

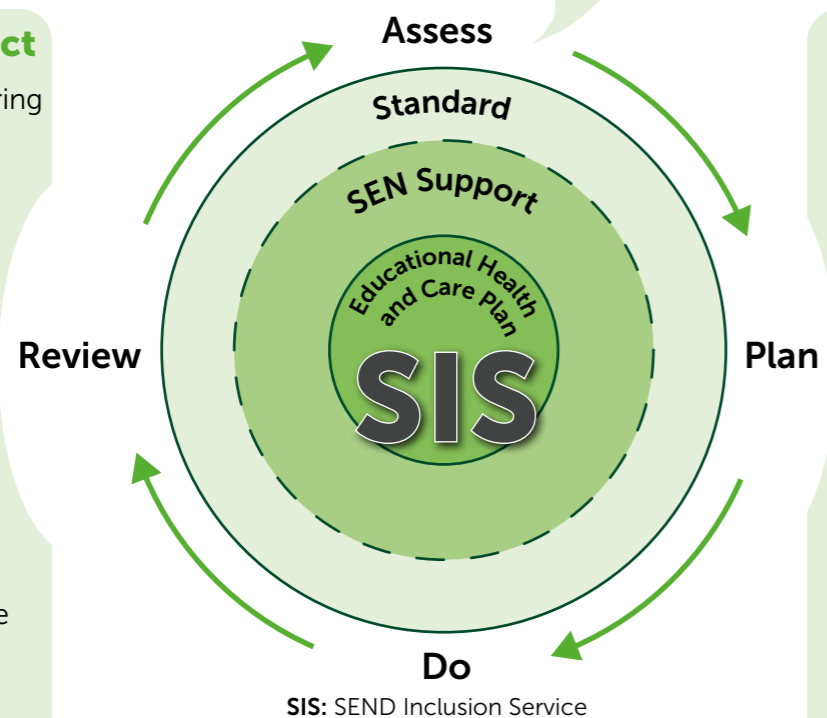
# SEND Inclusion Service

## Assessment and Gathering Information

- Advice and training, for schools and early years settings, in a range of learning needs (e.g. Down Syndrome, rare cognitive disorders, dyslexia)
- Training for schools and early years settings in autism and hearing and visual impairments
- Holistic approach to assessment
- Advice re particular tools for assessment
- Support to develop personalised outcomes
- Observation and feedback.

## Reviewing Impact

- Support with measuring and monitoring progress
- Support to review personalised outcomes
- Advice and support to parents and carers
- Support to measure and monitor the impact of interventions
- Advice re appropriate next steps and signposting to other agencies if needed.



## Planning and Preparation

- Support with individualising the curriculum to address children's needs
- Advice and training to staff in schools and early years settings
- Information regarding appropriate specialised interventions available
- Support with developing appropriate curriculum to address children's needs.
- Transition planning.

## Provision

- Wide range of training for schools and early years settings in meeting the educational needs of children and young people with SEND
- Regular home teaching for children before they attend school
- Support in developing and delivering appropriate interventions and resources, including ICT to offer reasonable adjustments
- Advice, support and training in independent living skills
- Specialist advice and support on alternative communication and access modes.

For more information contact the lead practitioners for the teams, details are below.

# SEND Inclusion Service



## Who are we?

We are specialist teachers and teaching assistants with additional qualifications and experience in working with children and young people with a range of special educational needs aged from 0-19.

### The Service comprises of four specialist teams:

- Early Years
- Communication and Interaction
- Cognition and Learning
- Hearing and Vision Specialist Support

## Four specialist teams:

### The Early Years Team

The Early Years Team's remit is to support children with a range of complex special educational needs and disabilities from birth to the end of Key Stage 1 (approximately 7 years of age). To facilitate this, Early Years support consists of a Home and Pre-School strand and a school-focused strand, which extends through to the end of Key Stage 1. The team includes specialists who work with children with complex learning needs, communication and interaction and social, emotional and mental health needs (SEMH).

### The Communication and Interaction Team

This team works with children and young people in Key Stages 2-5 (approximately 8-19 years of age) with severe and complex communication and interaction needs/autism.

Work is primarily undertaken in mainstream schools to support children, including where a placement is at risk.

### The Cognition and Learning Team

The Cognition and Learning team work primarily in mainstream schools with children and young people in Key Stages 2-5 (approximately 8-19 years of age) with a range of complex learning difficulties. The team also includes Senior Teachers for Dyslexia and ICT.

### Hearing and Vision Specialist Support Team

This team consists of Qualified Teachers of the Deaf and an Audiologist; Qualified Teachers of the Visually Impaired; specialist teaching assistants/technicians; and two Habilitation Specialists. The team works with children and young people aged 0-19 years of age, who are deaf, blind, visually impaired or who have multi-sensory impairments e.g. deaf-blind.

# How is support from the SEND Inclusion Service accessed?

## Home and Pre-School Support

Pre-school children (birth to 5 years) with complex special educational needs and/or disabilities (SEND), may be supported in a variety of ways, including in the family home, in an Early Years setting, through training events or Parent Support Groups.

Referrals can be made by health professionals, Private, Voluntary, Independent (PVI) Early Years Settings, Children's Centre Staff, as well as parents/carers themselves. These referrals will be accepted at any point in the year and will be attended to on a fortnightly basis, with support then allocated, as appropriate.

Once children begin to attend a mainstream school nursery or reach F2 (whichever is soonest), the involvement of the Home and Pre-School Team concludes. If the child meets the criteria for the involvement of the Early Years/Key Stage 1 team, then they would take responsibility for providing support from that point. The emphasis of the work will also shift at this time with the focus being on offering advice, information and support to schools to enable them to make suitable provision for children and young people with SEND.

## Early Years/Key Stage 1 Support

Requests for Early Years/Key Stage 1 SIS involvement for children who are moderated at AFN High and HLN levels of funding are made at termly Family Springboard meetings for children attending F1, F2, Y1 and Y2. All other children are open to discussion through Springboard or the Early Years surgery model.

The surgery model can be arranged outside of the Family Springboard process or may be suggested by the Early Years Lead Practitioner, as a first response to a request for involvement made through a Springboard meeting.

## Communication and Interaction

Requests for surgeries can be made outside of the Family Springboard process through the locality Communication & Interaction Teacher.

Following a request for involvement through the Family Springboard meeting the Communication & Interaction Lead Practitioner may propose the following:

- Surgery; or
- Autism Education Trust Training (AET); or
- Caseload.

## Cognition and Learning and Hearing and Vision Specialist Support Team

Due to the lower incidence of hearing and/or visual impairments and particular types of cognition and learning need, the Hearing and Vision Specialist Support and the Cognition and Learning Teams do not offer Surgeries. Any requests for the involvement of these teams should be routed via the Family Springboard. In the case of the Hearing and Vision Specialist Support Team requests will be accepted at any time from other professionals or from parents.

## Surgeries

The surgery model is intended to be a collaborative, solution focused meeting with setting or school staff. The focus of the surgeries can be to discuss individual pupils and/or the support and intervention that might be appropriate for a cohort of children and young people who present with similar needs.

