

SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEN

About this guide

This guide has been co-produced by Achieving for Children (AfC) and SEND Family Voices to provide consistent information on support for children with special educational needs and disabilities (SEND) in the boroughs of Richmond and Kingston.

The guide references the SEN Code of Practice (where the Code of Practice is directly quoted this is shown in blue italic writing) but aims to provide a more detailed description of the way that the SEND reforms have been implemented in Kingston and Richmond, so that everyone involved in the process can understand in detail how things are done.

The guide aims to give comprehensive and clear information for:

- parents and families
- professionals from Achieving for Children (SEN Team, Educational Psychology Service, etc)
- professionals from education (such as Special Educational Needs Coordinators [SENCOs])
- professionals from health (therapy managers and therapists etc)
- professionals from social care (eg, social workers)
- support organisations (eg, independent supporters)
- any other individuals involved in the support of children and young people with SEND, in particular with respect to the creation and maintenance of education, health and care plans (EHCPs).

The majority of the work has been done on a voluntary basis, or by staff giving time on top of their day job. This is now the second edition of the guide. Changes from the first edition are listed in a document in the appendices 'Changes to the Golden Binder'.

Whilst very effort has been made to provide accurate information, we acknowledge that we will need to improve and update the content over time. The process governance group for this guide includes the contributors below and revisions will take place every six months. If you have any suggestions or queries, please submit this via the feedback page on the Local Offer (contact us section).

Achieving for Children has been delivering children's services on behalf of the Royal Borough of Kingston and the London Borough of Richmond since 1 April 2014. They are jointly owned community interest company (CIC) owned by the councils. This guide is written on behalf of AfC and both local authorities ('local authority' in the text).

Additional copies can be downloaded from the Local Offer website under the Golden Binder section.

We hope that you will find it useful.

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The following individuals have given up their time to contribute to this guide.

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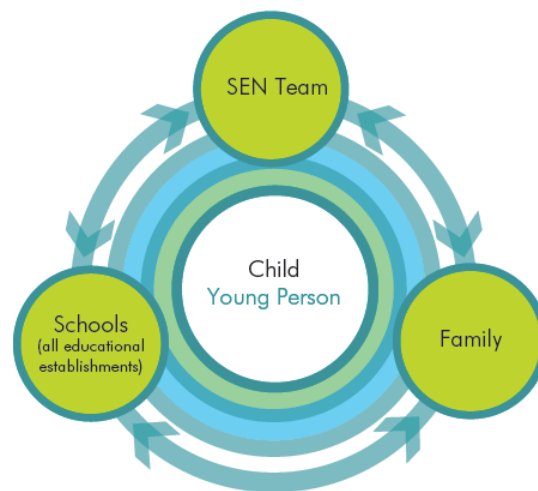
Overview

Background to the changes

On 1 September 2014, a new Act of Parliament came into effect. This is the Children and Families Act 2014, which sets in stone the biggest changes to the laws governing special educational needs and disabilities for 30 years.

These reforms are intended to create a real change in the way professionals work with families and young people. By placing the child or young person at the centre, the aim is to create equal partnerships between the families of children, young people and the statutory services.

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



The education, health and care plan (EHCP) replaces the system of statements of SEN and learning difficulty assessments (LDAs). The EHCPs will support children and young people between ages 0 to 25 (statements run from 0 to 19 years). As the name suggests, an EHCP will cover not only a child or young person's educational needs, but their health and social care needs as well.

There is a single assessment process, which aims to provide a coordinated approach across education, health and social care. This process will take 20 weeks (instead of the previous 26). The intention is to enable young people, children and their families to only have to 'tell their story' once. Children, young people and their families will be involved throughout the assessment process. These reforms are about an equal partnership between you and the professionals involved.

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

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Achieving for Children's Vision

It is the vision of Achieving for Children that all children and young people aged 0 to 25 years with special educational needs reach their potential. AfC are committed to ensuring that clear and realistic outcomes are achieved and that children and young people have the best possible opportunity to become as healthy and independent as possible.

Together with parents, carers, schools, colleges and other groups AfC has been developing and will continue to develop an AfC approach that fulfils the statutory requirements and principles which are integral to the reform.

The purpose of this document is to provide the most relevant information to families, education providers and professionals within Kingston and Richmond so that there is a shared understanding of what needs to be in place and who is responsible for what.

SEND Family Voices' Vision

SEND Family Voices' vision is to improve services for all children and young people with special educational needs and/or disabilities. To do this, we work independently from, but in partnership with the statutory services, including Achieving for Children and the Clinical Commissioning Groups. We bring people together into a community, to share support and strengthen our common voice. By ensuring families are heard, we empower children, young people and their families to obtain the best possible care.

Support for children and young people with SEN

EARLY YEARS SUPPORT

Support for children whose special needs are identified between birth and when they go to nursery.

SEN SUPPORT IN EDUCATION

Graduated approach to support children and young people with SEN in nursery, school or college, based on ASSESS, PLAN, DO, REVIEW cycle. Within control of the nursery, school or college.

EDUCATION, HEALTH & CARE PLAN

A plan detailing support and provision for children and young people whose needs cannot be met within SEN Support. Contains a description of needs, outcomes and provision around education, health and social care.

ANNUAL REVIEW

Formal review of progress against targets and outcomes and chance to revisit and reassess needs, outcomes and provision.

TRANSFER

Process of transferring a Statement of Educational Needs to an EHCP. Managed through a transition review process.

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

Schools receive additional funding to support children and young people with SEN, up to a certain limit. They may use this money to provide additional teaching support, to involve other professionals with specialist skills, such as educational psychologists and speech and language therapists or they may buy specialist equipment to support the child. Children receiving SEN support are regularly reviewed within the school (involving other professionals if necessary) and their support is fine-tuned based on how they are progressing. It is worth noting that many children and young people need a short-term intervention at some point in their school lives. This is normal and is an example of good teaching practice in differentiating children's needs. It is not necessarily the beginning of SEN support or an EHCP.

For some children and young people with more complex needs, SEN support does not provide them with sufficient provision to be able to progress as expected. In this case, where the child's or young person's needs may be over and above the resources that a school may be reasonably expected to provide, the school or the family (or the young person over 16) should request a needs assessment for an **education, health and care plan**. This is a statutory process, which will put in place an integrated plan for the provision of services and support that will help the child or young person progress towards defined outcomes. The arrangements should integrate across education, health and social care services (although not all children will require support from health or social services). To have an EHCP, a child or young person must have special **educational** needs. They are not intended for children with complex health issues that do not impact on education.

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

During the transition process there will be children who continue to have a statement of special educational needs. There is a defined **transfer** process to move all of these children and young people onto education, health and care plans by August 2018.

Any child or young person with SEN should be reviewed regularly to ensure that the support that they are receiving is helping them as planned. SEN support plans should be reviewed termly by the school. A child or young person with an EHCP **must** have a **review** meeting annually. The parents and child or young person **must** be included in the review process.

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Definition of special educational needs

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

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

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

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

Special educational provision means:

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

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

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

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

The Local Offer

What is the Local Offer?

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

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

Achieving for Children facilitates and funds the Local Offer on behalf of parents, carers, children and young people.

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

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

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

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

What the Local Offer is not

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

- does not provide detailed information on schools and colleges and how they do things;
- has reference to the legislation underpinning the services;
- sets minimum expectations for schools and colleges;
- is searchable for stuff you don't know you need to find;
- has a feedback facility; and
- all feedback (with the exception of service specific complaints or vexatious comments) sent to the Local Offer must be responded to and published at least once a year.

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The Local Offer is primarily a website and is best viewed on a computer, mobile phone or hand-held device. If you don't have internet access, please visit your local library, or your child or young person's school or college, and ask to view the Local Offer there. If you would like printed copies of any pages, you can request them using the feedback form on the website, or please telephone 020 8547 4722 to ask for these pages to be sent to you.

The Local Offer – Who does what

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.
- The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the school's arrangements for identifying, assessing and making provision for pupils with SEND.
- Schools must publish information about early year's providers that are maintained by the schools governing body.
- Schools should engage with children and young people with SEND and their parents when producing this information.

Guidance for parents, carers and young people

- Use the Local Offer website as a key source of information on provision and services available.
- You may want to consider creating a profile in the Local Offer so that it responds to your specific needs and interests.
- Do provide feedback to the Local Offer about services or provision including any gaps or issues that you encounter (these are known as insufficiencies). There is a page in the Local Offer website that enables you to do this: www.afclocaloffer.org.uk/enquiries/new
Any feedback made through the local offer web page will be logged and responded to formally; and must be published annually This is a good way of highlighting perceived gaps in provision.

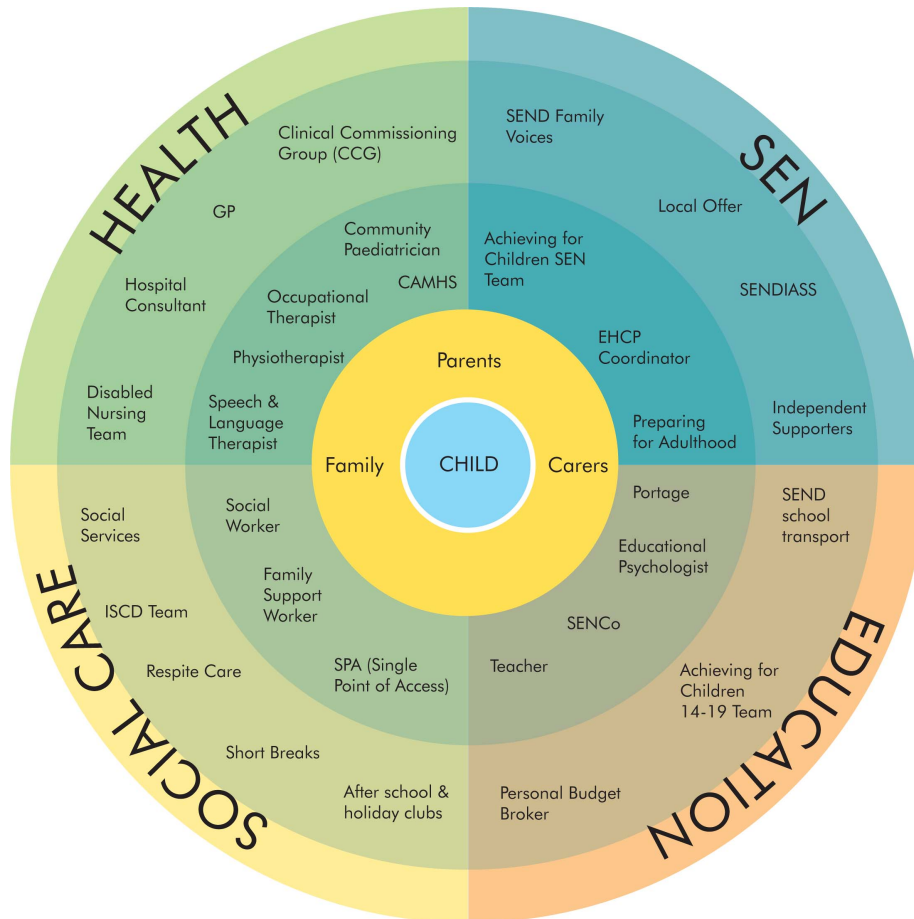
SEN Team role

- Ensure the Local Offer is up-to-date with relevant information and services for families, and make accessible to all.
- Engage with families including children and young people, 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.
- Consult with relevant parties when reviewing the Local Offer, a list of which can be found in the special educational needs (Local Offer) Regulations 2014.

Other professionals

- Use the Local Offer website as a key source of information on provision and services available.
- Provide information to AfC on its service and keep this updated.

Who is who in SEN



There is a wide range of professionals, voluntary sector organisations and individuals that provide services, information, advice and support to disabled children, young people and their families. The chart above is not exhaustive but shows some of the key people in SEN, health, education and social care. The following section gives a brief description of who they are and what they offer.

Achieving for Children

Achieving for Children is a community interest company created by Kingston and Richmond councils to provide their children's services. This means that in practice, the local authority for Kingston and Richmond providing children's services is Achieving for Children. The main areas that are covered by Achieving for Children are: education, social care and SEND services, including the SEN Team responsible for the creation and issuing of education, health and care plans (and maintaining statements for children who have not yet transitioned).

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The SEN Team

The SEN Team is responsible for the drafting and issue of all education, health and care plans (working in collaboration with the family, child or young person and professionals) as well as managing the transfers from statements to EHCP for children with existing statements. They also maintain all statements of special educational need for those children who have not yet transitioned to an EHCP.

Every child or young person should have a named EHCP coordinator within the team who should be the primary contact. Talking to this primary contact should mean that you are able to get the information that you need as quickly and effectively as possible. There is also a team of EHCP assistants who answer the phones and should be able to answer simple queries. The contact details for the EHCP assistants are published on the Local Offer website.

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

Education health care plan assistants and business support

Many queries relating to statutory assessment processes and the stages of the process, annual review queries or level of support can be answered by the very effective and efficient EHCP assistant's team. They are a team of six and have worked in the area of special needs for some time.

The EHCP assistants support the education, health and care plan coordinators in the essential management of each family's case, and therefore will have knowledge about children you may have queries about.

Education health and care plan coordinators

This role is a new one within the SEN Team and they are a team of 6.4 permanent full time members and four preparing for adulthood co-ordinators.

The purpose of this role is to support the co-ordination of the education, health and care plan and ensure that children and young people are achieving the best possible outcomes they can through the identification of need and support implemented. The EHCP coordinators attend a variety of meetings such as: the assessment summary review meeting transfer reviews, annual reviews and child protection meetings. Their role is to ensure that the legal framework related to the Children and Families Act is being adhered to and to offer advice and guidance to schools and families.

The EHCP coordinator also attends decision making panels and will often be the voice that will convey the family's views, and subsequently the decisions made or endorsed at a panel.

The EHC Plan coordinator's will have detailed knowledge about the statutory assessment processes aligned with the young people they are working on behalf of and will also understand why and how decisions have been made in particular circumstances.

Preparing for adulthood coordinators

Preparing for adulthood (PFA) coordinators provide the initial contact for young people aged 14 to 25 years to enable planning for transition to adult life, operating in much the same as EHCP coordinators.

PfA coordinators provide information, advice and guidance for the young people they work with and co-ordinate support arrangements through the progression from school settings into further education, apprenticeships, paid employment, independent living, inclusion in the community, etc.

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Senior EHCP coordinators

There are currently two senior EHCP coordinators in the team. The seniors have a reduced case load and offer supervision within the team.

The seniors are able to support problem solving also offer advice and guidance and are able to be a point of contact when it is felt escalation is required.

Principals

The principals manage the two area teams (Kingston and Richmond), which is comprised of EHCP assistants, EHCP coordinators and the seniors.

Their role is to ensure the team are effectively supporting and meeting the needs of children and young people as identified through performance review and indicators.

They offer support and training to stakeholders and evaluate, as part of the senior leadership team, the effectiveness of the teams' work.

The principals are decision makers within the team and deputise for the heads of service. They are skilled and experienced members of the team, and complex cases and referrals will be discussed with them. If a complaint has come in to the team and been through the appropriate escalation points, it would be appropriate they would respond and offer guidance for next steps.

Head of service or deputy head of service

These roles are the operational lead within SEN. They have management responsibility for this service and the advisory teachers for speech, language and communication.

The roles support working with key stakeholders and partners at an operational and strategic level to ensure children's and young people's needs with EHCP or statements are being appropriately met and responded to. This is achieved through the chairing of panels, training and development with schools, families, health and other key partners.

The role also covers the strategic development and trend analysis of need to evaluate and assess the local offer for SEN (statements and EHCP). They ensure that all performance indicators (PIs) are met.

Within these roles it is critical that parents and school are included. However, referrals and contact should be escalated after seeking support from EHCP coordinators, seniors and principal.

Associate director

This role is strategic and therefore should not be working at operational level nor undertaking case work. Referrals that are received at this level will be referred back to the appropriate point in the SEN Team.

Information, advice and support

The Single Point of Access (SPA)

Achieving for Children's Single Point of Access (SPA) allows professionals and/or families to refer a child, young person, parent or carer that needs support.

The SPA is the first point of contact for any family where there are urgent concerns.

The SPA is also the first point of contact for the Family Information Services (FIS) in each borough. The SPA will identify the appropriate professional to follow up the enquiry and will refer the person either directly (on the phone) or through a follow up contact, depending on the availability of the appropriate individual at the time the call comes in. Referral is made by telephone or email via the Kingston or Richmond council websites.

SEND Family Voices

Kingston and Richmond SEND Family Voices is a local charity, formed in June 2014, in response to the opportunities offered by the SEND reforms. SEND Family Voices works with parents and families of children and young people with all types of special educational needs and disabilities. The group aims to bring people together into a community to improve services, share support and strengthen the common voice of families. The group develops measurable changes and improvements for children and young people with SEND.

SEND Family Voices is made up of a mix of individual parents, plus leads from disability specific support groups and specialist schools; all group members are volunteers and take responsibility for representing the views of a wider group of parents.

By ensuring family voices are heard, and listened to, SEND Family Voices aims to empower children and young people to obtain the best possible care and services. They work independently from, but in partnership with Achieving for Children, education (including public, independent and post-16), health and all other statutory services in Kingston and Richmond.

SEND Family Voices receives the majority of their funding from the Department of Education, via Contact a Family. They must provide evidence of participation and they apply annually for this funding.

There are many other voluntary sector, disability specific, organisations in Kingston and Richmond; you can find these in the Local Offer.

SENDIASS

SENDIASS stands for Special Educational Needs and Disabilities Information, Advice and Support Services. They are a team of local advisors who offer impartial advice and support on all matters relating to special educational needs and/or disability. Their aim is to enable young people and families of children with SEND to make informed decisions. The service is available for children, young people and their families with SEND who are resident in Kingston or Richmond up to the age of 25. The SENDIASS team is based at the Moor Lane Centre in Kingston and the Croft Centre in Richmond.

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A family can contact SENDIASS if:

- they've applied for an education, health and care plan
- their child or young person's statement is transferring to an EHCP
- the family need support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- the family needs Information and signposting to leisure activities and support in the area
- the family need support with transition and preparing for adulthood
- the family needs signposting to the local specialist mediation team
- the family need Advice and support on Disability Living Allowance (DLA) and Personal Independence Payment (PIP) up to the age of 18.

There is a duty to for each local authority to provide a SENDIASS service. Achieving for Children commission Kids, a national charity, to deliver this service in Kingston and Richmond.

Independent Support Partnership

Independent supporters work with families and children or young people to ensure that their voices are heard. They offer a free, friendly, flexible service for families and young people.

They offer support when:

- the family or young person has applied for an education, health and care plan
- a child or young person has a Statement that is transferring to an EHCP.

They aim to do this by:

- providing support to understand the legal framework underpinning the changes in SEN
- helping individuals think through and identify what the changes mean for the child or young person
- attending or supporting the family or young person at meetings

The Independent Support Partnership is commissioned by the Council for Disabled Children (CDC) and the service is provided by Richmond Aid and Ruils. (See the Local Offer for more information.)

Education

SENCo (or Inclusion Manager)

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

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

Sometimes the role is taken by the Inclusion Manager. Some schools will have both roles, many will have one or the other.

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Learning support assistant (LSA)

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

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

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

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

Peripatetic learning support assistant (PLSA) - Richmond

For pupils with a physical disability or visual impairment in Richmond there is a Peripatetic Learning Support Assistant Service that supports pupils on a one-to-one basis, from 5 to 16 years of age in mainstream schools. These pupils will have an EHCP or a statement of special educational needs. The PLSA Team has a specialist set of skills with staff receiving regular training to enable them to support pupils with a variety of physical disabilities or visual impairments. All staff have first aid qualifications and manual handling training and some have additional specialist skills. PLSAs also implement individualised therapy programmes as directed, working with multi-agency teams and parents. Where needed the team can give advice to other school staff in areas such as risk assessments for school visits or health and safety. When requested, a PLSA will prepare and write reports and attend annual reviews. In Richmond, the PLSA team is managed by Clarendon School.

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

Teacher

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

Educational psychologist

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

Also known as an Ed Psych or EP, an educational psychologist, advises on the educational needs of children and young people, suggesting ways in which they can be supported. During the EHCPneeds assessment process, Achieving for Children must request an educational psychologist's input.

Educational psychology intervention must be requested by the school, not health, social care or the parents or carers.

Portage

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

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

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

Educational Service for Sensory Impairment (ESSI)

ESSI is available to all families with children who have a hearing and/or visual impairment and live in Kingston or Richmond.

ESSI is a small team of specialist teachers qualified to work with children and young people with hearing, vision or multi-sensory losses. They use their specialist knowledge and expertise to support children and young people 0 to 25 from the point of diagnosis and throughout their education.

Their main aim is to give all children and young people with sensory impairment every chance to achieve their full potential and to minimise the educational, social and emotional impacts of their sensory impairment.

We work in partnership with families, schools and settings, the health service and others to promote and provide:

- high expectations
- independence and participation
- raised awareness of sensory issues
- effective assessments and interventions
- appropriate specialist resources
- information and advice.

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Referral to the ESSI usually comes from local Audiology or Ophthalmology departments once a hearing or visual loss has been confirmed, but school SENCOs and parents are very welcome to discuss any concerns with us direct.

They offer support and advice to schools and settings in Kingston and Richmond. Initial assessment and advice is provided free of charge to all settings. Ongoing advice and support for local authority schools is provided without charge and tailored support packages are available to purchase for non-maintained schools. More information on building support packages can be obtained from the ESSI Manager. Please refer to the Local Offer for contact details.

The Individual Pupil Support Service

This service works to support children and young people who are unable to access school for a range of specific and identified reasons. This support is agreed through a formal referrals procedure and decision making panel. In the case of children and young people with medical needs who are missing education for significant periods of time, their referral must be supported by the validation of a consultant level paediatrician. Similar support may be offered to those children and young people who experience intermittent, but recurring, absences (for example, due to treatment).

Initial referrals are made in accordance with the AfC Policy for Pupils with Medical Needs. This requires the designated person within the school (usually the SENCO) to complete a referral form. Further information and forms are available from the Head of Service, email david.kinsley@achievingforchildren.org.uk

Personal budget broker

There is a personal budget broker whose role is to support families or young people with applying for and assessing personal budgets. The broker can assist with all personal budgets, for education, health (continuing care) or social care (direct payments).

This service is commissioned by Achieving for Children and provided by Kingston Centre for Independent Living (KCIL).

SEND Transport

If a child has special educational needs and is unable to make their journey from home to school without help, Achieving for Children may provide transport assistance.

Please look on the Local Offer for the current SEND Transport current policy and separately, the SEND Parent Guidance for Transport. You can view the full SEND Transport Policy on the Local Offer website, search for SEND Transport policy.

Health

Therapies

Therapies are provided by Achieving for Children (via Your Healthcare) in Kingston, and Hounslow and Richmond Community Healthcare (HRCH) in Richmond.

Please refer to Appendix 6 for more information on both Kingston and Richmond services.

Occupational therapist (OT)

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

Physiotherapist (Physio)

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

Speech and Language Therapist (SaLT)

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

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

Community Paediatrician

The Community Paediatrician Service is a specialist child health assessment and diagnostic service to meet the needs of children with special or complex health needs. They work very closely with other health professionals, such children's therapies, and also offer joint assessments and referrals. They also work closely with non-health specialists in education and social care. They will give advice on health matters and concerns about possible special educational needs, as well as providing diagnostic services and health reports for education, health and care needs assessments, pre-school neuro-developmental assessments, statutory health assessments and run clinics for children with special or complex health needs.

Community paediatricians are provided by Your Healthcare in Kingston, and Hounslow and Richmond Community Healthcare in Richmond.

Other health services

Child and Adolescent Mental Health Services (CAMHS)

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

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

In the UK, CAMHS are organised around a four tier system.

- **Tier 1** - general advice and treatment for less severe problems by non-mental health specialists working in general services, such as GPs, school nurses, social workers and voluntary agencies.
- **Tier 2** - usually CAMHS specialists working in community and primary care, such as mental health workers and counsellors working in clinics, schools and youth services.
- **Tier 3** - usually a multi-disciplinary team or service working in a community mental health clinic providing a specialised service for more severe disorders, with team members including psychiatrists social workers, clinical psychologists, psychotherapists and other therapists.
- **Tier 4** - highly specialist services for children and young people with serious problems, such as day units, specialised outpatient teams and in-patient units.

Tiers 1 and 2 are provided by Achieving for Children, Tiers 3 and 4 are provided by South West London St George's Mental Health NHS Trust (SWLStG).

Clinical psychology in Kingston and Richmond

Clinical psychologists deal with a wide range of physical and mental health problems. Clinical psychologists work in collaboration with children, young people and families to help build their resilience and cope with emotional or behavioural difficulties that may be associated with their disability. Clinical psychologists apply psychological science in their work to help children and young people with disabilities to overcome mental health difficulties such as anxiety, low mood and anger. Clinical psychologists also support the parents, carers and professionals who are involved with a child with a disability where there are concerns about a child's mental health or struggles to manage their behaviour.

The service is offered to children and young people with a Kingston or Richmond GP who have a range of emotional and behavioural problems related to an identified disability.

The service provides assessment and therapeutic services for children with a range of emotional and behavioural issues that are secondary to their disability or complex needs. The presenting concerns might include difficulties with sleep, feeding, emotional outbursts, aggression, anxiety, low mood, self-injurious behaviour, sexualised behaviour, highly ritualised or compulsive behaviours as well as difficulties with learning new skills. These difficulties cannot be resolved through generic services and need more specialist mental health input.

SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEN

After initial assessment, the child and family will have access to psychological interventions which broadly fit within a cognitive-behavioural model. These might include:

- consultation with other teams within the service
- psycho-education around the developmental and emotional needs of the child
- parenting skills work
- individual and family-based interventions
- home-based intensive behavioural programmes (as part of a multi-agency intervention)
- therapeutic support for families and children in adjustment to disability.

The psychologists work closely with multi-disciplinary professionals in the Emotional Health Service such as art psychotherapy, family therapy and counselling psychology and referrals for children with disabilities can be made directly to this service via clinical psychology.

The interventions offered are generally short-term and involve on average four to six consultation sessions plus consultation to the professional network supporting the child.

Referrals to the psychology service are made by professionals working within the Integrated Service for Children with Disabilities, such as social workers or health professionals.

Hospital consultants (and other specialist doctors)

Many children with special educational needs will be seen by specialist doctors in hospitals or clinics (eg, gastroenterologist, orthopaedic surgeon, endocrinologist, sleep specialist). Generally, the referral to these services will come via the GP, or a referral may be made or suggested by other health professionals overseeing the child. Sometimes members of the local health team can jointly attend appointments (eg, physiotherapist attending orthopaedic appointments) to ensure that there is continuity of care between different health professionals.

Disabled Nursing Team (Kingston)

The AfC nursing service for children with a disability supports children, young people and their families through diagnosis, transition into school and into adult services as well as end of life care. The Nursing Service for Children with Disabilities in Kingston provides specialist nursing care, support and advice to families/carers in their own homes, educational settings or respite centres and provide nursing support and training to staff within Kingston's special schools. They also provide training and support to mainstream schools to enable children with disabilities to be integrated.

Referral to the team is through Achieving for Children's Integrated Service for Children with Disabilities. They are based at Moor Lane

Children's Continuing Care Team (Richmond)

The Children's Continuing Care Team provide healthcare for children who have a range of conditions that would otherwise need hospital treatment or residential care.

The team consists of experienced children's nurses who provide an assessment service for those children who are referred to children's continuing care. Following the initial assessment if the child meets the criteria, the child's care package will then be reviewed every 3 to 12 months according to the level of need. The team is based at Whitton Corner Health and Social Care Centre.

Social care

Achieving for Children's Integrated Services for Children with Disabilities (ISCD)

The ISCD is a multi-disciplinary service made up of teams from health and social care. The service also works closely with other AfC teams, services and the voluntary sector to provide the most appropriate support for each individual. The service supports children and young people aged 0 to 18 years.

In both Kingston and Richmond, ISCD provides: social care, short breaks, both domiciliary and in the community, specialist participation and engagement for young people, transition to adulthood, specialist family support.

In Kingston the ISCD provides: community paediatrics, therapies, specialist community and school nursing.

In Richmond, the local Clinical Commissioning Group (CCG) commissions these services from Hounslow and Richmond Community Healthcare (HRCH).

To access the Social Care Services, a referral must be made via the Single Point of Access (SPA) and this will be followed by an assessment by an ISCD social worker who will consider a child's eligibility for services and make referrals to the team best suited to support the individual child and their family.

Health referrals for Kingston should be made via the Integrated Team Around the Child Referrals Coordinator who is based at the Moor Lane Centre in Chessington.

Other non-assessed needs services can be accessed directly. Please see the ISCD Guide to Services on the Local Offer website for contact details.

Social Services OT and Home Adaptations

Some children may need adaptations to their homes, for example specialist sleeping systems or ramped access to the house or garden. These pieces of equipment are generally available through social care, based on need assessed by the social service occupation therapist. For larger adaptations a disabled facilities grant (DFG) may be available. Again the need for this must be assessed by the occupational therapist from Social Services.

Useful contacts

SEN Team

Anna Chiva - SEN Head of Service
Email: anna.chiva@achievingforchildren.org.uk
Telephone: 020 8891 5439

Kingston SEN

Telephone: 020 8891 7013
Team email: sen-rbk@achievingforchildren.org.uk
Telephone: 020 8891 7262

Richmond SEN

Telephone: 020 8891 5293
Team email: sen-lbr@achievingforchildren.org.uk
Telephone: 020 8891 7541 or 020 8891 7591

A list of all EHCP coordinators and their allocations (alphabetical and by area) can be accessed via the SEN Team page on the Local Offer.

Information, advice and support

Single Point of Access (SPA)

Richmond: 020 8891 7969 from 8am to 6pm, Monday to Friday
Kingston: 020 8547 5008 from 8am to 6pm, Monday to Friday
Out of hours: 020 8770 5000

The Local Offer

Information for families of children and young people (age 0 to 25) with special educational needs and disabilities.

Telephone: 020 8547 4722
Email: sendlocaloffer@achievingforchildren.org.uk
Website: www.afclocaloffer.org.uk

SEND Information, Advice and Support Service (SENDIASS)

Impartial advice and support on all matters relating to Special Educational Needs and or Disability
Telephone: 020 8831 6179
Email: RichmondKingston@kids.org.uk
Website: www.kids.org.uk

Independent Support Partnership (ISP)

Independent support for families or young people through EHC Plan process (either new or transfer from statement)

independentsupport@richmondaid.org.uk
Telephone: 020 8831 6076

A full list of disability specific support groups and other services can be found on the Local Offer.

SEND Family Voices

Parent Carer forum for Kingston and Richmond

SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEN

Telephone: 07469 746 145

Email: sendfamilyvoices@outlook.com

Website: www.sendfamilyvoices.org

Kingston Centre for Independent Living KCIL)

Provides a range of services to ensure that disabled people in Kingston are able to lead independent lives. Also provide disability-related advice and information.

Telephone: 020 8481 1448

Email: enquiries@kcil.org.uk

Website: www.kcil.org.uk/

IPSEA (Independent Parental Special Education Advice)

National organisation providing legal advice via comprehensive website, advice line, call-back service and training.

Advice line: 0800 018 4016 (check website for hours)

Website: www.ipsea.org.uk

SOSISEN

A free, independent and confidential telephone helpline for parents and others looking for information and advice on Special Educational Needs (SEN)

Telephone: 020 8538 3731

Email: admin@sossen.org.uk

Website: www.sossen.org.uk