

# **SEND Team processes information for parents, carers and settings**

This document is reviewed every 12 months

Version September 2021



**achieving  
for children**

**INDEX:**

- 1. Overview of the SEND Team and Education Services..... 1**
  - Education Service structure chart ..... 2
  - SEND Team structure ..... 4
  - SEND Service roles and responsibilities ..... 5
  - Inclusion Charter ..... 7
- 2. The Local Offer..... 9**
- 3. Special education needs and disabilities (SEND)..... 10**
  - Education, health and care plan process ..... 11
  - New assessment request timeline ..... 12
  - Consultation process ..... 14
  - Annual review process ..... 14
  - Phase transfer process ..... 15
  - Ceasing an EHCP ..... 16
  - Post-16 education options and Preparing for Adulthood (PfA)..... 17
  - Four routes into employment ..... 18
  - Every Step Together (EST) assessment by Children’s Social Care..... 19
  - Health ..... 19
  - Young people not in education, employment or training (NEET)..... 19
  - Moving into RBWM ..... 20
  - Moving out of RBWM..... 20
  - Personal budgets..... 21
  - Educational psychologist involvement..... 22
  - Social care involvement ..... 22
  - Special educational needs and disability (SEND) panels..... 24
  - Conflicts and resolutions ..... 26
- 4. General contact details ..... 27**
- 5. Other useful organisations to know about ..... 27**
  - Transport services ..... 27
  - Sensory Consortium ..... 27
  - Health ..... 28
- 6. Useful documents ..... 29**

# 1. Overview of the SEND Team and Education Services

The SEND Team works with children and young people (0 to 25 years old) who live in the Royal Borough of Windsor and Maidenhead (RBWM) and have an education health and care plan (EHCP) or their special educational needs are being assessed to establish whether they require an EHCP.

The SEND Team works with children and young people with special educational needs and their families by undertaking the following.

- Undertaking assessments of special educational needs which may result in an EHCP for children and young people aged 0 to 25. This decision is made by a panel which has representatives from the SEND team, schools, educational psychologists and social care (more information on panels can be found on page 24).
- Writing EHCPs with input and advice from a range of professionals, the child or young person and their family. They ensure that EHCPs are legally compliant with the statutory requirements of the Children and Families Act 2014 and the SEND Code of Practice.
- Ensuring that an annual review meeting is held for every child or young person with an EHCP. Attending annual reviews where possible.
- Reviewing the EHCP documentation following the annual review meeting and making decisions whether to: maintain, amend or cease to maintain an EHCP.
- Ensuring the process is followed in line with statutory process when children and young people are due to move phases of education.
- Signposting and case working.
- Helping to prepare young people for transition into adulthood.
- Facilitating the journey for the child or young person and their family through the EHCP assessment process and after the EHCP has been finalised.
- Providing guidance to a school or college and other professionals on the EHCP process.

The SEND team does not:

- advise on which schools a young person should attend
- work intensively with the child or young person on a one-to-one basis
- act as an advocate for families or children and young people

# Education Service structure chart

Schools Leadership Development Manager

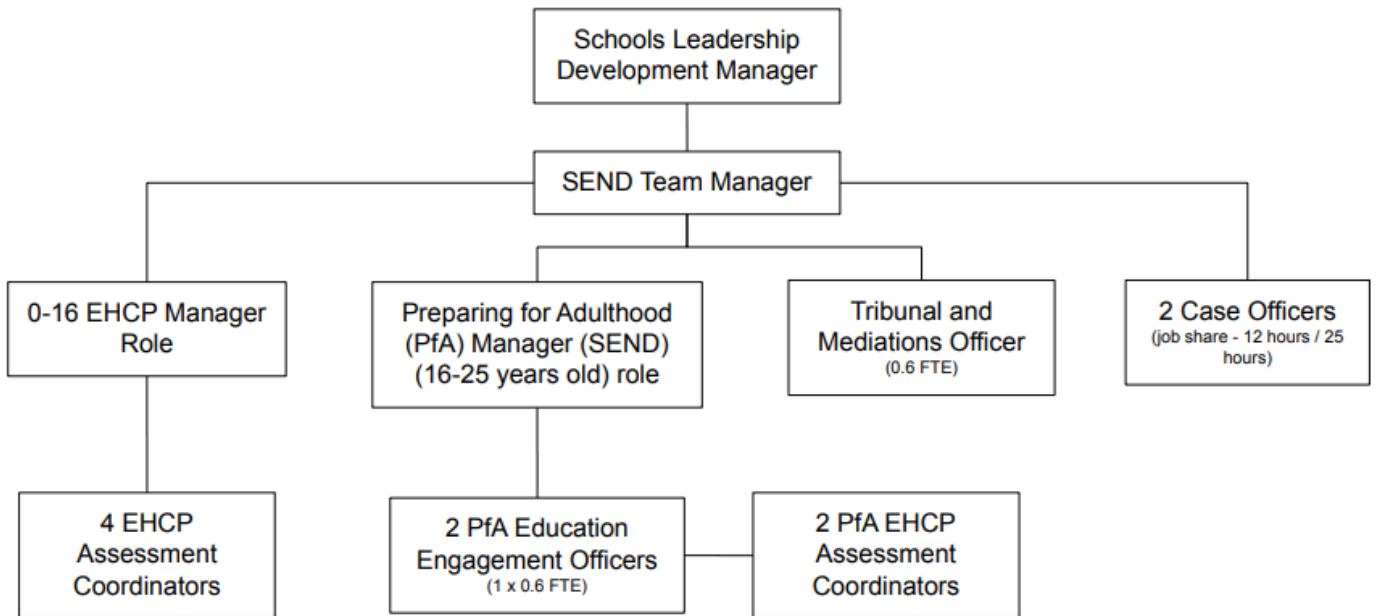
SEND Consultant, school improvement

| School Improvement Team             | Early Years Team   | Education Welfare Team        | School Support - Area SENCo                                     | SEMH and Behaviour support | SEND TEAM                                  |
|-------------------------------------|--|-------------------------------|---|----------------------------|--|
| SCIT Manager and Link Advisor       | Early Years Funding Officer                                    | Inclusion & Access Manager    | School Support - Area SENCo Inclusion Service                   | SEMH Coordinator           | SEND Manager                               |
| School Link Advisor                 | Early Years 30 Hours Funding Officer                           | Education Welfare Officer x 5 | Specialist Advisory Teacher (SEN)                               | SEMH Coach/Mentor x 3      | Tribunals and Mediation Officer (0.6 FTE)  |
| Early Years and School Link Advisor | Early Years Development Officer & Two Year Old Funding Officer |                               | Specialist Advisory Teacher (SEN) & Medically Vulnerable Pupils | Behaviour Support x 2      | SEND Case Officer (25 hours)               |
| Governor Services Support Officer   |  |                               |   |                            | SEND Case Officer (12 hours)               |
| Outdoor Education Advisor           |  |                               |   |                            | EHCP Manager (0-16 Years)                  |
| SCITT Support                       |  |                               |   |                            | Pre 16 Assessment Coordinator x 4          |
| SCITT Principle                     |  |                               |   |                            | PfA Manager (16-25 years)                  |
| Clerical Officer                    |  |                               |   |                            | PfA Assessment Coordinator x 2             |
|                                     |  |                               |   |                            | PfA Education Engagement Officer           |
|                                     |  |                               |   |                            | PfA Education Engagement Officer (0.6 FTE) |

## Accessible format

|  |  |                               |   |                                   |  |
|--|--|-------------------------------|---|-----------------------------------|--|
| Schools Leadership Development Manager |  |                               |   |                                   |  |
| SEND Consultant, school improvement    |  |                               |   |                                   |  |
| <b>School Improvement Team</b>         | <b>Early Years Team</b>  | <b>Education Welfare Team</b> | <b>School Support - Area SenCo</b>                              | <b>SEMH and Behaviour support</b> | <b>SEND Team</b>   |
| SCIT Manager and Link Advisor          | Early Years Funding Officer                                    | Inclusion & Access Manager    | School Support - Area SenCo<br>Inclusion Service                | SEMH Coordinator                  | SEND Manager   |
| School Link Advisor                    | Early Years 30 Hours Funding Officer                           | Education Welfare Officer x 5 | Specialist Advisory Teacher (SEN)                               | SEMH Coach/Mentor x 3             | Tribunals and Mediation Officer (0.6 FTE)  |
| Early Years and School Link Advisor    | Early Years Development Officer & Two year old Funding Officer |                               | Specialist Advisory Teacher (SEN) & Medically Vulnerable Pupils | Behaviour Support x 2             | SEND Case Officer (25 hours)<br>SEND Case Officer (12 hours)                       |
| Governor Services Support Officer      |  |                               |   |                                   | EHCP Manager (0-16 Years)  |
| Outdoor Education Advisor              |  |                               |   |                                   | Pre 16 Assessment Coordinator x 4  |
| SCITT Support                          |  |                               |   |                                   | PfA Manager (16-25 years)  |
| SCITT Principle                        |  |                               |   |                                   | PfA Assessment Coordinator x 2   |
| Clerical Officer                       |  |                               |   |                                   | PfA Education Engagement Officer<br><br>PfA Education Engagement Officer (0.6 FTE) |

## Send team structure



## **SEND Service roles and responsibilities**

**The Schools Leadership Development Manager** is part of the Senior Management Team for Achieving for Children (providing Children's Services for RBWM). This post is responsible for managing the SEND team and other teams who support schools and early years with a focus on children with additional needs.

The SEND Team works with children and young people with disabilities up to 25 years, and their families. The role covers a number of areas including;

- the education, health and care plan (EHCP) process
- preparing for adulthood process

**SEND Team Manager** has the responsibility to manage the business cycle of the team, ensuring that all education, health and care plans are fit for purpose and issued within statutory timescales. They are responsible for maintaining strategic relationships with health, social care and educational psychology. They supervise staff and chair Panel A (one of the panels noted on page 24).

**0 to 16 EHCP Manager** has the responsibility to oversee all aspects of 0 to 16 years old children and young people undergoing the education, health and care (EHC) needs assessment making sure that all assessments are completed within statutory timescales. They oversee all phase transfers for children and young people up to the age of 16 to ensure that they all have finalised placements by 15 February each year (31 March for Year 11). They line manage the EHCP Assessment Coordinators.

**Preparing for Adulthood Manager (PfA) (SEND) (16 to 25 years old)** has the responsibility to advise on all areas of Preparing for Adulthood (PfA) and ensure all young people transitioning have finalised educational placements by the end of March each year (for Year 12 and above). If an EHCP is closing, they will advise Children's Social Care teams and Health colleagues as appropriate. This role line manages two PfA Education and Employment Officers and two PfA Assessment Coordinators. This role commissions high needs placements and works with professional bodies to acquire appropriate study programmes for young people.

**Preparing for Adulthood (PfA) Education Engagement Officer** works in close partnership with young people to support them in working towards their next educational placements and towards all aspects of preparing for adulthood. This role completes targeted work with young people who are not in education, employment or training (NEET) to re-engage with educational or training placements. This role assists the PfA Assessment Coordinators in the attendance of annual reviews where EHCPs are ceasing in order to aid with transition from education to universal services or social care services (where applicable).

**The EHCP and Preparing for Adulthood (PfA) Assessment Coordinator** has the responsibility to coordinate, write and update all aspects of an education, health care plan, from initial assessment through to ceasing at the end of education. This role acts as a point of contact with regard to education with young people, families, social workers, family workers, schools, educational psychology and other professionals involved with the child or young person.

**The Complex or Tribunal Officer** manages the work flow for all tribunals and mediations, from notification at the local authority (LA) through to conclusion, whether at court or through negotiation. This role maintains the relationships with the legal team, families, social workers, family workers, schools and Educational Psychology (EP) team.

**The Case Officer's** role is to coordinate all aspects of new requests for EHCPs, the case officer is the first point of contact for families and professionals in relation to the EHCP needs request process. This role manages the information flow, keeps records up-to-date on RBWM database and Panel A and Panel B spreadsheets (see page 24 for further information on panels). This role provides a full range of support during the statutory assessment process as required.



## Inclusion Charter

[The Inclusion Charter](#) was developed as part of the 'Written Statement of Action', following the joint inspection in July 2017 from Ofsted and the Care Quality Commission (CQC). The inspection reported on the effectiveness in implementing the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014 across Windsor, Ascot and Maidenhead.

The Inclusion Charter was discussed at the Inclusion Summit on 19 April 2018 and developed with our partner agencies and families to promote the commitment we have all made to work towards every child and their family feeling listened to and included, so they can thrive and reach their potential. In September 2018, the Inclusion Charter was adopted by the Borough by the elected members of council.

Through the Inclusion Charter we are asking for the understanding and commitment to equality, diversity and inclusion from all local services within RBWM for children and young people, including those with additional needs.

# Everyone Matters

We believe that all children and young people in Windsor, Ascot and Maidenhead, including those with additional needs, have the right to be included in local services, so they can thrive and reach their potential.

## Inclusion Charter for children and young people

This charter sets out what all children and young people should expect when accessing services



| Services welcome and value all children, young people and their families to...             | So you can....  |
|--|---|
| Make sure that you feel listened to and treated with respect                               | Have your say and feel safe   |
| Work together to understand and support any reasonable adjustments that you may need       | Belong to a community, such as your local school, leisure centre, club, etc |
| Talk with you and your family to help us understand your needs and solve problems together | Feel understood and helped to achieve your best                             |
| Speak to other professionals who support you, so you only have to tell your story once     | Tell someone what you want to achieve and how we can help                   |

Understanding equality, diversity and inclusion (Equality Act 2010)



## Accessible format

### Everyone Matters

We believe that all children and young people in Windsor, Ascot and Maidenhead, including those with additional needs, have the right to be included in local services, so they can thrive and reach their potential.

### Inclusion Charter for children and young people

This charter sets out what all children and young should expect when accessing services

|  |   |
|--|---|
| Services welcome and value all children, young people and their families to...             | So you can...   |
| Make sure that you feel listened to and treated with respect                               | Have your say and feel safe   |
| Work together to understand and support any reasonable adjustments that you may need       | Belong to a community, such as your local school, leisure centre, club, etc |
| Talk with you and your family to help us understand your needs and solve problems together | Feel understood and helped to achieve your best                             |
| Speak to other professionals who support you, so you only have to tell your story once     | Tell someone what you want to achieve and how we can help                   |

Understanding equality, diversity and inclusion (Equality Act 2010)

## 2. The Local Offer

The Local Offer is the term that the Department for Education (DfE) has chosen to describe the collection of information about the support that local authorities must make available to help children and young people with special educational needs and disabilities and their families. The purpose of the local offer is to provide parents, carers, children and young people with SEND a single and regularly updated source on the services available to local families and how to access them. The offer covers 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 (eg, schools) which are used by local families. Put simply, information on **Local** services and support on **Offer** is gathered together and made easy to find in a **Local Offer**.

The Local Offer includes information about:

- education services from pre-school to further education
- health services which are universal, targeted and specialist
- social care services including short breaks
- preparing for adulthood for young people aged 19 to 25
- training opportunities for young people
- transport arrangements including the local authority's transport policy
- arrangements for assessing children and young people
- how to request an education, health and care (EHC) plan
- the option of personal budgets
- complaints, appeals and tribunals
- information, advice and guidance on funding, financial support and support available from local voluntary organisations

For more information, please visit the [RBWM Local Offer](#)

### **3. Special education needs and disabilities (SEND)**

Some children and young people with SEND have learning difficulties or disabilities that require them to have additional support in order to achieve their potential and make progress in their education.

These additional needs may relate to:

- communicating or interacting with others
- thinking, understanding and learning
- social or emotional development
- mental health difficulties
- sight or hearing, sensory needs
- physical development

Most children and young people with special educational needs or disabilities will have their needs met within their local early years settings, schools or colleges or through the services provided through the Local Offer. Some children and young people with more complex needs may require a needs assessment which may lead to an education, health and care plan.

## Education, health and care plan process

An EHCP brings together all the support needed to help children and young people aged 0 to 25 to improve their outcomes across education, health and care. The plans can also focus on developing life skills for adulthood to enable the young person to work and live as independently as possible.

A request for an EHCP can come from the parent or carer, a young person aged over 16 (but under the age of 25) or a professional involved with the child or young person such as a Special Educational Needs Co-ordinator (SENCo). A SENCo, is the school teacher who is responsible for assessing, planning and monitoring the progress of children with SEND or health professionals. If a professional is requesting the assessment, this should ideally be with your knowledge and agreement, where possible.

When your child has an EHCP, or is being assessed for one, it can feel quite complicated and confusing. We have created the [SEND Guidance booklet](#) to help you understand what happens and when. The intention is to provide detailed, accurate and consistent information for families and professionals.

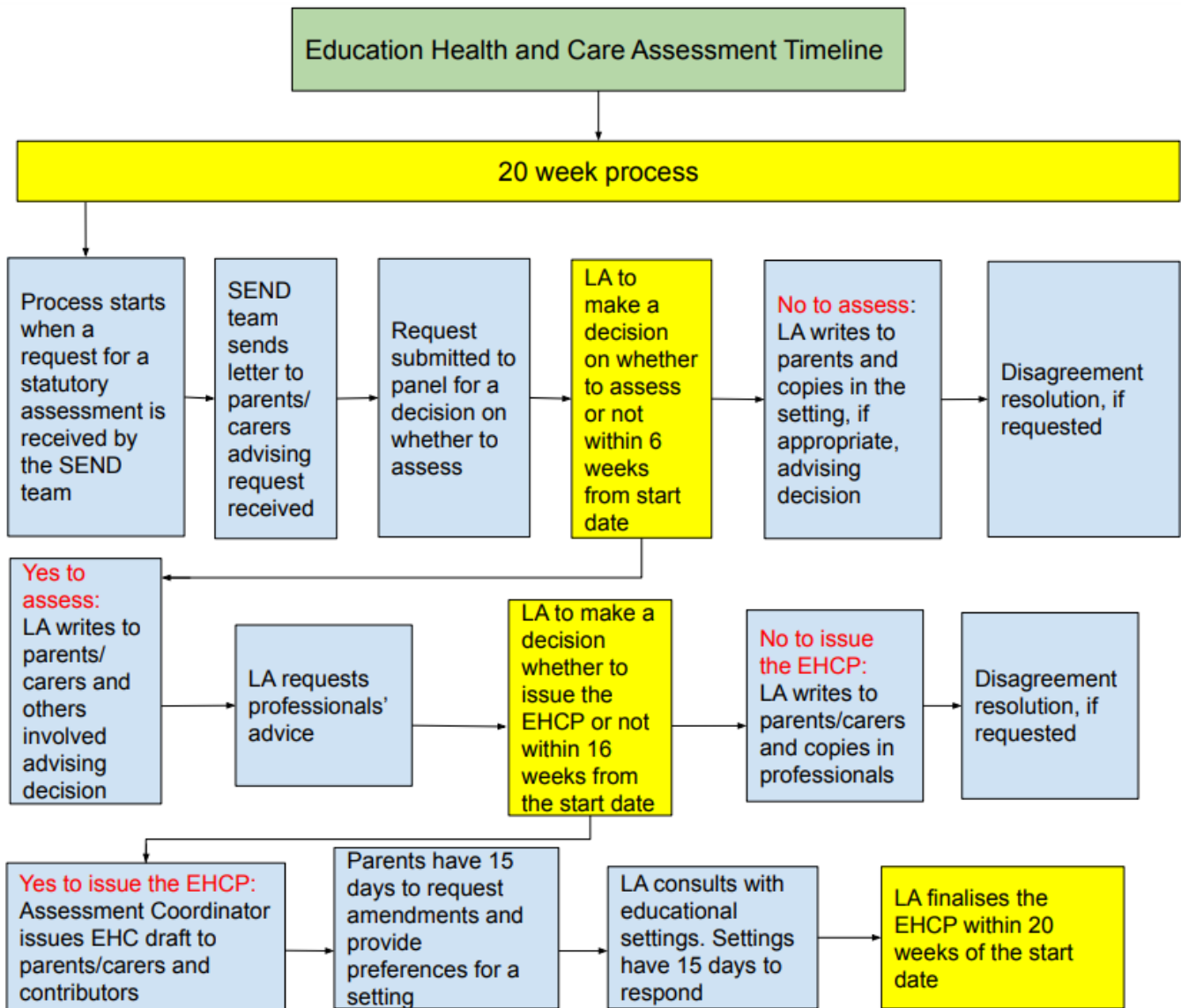
Each EHCP will look different as they are tailored to the individual needs of the child/young person. The plans are developed in full partnership with the child, young person and their family.

It will take up to 20 weeks to put an EHCP in place for a child or young person if they need one. The EHCP is then reviewed at least every year with the family and the current educational setting.

Families with an EHCP also have the option of having a personal budget to buy relevant services within their plan if they wish. This enables families to have more flexibility and control over the services they receive. You can find more information in the personal budget section of this policy.

For more information on education, health and care process, please look on the [Local Offer](#).

## New assessment request timeline



A summary of the above EHC assessment process is as follows.

- SEND team to advise decision whether to assess within six weeks from receipt of request.
- SEND team to advise whether to issue an EHCP within 16 weeks from receipt of request.
- When the EHC draft is issued, parents have 15 days to respond and request parental preference for education setting.
- 20 week completion from receipt of request.

## Accessible format

### Education health and care assessment timeline

20 week process

Process starts when a request for a statutory assessment is received by the SEND team

↓

SEND team sends letter to parents or carers advising request received

↓

Request submitted to panel for a decision on whether to assess

↓

Local authority to make a decision on whether to assess or not within six weeks from start date

#### **No to assess:**

Local authority writes to parents and copies in the setting, if appropriate, advising decision

↓

Disagreement resolution, if requested

#### **Yes to assess:**

Local authority writes to parents, carers and others involved advising decision

↓

Local authority requests professionals' advice

↓

Local authority to make a decision whether to issue the EHCP or not within 16 weeks from the start date

#### **No to issue the EHCP:**

Local authority writes to parents, carers and copies in professionals

↓

Disagreement resolution, if requested

#### **Yes to issue the EHCP:**

Assessment Coordinator issues EHC draft to parents, carers and contributors

↓

Parents have 15 days to request amendments and provide preferences for a setting

↓

Local authority consults with educational settings. Settings have 15 days to respond

↓

Local authority finalises the EHCP within 20 weeks of the start date

## **Consultation process**

Before deciding whether to name an education setting in Section 1 of a child's or young person's EHCP, the local authority must consult the governing body, principal or proprietor of the school or college. The SEND team sends a consultation to the education setting with relevant information including a copy of the EHCP and relevant appendices or most recent annual review.

The education setting should respond to the consultation within 15 days.

Parents or young people have a legal right to request that a particular school or college is named in an education, health and care plan (or to express a preference for an independent school, college or other institution). This can occur when they are getting an EHCP for the first time, if the EHCP is being amended after an annual review, or if the EHCP is being amended at any other time (for example, if the child or young person has to move schools and the EHCP needs to be amended to reflect that move).

## **Annual review process**

EHCPs should continue to be maintained where a young person wants to remain in education and clear evidence shows that special educational provision is needed to enable them to achieve the education and/or training outcomes required for a course or programme of study that moves them closer to their aspirations e.g. employment.

### **What is an annual review?**

The annual review formal review of progress against the targets and outcomes written in the EHCP. For every child or young person with an EHCP a review of the plan must take place at least every 12 months or every six months for a child under 5. For young people from Year 9 and above, the annual review should focus on the 'preparing for adulthood' categories for needs, provision and outcomes.

### **Who is responsible for what?**

The school or college is responsible for organising the annual review meeting. They must give at least two weeks' notice to parents and the date can be moved if it does not suit all parties. It is good practice to give around six to eight weeks' notice of the annual review as this means that professionals have sufficient time to prepare their reports and for the SENCo to circulate them before the meeting. These reports should be reviewed at the meeting and any significant changes needed to the EHCP.

Following the meeting, the SENCo should complete the annual review form and send this along with the collected reports to the SEND team at the local authority.

Once the paperwork is received, the SEND team will review it and decide whether the EHCP should be maintained (the majority of cases) or whether it needs to be amended. The SEND team must confirm their decision - whether to update, maintain or cease the plan - in writing within four weeks of the review meeting. If the plan is to be amended, this must be done within eight weeks of making the decision.



Parents may wish to contact the [Information, Advice and Support Service \(IAS\)](#) for help in preparing for an annual review. The IAS Service provides free, impartial and confidential information, advice and support to children and young people with special educational needs and disabilities (SEND) up to age 25, and their parents and carers.

For more information on annual reviews, please look on the [Local Offer](#).

## **Phase transfer process**

It is important that children and young people are supported at key transition points in their education. This includes when a child starts at nursery or school, moves from one school to another and leaves school and moves into training or employment.

This transition support is particularly important for children and young people with special educational needs and disabilities (SEND) who may find these changes difficult to manage.

Examples of additional support for children and young people with SEND may include:

- additional visits to the new class or school
- a 'pupil passport' or 'all about me' type profile to help new teachers to understand the child's needs and how best to support them
- a 'buddy support' system being put in place in the first few weeks of school to support the child or young person through the transition
- providing a map, photographs or videos of the new school to help children familiarise themselves with the setting
- use of social stories and visual timetables to help prepare children and young people for new situations
- specific support for their individual needs

Formal planning and preparing for transferring to a new educational setting will take place as part of the annual review process for children and young people with an education, health and care plan. Children and young people receiving SEN support within the school should also have their individual support plan reviewed when transferring to a new setting.

To support a smooth and effective transition, information should also be shared by the child's or young person's current educational setting with the receiving educational setting. The current setting should agree with the young person and their parents which information will be shared as part of this planning process.

Further phase transfer guidance for parents, carers, children and young people can be found [here](#).

A list of all schools within the borough can be accessed [here](#).

In relation to secondary phase transfer, information on courses or study programmes that are considered routes into employment can be found on page 18 of this document.

## Ceasing an EHCP

Following an annual review, the local authority may determine that they are no longer responsible for maintaining the child's or young person's EHCP in the following circumstances.

- A young person aged 16 or over leaves education to take up employment.
- A young person tells us they no longer want the plan.
- The local authority agrees that the young person has achieved the educational goals in the plan and no longer needs additional special educational help.
- The young person enters higher education.
- A young person 18 or over leaves education and no longer wishes to continue in further learning.

If the local authority determines an EHCP should no longer be maintained, the parent, carer and/or young person will be notified of this decision in writing. The first cease letter will detail the reasons behind the decision and the parent, carer and/or young person will have 15 days from the date of the letter to respond to the local authority if they disagree.

If a parent, carer and/or young person disagrees with the proposal to cease to maintain an EHCP, they will need to notify the local authority of the reasons in writing. A parent, carer and/or young person's views and any subsequent information will then be reviewed by the SEND Management team and a final decision will be made and communicated back to the parent, carer and/or young person.

If we do not hear from the parent, carer and/or young person or if the parent, carer and/or young person do not disagree with our decision, a second letter will be issued confirming when the EHCP will be closed to the SEND Team.

If the local authority has decided to continue with the cessation of an EHCP and the parent, carer and/or young person disagrees with this, the second cease letter will also detail the right of appeal. Parents, carers and/or young people will have two months from the date of the second letter to lodge an appeal with the SEND Tribunal.

For more information on the appeal process, please refer to RBWM's [Local Offer](#) or [SENDIST's](#) (SEND Tribunal) website.

## Post-16 education options and Preparing for Adulthood (PfA)

Some children with SEND may continue into the sixth form at their current school setting after Year 11, but many will be looking for an alternative route.

Options post-16 include:

- full time education, such as a school or college, with varying degrees of support
- an apprenticeship, supported internship or traineeship
- part-time education or training if you are employed, self-employed or volunteering for 20 hours or more a week

Impartial, independent advice and guidance on post-16 options must be provided in schools from Year 9 and should be included as a part of the Year 9 EHC review.

Advice will be given on:

- preparation for further or higher education and/or employment
- preparation for independent living
- maintenance of good health in adult life
- participation in society, including support in developing and maintaining friendships and relationships

Higher education is the term used for university. Young people attending university do not qualify for an EHCP. Instead, the funding to support these young people currently comes from the Disabled Students Grant ([DSA](#)).

For more information on Preparing for Adulthood, please look on the [Local Offer](#).

An overview on courses or study programmes that are considered routes into employment can be found below. If you require further information, please speak with your allocated Assessment Coordinator or visit the [Local Offer](#).

## Four routes into employment

### Key criteria and differences

| Key points                       | Supported internships   | Traineeships   | Apprenticeships   | T Levels  |
|----------------------------------|---|--|---|---|
| Age criteria                     | 16 to 24 years  | 16 to 24 years   | 16 or over  | 16 or over  |
| Length of programme              | Six months to one year  | Six weeks to Six months                                  | One to five years   | Two years   |
| Qualifications required to start | None  | Below Level 3 (A Level) and with limited work experience | GCSE English and maths 'exit requirements' of Level 2 apprenticeship<br><br>-Functional skills Level 1 or GCSE E (2)<br><br>Level 3 or above apprenticeship<br><br>-Functional skills Level 2 or GCSE A*to C (9 to 4) | The majority of T Level providers will require students to have obtained a Grade 4 in their English and maths at GCSE<br><br>There may also be a set minimum of GCSEs you will need to have passed. <b>Please check with the setting directly</b> |
| Paid?                            | No  | No   | Yes   | No  |
| EHCP required?                   | Yes   | No   | No  | No  |
| Levels                           | N/A   | N/A  | Level 2 (GCSE) to 7 (Degree)  | Equivalent to three A Levels  |
| Other                            | Desire to work  | Desire to work, but needs work experience                | Desire to work  | Desire to work  |
|                                  | Must have a job coach. Must be named in an educational placement on EHCP. | Can have a job coach                                     | No job coach  | No job coach, but the employer should provide the learner with a line manager to support, supervise and mentor them   |
|                                  | Typically 3-4 days in the workplace and remainder of time in education.   | Work training and work preparation.                      | On job training with study.   | 80% classroom based and 20% work based. Minimum 45 days in a work placement.  |

## **Every Step Together (EST) assessment by Children’s Social Care**

Where required or requested by the family or young person, an adult care assessment is completed with them to identify eligibility for adult social services. This also means that a child or young person can agree what care and support is needed to meet their adult outcomes. A financial assessment is also completed, as a young person may have to contribute to the cost of their care. Whilst your child is in education, support will be arranged by children’s Social Care. When a young person leaves education (when a plan closes), social care support plans will transfer to Adult Services.

If a young person is open to a children’s Social Care team, please contact your social worker to arrange an EST.

If a young person is not open to a children’s Social Care team, there are two possible routes to request an EST depending on age.

### **Under 18s**

You are able to self-refer via the Single Point of Access (SPA):

[MASH@achievingforchildren.org.uk](mailto:MASH@achievingforchildren.org.uk)

### **Over 18s**

You are able to self-refer to [cypds@achievingforchildren.org.uk](mailto:cypds@achievingforchildren.org.uk)

## **Health**

The health service will work with parents and young people to transition into appropriate adult services on an individual basis depending on the needs of the young person.

## **Young people not in education, employment or training (NEET)**

NEET is a term used for young people aged 16 to 24 who are not in education, employment or training. If a young person does attend a post-16 setting named in their EHCP they will be contacted by the local authority who will seek to re-engage them in education or training as soon as possible. As part of this process, a PfA Education and Employment Officer may be deployed to complete a targeted piece of work with the young person to discuss options and provide support, where appropriate, with applications and transition back into education and/or training.

If the SEND team is made aware that a young person is NEET, a PfA Education and Employment Officer will attempt to contact them or the family to initiate a discussion around next steps. As part of the re-engagement process, three contact attempts will be made over the course of three weeks and if after these attempts no response is received, the SEND team will initiate the cessation of the young person’s EHCP.

## **Moving into RBWM**

Below is the process for children and young people who move into RBWM.

- The current local authority will notify RBWM of the family moving into the borough.
- The current local authority will forward the SEN file to RBWM (which should include at minimum the most recent EHCP, Section K, the last annual review and any additional reports such as speech and language therapy report).
- An RBWM Case Officer will make contact with the family to request proof of address or residency (such as Council tax, tenancy agreement).
- An RBWM Case Officer will submit the case to SEND panel for RBWM to agree whether to adopt the EHCP or reassess the child's or young person's EHC needs.
- The RBWM Case Officer will notify the parent or carer of the local authority's decision and advise the name of the allocated Assessment Coordinator.
- If the child or young person is able to continue to attend the current education setting, the local authority may ask for the annual review to be scheduled within three months of the plan being transferred if there are arrangements in the original plan which are no longer appropriate.
- Where a child or young person is no longer able to attend the current educational setting name in their EHCP eg,. due to distance, RBWM must place the child temporarily at an appropriate education setting other than the one specified in the child's EHCP.

## **Moving out of RBWM**

Below is the process for children and young people who move out of RBWM.

- The parent or carer should inform RBWM SEND team that they are moving out of RBWM and provide the moving date and new address.
- The RBWM Case Officer will send the SEN file, including latest EHCP, Section K and latest Annual review documentation as appropriate, to the new local authority.
- The Case Officer will notify relevant professionals (such as social worker).

## Personal budgets

### What is a personal budget?

A personal budget is designed to give families choice and control on how the provision in the EHCP is delivered. It may contain elements of education, social care and health funding.

The Children and Families Act 2014 states that the local authority has a duty to consider a personal budget, when requested by a parent or young person. This could be:

- following the completion of an EHC needs assessment, where RBWM have confirmed we will produce an EHCP for a child or young person
- as part of a statutory review of an existing EHCP

Although the local authority is under a duty to consider a personal budget, they are not under a duty to provide one.

### What can a personal budget be used for?

An EHCP can contain provision from education, health or social care agencies. Therefore how a personal budget could be set up, will depend on:

- the child or young person's needs
- the circumstances, which would be explored during the EHC needs assessment

A personal budget would be described in Section J of an EHCP. It links to provision agreed in Section F (education), Section G (health) or Section H (social care), or any combination of these.

Personal budgets can only be used for outcomes identified in an EHCP. Personal budgets cannot be used to pay for:

- Assessments (as part of the EHC needs assessment or in readiness for an Annual Review)
- To cover the cost for fees of a named educational placement

How is a personal budget set up?

Please refer to RBWM [personal budget policy](#) for further information.

## **Educational psychologist involvement**

Following local authority agreement to conduct an education, health and care assessment, an educational psychologist will be asked to provide psychological advice and information.

In addition, for children with plans in place, the school and parents may on occasion request specialist educational psychology involvement around a particular issue. The request is initially discussed with the RBWM Senior Educational Psychologist before confirming additional involvement. Educational Psychologist involvement, if agreed, will not automatically mean individual work with a child, it could be about attending a meeting jointly with the SEND team or the school and parents to review support in place.

For more information on the Educational Psychology Service, please look on the [Local Offer](#).

## **Social care involvement**

RBWM's Children and Young People Disability Service (CYPDS) supports the social care needs of children and young people aged 0 to 25. Social Workers and Family Workers within the service work with families with children and young people with special educational needs and disabilities who may need additional help and support at different times. CYPDS work within the [Multi-Agency Threshold Guidance](#) issued by Windsor and Maidenhead's Local Safeguarding Children Board.

If you would like to make a referral for social care involvement:

- for children and young people with an EHCP, who are under 18, referrals to CYPDS should be sent to: [MASH@achievingforchildren.org.uk](mailto:MASH@achievingforchildren.org.uk)
- for young people with an EHCP, who are over 18, referrals to CYPDS should be sent to: [cypds@achievingforchildren.org.uk](mailto:cypds@achievingforchildren.org.uk)

Following a referral, it may be necessary to allocate a Social Worker to complete a single assessment to pull together all the relevant information and professionals involved with the family. From this assessment, a decision will be made about how best to support the child, young person and their family.

If an EHC needs assessment is agreed, the SEND team will request advice from Social care, including, if appropriate, children in need or child protection assessments, information from a looked after child's care plan, or adult social care assessments for young people over 18. In some cases, a child or young person may already have a statutory 'child in need' or 'child protection plan', or an 'adult social care plan', from which information should be drawn for the EHC needs assessment.

For more information on Social Care, please look on the [Local Offer](#).



**Further information:**

[Statutory visits to children with special educational needs and disabilities or health conditions in long term residential settings document](#)

[Disability Register Form](#)

Max Card: [www.mymaxcard.co.uk](http://www.mymaxcard.co.uk) For more Information on the Max card visit:  
[https://rbwm.afcinfo.org.uk/local\\_offer/organisations/29190-max-card](https://rbwm.afcinfo.org.uk/local_offer/organisations/29190-max-card)

## **Special educational needs and disability (SEND) panels**

### **Introduction for both panels**

The purpose of Panel A and Panel B (roles and functions of which are detailed below) is to have a collaborative, professional decision making process when:

- considering whether to undertake a new EHC needs assessment
- agreeing whether to issue or not issue an EHCP
- deciding funding allocation for EHCPs

Although it is not legally required, RBWM is of the opinion that best practice means involving more than one person in decision making. We welcome professional advice, time and commitment not only from borough teams, but also from schools' representatives who are essential in ensuring that we have a wide range of experience represented.

### **Confidentiality**

All panel papers and discussions are confidential. Panel members are asked not to share any details of panel papers or discussions outside of the panel meeting. Papers are sent via a secure email and are destroyed after each panel.

### **Conflict of Interest**

If a member of the panel is employed by a child's school, or has another conflict of interest, then we ask them to step outside whilst discussions are being held in order to retain impartiality of decision making.

## **Panel A**

### **Role and Function**

- Considers whether to undertake a new EHC needs assessment.
- Agrees whether to issue or not issue an EHCP.

**Timing:** Panel A meets on a weekly basis.

### **Panel A membership**

- SEND Team Manager (Chair)
- Senior Educational Psychologist
- Early Years SENCO
- School representative from each phase
- Manor Green Special School
- Social Care Manager - CYPDS team
- School Area SENCO

Administration for Panel A is provided by the Case Officer from the SEND Team.

## **Panel B**

### **Role and Function**

- Considers resource requests to meet the needs identified within an EHCP.
- Considers requests for equipment for education.
- Considers change of placement requests if they have an associated change of resource allocation, including any requests for residential placements.

**Timing:** Panel B meets on a weekly basis.

### **Panel B Membership**

- Principal Educational Psychologist (Chair)
- SEND Team Manager - SEND Team
- 0 - 16 EHCP Manager or PfA Manager (16 - 25)
- School representative from each phase
- Social care manager - CYPDS team

Administration for Panel B is provided by the Case Officer from the SEND Team.

Assessment Coordinators attend to present cases. Their role will be to answer questions from members, but are not involved with final decision making.

## Conflicts and resolutions

The SEND Team always seeks to apply a solution focused approach to help secure the most appropriate provision and support for every child. This is done within the framework as set out in the SEND Code of Practice, which provides structure to problem solving. Recognising that every case is different and by using the team's experience and expertise, in partnership with families and partners, the SEND team aims to solve tricky and challenging cases. This can include a multi-professionals meeting, options appraisal and opening up negotiation with providers, schools and placements.

Parents and young people are given information and, where necessary, support so that they can take part in the decision-making process. Support can be provided by statutory or voluntary organisations.

The Information, Advice and Support (IAS) Service for Windsor and Maidenhead is a statutory service. The IAS Service provides free, impartial and confidential information, advice and support to children and young people with special educational needs and disabilities up to age 25, and their parents and carers.

For more information on tribunals and appealing decisions please look on the [Local Offer](#).

And for any concerns and complaints please visit: <https://www.rbwm.gov.uk/home/council-and-democracy/contact-us/make-complaint> .

## 4. General contact details

To contact the SEND Team and Social care (CYPDS): Please email <mailto:cypds@achievingforchildren.org.uk> or call 01628 685878.

To contact the Educational Psychology service: Please email: [edpsych@achievingforchildren.org.uk](mailto:edpsych@achievingforchildren.org.uk) or call 01628 796688

More information relating to other teams in the Education Service can be found at: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education>

## 5. Other useful organisations to know about

### Transport services

The Council and AfC are committed to meeting the educational needs of as many children and young people as possible within local schools. In most cases, this will mean that children and young people can walk or cycle to school with their parents or carers. The Home to School Transport Policy sets out how we will help the small number of children and young people who find it difficult to travel to school without some assistance. This includes the policy for pre and post-16 SEND Transport.

For more information, please visit:

<https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/sen-transport>

### Sensory Consortium

The Berkshire Sensory Consortium Service is a specialist education support service for children and young people 0 to 25 years who have a diagnosed hearing loss, vision impairment or multi-sensory impairment.

The service aims to provide the best outcomes for children and young people through their work with families, schools, colleges, early years settings and specialist teaching from qualified teaching and support staff in order to achieve 'Good outcomes positive futures.' The service works closely with our local authority partners, health professionals and other agencies from the point of diagnosis to transition into adulthood.

The Sensory Consortium are a joint arrangement between all Local authorities in Berkshire.

- Royal Borough of Windsor and Maidenhead (host authority)
- Bracknell Forest
- Reading
- Slough
- West Berkshire
- Wokingham

Directly purchased input can also be agreed for pupils who attend colleges and non-local authority schools where this is not part of provision within an education health and care plan.

For further information, please go to the [Berkshire Sensory Consortium Service website](#), or alternatively more information can be found on the [Local Offer](#).

## Health

**Berkshire Healthcare Foundation Trust (BHFT):** Provides speech and language therapy, occupational therapy and physiotherapy, dieticians, specialist community children's nursing, the community dentists, mental health services and respite care.

**CAMHS:** The Children and Adolescent Mental Health Service (CAMHS) works with young people who are experiencing significant, severe and complex difficulties with their mental health.

These difficulties range from feeling low a lot of the time and worrying about lots of things to finding and fitting in with friends, hearing voices, having significant difficulties around eating, self-harming and even considering killing themselves

**Therapy Services - Children, Young People, Integrated Therapy (CYPIT):** This service supports parents or carers and children (up to the age of 19) with occupational therapy, physiotherapy, speech and language therapy and specialist dietetic services to help you achieve the outcomes you want.

**Public Health Nursing (AfC RBWM):** 0 to 19 Years Public Health Nursing in RBWM (Health Visiting and School Nursing Service). Public health nursing in the RBWM is provided by Achieving for Children. Health visitors and school nurses are registered nurses or midwives with a postgraduate qualification in public health. The teams consist of community nursery nurses, staff nurses and administrative staff and provide practical support and health advice to all children, young people and their families. We work in various locations including your family home, children's centres and schools. All our staff are trained and qualified to work with children from 0 to 19 years of age.

**Specialist Children's Services:** Provide care and support for children and young people (up to 19 years old) with complex health needs and learning difficulties.

The service is registered with the Care Quality Commission and meets all required standards. We provide respite care, community paediatricians and specialist nursing services. Our staff are trained and qualified to work with children, and are required to continue on-going training and development

For more information on the above Health services, please look on the [Local Offer](#).

## 6. Useful documents

[Children Act 2004](#)

[Children and Family act 2014](#)

[The Care Act 2014](#)

[The Equality Act 2010 Guidance](#)

[The Mental Capacity Act 2005 - making decisions](#)

[The Chronically Sick and Disabled Persons Act 1970](#)

[The National Health Service Act 2006](#)

[SEN 0-25 Code of Practice](#)

Funding Guidance for Education Settings - available on request. Please email the SEND Team should you require a copy.