bags to and from lessons?	

11. STAFF TRAINING

Governing bodies are responsible for making sure staff have received appropriate training to look after a child/young person. School staff should be released to attend any necessary training sessions it is agreed they need.

What training is required?	
Who needs to be trained?	
Has the training been completed? Please sign and date.	

Please use this section for any additional information for this child or young person.

	Name	Signatures	Date
Young person			
Parents/carer			
Healthcare professional			
School representative			
School nurse			

This general Individual Healthcare Plan was developed from a plan originally designed by a subgroup led by Sandra Singleton, with Margot Carson, Elaine McDonald, Dawn Anderson, Paula Maiden, Jayne Johnson, Jill Cullen, Helen Nurse, Linda Connellan and Daniel Hyde, on behalf of the North West Paediatric Diabetes Network.

ADDITIONAL INFORMATION AND APPENDICES

Glossary of Special Educational Needs and Disability

Terms and Abbreviations	
ADHD	Attention Deficit Hyperactivity Disorder
AOS	Autism Outreach Service
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition
CAMHS	Children and Adolescents Mental Health Service
CDU	Child Development Unit
CoP	Code of Practice
EHCP	Education, Health and Care plan
EP	Educational Psychologist
EYA	Early Years Advisor
FSW	Family Support Worker
HI	Hearing Impairment
MSI	Multi Sensory Impairment
OT	Occupational Therapist
PD	Physical Difficulties
Physio	Physiotherapist
SALT	Speech and Language Therapist
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENDSCO	Special Educational Needs and Disability Coordinator
SI	Sensory Integration
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Useful websites

The City of London Local Offer [www.fis.cityoflondon.gov.uk/ send-local-offer](http://www.fis.cityoflondon.gov.uk/send-local-offer)

is a guide to services, events and activities that are available for children and young people with special educational needs (SEN) and disabilities from birth to 25 living in the City.

The City of London Family Information Service

www.fis.cityoflondon.gov.uk/ is an online resource providing information, advice and guidance about early years education, childcare, schools, leisure activities, places to go and other family support services available to families with children and young people aged from birth to 25 living in the City.

IASS Tower Hamlets

www.towerhamletsandcitysendiass.com

provides independent support for parents and young people undergoing statutory assessment for Education, Health and Care plans (EHCPs). They also offer a weekly SEN support group and Bengali Parents Support Group.

The City Parent Carer Forum (CPCF)

www.cityparentcarers.org

is a group of parents and carers of children and young people (0 to 25 years old) who have special educational needs and/or

disabilities. Their aim is to provide information, resources and tools to improve the lives of disabled people living in the City of London and neighbouring boroughs.

Contact

www.contact.org.uk

supports families with the best possible guidance and information and helps families to campaign, volunteer and fundraise to improve life for themselves and others.

Royal College of Speech and Language Therapists

www.rcslt.org

is the professional body for speech and language therapists in the UK, providing leadership and setting professional standards.

Speech and Language UK

www.speechandlanguage.org.uk/

creates tools for schools and nurseries and gives advice and guidance to families. Speech and Language UK (previously ICAN) is expert in helping children with communication difficulties to unlock their potential. Visit its website to download a range of resources and training courses and find out more about its Talk Boost programme.

Elklan

www.elklan.co.uk

aims to improve the interaction and communication skills of children and young people

by training those who live and work with them.

Family and Parenting Institute, Early Home Learning Matters www.familyandparenting.org (EHLM)

brings together the evidence about the vital role played by parents in securing good outcomes for children, and provides practical information about how to plan and implement effective services to involve parents in their children's learning from birth to age 5.

Makaton

www.makaton.org

are signs or symbols used with speech in spoken word order. Using signs can help people who have no speech or whose speech is unclear.

National Autistic Society

www.autism.org.uk

provides specialist help, information and care for children, adults and families across England. Its local services include residential homes, one-to-one support, support in your home, daytime hubs and support in further and higher education.

Royal National Institute of Blind People (RNIB)

www.rnib.org.uk

provides practical and emotional support for blind and partially sighted people.

National Deaf Children's Society
www.ndcs.org.uk

is dedicated to creating a world without barriers for deaf children and young people.

Attention Deficit Disorder Information and Support Service (ADDISS)

www.addiss.co.uk

provides people-friendly information and resources about Attention Deficit Hyperactivity Disorder to anyone who needs assistance – parents, sufferers, teachers or health professionals.

Social, Emotional and Behavioural Difficulties Association (SEBDA)

www.sebda.org

is a multi-professional organisation that has been a registered charity since 1975. SEBDA is committed to social inclusion and to building capacity in mainstream schools in the support of children with social, emotional and mental health difficulties.

SCOPE

www.scope.org.uk

provides information for all those who have a physical impairment, learning disability or any other condition.

Epilepsy Action

www.epilepsy.org.uk

has a range of books, booklets and factsheets about epilepsy.

Cystic Fibrosis Trust

www.cysticfibrosis.org.uk

funds cutting-edge research, drives up standards of care and supports people with the condition and their loved ones.

Centre for Studies on Inclusive Education

www.csie.org.uk

is a registered charity and registered company working to promote equality and reduce discrimination in education. It supports schools and other education settings through talks, training and consultancy nationally and internationally. It also offers resources for schools, local authorities, academy chains, parents and students, including student teachers.

Muscular Dystrophy

www.muscular-dystrophy.org

supports professionals caring for someone living with a muscle-wasting condition.

Multiple Sclerosis Society

www.mssociety.org.uk

funds research, gives grants, campaigns for change, provides information and support, invests in MS specialists and lends a listening ear to those who need it.

Spina Bifida and Hydrocephalus

www.shinecharity.org.uk

provides specialist support from before birth and throughout the

life of anyone living with spina bifida and/or hydrocephalus, as well as to parents, families, carers and professional care staff.

Down's Syndrome Association

www.downs-syndrome.org.uk

is the only organisation in the UK focusing solely on all aspects of living successfully with Down's syndrome.

SOSISEN

<http://www.sossen.org.uk>

is a free independent and confidential helpline for parents and others looking for information and advice on special educational needs.

Independent Parental Special Education Advice (IPSEA)

www.ipsea.org.uk

is a national organisation providing legal advice via its comprehensive website, an advice line, a call-back service and training.

Useful documents and publications

SEND Code of Practice 2015
www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of-Practice_January_2015.pdf

Special educational needs and disabilities: a guide for parents and carers
www.gov.uk/government/publications/send-guide-for-parents-and-carers

The Equality Act 2010, GOV. UK – DfE , see page 29 (Adobe pdf file)
www.gov.uk/government/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Statutory policies for schools, GOV.UK – DfE (Adobe pdf file)
www.gov.uk/government/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Early Years Developmental Journal
<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/early-years-developmental-journal>

Department for Education SEND newsletters
<https://councilfordisabledchildren.org.uk/help-resources/resources/department-education-send-newsletters>

Disability equality, Equality and Human Rights Commission
www.equalityhumanrights.com/en



Appendix 1



Parent Partnership Discussion Format – SAMPLE

Name of child:	Date of birth:
Who was present?	
What is working well?	
What are the difficulties or needs you are worried about?	
What approaches have been tried so far?	
What effects have been noticed?	
How would you like things to change?	
Are there other factors you think might be important?	
How are parents/carers and other adults involved?	
What are the views of the parent/carer?	
What are the views of the child?	
Is any other agency involved?	
What will we do to meet the needs of this child?	
Actions: To be carried out by:	
Date of discussion: Review date:	

Appendix 2



Department of Community and Children's Services
 City of London
 PO Box 270
 Guildhall
 LONDON EC2P 2EJ

REQUEST FOR EDUCATIONAL PSYCHOLOGY INVOLVEMENT

Please discuss with EP before completion.

Name:		Date of birth:
Address:		Tel:
Home language:		Gender:
Parent/carer agreement		Date:
<p><i>I give full permission for the Educational Psychology Service to be involved and for my child's reports and subsequent communication and information to be stored on the Department of Community and Children's Services database and only shared with other involved agencies in the City of London.</i></p>		
Parental/carer views:		
Name (please print)	Signature:	Relationship to student:
Involvement requested by:	Title:	School:
Current attainment levels and any other school based assessment information		

Please summarise this child's: Strengths	Areas for development
Strategies in place (please attach Individual Outcomes Plan (IOP) or Provision Map)	Outcomes for each strategy
Other outside agencies	Outcomes
What outcomes would you like to achieve for this pupil and how might the EP help you to achieve them?	

Appendix 3



Key Adults and Agencies Involved – SAMPLE

Child's name:

Date of birth:

Name of school:

Last updated:

Name of child:	Name(s)	Contact Details	Action/Update
Parents/carers			
Class teacher			
Support			
School nurse			
SENDCO			
Educational psychologist			
SALT			
Occupational therapist			
Physiotherapist			
Paediatrician			
Sensory support			
GP			
Early Help/social worker			

TRANSITION CHECKLISTS

BEFORE the child starts

Gather information. What are the child's needs? Strengths?

Talk to parents	
Get permission to obtain further information/talk to other professionals	
Gather reports	
Invite parent and child to visit and make observations of how they are in the school	

Do we need to know more?

Would a transition meeting be useful?	
Arrange transition meeting if appropriate	

How can we meet the child's needs?

Preparation needed	
Equipment needed	
Training needed	
Invite other professionals to visit the school to provide advice	

To ensure a successful, safe start, do we need...?

An extension to the usual phased start	
A settling-in plan	
A Care Plan for any medical needs	
A Risk Reduction Plan	

TRANSITION CHECKLISTS

STARTING at the school

Use all your good transition strategies

Establish a good relationship with the child and his/her parents	
Allow for a settling-in time	

If some extra time from a person is being considered, you need to consider 'why?'

What will they do?	
Can we cover this with our own staff and out of our own funds?	
Can we employ an extra person if needed?	
Will we need to apply for funding for support?	
How long will the adult support last and how will we measure the impact?	
What is the plan to gradually enable the child to be included without additional support?	

Good practice says we should...

Agree a support plan	
Coordinate other targets with other professionals, taking into account parents' priorities	
For children with very complex needs, we may need to consider an application for an Education, Health and Care needs assessment. If so, we need to gather information, e.g. observations, reports, support plan, Care Plan, Risk Reduction Plan, summary of needs, etc.	

Appendix 5



Support Plan Monitoring Sheet

Child's name:

Date of birth:

Key person:

Target(s):	
Week beginning:	Comments

Appendix 6

Provision Map template (whole school)

Area of need	Universal provision – for all	Targeted provision – for some	Specialist provision – for a few
Communication and interaction			
Cognition and learning			
Social, emotional and mental health			
Sensory and/or physical needs			

Provision Map (year group)

School:

Year group:

Communication and interaction						
Intervention	Description and evidence base	Expected impact	Group size	Delivered by	Cost per session	Actual impact

Cognition and learning						
Intervention	Description and evidence base	Expected impact	Group size	Delivered by	Cost per session	Actual impact

Social, emotional and mental health						
Intervention	Description and evidence base	Expected impact	Group size	Delivered by	Cost per session	Actual impact

Sensory and/or physical needs						
Intervention	Description and evidence base	Expected impact	Group size	Delivered by	Cost per session	Actual impact



School Name

School Address

Consent for liaison with outside professionals at times of transition

In accordance with our SEND policy, it is our responsibility to share relevant information with outside agencies at transition times in order to support children's progress.

Transition times involve a significant amount of change and every child has the right to have their individual emotional needs met and coherently supported from one setting or school to the next.

Wherever possible we will always discuss with you, in the first instance, any information that will be shared.

Declaration

I do/do not give permission for (name of school)

..... to discuss my child with outside agencies.

Please state any agencies that you do not want me to discuss your child with.....

.....

I understand that by contacting other agencies

(name of setting) is working in partnership with us as parent/guardian/carer to meet the needs of

Child's name..... Date of birth.....

Signature of parent/guardian with parental responsibility

.....

Please print your name.....

Date.....

(Headteacher's signature)..... Date.....

You have the right to withdraw your consent to share information at any time

Consent withdrawn

Signed.....

Record of Transfer from Pre-school/Nursery to School

To be completed with the child's parent/carer

My name is: I like to be called:	My date of birth is:	My place in my family is:
My setting is:	My home language is:	Significant people in my life:
Start date Leaving date	My gender is:	
My key person is:	This is me (Insert photograph – optional) .	
Hours I attend per week:	I have these medical needs (including allergies and dietary requirements):	
My attendance is (%):	My interests are:	
Other settings (inc. childminder) I attend:		
My social worker's name is:		
GDPR and Data Protection Act 1998 Please note that personal details supplied on this form will be held and/or computerised by this setting for education purposes only.		
How you can help and communicate with me:		

<p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically 	<p>Communication and Language</p>
<p>Personal, Social and Emotional Development</p>	<p>Physical Development</p>
<p>Literacy</p>	<p>Mathematics</p>
<p>Understanding the World</p>	<p>Expressive Arts and Design</p>

Areas of strength
What does the child need help with?
What is in place to support this (inc. equipment)?
What else needs to be in place to support this?
Any confirmed diagnosis: Please list: <ul style="list-style-type: none">• any successful strategies• any activities that motivate the child• possible stress factors in the new school environment
Does the child have an EHC plan in place?
Parent/carer's comments: Our hopes and dreams for our child's future are:



Date:

INVITATION TO TRANSITION MEETING – SAMPLE

Child's name:

DOB:

Address:

I am writing to invite you to a transition meeting, which has been arranged for
..... (child's name)
on (date) at (time).

This meeting will take place at (venue).

This will be an opportunity to discuss and begin to plan for this child's transition into school.

It would be helpful if you could either forward or bring with you any relevant reports.

Please complete the reply slip below and return it to the above address.

Yours sincerely
[SIGNATURE]

Name and role:

Transition Meeting Reply Slip

Name of child

I will / will not be able to attend the Transition meeting on
I will / will not be sending a report.

Signed:

Date:

Name:



Setting Address/Contacts

Minutes of Transition/Planning Meeting – SAMPLE

Name of child:

Address:

Date of birth:

Parent/guardian:

Date of meeting:

Name of receiving school:

EHCP:

Present at meeting:

Apologies:

Background information/main concerns:

Reports and information considered:

Main points of discussion:

Summary of agreed strategies:

Action points:

Further action and review arrangements:

Signed:

Date:

cc: parent, setting

school, other attendees

Professionals involved with the child who were unable to attend the meeting

This information is confidential to parents and those concerned professionally with the child

Examples of possible agreed strategies

- Training issues (usually for the receiving school)
e.g. Implementing PECS system
Using specialist equipment
Implementing visual timetables
Makaton training etc.
- Transition visits to school.
- Photos of school to help familiarise the child.
- If not already in place, link diary for when a number of professionals are involved with the child.
- Informal visits to the school, e.g. into the playground and around the buildings etc.
- Informal update meeting/s with the school SENDCO and/or the Reception Teacher.
- Meet Learning Support Assistant, if possible, prior to starting school.
- Home visit carried out by school.
- A plan of structured entry into school.
- Visit to the early years setting by school SENDCO/Reception Teacher.
- Early years setting's staff meet with school to share strategies they have found to be successful.
- Where appropriate, Medical Care Plan (updated for entry to school as necessary).
- Where appropriate, physiotherapist/occupational therapist visit school/setting to assess environment.



Transition Meeting Plan – SAMPLE

Name:

DOB:

Current Early Years Setting(s):

Receiving School:

Present at Meeting

Date:

Name	Role	Contact details

Child's Interests

To be completed prior to meeting

Strengths

To be completed prior to meeting

Areas for support

To be completed prior to meeting

Progress made

To be completed prior to meeting

Strategies that are working well

To be completed prior to meeting

Next steps to support successful transition To be completed at the meeting		
Agreed actions	Who is involved?	Timescale

Additional Information

Care Plan

Inclusion plan

EHC plan

Other/specify

Reports included:

Signed:

Date:

----- Parent

----- Early Years Setting

----- School



My Support Plan (Schools and Colleges)

Name (Date of Birth)

Start date of plan	
Date of review	

City of London Corporation



Section 1 – All About Me

Name

Date of birth

Gender

Home language

Is the child/young person a looked after child

Care authority

Name of parent carer with parental responsibility

Relationship to child/young person

Contact number

Email address

Address if different from the child/young person

Is an interpreter required?

Yes No

Address

Contact number (if 16 or over)

Religion

School

Mosaic reference

UPN number

Name of parent carer with parental responsibility

Relationship to child/young person

Contact number

Email address

Address if different from the child/young person

My One Page Profile

My aspirations for the future	My picture
My strengths	
How you can support me	How I communicate
My interest, passions and hobbies	What may upset me



What people admire about me and what I admire about myself
--

What my parents/carers think

Your child's journey so far

--

Aspirations for the future

What would you like your child to be able to do:

In the next 12 months?	In the next 5 years?
When they are an adult?	

Things you would like people to know about your family

--

What could be done to best support you as a family?

Are there any times that would best suit you for review meetings and meeting professionals?

Section 2 – My Support Network

Family and friends who provide support

Who offers support? (Name and relationship to child/young person)	What support do they offer?

Professionals and other agencies who provide support

Agency/role	Name	Currently involved Yes/No	Address	Phone/email

Section 3 – My Special Educational Needs

Briefly outline the SEN the child/young person has in the following areas (please note that the child/young person may not have a need in all areas):

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs	Preparing for adulthood/independence

Section 4 – My Progress

Area of learning	Current attainment/levels	Attainment/levels from start of plan or last review

Section 5 – My Provision Map

Start date	Identified need	SMART target	Description of provision	Costings (staffing and resources)	Frequency and length of provision	Evaluation of intervention (to be completed in the review meeting)
	What are the concerns/ needs that require intervention?	What will the child/ young person be able to do after this intervention?	Please consider the curriculum and teaching methods to be used and the staff: pupil ratios.	Please refer to the SEN costing spreadsheet to break down the costs of individual interventions.	Length of each session. Frequency of sessions. Total number of sessions.	What were the successes/ limitations of the intervention?

Section 6 – My Healthcare Needs

Diagnosis and disabilities

--

Other health needs

--

Section 7 – My Social Care Needs

Current social care involvement

--

If applicable:

Name of responsible local authority	
Name of Early Help worker/social worker and contact information	

Section 8 – Information Used To create My Support Plan

ADVICE AND INFORMATION RECEIVED			
Agency/position	Name	How did they contribute?	Report provided?

Section 9 – Consent

Parent/carer signature		Date	
Parent/carer signature		Date	
SENDCO signature		Date	



Request for Education, Health and Care Needs Assessment – Professional Referral

Professionals' form to request an EHC needs assessment

Please ensure you have completed all sections and included all of the required paperwork and consent forms before returning this referral.

If you are a parent or young person who would like to make a request, please do not use this form. A parental/young person referral form can be found on our Local Offer: www.fis.cityoflondon.gov.uk/send-local-offer/ehc-plans

Other services (e.g. health and social care professionals, youth offending teams or probation services) are able to bring the needs of a child/young person to our attention using the Notification Pathway that can be found on our Local Offer.

Please return this form with all supporting documents to:
EEYservice@cityoflondon.gov.uk

1. Request Checklist

	Included?		Included?
Parental/carers' agreement to assessment	<input type="checkbox"/>	Progress/attainment data	<input type="checkbox"/>
All relevant assessments/ observations/reports and diagnosis	<input type="checkbox"/>	Attendance Record	<input type="checkbox"/>
Provision Map showing three waves of support	<input type="checkbox"/>	Personal Support Plan or other planning documents (with reviews over at least 2 terms)	<input type="checkbox"/>
The views, interests and aspirations of the child and parents, or young person	<input type="checkbox"/>	Costings, showing additional spend above the Element two funding	<input type="checkbox"/>

Information of person making the request:

Name		Telephone number	
Agency		Email address	
Role			

2. C/YP Personal Information

Name

Date of birth

Gender

Ethnicity

Language spoken at home

Is the child/young person a looked after child

Care authority

Educational setting and address

Name of parent carer with parental responsibility

Relationship to child/young person

Contact number

Email address

Address if different from the child/young person

Address

Contact number (if 16 or over)

Religion

Interpreter required?

Yes

No

UPN number

NHS number

Please indicate if the child is out of year group/
room in the setting

Date started at education setting

Name of parent/carer with parental responsibility

Relationship to child/young person

Contact number

Email address

Address if different from the child/young person

Attendance

	Possible attendance (number of sessions/ hours per week)	Actual attendance (number of sessions/ hours per week)	A percentage attended
Current academic year			
Previous academic year			

Family support

Support the family receives

Name and relationship	Type of support given	Frequency of support
<i>(Example J. Doe Grandparent)</i>	<i>(Helps with picking up and dropping off to school)</i>	<i>(twice a week)</i>

GP's details

GP's name	GP's address	NHS number

3. Involvement of Other Agencies

Please indicate all of the following that apply

Continuing Care	<input type="checkbox"/>	Early Help Family Support Plan	<input type="checkbox"/>
Adopted/Special Guardianship	<input type="checkbox"/>	Early Years Pupil Premium	<input type="checkbox"/>
Looked after child/care leaver	<input type="checkbox"/>	Pupil Premium	<input type="checkbox"/>
Child Protection plan	<input type="checkbox"/>	Disability Access Fund	<input type="checkbox"/>
Child in Need plan	<input type="checkbox"/>	Child of armed service personnel	<input type="checkbox"/>
Disability Living Allowance	<input type="checkbox"/>	Early Years Inclusion Fund	<input type="checkbox"/>

Professionals who have worked or are working with the C/YP and their family

Agency/ role	Name	Current involvement?	Email address	Phone number	Report included?
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>

4. Wishes and Aspirations of the Child and their Family

Child's views

Interests and favourite activities – What do you enjoy doing? What are you good at?
What do you find difficult? What helps you to learn?

Aspirations – What are your goals for your future?

Difficulties – What do you find difficult? Is there anything that makes you feel stressed or worried? What do you feel you need help with?

Communication – How do you like information to be shared with you? (This could be through talking, small groups, pictures, signing, using technology, etc).

Parent/carer's views

What are your child's strengths/weaknesses in the following areas?

Cognition and learning	
Strength	
What could be improved?	

Understanding, communicating with others and joining in	
Strength	
What could be improved?	

Physical skills and sensory needs	
Strength	
What could be improved?	

	Making friends and appropriately showing their feelings
Strength	
What could be improved?	

What would you like your child to be able to do in the future?

In the next 12 months
What skills will they need to develop?
In the next 5 years
What skills will they need to develop?

As an adult?

What skills will they need to develop?

Child's history

Please briefly outline the child's history, including any relevant information regarding their education, health or care needs. This information should include information from the family of the child and any professionals who have previously worked with them.

5. Special Education Needs

Please order the most significant needs, with 1 being the most significant

	Area of Need	Diagnosis?	Rank of Need
Cognition and Learning	Moderate Learning Needs		
	Specific Learning Needs		
	Severe Learning Needs		
	Profound and Multiple Learning Needs		
Communication and Interaction	Speech and Language Needs		
	Autistic Spectrum Condition		
	Social and Communication Needs		
Social, Emotional and Mental Health	Social Needs		
	Emotional Needs		
	Other SEMH Needs		
	ADD/ADHD		
Physical/Sensory/Medical	Physical Needs		
	Visual Impairment		
	Hearing Impairment		
	Medical Needs		

Area of Need	Please provide details of the Special Education Needs the child has in this area	Barriers this is creating to learning	What support is already in place (e.g. Early Help/ targeted interventions)
Cognition and Learning			
Communication and Interaction			
Social, Emotional and Mental Health			
Independence and Self-Care			
Physical, Sensory and Health Needs			

Evidence of a graduated response

	Assessment (Please describe the assessments made and the outcomes of these.)	Planning (Describe what plans were put in place in response to the assessments to meet the SEND need.)	Outcomes/review (What impact did the intervention/support have on the C/Y achievement? Please provide evidence of impact.)	Costings (What was the cost of the provision put in place)?
Cycle 1 of graduated assess/plan/do/review				
Cycle 2 of graduated assess/plan/do/review				
Total cost of provision given		£		

6. Education

If appropriate, please attach a copy of the two-year-old integrated review (or both the two-year-old education and health checks).

Please provide score/results given from any standardised tests given by any other professional (e.g. educational psychologist, speech and language therapists, etc.).

Standardised test	Date	Percentile	Age equivalent

7. Health Details

Disability/ diagnosis/ known condition(s)	Date of diagnosis/under investigation	Name of professional who diagnosed	Is medication required?	Is medication taken during school/college hours?
Does the medical condition pose a risk to the child or to others? (If yes, please describe in the box below.)				<input type="checkbox"/> Yes <input type="checkbox"/> No
If currently receiving medical treatment, please describe here				

8. Social Care Details

Are social services currently involved with the family? (If yes, please detail in the box below the statutory/legal measures that are in place.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
If appropriate, name of social worker supporting the family	

As part of an EHC needs assessment, the City of London is required to contact agencies working with your child, as well as other agencies, which could support the assessment process.

Please tick the following boxes to confirm that you give consent to the City of London sharing information for the following purposes:

- to gather information and evidence to aid us to decide about whether to carry out an Education, Health and Care (EHC) needs assessment
- to share information as part of an EHC needs assessment
- to share information as part of an annual review of an Education, Health and Care plan (EHCP)
- to share information where a learning delay may be discovered with the North East London Foundation Trust (NELFT)/GP in order that an annual health check can be carried out
- to disclose the EHCP and any supporting information to agencies and individuals who are responsible for commissioning or delivering provision as set out in the EHCP.

I agree to the request for assessment of my child.	
Name	
Relationship to C/Y	
Signature	
Date	





City of London's Local Offer

The City of London Local Offer is your first stop for information, advice and support for children and young people aged 0–25 with special educational needs and/or disabilities living in the city.

www.fis.cityoflondon.gov.uk/send-local-offer

 EARLY YEARS & CHILDCARE	 MONEY & WELFARE
 EDUCATION & LEARNING	 SHORT BREAKS & RESPITE
 EDUCATION, HEALTH & CARE PLAN	 HEALTH SERVICES
 PREPARING FOR ADULTHOOD	 SOCIAL CARE
 LEISURE ACTIVITIES & RECREATION	 SUPPORT GROUPS

City of London Family Information Service
020 7332 1002
EEYservice@cityoflondon.gov.uk
@SqMileFamilies



