

SEND **CO** Handbook



Contents

Introduction	3
Role of the SENCO	4
SEND Code of Practice and Legislation	8

Inclusion

Inclusion and Inclusive Practice	14
Early Years Guidance Documentation.....	16
Education Support to Schools	17
Pastoral Support	25

SEN Funding.....

SEND Funding in Early Years.....	27
SEND Funding for Schools Reception to Year 11	28
SEND Funding for Post 16	29

The Local Offer

The Local Offer Website and Facebook Page	31
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EHCPs and Annual Reviews

The SENCO's Role in Education, Health Care Plans (EHCPs).....	33
Annual Reviews.....	34
What the First-tier Tribunal (Special Educational Needs and Disability) does	39
Monitoring Visits	40
Poor and Persistent Non-attendance of EHCP Learners	41
Person Centred Planning.....	42
Pupil Voice and Partnership with Parents/Carers.....	45
Working with Multiple People	46
Education, Health & Care Plan (EHCP) Process: Guidance for Families and Professionals	47
A-Z of Contacts	48

Preparing for Adulthood

Preparation for Adulthood	50
Transitions	52

Gateshead Panels.....

Gateshead Panels	54
------------------------	----

SENDCO Network and Cluster Meetings.....

SENDCO and OFSTED

SENDCO and Practitioner Wellbeing

Organising Access Arrangements.....

Training and Development

Training and Development Programme	72
High Incidence Needs Team	73
Audit of Staff Skills and Need.....	75

Service Overview and Contacts

Useful Documents

Useful Policies and Procedures

School Admissions	90
SEND Policy.....	94
SEND Report to Governors	95
The SEND Information Report.....	96

Mental Health

Useful Websites and Resources	99
-------------------------------------	----

Useful Checklists.....

Dyscalculia - Key Stage 1 and 2 Checklist	101
Dyslexia - Key Stage 1 and 2 Checklist	102
Sensory Audit	103
Checklist of Behaviour	104
Transition Self Evaluation Form - Primary Schools	105
Transition Self Evaluation Form - Secondary Schools ..	106
SEND Provision at CFIS	108

Introduction

This document has been developed based on the feedback from Special Educational Needs Co-ordinators (SENCOs).

It is designed to provide you with an overview of the type of information that will support you. This pack covers a range of different areas which you can refer to as needed.

We understand that SENCO's work across a broad range of settings so some sections may be more relevant to you than others.

The pack has been designed to signpost you to a range of resources as well as the SEND Code of Practice (2015) that will help you to develop your knowledge, skills and understanding.

Role of the SENCO

The SEND Code of Practice (Jan 2015) sets out in detail how different bodies should fulfill their duties for learners with additional needs. The role of the SENCO is a pivotal role from preschool through school-age to further education and preparing for adulthood.

The key paragraphs in the Code are:

- The role of the SENCO in pre-school / Early Years settings, paras 5.52-5.54
- The role of local authority Area SENCOs for pre-school settings, 5.55-5.58
- The role of the SENCO in schools, 6.84-6.94

SENCO or SENDCO?

The national Code of Practice changed the legislation in 2014 to include both SEN and Disabilities. Previously it had been SEN only. The Code still refers to the role as a 'SENCO,' but also puts emphasis on working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for learners who are disabled.

The 2014 SEND Code SENCOs:

- Must be a qualified teacher working at the school
- New to post must achieve a National Award in Special Educational Needs Coordination (NASC)
- Are most effective if they are part of the school leadership team
- Provide professional guidance to colleagues and works closely with staff, parents, potential next providers and other agencies
- Should be aware of the provision in the Local Offer
- Can be shared by a number of small schools
- Should have sufficient time and resources to carry out key responsibilities.

National Award for Special Educational Needs Coordination (NASC)

In [September 2009 it became law](#) for every new SENCO in a mainstream school to gain the Masters-level NASC within 3 years of taking up the post.

What is a SENCO?

A SENCO is the champion for all learners in their school who have a special educational need and/or disabilities. They are an advocate for ensuring the needs of learners are met. The role is varied, challenging, and incredibly rewarding. There are many aspects to the job, but the most important priority is to ensure that the needs of the learner are at the heart of all decisions made - breaking down, where possible, barriers to learning to accelerate progress. A SENCO is not an expert in all areas of special educational needs or disabilities, but they are the coordinating professional within the school/setting and must be tenacious in working with professionals, within and beyond the school, to best meet the needs of the learners in their care.

A SENCO must have **understanding and empathy** for children with SEND and for their families, be honest about what is and what is not being provided and above all, demonstrate a commitment to improving outcomes and doing the very best for the learner.

The SENCO will lead on:

- The **IDENTIFICATION** of children with special educational needs in the school;
- Ensuring there is **HIGH QUALITY TEACHING** for learners with SEND
- Developing effective **SEND PROVISION** for learners, in-school and through external support
- **TRACKING** and **MONITORING** the outcomes for learners with SEND and reporting this to senior leaders and governors.

The key responsibilities of the SENCO may include:

Working with the Head Teacher, senior and middle leaders to ensure that learners with SEN are given a high priority in all decision-making.

- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Working with the Head Teacher and other teachers to identify barriers to learning and develop effective ways of overcoming those barriers.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Overseeing the day-to-day operation of the school/setting's SEN policy.
- Being the first point of contact for teachers, teaching assistants and parents when concerns arise. This is a crucial part of the role as it ensures the SENCO is made aware of emerging needs and can act quickly where concerns arise.
- Working closely with teachers in school to support the identification of learners with special educational needs.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Meeting and liaising with families and with children and young people with SEND to support them and to understand their views and use this information to improve and develop provision for SEND.
- Advising on the graduated approach to providing SEN support
- Co-ordinating provision for children with SEN.
- Monitoring, assessing and reviewing the outcomes for all SEN pupils within the school.
- Ensuring that records of all pupils with SEN are properly maintained and up to date.
- Liaising with and requesting support from services external to schools such as Outreach, specialist teachers, Educational Psychologists or relevant health and social care professionals. (Whilst this means completing and submitting forms/requests this responsibility lies firmly with the SENCO and time additional to PPA should be given to assist with this as well as identified admin support).
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

The SENCO should have status in school. **Status** is a combination of your role/position and credibility. In some schools the SENCO is part of the Senior Leadership Team.

Understanding the SENCO role		
SEN Operational Tasks	SEN Development Plan Tasks	SEN Monitoring and Evaluation Tasks
<ul style="list-style-type: none"> • Annual Reviews • EP meetings • Termly SEN reviews • Meeting with SEN governor • Access arrangements • Transition planning and meetings • Support Staff meetings • Annual Report to Governors • Meetings with other professionals • Attendance at SLT • SEN Support discussions with teachers • Meetings with parents to discuss reports from outside professionals (EP, SALT etc.) • Record Keeping 	<ul style="list-style-type: none"> • SEN report to governors (Annual / termly – as determined by your school governing body) • Update SEN Information Report (Annually) • SEN Parents meeting to focus on transition • Complete NaSENCO • Training for staff • Other SEN development tasks as identified by Ofsted, SLT or SEN Audit 	<ul style="list-style-type: none"> • Review RAISEonline • awareness of termly data tracking analysis • Work scrutiny with teachers and pupils (KS3?) • Observation -of SEN children in class of targeted intervention groups • Review of implementation plans (EP/EHCP/ISPs etc.) with class Teacher and setting of new targets • Monitoring of impact of SEN intervention groups • Review SEN Register

Whole-school SEN coordination:

A SENCO has the ultimate responsibility of managing and coordinating the well-being, learning and education of all SEN pupils in their school. A SENCO is required to be adaptable and deal with tough and sensitive situations in the face of adversity.

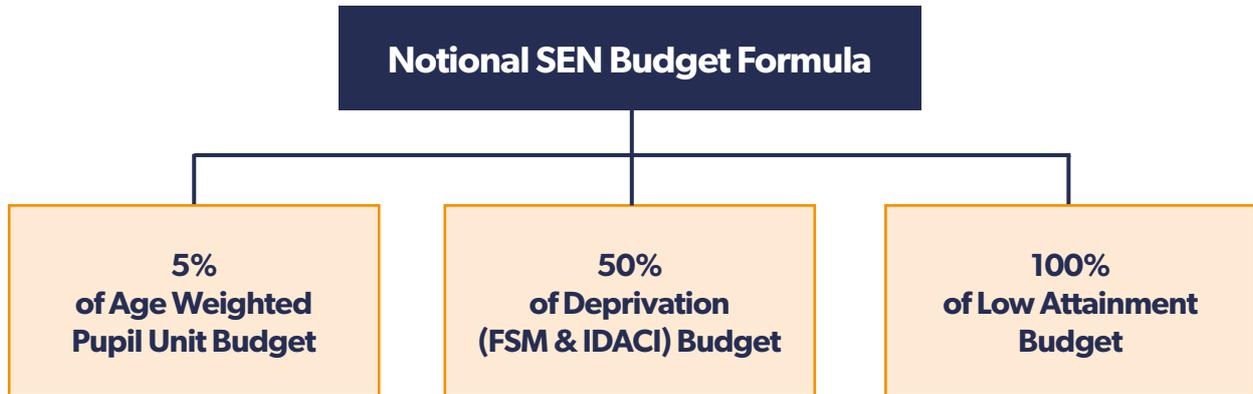
SENCOs must be aware of any changing SEND legislation, practices and policies and potential funding changes that could affect the standard of education for learners with SEND. SENCOs are also responsible for the whole-school improvement of outcomes for pupils with SEND. SENCOs, in conjunction with the Head teacher, are responsible for the development and monitoring of the school’s SEND policy to ensure it is suitable for the learners with SEND and is providing them with the best opportunities to meet their needs.

Strategic planning:

SENCOs should be involved in leading the development of the school’s priorities for SEND, setting targets to improve outcomes for learners and identifying the actions that need to be taken to achieve them. This can be as part of the whole school development plan, or in a separate plan for SEND. In order to do this, SENCOs need to be involved in the self-evaluation process so that they are clear about what is effective in the school and what needs to be improved. This can be through analysis of pupils’ assessment information, observation of classroom teaching and scrutiny of teachers’ planning and pupils’ work, discussion with pupils and their families, an audit of staff’s professional development needs and a review of the impact of any school-based intervention. Where SENCOs are not able to fulfil aspects of this monitoring work directly, they can receive information from other leaders to inform their planning.

SEN Funding: (See the SEND Funding sections)

Schools are provided with allocated delegated funding to use specifically for their pupils with SEND, this is called their Notional SEN Budget. Each child with SEN is entitled to receive up to £6,000 funding from their school per year. A SENCO should know the school's funding arrangements and have a role in the monitoring process to ensure that funding is being deployed appropriately and is having a positive impact on pupils' outcomes. **When a CYP has an EHCP the SENCO MUST monitor the use of funding and inform the LA when the funding element can be decreased (as well as requesting an increase) and/or when progress has been made by the individual due to the correct use of interventions that an EHCP is no longer required.**



Monitoring and evaluation:

A SENCO must carefully and regularly monitor the school's SEND practice and policy. This is to ensure the educational needs of all SEND learners are met and are provided with the best opportunities for maximising their individual educational potential. The SENCO should also liaise with the nominated SEND Governor to ensure that the governing body fulfils their responsibilities in relation to learners with SEND.

Leading and training staff:

SENCOs have the important task of improving the knowledge and understanding of the professionals, parents and governors within school to meet the needs of learners with SEND. A better and clearer understanding of a pupil with SEND will help both SENCOs and the relevant staff of the school to ensure that each learner is provided with suitable special educational provision where necessary.

What should parents/carers expect from a SENCO?

SENCOs need to demonstrate commitment to working in partnership with the school/external agencies and other professionals. The SENCO is responsible for implementing any plans or provisions agreed for the learner.

Parents expect to be kept well-informed about the provision for their child and should be invited to regular review meetings where they can discuss how things are going. In school, the SENCO is expected to advocate on their behalf to ensure everyone who regularly works with their child knows how best to support them.

The SENCO is not expected to be an expert in every aspect of SEND. Learners can present with a wide range of different needs at different levels and no individual can be a specialist in every area. However, it is the job of the SENCO to liaise with the relevant professionals to better understand the needs of each learner and to co-ordinate the appropriate support and provision. The SENCO must have a thorough knowledge of the SEND Code of Practice and other relevant legislation so that they are fully aware of the school's duties and responsibilities.

SEND Code of Practice and Legislation

The goal of every SENCO will be to provide the best opportunities for pupils with special educational needs and disabilities – something which will require them to have knowledge regarding the legal dimensions of their school’s SEND provision.

Examples of this include awareness of the law regarding disability discrimination or exclusions, the specifics of SEND funding and the processes involved with education, health and care plans (EHCPs). SENCOs also have to know what schools need to provide for the vast majority of pupils with SEND on the school’s SEN register that do not have a statement/EHC plan.

If that were not enough, in addition, SENCOs usually have teaching duties to fit in on a daily or weekly basis and are expected to represent the school at various seminars, meetings and hearings.

As with any other school employee, SENCOs will regularly find themselves working with parents, governors, educational psychologists, therapists and external agencies (for example, health and social services). They can also expect to liaise with further education colleges, family support workers, youth groups, voluntary bodies and more besides.

The key piece of SEN legislation that SENCOs must be familiar with is Part 3 of the Children and Families Act 2014. The SENCO’s ‘bible’, however, is the ‘SEND Code of Practice’ [2015] (‘CoP’), which elaborates on their legal requirements and provides guidance on education of children with SEND.

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The SEND COP recognises four different areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

SENCOs work alongside teachers to find ways of supporting and improving pupils’ learning whilst they are receiving school-based SEN support, ensuring that each pupil’s progress is regularly monitored and reviewed. If a pupil is shown not to have made adequate progress, the school should look at providing additional support for the pupil via external specialists or agencies. If that pupil has received SEN support with little or no success, it is the SENCO’s responsibility to see whether she should be formally assessed for an EHCP.

As a SENCO in England you will need to be aware of the key legislation and guidance which underpins your work. This section of the induction pack identifies these key documents and will help you to identify aspects of these documents which you will need to work with on a regular basis.

Key Legislation

Key Legislation: The Children and Families Act (2014)

Part 3 of The Children and Families Act (2014) provides the legal framework for many of the systems and processes for supporting children and young people with SEND. It is available here:

<http://www.legislation.gov.uk/ukpga/2014/6/contents>

This legislation provides the legal framework for a range of regulations and guidance, in particular the Special Educational Needs Regulations (2014) and Code of Practice (2014 and updated 2015). It also links closely with the Equality Act (2010). The Act sets out duties on local authorities, education settings and other partners.

There is a helpful guide to Part 3 published here:

Key principles of The Children and Families Act (2014)

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in the decision making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood.

These principles are underpinned by legal duties placed on LAs, schools and others and will guide you as you work in partnership with children, young people, families and within your school.

The Children and Families Act (2014) – Duties for the Local Authority (LA)

- a duty to identify all the children and young people in its area who may have SEN or a disability
- to have regard to the views, wishes and feelings of the child, parents and young person
- to develop and publish a 'Local Offer' that sets out the services and provision it expects to be available both inside and outside the LA's area for children and young people with SEN and a disability.

The Children and Families Act (2014) – Duties for educational settings

In addition to supporting the duties of the Local Authority, schools and early years settings also have legal duties, including:

- to prepare a report containing SEN Information
- to use its best endeavours to secure that the special educational provision called for by the pupil's or student's special educational needs is made
- to designate a member of staff at the school (to be known as the "SEN co-ordinator") as having responsibility for co-ordinating the provision for pupils with special educational needs
- must inform the child's parent or the young person that special educational provision is being made for the child or young person.

The Children and Families Act (2014) – The SENCO

The Act states that *'the SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision...'*

The Act does not require you to be a member of the Leadership Team, but it implies that you should be. It states that SENCOs *'...will be most effective in that role if they are part of the school leadership team.'*

Key Legislation: The SEND Regulations (2014)

This document outlines the regulations that underpin the Children and Families Act 2014. They support the law contained in the Act and these can be found here:

http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

Key Legislation: The Special Educational Needs and Disability Code of Practice: 0-25 years (2014, updated 2015)

The Code of Practice provides statutory guidance on the duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and the SEND Regulations. It applies to all maintained settings, academies and free schools in England. The SEND Code of Practice is available here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It provides you with a guide to the legislation that enables you to understand the assessment and identification of need and the procedures that should be in place to enable children and young people to reach their full potential and be included in their setting.

It identifies all teachers as teachers of learners with SEND. This means that all teachers and practitioners are responsible and accountable for the progress of the children and young people with SEND. This means that it is not entirely the responsibility of the SENCO. However, you have a role to play in this.

Governing bodies of maintained mainstream schools and the proprietors of academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

Where a SENCO appointed after 1st September 2008 has not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Coordination within 3 years of appointment. Providers who have Quality Standards accreditation with Leading Learning for Special Educational Needs CIC NASENCO Provider Partnership can be found here: <http://www.nasen.org.uk/about/partnerships/>

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. For information about the identification and assessment of SEND please see Section 5.

Key Legislation: The Equality Act (2010)

The Equality Act 2010 brought together a range of previous acts including: the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995 and the Equality Act (Sexual Orientation) Regulations 2007. The Act is available here: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

The Equality Act (2010) – Key principles

- Schools have a responsibility not to discriminate
- Provision for disabled pupils is closely connected with the regime for children with special educational needs
- Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities
- Direct discrimination or failure to make a reasonable adjustment for a disabled person cannot be defended as justified.

Under this act, the term 'schools' applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent schools

The principles are underpinned by legal duties placed on public bodies including schools.

The Equality Act (2010): Duties for schools and further education settings

This legislation outlines particular duties for schools. These include:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty
- to prepare and publish equality objectives

It is up to schools to decide how they publish the information, so long as it is accessible to members of the school community and the public who want to see it. The Act suggests an 'equalities page' on the school website.

Settings should prepare and implement accessibility plans. This is the responsibility of the leadership team of the setting but you will make a contribution.

Where something that a school does places a pupil with a disability at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage. You will have a role in ensuring that this is enacted.

Schools will be expected to provide an auxiliary aid or service for a pupil with a disability when it would be reasonable to do so. You may find that you are involved in liaising with suppliers or specialists to ensure that this happens.

The Equality Act (2010) – Further resources

- Centre for Studies in Inclusive Education (CSIE): Equality Act: 2010. Available at: <http://www.csie.org.uk/inclusion/equality-act-2010.shtml>
- Cheminais, R. (2015): Special educational needs for qualified and trainee teachers: a practical guide to the new changes. 3rd edn. Milton Park, Abingdon, Oxon: Routledge.
- Citizens Advice Bureau (2018): Disability Discrimination in Schools. Available at: <https://www.citizensadvice.org.uk/family/education/discrimination-in-education/disability-discrimination-in-schools/>
- DfE (2014): The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities. Available at: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Equality and Human Rights Commission (2012): Reasonable adjustments for disabled pupils. Available at: <https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>
- Equality and Human Rights Commission (2018): Equality Act 2010 Technical Guidance on Further and Higher Education. Available at: <https://www.equalityhumanrights.com/en/publication-download/equality-act-2010-technical-guidance-further-and-higher-education>

Additional Legislation

The United Nations Convention on the Rights of the Child (1989)

The UK ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1991. Aspects of the convention are particularly relevant for children and young people with SEND. These are important to consider when ensuring that you are consulting children, young people and their families in an authentic and meaningful way. There is further information on this in Section 9.

Key articles

Article 2 (non-discrimination)

The Convention applies to every child without discrimination.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

The United Nations Convention on the Rights of the Child is available here: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Working Together To Safeguard Children (2018)

There are some important areas of this legislation which link to your SENCO role, including:

- anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs. Special provision should be put in place to support dialogue with children who have communication difficulties
- practitioners should be alert to the potential need for early help for a child who is disabled and has specific additional needs or who has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- this legislation identifies the SENCO as someone who may undertake the Lead Practitioner role in an Early Help case.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

Supporting Pupils at School With Medical Conditions (2017)

This guidance states that schools must:

- have a named person as the link for medical needs
- support pupils with medical conditions so that they have full access to education, including school trips and physical education
- ensure that arrangements are in place in schools to support pupils at school with medical conditions
- consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

There is a nasen mini-guide which provides further detail: Children with medical needs: what schools and settings need to know. Available at: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

Inclusion

[Back to contents](#)

Inclusion and Inclusive Practice

Gateshead is committed to providing and supporting children and young people (CYP) with special educational needs and/or disabilities (SEND) to aim high, achieve well and feel a sense of belonging and included in their educational setting. One of the aims is to increase inclusive practice so that children with SEND can attend their local provision in line with both theirs and their parents/carers wishes.

This section is intended to support provisions to reflect and develop their inclusive practice to benefit all the children/young people in the provision including those with SEND. We are encouraging consistency between schools/ settings across the authority.

What do we mean by 'inclusion'?

Importantly, a SENCO is ultimately responsible for inclusion of SEND pupils in a mainstream school. 'Inclusion' in this sense refers to including all pupils – both with and without SEND – in the educational opportunities and activities available. It also promotes the principle of treating all pupils equally and fairly, whatever their educational needs may be.

SENCOs also have to oversee and be involved in transition periods. In KS1 and KS2, this is more to do with helping to co-ordinate and plan educational opportunities for them, but when they move from KS3 to KS4, a SENCO must help pupils with SEND be aware of, and start to consider, their academic career options.

A SENCO has to work with the whole school to try and promote inclusion.

High Quality Teaching

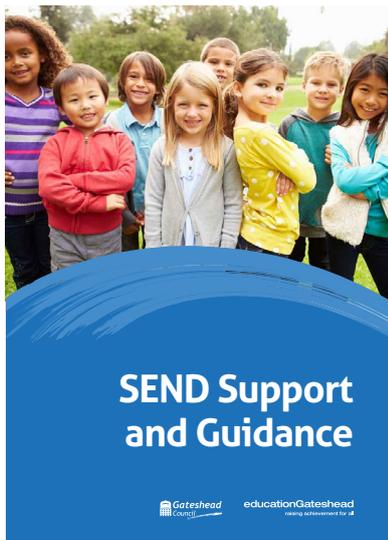
We know that in Gateshead high quality teaching that is differentiated and personalised will meet the individual needs of most children and young people, including those with SEND. All schools/ settings are expected to monitor the quality of teaching and the progress of CYP and the outcomes should inform their professional development programme. Teaching and learning should be modified and adapted to remove barriers to learning so that most CYP with SEND have access to the full curriculum. The identification of SEND should be an integral part of the overall approach to monitoring CYP's progress. Where a CYP is identified as making less than expected progress the first response should always be **high quality teaching focusing on their identified areas of need.**

Inclusive Practice - Expectations for all Schools/Settings

The following guidance sets out the type of support that schools, early education settings, colleges and sixth forms should make for children and young people with SEND. All CYP are different and this should not be seen as a checklist but rather schools/ settings should refer to this guidance when making provision for CYP with SEND.

Much of this guidance will be an integral part of the school/ setting's provision for all CYP as it outlines some of the practices and adaptations that make up high quality inclusive teaching. The provision and strategies outlined in the guidance will undoubtedly be of benefit to many of the CYP in the setting, including those with SEND.

SEND Support and Guidance Document



The Council’s SEND Support and Guidance document has been produced by a range of education, health and social care practitioners for use by Gateshead’s Special Educational Needs Co-ordinators (SENCO’s), Head Teachers and staff providing support to children and young people in mainstream settings and schools with Special Educational Needs and Disabilities (SEND).

It also provides information about the specialist services available to help schools and settings to support and meet the needs of children and young people with SEND.

[CLICK HERE](#) to view or download this document



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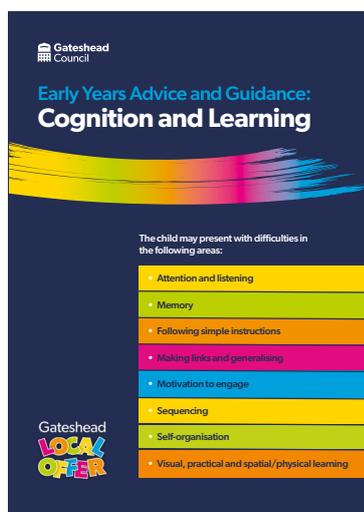
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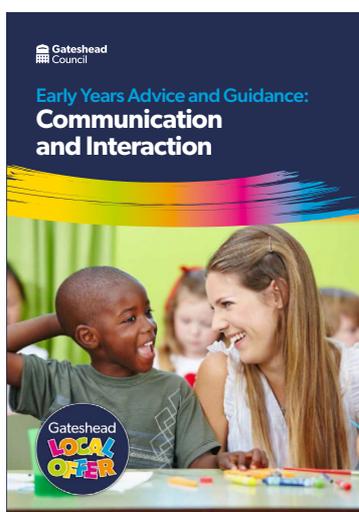
Early Years Guidance Documentation

The guidance for early years settings has been developed further, and leaflets have been produced to support practitioners working in Private, Voluntary, Independent and School nurseries. They cover the areas of:

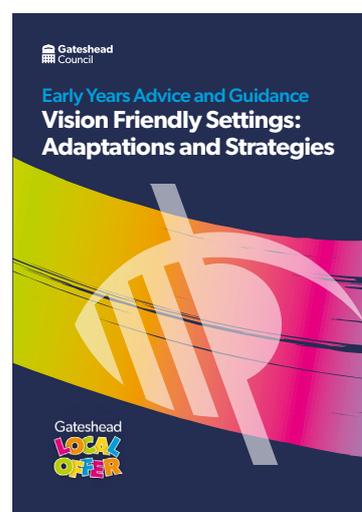
- Communication and Interaction
- Cognition and Learning
- Personal, Social and Emotional Development
- Physical and/or Medical Needs
- Deaf Friendly settings
- Vision Friendly settings



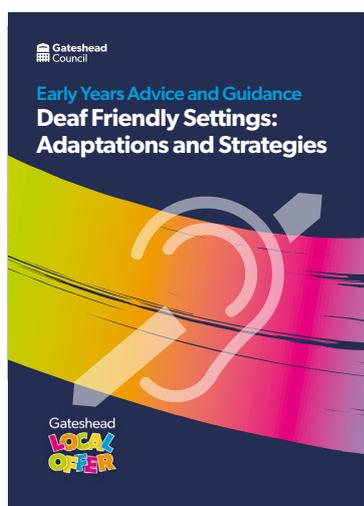
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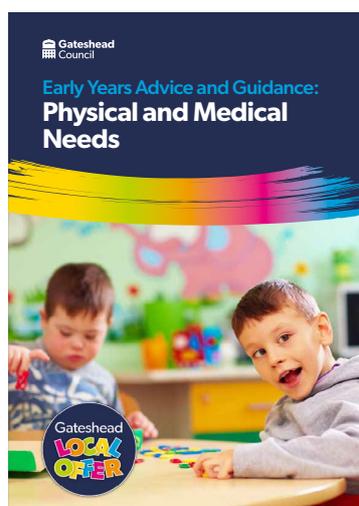
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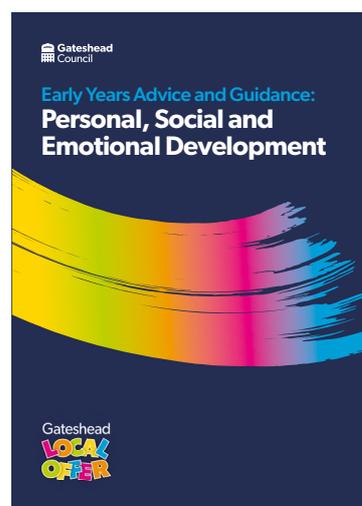
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[Back to contents](#)

Education Support to Schools

The Education Support Service provides support in the areas of:

Admissions:

- 1st year of entry (Reception and Y7)
- In year transfers
- School consultations and pupil place planning

Non-attendance including:

- Enforcement
- Children Missing Education
- Work permits/performance licenses

Exclusions from school:

- Support for parents and governors including training on the exclusion process
- Education placements for permanently excluded pupils
- Education Inclusion Panel (EIP)

Fair Access:

- Primary Fair Access Process (FAP)
- Secondary Fair Access (Pupil Placement Panel-PPP)

Elective Home Education

Primary Behaviour Support:

Support for primary aged children who have social, emotional and mental health difficulties (SEMH)

The Primary Behaviour Support (PBS) Team

They are a small, highly skilled team, working across Gateshead, providing advice and support when a child is referred for behavioural, emotional or social difficulties. The team work mainly in the school concerned working directly with the child and staff. The team aim to respond to referrals quickly, assessing the specific needs of the individual child, in order that appropriate action can be taken.

The team adopt a multi-agency approach, working closely with both education and health care professionals as well as with parents and carers. This often involves attending CAF, TAF and EHCP meetings and giving educational advice.

Positive outcomes for children supported by the PBS team include:

- return to school action;
- remain in mainstream schooling with an EHCP;
- managed moves and
- ARMS placement, or placements in an appropriate specialist provision.

The team also have effective links with specialist provisions, including Eslington and Bede ARMS.

The team has additional experience of working with children with specific behavioural and emotional difficulties.

Criteria for referral:

To refer a child to PBS team for assessment, the following criteria **must** be met:

- The child must be of primary school age (reception and above). If the child is under five years of age (statutory school age) the child will not be deemed a priority referral.
- Attend a primary school within Gateshead.
- Permission for the referral has been given by the child's parent or carer.
- The school can demonstrate that a number of strategies have been tried and a personal behaviour plan or IEP is in place.
- The child does not have a medical diagnosis which may account for many of the difficulties he/she is experiencing (for example they are on the Autistic Spectrum for which there are more appropriate teams/professionals to offer support). Please note: the team will accept children diagnosed with ADHD although support may be limited to offering advice for managing the behaviours and staff training rather than direct intervention with the child.
- Behaviour difficulties have been evident for at least half a term.
- Are referred **no later** than the autumn of year 6.
- May have been identified by PBS as having more than two fixed term exclusions.

The school may agree to an assessment by PBS following discussion.

If a referral meets the above criteria, the PBS team will carry out a comprehensive assessment and decide if a child's needs require PBS teaching assistant intervention.

Costs

1:1 intervention carried out by PBS' highly skilled teaching assistants can be accessed if your school de-delegate funding to this or, are invoiced for the teaching assistant support if you are an academy otherwise the teaching assistants are unable to support your school.

More information on Primary Behaviour Support

The team also have a range of other services that they offer schools these include, but not limited to:

1. Drop in sessions
2. Access to professional and parental leaflets and support which can be found here:
<https://educationgateshead.org/education-support-service/>

If you require more information on the work of the Primary Behaviour Support Team and how it supports schools or with regards to the referral process please contact team leader Andrea on 0191 433 8572 or email andreariley@gateshead.gov.uk

Emotionally Based School Avoidance Learning Mentors

Emotionally Based School Avoidance (EBSA) is recognised nationally as a growing issue to be addressed in both the areas of education and of health. Therefore, to meet this growing need, the local authority and schools have provided funding until March 2022 to pilot the use of two EBSA Learning Mentors. These will provide support for pupils presenting with EBSA using THRIVE and other specialist approaches.

The Learning Mentors work to support pupils with EBSA to:

1. Reintegrate back into school. Provide advice, support and guidance to families and schools to support this reintegration.

2. Provide advice, support and guidance to pupils still attending school, their families and their schools to support them to improve their attendance.

Although the EBSA Learning Mentors have a safeguarding responsibility, the school remain responsible for this core duty.

Referrals to EBSA Learning Mentors are made via the Education Inclusion Panel which meets monthly.

Criteria for referral of an EBSA Learning Mentor for pupils not attending school:

- EIP has already agreed home tuition for the pupil
- The pupil and the family are supportive of the EBSA Learning Mentor involvement
- Written parental/carer consent
- Written confirmation from an appropriate medical professional* confirming anxieties in relation to school
- Robust information from health, including physical and emotional mental health services on what interventions are being used to support the pupil overcoming their anxieties which are stopping them attending school
- Comprehensive information from school as to the interventions which they have tried and the impact of these intervention e.g. what has worked, what hasn't worked and why
- Clear rationale from the school as to why the EBSA Learning Mentor would be supportive in meeting the needs of the pupil in relation to the ESBA
- Information from parents/carers on any support they accessed for their child, what has worked, what hasn't worked and why
- Views of parents/carers on how the EBSA Learning Mentor may be supportive of their child
- Information from any other external agency involved with the pupil on the work they have done/are currently doing-what has worked/ hasn't worked and why Education Inclusion Panel will discuss the referral and one of following two decisions will be made:
 1. The referral is agreed in principle.
 2. The referral is not appropriate.

Schools will be informed of the decision of Education Inclusion Panel.

If the referral is agreed in principle an EBSA learning mentor will make arrangements to visit the home and talk to the family and young person and to talk with the school further. They will formulate a recommendation based on the initial referral and this further work at the next Education Panel. The Panel members will make one of two decisions based on this recommendation: a. An EBSA Learning Mentor will be allocated.

b. An EBSA Learning Mentor will not be allocated.

School will be informed of the decision of the Education Inclusion Panel.

* ***Appropriate medical professionals as agreed locally are: CYPS, clinical psychologist, psychiatrist and specialist mental health nurses.***

Criteria for referral of an EBSA Learning Mentor for pupils still attending school:

- On a school roll
- The pupil and the parents/carers are supportive of the EBSA Learning Mentor involvement
- Written parental/carer consent
- Comprehensive information from school as to the interventions which they have tried and the impact of these intervention e.g. what has worked, what hasn't worked and why
- Up to date attendance certificate
- Clear rationale from the school as to why the EBSA Learning Mentor would be supportive in meeting the needs of the child in relation to their EBSA
- Information from parents/carers on any support they have accessed for their child, what has worked, what hasn't worked and why
- Views of parents/carers on how the EBSA Learning Mentor may be supportive of their child
- Information from any other external agency involved with the pupil on the work they have done/are currently doing-what has worked/ hasn't worked and why
- A TAF may be in place

Referral forms and further information can be found here:

<https://educationgateshead.org/education-support-service/>

Costs

School Forum have de-delegated funding to this part of our Service offer. If you are an Academy, we will invoice you directly for this Service at a cost agreed at School Forum.

Assessment Places at River Tyne Academy for failed managed moves agreed through Pupil Placement Panel (Secondary only)

From July 2021 educationGateshead may fund an assessment place at River Tyne Academy for pupils who have had a managed move agreed by Pupil Placement Panel under category BA6 which has subsequently failed due to the behaviour of the pupil in the receiving school that would have warranted the receiving school to consider an extended fixed term exclusion (6+days) or permanent exclusion. The cessation of the managed move should generate consideration of a referral to the Education Inclusion Panel with informed consent of the parent/carer. The home school must complete an Education Inclusion Panel referral form - outlining the behaviour(s) at the receiving school that would have warranted the receiving school considering an extended FTEEx (6+days) or given consideration to a permanent exclusion. The offer of an assessment place, and the duration of it (up to 12 weeks – placements will not be extended beyond this point), will be at the discretion of the multi-disciplinary EIP.

Out of Area (OOA) pupils moving in Gateshead who may require an assessment placement at River Tyne Academy (Secondary only)

It is recognised that occasionally an OOA pupil will be referred to PPP as the school have refused to admit as there is evidence that there is significant challenging behaviour i.e. they have met refusal under FAPJ this may include information that they have been on an alternative provision package due to significant concerns from the previous school about their behaviour.

In these cases, after a school is named at Pupil Placement Panel, the Panel may also recommend an immediate referral into Education Inclusion Panel so an assessment place at River Tyne Academy can be considered by them.

This placement would be offered if it is in the pupil's best interest to do so and would be focused on an assessment of needs to identify strategies for the pupil and receiving school that would support a positive and successful move into the named school.

To make this type of referral initially the 'In Year Transfer' school response form MUST be submitted if the receiving school intend to refuse a placement under FAPJ as well as the original in year transfer form. The Pupil Placement form will also be submitted by Education Support Services.

The offer of an assessment place, and the duration of it (up to 12 weeks – placements will not be extended beyond this point), will be at the discretion of the multi-disciplinary Education Inclusion Panel.

If you require more information on ESBA Learning Mentors or Assessment Places at River Tyne Academy please contact Julie on juliemcdowell@gateshead.gov.uk or Steve on stevegraham@gateshead.gov.uk

Elective Home Education

Once a parent/carer is discussing elective home education as an option for their child we would advise schools to contact Vicki McLeod as soon as possible so that she can discuss this option with parents so that they can make a well-informed decision.

Once a parent has submitted a written (including e-mail) notification to the home school that they intend to electively home educate then the school should forward this to Vicki McLeod as soon as possible.

Process

The EHE Officer will make contact with parents as soon as she is notified that a family is intending to home educate.

The EHE Officer will offer a home visit to provide support and guidance and offer an opportunity to discuss provision. A home visit is not necessary, but the local authority will request information on how a parent/carer intends to provide a suitable education for their child. This may include the education philosophy, learning aims and objectives, teaching methods, strategies for physical and social development and long-term plans. Parents may provide this evidence in a format of their choosing.

Elective home education departmental guidance for local authorities (April 2019) notes "parents are under no duty to respond to such enquiries, but if a parent does not respond, or responds without providing any information about the child's education, then it will normally be justifiable for the authority to conclude that the child does not appear to be receiving suitable education."

Following initial contact with parent/carer, further contact will be offered in 6-10 weeks. Parent/carers will be asked to advise the local authority about their educational provision and outcomes. This can be in a format of their choice and can be provided via a home visit or through providing a report and evidence of learning undertaken. This may include a record of work undertaken, samples of work, work books, pictures, photographs, a diary, project work, powerpoints, assessments, list of resources used, evidence of educational visits, etc.

DFE guidelines 2019 highlight characteristics of a suitable provision:

- it is expected that parents or significant carers would play a substantial role, although not necessarily constantly or actively involved in providing education
- recognition of the child's needs, attitudes and aspirations
- opportunities for the child to be stimulated by their learning experiences
- access to resources/materials required to provide home education for the child – such as paper and pens, books and libraries, arts and crafts materials, physical activity, ICT
- opportunity for appropriate interaction

Children who have an EHCP

If a child with an EHCP is educated in a mainstream school then parents can deregister their child, as any other parents would.

If the school already attended by a child is a special school and the child is attending it under arrangements made by the local authority, the local authority's consent is necessary for the child's name to be removed from the admission register in accordance of Regulation 8(2) of the Education (Pupil Registration) (England) Regulations 2006. If the child is to be withdrawn to be educated at home, then the local authority, in deciding whether to give consent, will consider whether the home education to be provided will meet the special educational needs of the child.

If you require more information on Elective Home Education, please contact Vicki on VickiMcLeod@Gateshead.Gov.UK

Fair Access Educational Psychology support

A child placed by the Primary Fair Access can be referred for the support of an Education Psychologist to the Primary Fair Access Panel. Referrals for EP support will only be considered 4 weeks after a pupil is admitted to school up until 2 terms after their admission into the school. The EP consent form must be signed by school and parent/carer to be considered at the Panel.

Referral

The EP referral form should be completed and submitted to the Primary Fair Access Panel 1 week before the Panel meets. The Panel meets every month. The referral form can be found at:

[Primary-Fair-Access-Protocols.pdf \(educationgateshead.org\) \(Appendix 4\)](#).

Costs

Primary Head Teachers, after discussion at the Schools' Forum, agreed to the de-delegation of funding to support the employment of (or time equivalent) an Education Psychologist to work with the FAP to support. Academies are invoiced directly for an amount agreed at School Forum.

If you require more information on Fair Access Educational Psychology support, please contact Vicki on VickiMcLeod@Gateshead.Gov.UK

AV1 AVATAR Pilot

The AV1 AVATAR is a telepresence robot designed to help children and young people with long-term illness or an inability to access the mainstream classroom reconnect with school and their social lives. It acts as their eyes, ears and voice, representing them wherever they cannot physically be, whilst at hospital or at home. This allows the child to fully participate in on-going lessons, to the extent to which they feel comfortable.

The AVATAR robot is a small, robust piece of technology with a rechargeable battery and can be positioned anywhere in the classroom, providing this unobtrusive presence. It is controlled remotely by the pupil, via an iPad which is encoded to link into that one robot. The robot cannot record, screenshots are forbidden, and it is a one-user device.

To apply for an AVATAR for a pupil unable to access school, a referral has to be made, along with accompanying evidence of need, to the Education Inclusion Panel.

Costs

Whilst AVATARS are provided free of charge to schools, there is a small monthly maintenance and insurance cost that participating schools will be required to contribute towards.

If you require more information on AV1 AVATARS please contact Steve on stevegraham@gateshead.gov.uk

High Incidence Needs Team (HINT)

HINT staff support schools with the graduated response, for children with:

- Speech, language, and communication needs (SLCN)
- Complex social communication needs, Including Autism (CSC/ASC)
- Specific Learning difficulties, including Dyslexia (SpLD)
- Physical and/or medical needs (PD/M)

We can support school staff to:

- identify strengths and needs of Children and Young People (CYP)
- plan and implement appropriate practice and adjustments in the classroom
- deliver appropriate interventions
- review and adapt practice in response to progress
- identify next steps in the graduated response

HINT offer:

- Online and face-to-face training www.servicesforschoolsnortheast.org.uk
- Surgery appointments (consultations for un-named CYP)
- Consultations (for referrals, with parental consent)
- Modelling and coaching
- Access to resources

Resource pack

For Professionals Working with Children and Young People with Special Educational Needs

This resource pack includes a range of topics to help support you in your work with children and young people with special educational needs.

The resource material list is set out below. Just click on any of them to go straight to that page. If you wish to return here just click the HOME button.

- [Click here](#) Expressive language
- [Click here](#) Listening and attention
- [Click here](#) Working memory
- [Click here](#) Receptive language
- [Click here](#) Autism Spectrum Condition
- [Click here](#) Vocabulary
- [Click here](#) Sound stories
- [Click here](#) High frequency words
- [Click here](#) Phonic knowledge

1

<https://educationgateshead.org/wp-content/uploads/2016/09/0667-JH-SEND-Resource-Pack-for-professionals-interactive.pdf>

Pastoral Support

Early years providers, schools and colleges should... promote positive outcomes in the wider areas of personal and social development.

The Expectations of all schools/ settings is the need for pastoral support for CYP with SEND to be responded to and recognised, taking into consideration individual needs .

That CYP feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.

This means that:

There is a calm and purposeful climate for learning where pupils feel they belong, and their contributions are valid.

- Language used in the classroom promotes positive relationships and unconditional regard.
- Whole school awareness that pupils with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place.
- The PSHE curriculum has a focus on developing wellbeing and resilience.
- Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.
- Pastoral support arrangements aim to enhance self-esteem, build confidence, anxiety management, providing opportunities to use specific approaches, such as buddying, rewards, responsibilities.

CYP voice is encouraged and acted on. e.g. taking action where CYP identify spaces in the school that they feel less safe.

- CYP can identify an agreed safe space within the class/ school and know how to access it.
- CYP can identify and seek out named and trusted adults / key workers when required.
- Opportunities to build social relationships naturally as part of the school day e.g. shared interest clubs or activities.
- Negative attitudes, beliefs and perceptions towards individuals or groups are challenged in the classroom and whole school setting.

SEN Funding

[Back to contents](#)

SEND Funding In Early Years

Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children.

Early Years providers receive an hourly rate of funding based on the number of 3 and 4-year olds accessing the free entitlement and therefore do not receive a notional SEN budget. Early Years providers receive topup funding for children with an EHCP and this comes from the High Needs Block of funding in the same way as for mainstream schools but will be pro-rata if the child attends on a part-time basis.

SEN Inclusion Fund (SENIF)

Providers may have some children with additional needs and differentiated planning and organisation will support most of these children to participate in the activities provided. There may be times when settings need some additional financial support for specific equipment, adaptations, staff training or support. The Inclusion Fund is allocated to each setting to promote the inclusion of children who may display these low and emerging needs. The Inclusion fund is allocated on an annual basis to a setting based on their weighted ACORN score (deprivation indicator) using the settings spring term total hours and will not be adjusted throughout the year. This ensures that settings are aware of how much inclusion funding they will receive and enables the setting to plan the use of these funds.

The fund is targeted for children with emerging SEND, it is a first step of support and intervention. It is hoped that with this additional support, children may not need an Education, Health and Care Plan (EHCP). It will afford additional time for intervention and create clarity if an EHCP may be needed at a later stage. Providers offering funded places for any 3 or 4-year olds who receive disability living allowance (DLA) are eligible to receive Disability Access Funding (DAF). This is a one-off payment paid to a provider on an annual basis (one payment per financial year). The payment can only be made to one provider and cannot be split so where a child receives provision at more than one provider the parent will need to decide which setting will receive the DAF payment.

Two year olds receive inclusion funding on the same basis as 3 & 4 year olds.

A small amount of inclusion funding is held centrally for allocation in exceptional circumstances.

- The child has a significant delay in one of the prime areas
- At least one cycle of 'Assess, Plan, Do, Review' would have taken place and a completed SEND Support Plan/IEP will be submitted.

Early Years Inclusion Fund

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[Back to contents](#)

SEND Funding for Schools

Reception to Year 11

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount and it is for the school to provide high quality appropriate support from the whole of its budget.

Gateshead schools receive funding for CYP with SEND through their core budgets and Top Up funding.

- a) Mainstream Schools get funding for each CYP based on actual numbers and attributes of the CYP based on their October census. This is called their Individual School Budget (ISB) and is made up of several funding factors including Age Weighted Pupil Unit (AWPU), Free School Meals, Low Prior Attainment and English as an Additional Language (EAL). The levels of ISB vary between all schools and especially between primary or secondary, with secondary schools receiving a higher formula factor values.. This funding is the core budget for each school, and it is used to make general provision for all CYP in the school including pupils with SEND. As such it provides a standard base level of funding for SEND which for example, will fund a Special Educational Needs Co-ordinator (SENCO), basic classroom support through Teaching Assistants (TAs), organisational factors such as smaller sets or inclusion groups, resources to support basic teaching and learning for those CYP with lower attainment and, as a consequence of managing a CYP's SEND, contributions to individual Learning Support Assistants, additional classroom materials, specialist equipment or office support.
- b) Notional SEN Budget All schools receive funding to support CYP with SEND. This is known as the Notional SEN budget. It is called notional because it is not a separate line of income but is made up of a proportion of a number of factors including deprivation funding AWPU and 100% of lower prior attainment funding. The amount in this budget is not based on the number of CYP with SEND but is based on a formula, agreed by Schools Forum. In Gateshead , the notional budget is made up from:-
- 5% of the AWPU for both primary and secondary schools
 - 23% of FSM6 funding for primary schools
 - 19% of FSM6 funding for secondary schools
 - 23% of IDACI bands A & B for primary schools
 - 19% of IDACI bands A & B for secondary schools
 - 100% of low attainment funding.

It is for the Governing Body and School Leaders to make strategic decisions about the allocation of the Notional SEN budget in terms of provision within classes or for groups or individual CYP. However, the first £6,000 of provision for each CYP with an Education, Health and Care Plan (EHCP) must come from the Notional SEN Budget.

- c) Top-up Funding This is additional funding for CYP with EHCPs where the cost of their additional provision is over £6000. EHCPs will only deliver additional top up funding for individual CYP when the overall cost of additional provision is more than £6000. Once a CYP has an EHCP the first £6000 must be allocated from the school's own budget.

Top Up funding for mainstream schools comes from the High Needs Block. The high needs block also provides funding for special schools, specialist resource bases, out of borough placements, alternative provision, and SEND support services.

SEND Funding for Post 16

..like mainstream schools, colleges are expected to provide appropriate, high quality SEN support using all available resources.

...It is for colleges, as part of their normal budget planning, to determine their approach to using their resources to support the progress of young people with SEN

Element 1 represents the funding that all students at the institution attract for their study programmes and does not take into account the additional support costs of high needs students. A national average figure of £5,000 is used as the assumed Element 1 value for all post-16 high needs students. FE colleges receive Element 1 funding directly from the Education and Skills Funding Agency (ESFA).

- Element 2 is post-16 funding and provides £6,000 towards the additional support costs for high needs students. This element of place funding is not intended to meet the needs of students with support costs lower than £6,000 as funding for these students is provided within the institution's disadvantage funding, calculated within their mainstream 16 to 19 funding allocation.
- Element 3 is top up funding over and above the £6,000 SEN funding required to support the needs of the learner. This amount is agreed between the LA and the institution and applies only to students with Education, Health and Care Plans.

For students aged 19 to 24 without Education, Health and Care Plans, the Skills Funding Agency (SFA) assumes responsibility for commissioning provision even when the support costs exceed £6,000.



The Local Offer

[Back to contents](#)

The Local Offer Website and Facebook Page

Gateshead Local Offer SEND 0 to 25 years

www.gateshead-localoffer.org

The Local Offer is a one stop shop of clear, comprehensive, accessible and up to date information about PROVISION that is available across EDUCATION, HEALTH and SOCIAL CARE for CYP in the area who have SEND, including those who DO NOT have EHCPs. It must include provision both in the LA and outside of LA, improve services and provision and help shape future LA plans.

Every Local Authority MUST publish a Local Offer.

Every Local Authority must keep the Local Offer under review including the sufficiency of the provision and identify gaps in provision and ensure it is responsive

LA's must publish comments about the Local Offer WE ASKED, YOU SAID, WE DID (annually)

LAs MUST include information about all the areas specified in the Special Educational Needs and Disability regulations 2014.

The Local Offer must include:

- Educational and training provision
- Age related services and provision for 0-25
- Health and social care provision
- Training and Apprenticeships
- Information, Advice and Support

Useful website page links:

[Gateshead Psychology Service](#)

[Forms and Templates](#)

[SEND Support](#)

[Preparing For Adulthood](#)

[Health Links](#)

[Autism \(including Hub information\)](#)

[Social Care Links](#)

[Transport](#)

[EHCPs](#)

[Gateshead Young People's Hub](#)

FACEBOOK page

For daily updates on events, useful resources and pertinent information follow the Gateshead Local Offer facebook page



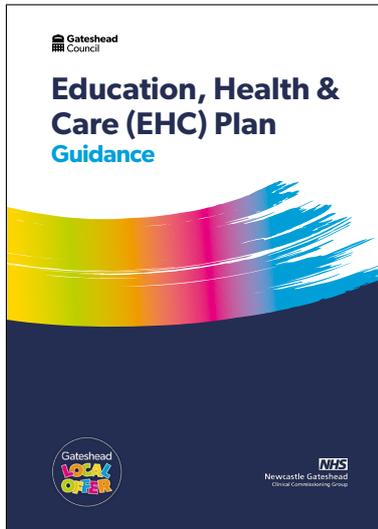
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[Back to contents](#)

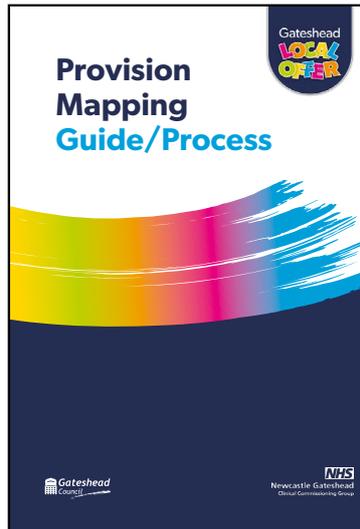
EHCPs and Annual Reviews

[Back to contents](#)

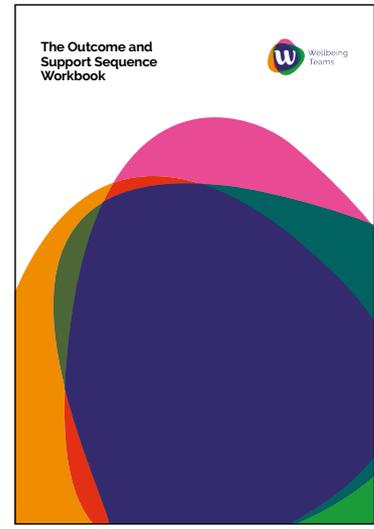
The SENCO's Role in Education, Health Care Plans (EHCPs)



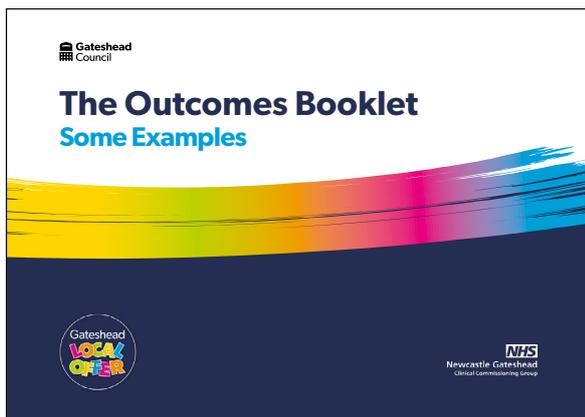
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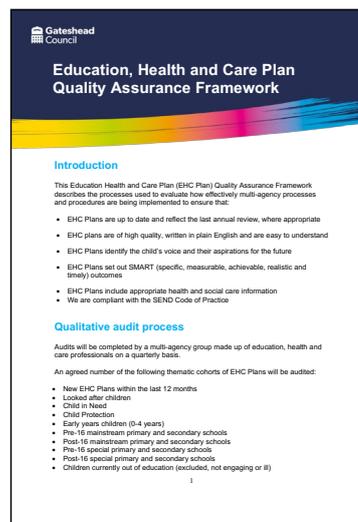
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[Back to contents](#)

Annual Reviews

Annual Reviews must be held at least once a year for a child over the age of 5 and every 6 months for a child under the age of 5. This must be on or before either the original plan date or date of last annual review whichever is the soonest.

The Annual Review is a legal requirement to check the appropriateness of all sections of an EHC plan.

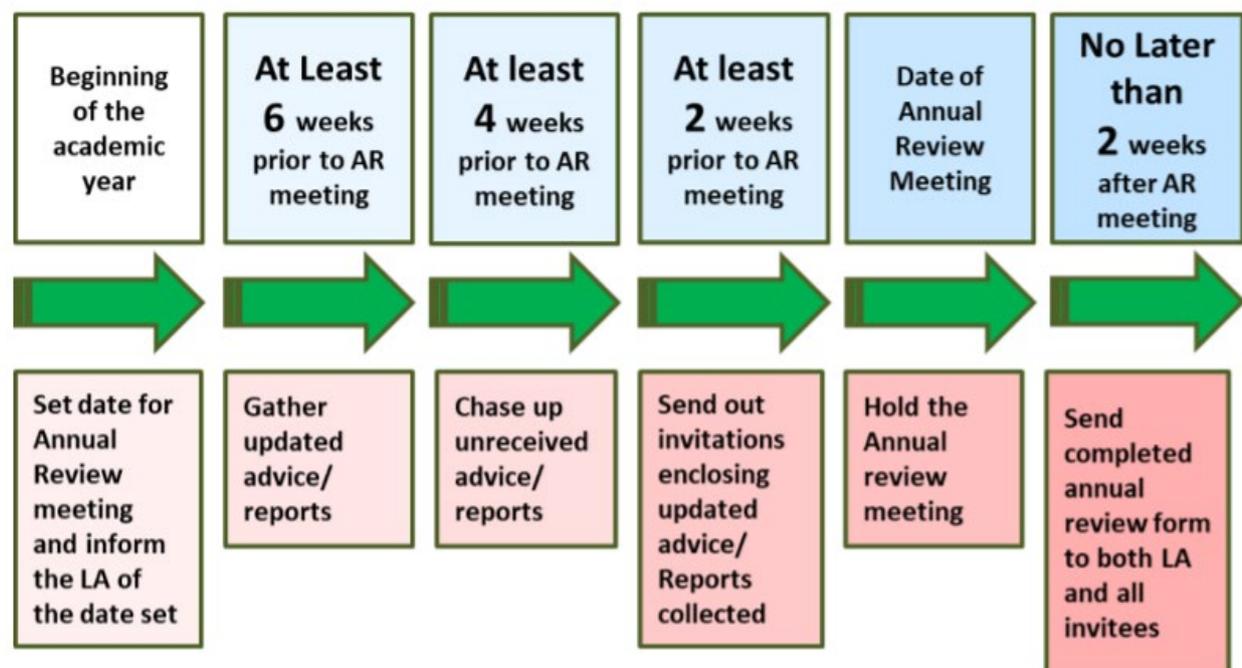
The Annual Review process involves the collection of up-to-date reports from everyone involved in identifying and meeting the child or young person’s needs and an Annual Review meeting, all of which inform the Local Authority of the necessity and effectiveness of the EHC plan and concludes with the Local Authority’s resulting decision to either maintain, amend or cease the EHC plan.

Therefore key purposes of the information provided within the Annual Review meeting report are to ensure that:

- the child or young person’s aspirations, which may change over time, remain central to their EHC plan;
- the child or young person’s relevant personal and family circumstances, which may change over time, are taken into account;
- the child or young person’s presenting needs are being properly monitored and any new needs arising or original needs ceasing to exist after the creation of the original EHC plan are taken into account and adequately described and understood;
- the child or young person’s needs are being met through **appropriate** and timely provision;
- the type and delivery of provision is an **efficient** use of local authority resources;

unless the child or young person has already met all the outcomes and therefore no longer requires the EHC plan.

Annual Review Timeline for Schools



Annual Review Timeline for Schools *continued on next page*

Action	Legal compliance – (SEND CoP 9.166 – 9.173)	Best practice
<p>Receive an annual review spreadsheet containing individual original EHCP dates for each child with an EHCP on your school roll</p>	<p>It is the LA's duty to review all EHCPs at least annually. In the majority of cases the LA require the school to convene and hold the meeting on the local authority's behalf.</p> <p>The local authority should provide a list of children and young people who will require a review of their EHC plan that term to all headteachers and principals of schools, colleges and other institutions attended by children or young people with EHC plans, at least two weeks before the start of each term.</p> <p>EHC plans must be reviewed by the local authority as a minimum every 12 months. Annual review meetings must be set to take place at least 4 weeks before the anniversary of the last annual review.</p>	<p>The LA sends the full year's list out at least 2 weeks in advance of the start of the academic year.</p>
<p>Set individual Annual Review meeting dates</p>	<p>Since this is an LA delegated duty the LA must be kept informed.</p>	<p>Dates for all annual reviews for the academic year should be set at the beginning of the academic year.</p> <p>Annual review meetings should be set to take place at least 4 weeks before the anniversary of the original EHCP or last Annual Review, whichever is the sooner.</p> <p>By the start date of the academic year.</p>
<p>Return the annual review spreadsheet with inserted set annual review date back to the LA</p>	<p>Reviews must be undertaken in partnership with the child and their parent or the young person. Invitations to the review meeting must include:</p> <ul style="list-style-type: none"> • the child's parents or young person, • a representative of the setting attended, • a local authority SEN officer, • a health service representative • a local authority social care representative. 	<p>The invitee list should be informed by discussion with class teacher/s and with parents/carers.</p>
<p>Create invitee lists for individual annual review meetings</p>	<p>The setting must seek advice from the child/young person, their parents /carers and relevant professionals. Professionals across education, health and care must co-operate with local authorities during reviews.</p>	<p>At least 6 weeks in advance of the set annual review meeting date invitations are sent out requesting updated advice/reports are returned within 2 weeks of the invitation sent and confirmation of attendance. This should increase the number of people able to attend and/or the receipt of updated advice/reports.</p>
<p>Gather updated advice/ reports</p>		

Annual Review Timeline for Schools

Chase up any unreceived confirmations of attendance or updated advice/reports	Updated advice/reports must be collected in advance of sending out annual review invitations as they need to be included within invitations to individual Annual Review meetings.	At least 4 weeks in advance of the set annual review meeting
Send out invitations to individual annual review meetings enclosing updated advice/reports collected	At least 2 weeks in advance of the individual annual review meeting date	Circulate updated advice/reports collected
Hold the individual Annual review meetings	<p>Reviews must:</p> <ul style="list-style-type: none"> take account of the views, wishes and feelings of the child and their parent or the young person focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. consider whether these outcomes and supporting targets remain appropriate. 	Reviews should be carried out using person-centred planning principles
Send the completed individual annual review meeting form to both the LA and all invitees	The school must prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.	

Indications of whether an EHC plan should be Maintained, Amended or Ceased

Maintain	Amend	Cease
All or the majority of the needs, outcomes and provision remain the same	<p>If there are significant changes required</p> <p>For example:</p> <ul style="list-style-type: none"> The primary area of need has changed The child has received a new diagnosis The needs descriptions are no longer accurate One or more of the outcomes have been met The provision detailed within the plan is no longer relevant – it has significantly decreased, increased or a request is being made for an increase in element 3 funding There are significant changes to the family situation Parents request amendments to the plan 	The majority of Outcomes have been achieved and no longer require provision over that which can be provided at SEN Support.

Annual Review Guidance: Frequently Asked Questions

When do I need to invite a SEN Caseworker to a review?

You must inform the SEN Team when you have set up your review dates for your EHCP students as a record needs to be maintained centrally to ensure that all reviews take place within 12 months of when the plan was previously finalised. You do not need to have a SEN caseworker present at every review.

If you feel that the Annual review is going to be complex you can send in a request for SEN representation to senteam@gateshead.gov.uk with the reasons why you feel you require a SEN caseworker to be present.

Why is it important to state if the EHCP is a no change, minor change or major change and how do I know which one to tick?

No change- if the main body of the EHCP (section B and F especially) have not changed but you have updated Section E and the Action Plan this is classed as a no change plan.

Minor changes- if personal details and only the odd few sentences have been added/ deleted here and there within the plan

Major changes- when there has been a lot of additional information added or deleted or when the EHCP is being transferred to a plan with the Preparation for Adulthood content.

You will be able to tell by the amount of ~~black strikethrough~~ and **red type** you can see.

Can I use track changes?

No. You must add any additions in **red type** and make your deletions ~~deletions~~ known by striking through.

Why has the EHCP been returned to me for more information?

The EHCP maybe bounced back to you and a request made for further evidence or information in the following circumstances:

If a diagnosis has been added you **MUST** send in the evidence with the EHCP and make the amendments in the summary and health section of the plan.

If the social care aspects have altered you must attach the evidence and send it in with the EHCP and make the necessary amendments to the EHCP

If you have used track changes you will be asked to send it in again with the red type and black strike through

From Year 9 onwards- if you have **NOT** used the PfA headings you will be asked to amend the plan according to the Preparation for Adulthood.

If the outcomes are SCHOOL TARGET BASED you will be asked to look at the outcomes and write more appropriate outcomes

If you have not made the outcomes SMART- don't forget about the how long?- this should **NOT** be ongoing, daily or weekly. It needs to be specific.

If Section B (Needs), Section E (Outcomes) and Section F (Provision) don't match or link- it should be a Golden Thread.

Can I ask for a plan to be ceased?

Absolutely. If you feel that the young person does not need the plan, make the recommendation following a review for the plan to be ceased. An EHCP is only needed if there are significant barriers to accessing the learning following all possible ways to differentiate the curriculum.

Some students do not like having the support or can recognise for themselves when they have made sufficient progress to no longer need an EHCP.

How do I ask for an increase/ decrease in the hours of support?

Hold a review and make the request clear within the paperwork. You must have sufficient evidence and a top up provision map if you are making a request for an increase in hours. There should only be a few individuals remaining at the same level and high level of support for a considerable length of time. There should be greater fluidity as it will demonstrate the right support has been put in place and is making a positive impact.

Is an EHCP in place until an individual is 25?

Only a few individuals may have an EHCP until they are 25. An EHCP is not a magic wand and should only be in place to support barriers to accessing education. If a young person progresses to a Post 16 mainstream course the EHCP will no longer be required. If a young person does not progress to further education, employment or training then the plan will cease. The young person will be supported in other ways eg a social care package or continuing health care support.

What the First-tier Tribunal (Special Educational Needs and Disability) does

We're responsible for handling appeals against local authority decisions regarding special educational needs, including a refusal to:

- assess a child or young person's educational, health and care (EHC) needs
- reassess their EHC needs
- issue an EHC plan
- change what's in a child or young person's EHC plan
- maintain the EHC plan

We also handle appeals against decisions to refuse young people in custody:

- an EHC assessment
- an EHC plan after assessment
- a placement to a suitable school or other educational institution after their release

We also handle appeals against discrimination by schools or local authorities due to a child's disability.

The SEND Tribunal is governed by the law, and has to follow the interpretation of that law by higher courts in judgments about previous SEN disputes. The SEND Tribunal must have regard to the [SEN and Disability Code of Practice](#) (the "Code") which advises schools and LAs on identifying and making provision for children with SEN. The SEND Tribunal is not bound to follow the Code to the letter but it generally accepts the Code's guidance in coming to its decisions.

The SEND Tribunal looks at the evidence put before it and decides whether the LA decision followed the law and the Code. It will make a decision based on what is right for the child or young person at the date of the hearing.

The SEND Tribunal produces a free booklet, [How to Appeal](#), and other guidance forms which can all be [accessed on their website](#). The SEND Tribunal have also produced a set of videos which explain more about what appealing to the SEND Tribunal is like – [these are available on YouTube](#) or you can request a DVD from the SEND Tribunal.

You can request copies of the booklet, any of the other forms, and the DVD via the SEND Tribunal helpline on 01325 289350; by emailing send@justice.gov.uk

[First-tier Tribunal \(Special Educational Needs and Disability\) - GOV.UK \(www.gov.uk\)](#)

[Part 1: The Special Educational Needs and Disability Tribunal - Who are they? Special Educational Needs Solicitors, Boyes Turner \(senexpertsolicitors.co.uk\)](#)

[SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](#)

Monitoring Visits

The LA has a Monitoring and Quality Assurance Manager who may contact you to request a visit to the school to look at provision for your students with EHCPs. The LA has to ensure that the funding is being used appropriately to meet the individual's needs. You may also be contacted to look at the hours of funding attached to specific students if they have been on the same level of funding for a long period of time.

Key Questions that will be asked are:

How do you track provision and monitor impact of interventions/ Strategies/ resources?

How do you monitor use of funding?

How do you ensure that the EHCP outcomes are embedded in practice?

How often do you review the hours of funding?

How do you ensure that EHCP students are included?

How do you differentiate the curriculum?

How often do you use the funding for 1:1 support? Why?

You can also request a monitoring visit to support you as a SENCO at any time by messaging lynnekilford@gateshead.gov.uk

Poor & Persistent Non-attendance of EHCP Learners

It is requested that for EHC learners that the SEND team be notified when attendance dips below 95%.

If further school interventions and support has not improved matters and attendance continues to fall below 85% then again it is requested that the SEND team be notified.

Once legal intervention is being pursued and or attendance is 75% or below school should contact the SEND team.

Reduced Timetables

If you alter the timetable of an EHCP learner in terms of the hours they are accessing education, you **MUST** inform the SEN Team.

All updates should be sent to senteam@gateshead.gov.uk

It is statutory to have an Attendance Policy within each school. Your attendance policy should reflect the DfE guidelines.

For partial timetables you can get further guidance on the following link:

[School attendance guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Person Centred Planning

A key strategy for eliciting the voice of the child or young person is the person-centred approach to planning. This process is underpinned by the principles outlined previously.

Person-Centred Planning should:

- focus on the child or young person as an individual
- enable children and young people and their parents to express their views, wishes and feelings
- enable children and young people and their parents to be part of the decision-making process
- be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person's strengths and capabilities
- enable the child or young person and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents.

(DfE and DoH, 2014 (updated 2015): 9.22)

It is important to note that person-centred practice must apply to all children and young people with special educational needs. It is not used solely for those children and young people with Education, Health and Care (EHC) plans.

Practice may be more 'in depth' for those with EHC plans but the principles apply to a wider group. A key principle is that all children and young people can express views and be involved in meaningful decision making, and this is regardless of age and 'capacity.'

Setting up a person-centred meeting

A person-centred meeting is designed to feel supportive and be about just one thing – the person at the centre of the review. This meeting can be used for children and young people with a range of needs and is not designed exclusively for reviewing EHC plans.

A review meeting should take between an hour and an hour and a half to complete. It requires someone to act in the role of the facilitator; the facilitator agrees a set of ground rules with the group.

Attendance

Those in attendance at the person-centred review should be:

- the child or young person
- key people that are involved in supporting the child or young person
- anyone the person chooses to invite.

Environment

When setting up a room for a person-centred meeting, the chairs are usually organised in a circle facing large sheets of paper with key questions written on them. Refreshments are available and there may be music playing in the background or when people enter the room.

Starting the meeting

A person-centred meeting starts by recording who is present at the meeting. Those attending should introduce themselves in relation to who they are to the child/young person. This approach reinforces the person-centred element and helps everyone in the meeting feel of equal importance and relevance to the review. When people introduce themselves, it is often a good idea for them to share a positive comment about the person as part of their introduction. It is important to set out the purpose of the meeting and what you aim to achieve by the end of the meeting.

Monitoring established targets

If targets are already in place for the child/young person, discuss what progress has been made towards these. This is an opportunity to focus on what has been going well and where there have been challenges. If staffing has altered since the previous meeting this is a good time to check things have not been missed/overlooked in the handover of roles.

Key questions

The facilitator needs to ask those in the room to answer the key questions; if large paper and pens are provided, the answers might be written up and later discussed.

The key questions in a person-centred review should focus on:

- **Appreciation** – What is appreciated about the child/young person (i.e. what are the person's qualities and characteristics)?
- **Important now** – What is important to the child/young person at present?
- **Important in the future** – What is important to the child/young person in the future and what must be present in the future?
- **Best support** – Identify what is the best support (i.e. what do others need to know and do to meet this person's needs in a way that makes sense to them and fulfils the statutory requirements)?
- **Working/not working** – Focusing on the multiple perspectives of those attending the meeting, what is working and not working for the child/young person at the centre of the review?
- **Questions** – In relation to the child/young person at the centre of the review, what questions need answering?
- **Outcomes and Actions** – In relation to the child/young person at the centre of the review, what outcomes and actions are desirable?

Discussion

Once those attending the meeting have provided their answers to the key questions, a focused discussion takes place.

Information recording thus far should be used to assemble a child/young person's profile, or if one already exists, add to what is already known. Information about what is working and not working should be used to update the profile.

Looking at the desirable outcomes, an action plan should be drawn up. These outcomes will focus on a wide range of aspects of the child and young person's education, health and care needs. Lessons learnt from what works and what has been challenging need to be taken into consideration when developing the new future focused action plan.

Ensure that the child or young person has the opportunity to contribute. They can easily be relegated to the role of person-centred 'passenger' without careful facilitation.

Pupil profiles

Derived from a person-centred approach, pupil profiles contain key information about a child/young person. As a one-page profile they tend to include a photograph of the child/young person and three key pieces of information:

- What is liked and admired about the child or young person
- What is important to the child/young person
- What support helps the child/young person.

Pupil Voice and Partnership with Parents/Carers

The setting needs to work in partnership with parents/ carers to ensure they are supported and involved in discussions and decisions related to their child. Parents want teachers to understand their child's needs and how to best support them. Parents need to know the different types of support available.

Parents and carers are aware of how they can communicate any information about their child and who they should contact.

- Schools should discuss any concerns about a pupil's progress with parents at the earliest opportunity and the views and experiences of parents should always be taken seriously.
- Parents and carers are aware of the SEND status of their child and the support and interventions in place. They are involved in action planning, setting of outcomes and progress reviews at least 3 times/ year.
- Parents should be supported to replicate and reinforce strategies in the home.
- Parents should be included in decisions about the involvement of any professionals.
- There are regular and open communication channels between school and home. The SEND information report is co-produced with parents and carers, is accessible on the school website and is reviewed annually.
- Parents and carers are signposted to the **Local Offer** and this is referenced on the school's website. www.gateshead-localoffer.org
- Formal and informal events take place to seek views in relation to SEND provision in the school e.g. pupils and parent surveys, coffee mornings.

Learners should be fully involved in the assessment and review processes.

Learners are fully involved in the graduated approach (assess, plan, do, review) and contribute towards setting and reviewing their outcomes and in identifying the support that works best for them.

- Learners are supported to understand their own barriers to learning and to value their achievements, for example through the use of one-page profiles

Collecting the Child or Young Person's Voice
Primary edition

It is important to make collecting the Child or Young Person's (CYP) voice as easy as possible and also part of everyday life so that when it comes to a significant event in their lives, the CYP is confident to give their view and they know that what they think will be taken into consideration. Collecting the CYP's voice is always most engaging when ideas for doing so are adapted to their interest and most effective when it is a regular part of their everyday life. It is then easy for their views to be taken into consideration by the adults working with them.

It is sometimes more challenging to collect CYP's views about the future and their aspirations. This can be simple when they are younger/less able and a question about what they want to be when they are older is something they are often asked. As they become more able it is important for them to be given direction about what skills they need to fulfil a certain role. Most ideas for collecting a CYP's views can be adapted to consider their aspirations for the future. Take a look at the ideas in the Person Centred Practice proformas which could be used to collect the CYP's aspirations.

CLICK HERE to view or download this document

Collecting the Child or Young Person's Voice
Secondary version

It is important to make collecting the Child or Young Person's (CYP) voice as easy as possible and also part of everyday life so that when it comes to a significant event in their lives, the CYP is confident to give their view and they know that what they think will be taken into consideration. It is essential that the views of the CYP are taken into consideration by the adults working with them as this ensures the greatest engagement from the CYP in their own education and therefore in releasing the potential for the CYP to develop fully into mature, responsible adults.

It is sometimes more challenging to collect CYP's views about the future and their aspirations. This can be simple when they are younger/less able and a question about what they want to be when they are older is something they are often asked. As they become more able it is important for them to be given direction about what skills they need to fulfil a certain role. Most ideas for collecting a CYP's views can be adapted to consider what they would like in the future. Take a look at the ideas in the Person Centred Practice proformas which could be used to collect the CYP's aspirations.

CLICK HERE to view or download this document

MAKE YOUR VOICE HEARD...

GATESHEAD SEND YOUTH FORUM

DO YOU WANT TO HAVE A SAY IN HOW CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS IN GATESHEAD ARE SUPPORTED?

IF YOU ARE 12-25 YEARS OLD, LIVE IN GATESHEAD AND HAVE ADDITIONAL NEEDS, WE WOULD LOVE YOU TO GET INVOLVED IN GATESHEAD COUNCIL'S SEND YOUTH FORUM.

EMAIL ALEXTHOMPSON@GATESHEAD.GOV.UK FOR DETAILS

 Gateshead Council

Back to contents

Working with Multiple People

Sometimes, when a child or young person is supported by multiple people, the service provided can become disjointed. Different support agencies are likely to have different working practices and protocols which may not be compatible with each other. A range of support agencies can be working independently with or on behalf of a child, offering their best advice but without a holistic and complete understanding of the child, or any knowledge of the work other professionals are also doing with the child or young person.

For example, for the child with epilepsy depicted in the diagram below there are no lines of communication between health, education and social care services, and no communication between professionals in the same service (i.e. the Educational Psychologist, the Speech and Language Therapist and the Occupational Therapist). As a result, advice provided for the child/young person may overlap or even contradict. The effect of this approach results in

the child becoming an object, not seen as a whole person but rather subdivided into sections organised around the professional services they come into contact with. In addition to which, the parent/carer and child/young person will need to communicate the same overarching information on numerous occasions to multiple services and individuals.

It can be valuable to review these reports in partnership with parents. Many are willing to spend time researching for available resources of information relevant to their child's needs. Families are generally the constant in children's lives and parents will be aware of how the observations were made. This can be crucial as children will behave differently in different settings.

Outlining four levels of joined up working, Frost's (2005) model incorporates greater levels of collaboration than that depicted in the illustration below.

Co-operation	At this first level of joined up working there is an aim to achieve co-operation between services. In contrast to the Figure below information is now shared between services, but each service maintains its full independence.
Collaboration	At the second level there is an emphasis placed on collaboration between services. Like the co-operative stage services retain their independence and share information, but there is an emphasis on planning together with other services to address issues which overlap (thus aiming to avoid duplication and also conflicting approaches).
Co-ordination	At the third level an emphasis is placed on systematic working between services. At this level of joined up working, services are now co-ordinated at a strategic level; goals are shared and understood, and crucially different services take into account one another's values, finances and expectations.
Integration	At the fourth level there is integration of services, this means different services now become one organisation in order to enhance service delivery.

Education, Health & Care Plan (EHCP) Process: Guidance for Families and Professionals

Weeks 1-6

Gateshead Council decides whether to carry out an assessment.

During this time you will be contacted by Gateshead Council to confirm that we've received the request for an education, health and care needs assessment for your child and to let you know what support is available, including information about the Local Offer and the assessment process.

Checklist

If you would like help through the process ask for an Independent Supporter.

What happens next?

A letter will be sent telling you whether needs assessment will take place (see weeks 7-12). If an assessment will not take place and you disagree, talk to the case worker involved. Still unhappy? You can appeal to the SEN and Disability Tribunal, but you will need to speak to the SEN Mediation Service first. You can also speak to the SENCO at your child's school to check what support they can offer.

Weeks 7-12

Assessment gets underway with compilation of reports.

During this time you will:

- be asked to attend any meetings arranged as part of the assessment
- be reminded to return the parent/carer's views form (if not already done)
- be told the date of the action planning meeting by the school

Checklist

Please attend all meetings requested, if not, this could delay the process.

What happens next?

A decision will be made whether an EHC Plan will be provided:

Yes - An EHC will be drafted (see weeks 13-16)

No - you will be sent a letter telling you that an EHC Plan will not be provided. If you disagree talk to the SEND caseworker involved. Still unhappy? You can appeal to the SEN and Disability Tribunal.

Weeks 13-16

An outline EHC Plan is completed and an Action Planning meeting is held

During this time you will be sent a copy of the outline EHC Plan. Please read this carefully before you attend the Action Planning meeting.

Checklist

The meeting is your chance to make sure the EHC Plan is right.

What happens next?

The outline EHC is refined and any changes made following the Action Planning meeting, taking account of your comments and other feedback from practitioners and relevant agencies.

Weeks 17-20

Draft EHC Plan produced.

During this time you will be:

- sent a draft EHC Plan following the Action Planning meeting
- given your chance to make any final tweaks to the EHC Plan

The EHC Plan will be finalised once you have checked it.

Checklist

You can contact your SEN caseworker or Independent Supporter if you have any concerns about the Plan.

What happens next?

The final EHC Plan is now in place and will be put into action. If you are unhappy with the EHC Plan you can appeal to the SEN & Disability Tribunal but in most cases you will need to speak to the SEN Mediation Service first. The school will review the EHC Plan informally through the year and formally on an annual basis.

Timescales are approximate and exclude school holiday periods.

For information, advice and support go to: www.gateshead-localoffer.org

A-Z of contacts

Your key contact will be the Special Educational Needs and Disabilities Team at Gateshead Council. Tel: 0191 433 3626 Email: senteam@gateshead.gov.uk
Other useful contacts are given below listed in alphabetical order:

Autism Information Hub

Gateshead Central Library
0191 433 8420
www.gateshead-localoffer.org

Children with Disabilities Team

0191 433 2653
(ask to speak to the duty social worker)

Children's and Young People's Service (CYPS)

For children/young people aged 0-18 years with mental health difficulties.
Tel: 0303 123 11 47
Email: ntawnt.notcyps@nhs.net

Children's Social Care Referral & Assessment

0191 433 2653

Children's Speech & Language Therapy (CSLT)

2nd Floor, Bensham Hospital, Saltwell Road, Bensham, Gateshead NE8 4YL
Tel (0191) 445 6667

Early Help Family Support Service

0191 433 3319 or 0191 433 5019
earlyhelpservice@gateshead.gov.uk

Early Years Assessment & Intervention

Christina Birkinshaw: 0191 433 8734
preschoolEHCreferpanel@gateshead.gov.uk

Educational Psychology Service

Dianne Groves/Tracey Cavanagh
0191 433 8551
diannegroves@gateshead.gov.uk
traceycavanagh@gateshead.gov.uk

Emotional Wellbeing Team

Improving the mental health and emotional wellbeing of children, young people and their families. 0191 283 4560

Ethnic Minority and Travellers Achievement Services (EMTAS)

Jenny Edwards: 07795 333 780
jennyedwards@gateshead.gov.uk

Gateshead Carers

Confidential support, advice, training and advocacy
0191 490 0121
www.gatesheadcarers.com

Gateshead Parent and Carer Forum

Group of parents and carers of disabled children.
www.gatesheadparentcarerforum.co.uk

Gateshead's SEND Information & Advice

Service at Barnardo's (SENDIASS)
0191 478 4667
DAISS@barnardos.org.uk

Growing Healthy Service (0-19)

An integrated service for families, expectant mothers, children and young people.
03000 031 918
Spoc.hdf@gateshead@nhs.net
www.hdff.nhs.uk

IAG Service

Information and advice about post 16 options for learners with SEND
0191 433 2785
iag@gateshead.gov.uk

Kooth

Your online mental wellbeing community.
07534 024 648
mconnelly@kooth.com
www.kooth.com

Local Offer

www.gateshead-localoffer.org
www.facebook.com/gateshead.council.16

Max Cards and Leisure Passes

Discounts for fostered and disabled children www.mymaxcard.co.uk

Mediation

Chapel Mediation Service
01833 630309

Occupational Therapy

Chowdene Children's Centre
0191 433 5058

Paediatric Services (QE Hospital)

0191 4452192
Queen Elizabeth Hospital, Sheriff Hill, Gateshead NE9 6SX

Physiotherapy

Queen Elizabeth Hospital
0191 445 3124

Raising the Achievement of Looked After Children (REALAC)

Jill Oliver: 0191 433 8522
realacadmin@gateshead.gov.uk

RISE mental health support

RISEnortheast@childrenssociety.org.uk

School Exclusions

Ian Stewart, Exclusion Officer
0191 433 8591

Special Educational Needs Improvement Team (SENIT)

Beverley Murphy: 0191 433 8530
beverleymurphy@gateshead.gov.uk

Travelcare Team

0191 433 7474
travelcare@gateshead.gov.uk

Tribunal

First Tier Tribunal (SEND)
01325 289 350
www.justice.gov.uk/tribunal/send

Preparing for Adulthood

[Back to contents](#)

Preparation for Adulthood

Learners should be effectively supported to prepare for adulthood from the earliest point possible to facilitate the best possible life outcomes in:

- Employment, Further Education and/or Training (including Apprenticeships/supported Internships)
- Independent living
- Health
- Community participation (Family, Relationships and Friendships)

Preparation for adulthood is an explicit element of planning and support for students at all ages.

- Person centred planning tools are used e.g. vocational profiles to find out what kind of job a student may be interested in and to inform the range of work experience that they do.
- Targeted support is offered to enable access to careers advice which is appropriate to the student's needs and aspirations.
- Programmes of study include high quality work experience and exposure to the world of work relevant to the students interests and aspirations.
- Students are supported to develop and maintain friendships and relationships and to access their community and feel safe and confident.
- Students are supported to manage their own health as they move into adulthood and to take responsibility for managing any medication independently e.g. monitoring blood sugar levels for diabetics.
- Students are encouraged to think about who they would like to live with in future and explicit teaching of independent living skills are a feature of programmes of study where necessary

Preparing for Adulthood Toolkit and Outcomes

The Children and Families Act 2014 introduced a new SEND system. At the heart of these changes is a commitment to ensuring that children, young people and their families are at the centre of decision-making so that they achieve better outcomes.

This guide focuses on young people who are preparing for adulthood - those aged 14-25 who will be transferring from a statement of special educational needs (SEN) or are receiving support at college following a Learning Difficulty Assessment (LDA).

[PfA Review Toolkit \(preparingforadulthood.org.uk\)](http://preparingforadulthood.org.uk)

APPENDIX 1 Writing Outcomes and Provisions for PFA

The SEND code of practice states:

9.61 EHC plans must specify the outcomes sought for the child or young person. Outcomes in EHC plans should be SMART (specific, measurable, achievable, realistic, time-bound).

9.66 An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be SMART.

The outcomes will need to be personalised and focused on the young person's aspirations, supporting as independent a life as possible

PFA OUTCOMES AND PROVISIONS	
Independent Living (maps on to CL)	
By the end of Key Stage 5 OR By the end of the year OR By the end of the apprenticeship	The educational setting will provide; OR The Post 16 setting will provide Aaron with; <ul style="list-style-type: none"> • A bespoke package involving one to one support with trusted adults from Evolve/Adelong. OR social care will provide
Elijah will manage his own personal care needs by age 21, using equipment where he needs it. Jackson will be able to prepare a simple breakfast (cereal or toast) on every college day morning.	<ul style="list-style-type: none"> ➤ The appropriate supportive equipment. ➤ Adult support to make the transition to full independent personal care. ➤ A personal assistant to make sure the cereal, bowls etc are accessible every morning.
Maya will be able to look after her assistance dog Rusty, by feeding and walking him twice a day and brushing him once a week.	<ul style="list-style-type: none"> ➤ Support to remind Maya to look after her dog.
Jay will be able to manage his mobile phone bill all of the time so that he can develop his IL skills	<ul style="list-style-type: none"> ➤ Numeracy functional skills L3 lessons every week in a small group.

Transitions

SEND Support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to.

The expectation is that:

Support is in place for routine transitions when required, including small (playtime to lesson) and large (new teacher) transition events.

Procedures are in place to ensure smooth progression through settings/ schools, particularly during all transition phases including on entry and exit.

Staff are aware of those CYP who will need additional support for all or most transitions and plan for these transitions. For example, children with autism, looked after and CYP known to social care or early help services.

- Where required the following strategies are available: - Visual timetables, where events are removed or ticked off when finished. - Timers to show pupils how long they have to work/how long to finish. - Work systems that show pupils how much work they are expected to do and what will come next.
- Less structured times are carefully planned for, with some provision in place for CYP who may find these periods difficult (e.g. clubs).
- Safe spaces are available within the school/setting and CYP know how and when to access these.

Information is actively sought and shared to support successful transitions.

- Staff are aware of YP who need additional support, and ensure plans are in place to ensure a smooth transition (e.g. additional visits to a new setting with a trusted adult, creating social stories, etc).
- Teachers work together between schools to plan and support the transfer or transition between schools of vulnerable CYP.
- Plans are drawn up involving parents and the CYP, making good use of examples of successful practice including resources developed to support transition, engaging with all aspects of the Local Area's primarysecondary transition processes and events.
- Transition programmes for all CYP address resilience, coping skills, social communication skills and preparation for common transition difficulties that can be associated with greater risks of school refusal.

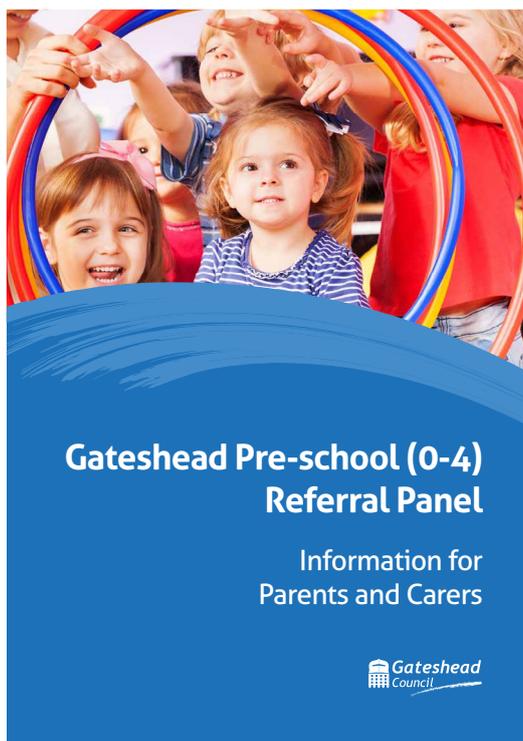
Gateshead Panels

[Back to contents](#)

Gateshead Panels

The Pre-school (0-4) Referral Panel is for **children who have additional needs where specialist Education, Health and Care services may be required.** The panel is a team of professionals from different services that act as a single point of referral for pre-school aged children (0-4 years old).

[Pre-School Referral Process www.gateshead-localoffer.org](http://www.gateshead-localoffer.org)



[CLICK HERE](#)
to view or download this document

Fair Access Process

Support is in place for routine transitions when required, including small (playtime to lesson) and large (new teacher) transition events.

Procedures are in place to ensure smooth progression through settings/schools, particularly during all transition phases including on entry and exit.

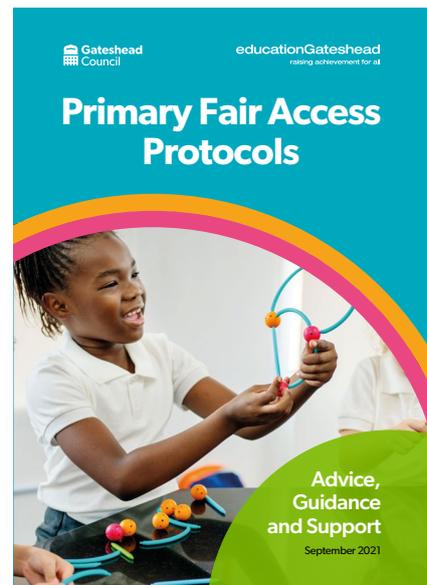
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- Less structured times are carefully planned for, with some provision in place for CYP who may find these periods difficult (e.g. clubs).
- Safe spaces are available within the school/setting and CYP know how and when to access these.

Information is actively sought and shared to support successful transitions.

- Staff are aware of YP who need additional support, and ensure plans are in place to ensure a smooth transition (e.g. additional visits to a new setting with a trusted adult, creating social stories, etc).
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- Transition programmes for all CYP address resilience, coping skills, social communication skills and preparation for common transition difficulties that can be associated with greater risks of school refusal.

[Fair Access arrangements - Services to Schools](#)



[CLICK HERE](#) to view or download this document

The Pupil Placement Panel

The Pupil Placement Panel will be constituted and operate according to the terms of reference. The role of the Panel will be to determine an **appropriate placement/managed move** and agree with the Education Support Service the way in which the placement will take place.



[CLICK HERE](#) to view or download this document

[Back to contents](#)

SENCO Network and Cluster Meetings

[Back to contents](#)

SENCO Network and Cluster Meetings

SENCO Network meetings are essential communication and information sharing sessions to allow the LA and schools to work seamlessly to meet the needs of children with SEND.

The Network meetings will take place termly. There will be additional Network meetings announced across the year with specific thematical focus.

Each Network meeting will provide a LA update and also have guest speakers from key services.

The Network meetings will be published in advance and shared via the SEN Team.

If you would like to raise any themes for discussion for future network meetings and on services for school, please email SENDCOnetwork@gateshead.gov.uk

School SENCO Cluster meetings have also been introduced. These meetings will allow for opportunities for networking and focused discussions around pertinent issues within your locality. If you want to get involved in your cluster meeting and don't know who to contact, please email SENDCOnetwork@gateshead.gov.uk

SENCO and OFSTED

[Back to contents](#)

The SENCO, Self-Evaluation and Ofsted

It is important for SENCOs to know the quality of the school's provision and the framework under which it is inspected. This is outlined in the following documents.

The Special Educational Needs and Disability Code of Practice: 0-25 (2015)

You need to be able to evaluate that High Quality Teaching is in place. Planning should be differentiated and personalised to meet the individual needs of the majority of children and young people. There will be some children and young people who require additional support to meet their needs. This is SEN provision under Section 21 of the Children and Families Act 2014. Your self-evaluation should demonstrate that our setting uses their best endeavours to ensure that such provision is made.

National Award for SEN Co-ordination Learning Outcomes (NCTL, 2014)

The Learning Outcomes outline a requirement to have **Professional Knowledge and Understanding**. SENCOs should acquire an in-depth knowledge and understanding of the legislation, policies and evidence that are key to inclusion and SEND provision, including the implications of the Ofsted inspection frameworks and their relevance to the SENCO's setting.

Knowing the quality of the provision in your setting is an important part of the strategic role of the SENCO. Self-evaluation is vital to ensure that you have a clear picture of what is happening in your school.

Your self-evaluation will allow you to draw up the priorities for long-term and short-term school development targets.

Self-evaluation tools such as the Whole School SEND Review Guide can support you to explore the areas that Ofsted might ask you about. This review guide is available on this link along with other helpful tools:

<https://www.sendgateway.org.uk/whole-school-send/find-wss-resources.html>

As a brief overview to support you in preparing for inspection and to evaluate the effectiveness of provision in your setting, there are two parts to this section:

- Considering the implications of the School Inspection Framework for you in your role
- Thinking about the ways in which you can evaluate the provision in your school.

The School Inspection Framework: Section 5 and Section 8 Inspections of maintained schools

There are two types of inspection of maintained schools:

1. **Section 5 is a full inspection.** It means that the school is being monitored under Section 5 of the Education Act 2005.

The handbook that inspectors use for this type of inspection is <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

2. **Section 8 is a monitoring inspection.** It means that the school is being monitored under Section 8 of the Education Act 2005.

This might be where there has been a concern about the school's provision or when a particular curriculum is being inspected. The handbook that inspectors use for this type of inspection is <https://www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections>

If you work in an Independent School, these schools are inspected by the Independent Schools Inspectorate (ISI). The ISI Framework for Inspection is available here: <https://www.isi.net/support/publications/isi-inspection-framework>

What areas do Ofsted inspect?

Ofsted regularly review the framework for inspection. However, under the current framework, inspectors use a four-point scale to make judgements about these areas:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

Section 5 Inspection – what are the implications for the SENCO?

Prior to coming into school, inspectors look at the **Special Educational Needs Information Report** on the school website.

Schedule 1 of the SEND Regulations 2014 sets out exactly what is required in this report.

It is ultimately the responsibility of the leadership team to ensure that this is up-to-date and publicly available on the school's website: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Questions to consider:

- Are you familiar with your school's SEN Information Report?
- Do you feel you would be able to explain this to the team?
- Are you confident that it has been co-produced with parents/carers and ideally young people?
- Have you checked that you have covered all the requirements of the legislation?
<http://www.legislation.gov.uk/ukxi/2014/1530/part/3/crossheading/sen-information-report/made>
- Is there anyone else in the school on the Senior Leadership Team and elsewhere that might be able to support you with your audit of provision?

Inspectors will also have familiarised themselves with the **last inspection report**.

Questions to consider:

- Have you read the previous inspection report?
- Are there any action points where special educational needs and/or disability have been mentioned and have these been addressed?
- Do you have evidence to demonstrate that progress has been made since the last inspection?

Inspectors will explore the school website and undertake an online search. They are also likely to speak to you as the designated SENCO for the school.

Questions to consider:

- If you explore your school's website looking at information around SEND, do you find the most recent documents/information? (For example, is the school's access plan up-to-date?)
- What information do you find when you undertake an online search of your school's name?
- Try searching using the name of your school and SEND. What do you notice? You may be asked questions about this.

Inspectors analyse the data that is available for your school in order to generate hypotheses to explore when they inspect your setting. It is vital that you are familiar with this data (<https://www.gov.uk/school-performance-tables>) along with internal data that you use in school to track progress and attainment (see the later section on data).

Evaluating provision in your school: Self-evaluation

Why should SENCOs self-evaluate?

Part of the purpose of self-evaluation is to ensure that children and young people are making progress and that an assessment about the school's performance in terms of meeting the needs of learners with SEND is made.

The other reason for self-evaluating is to set targets for school development. This is summed up in this diagram:



What **evidence** demonstrates the progress that you are making?

1. Data
2. Observations of learning and teaching
3. Work scrutiny
4. Pupil and parent views
5. Case studies

1. Data

How familiar are you with your setting's data for SEND?

- What percentage of the learners have SEND?
- How do you identify pupils with SEND?
- How does this compare to the national data and to other schools (above average/below average)?
- Is this percentage increasing or decreasing? Why?
- Have you analysed this according to areas of need?
- What is the attendance of children and young people with SEND?

Have you analysed the progress data?

What does the progress of learners with SEND look like in comparison to those learners without SEND?

Is there any difference between the different areas of need?

How does this data compare with national statistics?

This miniguide is a helpful booklet to support you with understanding your school's data: <http://www.nasen.org.uk/resources/resources.tracking-progress-and-managing-provision-inclusive-practice.html>

You must be familiar with your school's Analyse School Performance (ASP) data: <http://www.raiseonline.org/>

You will need to ask for a password to access this.

Once you have gathered all your data, you will need to consider how you will present this and what you will do with the data. For example, will you use it to inform your action plan?

2. Observations of teaching and learning

What evidence have you gathered that teaching has had an impact on children and young people's learning?

- Learning walks
- Lesson observations (whole class, small group, one-to-one)
- Book scrutiny etc

Here is a helpful document that outlines what to look for on a learning walk: http://www.aettraininghubs.org.uk/wp-content/uploads/2012/08/8_National-Strategies_Learning-walks.pdf

This research presents some interesting models for observation: <https://www.gov.uk/government/publications/ofsted-research-on-lesson-observation-models>

How inclusive are the classrooms in your setting? How do you know? Have you used an inclusive classroom checklist?

Can you demonstrate the effective deployment of support staff?

<http://maximisingtas.co.uk/resources/the-ta-deployment-review-guide.php>

<https://educationendowmentfoundation.org.uk/tools/making-best-use-of-teaching-assistants/guidance-report/>

What do observations of unstructured times of the day tell you about the children/young people with SEND?

Have you observed children/young people in extra-curricular activities?

3. Looking at the children and young people's work

What evidence can you see of progress in the learners' knowledge, skills and understanding in their work?

Is there evidence that work from interventions is being generalised into classroom work?

4. Pupil and parent views

What evidence do you have of the views of parents/carers and pupils' voices?
(Interviews, questionnaires, feedback in books etc)

How are parents and carers involved in their children's learning?

This miniguide is very helpful for considering ways to work in partnership with parents and carers:
<http://www.nasen.org.uk/resources/resources.working-in-partnership-with-parents-and-carers.html>

This DfE guide is also helpful when considering ways in which explore 'pupil voice':
<https://www.gov.uk/government/publications/listening-to-and-involving-children-and-young-people>

5. Case studies

Case studies are a good way of demonstrating the range of provision that your school has (for example, emotional wellbeing support) and the impact that this has on the whole child or young person.

There is a useful article here: <http://sendco.co.uk/news-feed-for-all-categories/23-case-studies.html>

You might like to consider a case study that demonstrates how you might set about bringing about improvement in one priority area and give an example/examples of how a small-scale practitioner action research project works, from identifying the issue, to taking baselines of the situation as is, to designing, implementing and evaluating the intervention/development project.

How have you and your governor for SEND worked together?

The role of the governor for SEND is to ensure that special educational needs and disability as well as inclusion are championed in the policies, practices and culture of the setting.

The SEN governor is there to act as a critical friend for the SENCO and to liaise about matters around the strategic overview of the provision for children and young people with SEND.

There also needs to be monitoring of the data, the impact of provision on learner progress and the effectiveness of the communication with families.

Your governor for SEND needs to be able to demonstrate that you work together and that they are aware of the development plan for SEND. In addition, it is important that they ensure that their own development is kept up-to-date by attending training and taking an active interest in developments in policy, legislation and practice.

The Governing Body has specific duties in relation to SEND as outlined in the Special Educational Needs and Disability Regulations 2014: http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

There is a helpful audit tool that can be downloaded here: <https://sendgov.co.uk/> which allows the Governing Body to audit how well the setting is able to secure high quality outcomes for children and young people with SEND.

Myth busters

It is worth reading through this document to dispel any myths about Ofsted:

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>

SENCO and Practitioner Wellbeing

[Back to contents](#)

SENDCO and Practitioner Wellbeing

For practitioners working in schools and other educational settings, there is a growing focus on the need to recognise and provide for children and young people's social, emotional and mental health (SEMH) needs. This is often placed under the banner of wellbeing. The wellbeing of practitioners is also important to consider, in order that their own mental health and wellbeing is such that they are able to support others.

Working to support the wellbeing of children and young people can often be assumed to be the responsibility of SENCOs and those working with children with Special Educational Needs and Disability. This is reinforced by the revised classification of need as Social, Emotional and Mental Health in the SEN Code of Practice (DfE, 2015). The role of the SENCO is demanding and it is important to consider your own physical and emotional well-being as well as that of your team.

Reflective practice

You might like to consider the extent to which you feel able to support learners with SEND. This approach to professional actions and outcomes can be useful for practitioners as it enables them to consider their work from a non-judgemental point of view and to consider a wide range of influences on their approach to their practice. Through reflective practice, practitioners can achieve a clear view of their professional lives, which can help them to take actions to improve their own wellbeing. There is a tool available to support you with this: <https://www.sendgateway.org.uk/r/sendreflectionframework.html>

Relationships

Relationships within and outside of work settings are key to promoting wellbeing. It is important to consider how you stay connected, and maintain relationships with family, friends, colleagues and neighbours. Within your setting, it is important to identify someone who is able to support you when you are dealing with difficult situations, for example, safeguarding issues. Is there somebody who might be available to talk through your concerns in a confidential and safe environment?

Resilience

There is a developing interest in resilience in education, with many publications appearing on the market. Whether you consider resilience to be about bouncing back after setbacks or about the ability to move forward and cope with challenges, resilience can offer a useful perspective upon practitioner wellbeing. It is extremely likely that as a practitioner you will encounter challenges and setbacks. As such, it may be useful to think about what resources you can call on to help you manage these situations.

Teamwork

Working together can have a significant positive effect on wellbeing in education settings. Conversely, where teamwork is not working effectively, this can impact negatively on wellbeing. It may be useful to consider what teams exist in your setting, how teams are put together and what team members understand to be their role within the teams to which they belong.

For you, teamwork can positively involve participation in local area network activity too. This can help to overcome the potential isolation associated with the role (only one person in a school/setting) really knows what it is like to be the SENCO.

Work/life balance

It can be easy to let the pressures and demands of work dominate the life of practitioners. Consider how you will ensure that you achieve a good work/life balance and make space and time for yourself at different times of the day. It may be useful to consider whether personal time is practical in your setting. Approaches such as mindfulness, yoga and meditation may be approaches to use to develop work/life balance.

Workload

Excessive workload often has a significant negative impact on practitioner wellbeing. Consider the workload demands of your role and the demands placed on practitioners in your setting. What avenues are open for practitioners to talk to someone about their workload and what systems are in place?

The Department for Education (DfE) has designed a toolkit to help schools assess and address workload issues. A link to the toolkit is provided under the resources section.

Do you have administrative support? The Code of Practice is clear that the school should provide 'the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school' (DfE and DoH, 2015:109). In a recent survey, teachers identified 3 successful strategies to manage workload. These were:

- Controlling working hours
- Administrative self-discipline
- Using pre-existing resources.

(DfE, 2018:5)

Consider if these would be useful strategies to help you improve your wellbeing.

Resources

ACAS

<http://www.acas.org.uk/index.aspx?articleid=5031>

ACAS provides information, advice, training, conciliation and other services for employers and employees to help prevent or resolve workplace problems.

The 'Wellbeing and workplace performance' webpage offers a range of resources about wellbeing in the workplace.

The DfE workload reduction toolkit

This can be found here:

<https://www.gov.uk/government/collections/workload-reduction-toolkit>

Education Support Partnership, 'Looking after Teacher Wellbeing'

<https://www.educationsupportpartnership.org.uk/looking-after-teacher-wellbeing>

The Educational Support Partnership is an educational charity which supports the mental health and wellbeing of education staff and organisations. They offer a free 24-hour telephone and text helpline for practitioners. FREE HELPLINE 08000 562 561 Text: 07909341229.

The guide 'Looking after Teacher Wellbeing' offers a good overview of the topic.

Edutopia, '7 Self-Care Strategies for Teachers'

www.edutopia.org/discussion/7-self-care-strategies-teachers

The Edutopia website is hosted by the George Lucas Educational Foundation. It provides links to a range of resources and research, including items

on the topic of teacher development. The resource provided by Alex Shevrin offers practical ideas for practitioner self-care.

The Emotional Literacy Support Assistants Network

www.elsanetwork.org

This website provides information about the approach of having trained Emotional Literacy Support Assistants in schools, to work with children with social, emotional & mental health needs. There is useful information about using a supervision approach to support the wellbeing needs of practitioners.

Heads Together/Mentally Healthy Schools website

www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/

This website is a government supported resource. It focuses primarily on supporting children and young people, although it has a section dedicated to staff wellbeing. It provides a range of issues to consider and a range of links to other areas of support and resources.

Mindful Teachers

<http://www.mindfulteachers.org>

This website acts as an international community for teachers interested in using a 'mindfulness' approach to supporting their own wellbeing. It provides resources and links to help practitioners to develop mindful approaches to their professional lives.

National Institute for Health and Care Excellence (NICE)

<https://www.nice.org.uk/guidance/ng13/resources>

NICE is a non-departmental public body, which is accountable to the Department of Health and Social Care, but is operationally independent. This website has a section on workplace health, with a range of resources which can support senior leaders to plan, implement and evaluate practice to promote practitioner wellbeing.

The NHS Moodzone website

www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/

This website provides general information about mental wellbeing and also has a useful model, called "Five Steps to Mental Wellbeing", which may be helpful as a way to structure your thinking around wellbeing in your setting.

'Supporting Staff Wellbeing in Schools', Anna Freud Centre for Children & Families

www.annafreud.org/media/7201/3rdanna-freud-booklet-staff-wellbeing-final.pdf

This booklet helps practitioners to look at staff wellbeing and provides a range of examples and case studies

of successful practice. It also includes links to other publications about mental health in schools.

'The Wellbeing Toolkit 2' by Tina Rae (2016)

<https://www.nurtureuk.org/publications/wellbeing-toolkit>

This publication comes in the form of a large folder, with 20 separate topic booklets, which provides support for educational staff to feel confident in their knowledge of how to support the wellbeing and mental health of children and young people. It also includes sections on staff wellbeing.

Young Minds Website

<https://youngminds.org.uk/resources/school-resources/caring-for-the-wellbeing-of-teachers-and-school-staff/>

Young Minds is a charity which promotes policy and practice to support the development of positive mental health for children and young people, in particular those who are vulnerable and excluded. This website includes a page which provides advice on supporting the wellbeing of practitioners.

Organising Access Arrangements

[Back to contents](#)

The Role of the SENDCO in Organising Access Arrangements

Depending on your setting, you may be asked to facilitate reasonable adjustments for your learners who are undertaking standardised tests or examinations. If the exam is awarded by an exam board, the board must take steps to ensure that the person taking the examination is not substantially disadvantaged by their special educational needs and/or disability. This is in line with the requirements of the Equality Act 2010.

The SENCO may be asked to apply for access arrangements for examinations such as GCSEs or end of Key Stage SATs. In some secondary schools, a specific member of staff, other than the SENCO, may take a lead for these arrangements. Some SENCOs undertake additional 'accredited training' to be able to carry out assessment related to access arrangement applications.

Access arrangements might be a request for additional time, a scribe, a reader or modified papers. If you are requesting access arrangements, it is important to remember that you are asking for a provision that is something that the learner already uses to access their work, for example, are they used to having a reader for their work. This is important as it needs to be a normal way of working to ensure that the person sitting the exam is not made to feel different from their peers.

The requirements for these requests change from year to year so you will need to be familiar with the guidance that is provided.

If you are working in a **primary** setting, the Standards and Testing Agency is responsible for producing guidance each year on the types of access arrangements that you can make and how you should apply for these.

Types of support include:

- additional time to complete the tests
- early opening of test packs, to modify test papers
- compensatory marks for spelling
- using scribes, readers, word processors or other technical or electronic aids
- making transcripts
- written or oral translations and using apparatus in the mathematics test
- the use of prompts and rest breaks
- arrangements for pupils who are ill or are injured at the time of the tests
- administering the tests at an alternative location (Gov.UK, 2018:online)

The guidance states:

'Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- to use sign language
- a hearing impairment
- a visual impairment' (STA, 2017:3)

There are guidance documents produced for both Key Stages. The current documents are available at:

<https://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements>

<https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

If you are working in a **secondary** setting, you will find that the regulations for access arrangements are governed by the Joint Council for Qualifications (JCQ). The most recent guidance can be found here:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

You should familiarise yourself with the document and make a note of the key dates by which information is required. Allow plenty of time to request modified papers and the earlier that you submit your requests the better. JCQ undertake inspections of exam centres to ensure that arrangements are being implemented appropriately.

Further information can be found here:

Standards and Testing Agency (2017) *2018 Access Arrangements Guidance*. London: STA

Training and Development

[Back to contents](#)

Training and Development Programme

Training

It is vital to feel confident in your role and essential to map out CPD for yourself. It may be to increase your skills within the classroom or within your wider role. It is essential for you to audit your own skills and identify your own gaps and requirements for training and plan these in across the academic year.

Training can be located on Service for Schools. Keep accessing this site as new courses are added regularly.

[Welcome to educationGateshead and Training Partners | Services for Schools North East](#)

Whole School SEND

Discover the latest upcoming CPDL events delivered by Whole School SEND. We offer CPDL on a wide range of topics, hosted by our regional lead teams and a range of guest speakers from the world of education. All our CPD is fully funded by the Department for Education and free to attend. It can also be accessed at any time of the day.

[Events listing | SendGateway](#)

Are there any gaps in the training being offered? Is there something specific you just keep searching for and can't seem to find?

Contact sendconetwork@gateshead.gov.uk and let us know.

Safeguarding Training and Training linked to Social Care

The Training Sub Groups of the Gateshead Safeguarding Children Partnership (GSCP), Safeguarding Adults Board (SAB) and Community Safety Board aim to ensure priority areas are supported by appropriate training opportunities for Gateshead Council and Partner Agency employees.

Over the year the training programmes will be developed, as priorities change, or demand increases. It is recommended that you regularly check this page for updates.

[Training Programme](#)

[Working Together 2018](#)

[Multi-agency safeguarding procedures](#)

[GSCP website – Information for schools](#)

[Keeping Children Safe in Education](#)

Visit [Safeguarding children information for professionals](#) for further information and guidance including:

- [how to report concerns about a child & thresholds document](#)
- [Early help](#)
- [Private fostering](#) - how to identify and report private fostering arrangements
- [Modern slavery](#)
- [County Lines](#)

[Back to contents](#)

Child exploitation and missing children

Cases of possible Child Exploitation (sexual and criminal) are discussed at the GSCP's, Missing, Slavery, Exploitation and Trafficking Sub Group (MSET) on a monthly basis. For more information about child exploitation risk assessment and monitoring framework (including screening tool) go to [Child exploitation and missing children](#).

Offer to schools from the High Incidence Needs Team

SENCo training: www.servicesforschoolsnortheast.org.uk

The training modules have been developed by HINT to support school staff working with children with Special Educational Needs and/or Disabilities. It is expected that

- **all SENCo's** complete at least the **Module 1 Assess, Plan, Do, Review training**
- **all staff** working with children with social communication needs complete the module **'How best to Teach and Support Autistic Pupils in Primary Schools'**

eLearning modules are available through the Services to Schools website, at no cost to schools. Dates for face-to-face workshops and training will be offered through the Services to Schools website, again at no cost to schools.

Additional modules will be added, as and when they are developed.

Module 1: Assess, Plan, Do, Review (elearning Services to Schools)

In this module you will explore: - The SEN Code of Practice, the role of SENCo and the assess, plan, do, review cycle.

A live, follow-up session, with HINT staff will be offered to discuss key themes and respond to any questions.

Speech, Language and Communication Needs (SLCN)

1. 'Assess, Plan, Do, Review: Guidance'

In this module you will explore SLCN in the Code of Practice, strategies to support SLCN through Quality First Teaching and the SLCN Checklist and Toolkit. (*elearning Services to Schools*)

2. 'Assess, Plan, Do, Review: Resources'

A live session to model core strategies to share with your staff, including listening cues, vocabulary maps and Colourful Semantics. (*Face-to-face/Teams*)

3. 'Developmental Language Disorder'

A short session providing an overview of DLD, "The most common childhood difficulty you have never heard of." You will explore, key characteristics, prevalence, support strategies and DLD in Gateshead. (*elearning Services to Schools*)

Complex Social Communication (CSC)

'How Best to Teach and Support Autistic Pupils in Primary School'

This module aims to improve your understanding of autism and its impact on thinking, learning and behaviour, and increase your confidence in identifying needs and supporting autistic pupils effectively (*elearning Services to Schools*)

Specific Learning Difficulties (SpLD)

1. 'Assess, Plan, Do, Review: Guidance'

In this module you will explore SpLD in the Code of Practice, strategies to support SpLD through Quality First Teaching and the SpLD Checklist and Toolkit. (*elearning Services to Schools*)

2. 'Assess, Plan, Do, Review: Resources'

A live session to model core strategies to share with your staff in relation to phonological awareness, memory, reading and spelling strategies. (*face-to-face/Teams*)

Audit of Staff Skills and Need

Audit of staff skills and need

To conduct a comparison between pupils' needs and staff expertise you will need an understanding of staff skill levels and areas for development. When auditing staff expertise you need to establish two things:

1. In which areas do staff feel most confident?
2. Where do staff feel they have training needs?

Coaching and mentoring

SENCOS can use coaching as a way of enabling a professional to develop an aspect of their practice. It can take on a number of formats from informal to specialist, self-coaching to team coaching and collaborative peer-coaching.

Coaching aims to help an individual or group identify new ways to improve their practice, reflecting on what is effective and how practice might be developed.

Coaching may be a useful way to support teachers and TAs to achieve their inclusion/SEND-specific performance management objective.

Coaching and related support activities requires time.

You will need to ensure that you have non-contact time to enable this to happen effectively. You will need to discuss this time commitment with your leadership team.

Mentoring can comprise of a range of activities and is most effective when tailored to the specific needs of the mentee. Mentoring might include:

- identifying learning goals
- modelling good practice
- observing the mentee
- discussion about practice
- provision of guidance and feedback
- reviewing progress
- appraisal
- brokering access to further CPD (i.e. visiting other schools).

Collaborative staff development and discussion

SENCOs should be involved in staff development. Collaborative staff development might be utilised for key stage, department or whole school development. Once an area for development has been identified (perhaps as a result of a focused learning walk or in response to an audit of staff need) the development theme will be worked on over a sustained period.

The development theme may be addressed initially through a targeted inset day and then, crucially, discussed regularly throughout a term/school year. Ten minutes per week of a staff meeting might usefully

be devoted to the development area, as well as the use of other strategies mentioned in this section, for example, learning walk, learning wall, team teaching, video analysis, etc.

Meeting with staff to facilitate a reflective discussion about effective practice for children with SEND can be a useful way to support staff development. The simple action of having a purposeful discussion about inclusion and SEND can allow both you and another to:

- define what's working and why;
- establish new desired outcomes and actions which will enhance practice.

Learning walls and learning walks

A learning wall can be set up in for the promotion of staff development. The learning wall might be devoted to SEND/inclusion in general terms or given over to a specific topic; for example, establishing productive partnerships with parents/carers.

It is generally a good idea to establish a staff rota for adding information to the learning wall, the expectation being that each teaching team post something every half term or term on the learning wall.

The learning wall can become a 10-minute focus for each weekly staff meeting.

A learning wall might include:

- photographs of activities
- examples of planning
- resources
- questions
- articles
- pupil evaluations
- staff evaluations.

A learning walk is a way to create a snapshot of learning and teaching in a setting. It is a structured, collaborative approach for gathering evidence of progress against a specific area or target.

The purpose for completing a learning walk might be to:

- monitor practice
- share good practice
- promote consistency across a setting, or identify distinctions that should be made as pupils develop and move through and between a Key Stage
- raise awareness of a specific area
- check for pupil progress
- stimulate reflective professional discussions.

Learning walks can be conducted by a single person, or a group; for example: you might conduct a learning walk with a member of SLT, SEN governor and a SENCO from another school.

Conducting a learning walk:

- Establish the set focus including defining the observable evidence
- Decide the areas to visit, arrange over a half-day and publish a timetable so people know when to expect you
- Utilise observation templates, confirm the process, purpose and protocols
- If walking as a group, allocate roles; for example, one person might focus on learning and teaching, another the environment, another pupil work, and another pupil voice. After the walk, share and triangulate the evidence gathered
- Compile a report of evidence to present to HT/SLT and governors
- Feedback to staff and discuss.

Outreach/inreach

Other schools in your local area might have outreach workers specialised in providing advice on specific topics, for example, autism, Profound and Multiple Learning Difficulties (PMLD), etc. Typically, an outreach worker will visit your setting and provide specific advice and guidance about an area related to their expertise or they may support your setting with the removal of barriers for one specific pupil/group. Outreach work is often provided by special schools to support mainstream schools.

Inreach works in a similar way, but this time you/a member of your setting visit the inreach worker's setting to observe an aspect of best practice.

Teaching schools and teaching alliances in your area will also provide similar kinds of support.

Other SEND/inclusion CPD strategies

Inset

Inclusion/SEND Information sheets

Peer observation

Peer modelling

Team/co-teaching

Video analysis of lessons/activities/playtimes/lunchtimes

Weekly inclusion ideas

Service Overview and Contacts

[Back to contents](#)

Service Overview and Contacts

Early years advice support and guidance

[Early Years Advice Support and Guidance](#),
Services for Schools North East

[Nurseries and Early Years Providers - Gateshead Local Offer](#)
SEND 0 to 25 years (www.gateshead-localoffer.org)

OFSTED registered early year providers in group settings including day care, preschools, and independent schools

- OFSTED registered early years out of school providers
- Maintained schools and academies offering two-year-old provision

'A quality learning experience for children requires a quality workforce. A well-qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children.'

What is the educationGateshead Early Years SLA?

The work of educationGateshead is only partially funded by the council. Consequently, a proportion must be funded directly by the work it does. The most cost-effective way of buying the support of educationGateshead is through the Service Level Agreement (SLA).

Early Years providers elect to be included in the Early Years SLA and pay a subscription to Gateshead Council's educationGateshead to purchase the SLA.

Useful Links:

[Birth To 5 Matters](#) – Guidance by the sector, for the sector

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) (www.gov.uk)

Ethnic Minority and Traveller Achievement Service

Email: jennyedwards@gateshead.gov.uk tel: 0303 123 1147

- Assessment of language skills for pupils with EAL
- Targeted support for pupils with EAL or from GRT communities
- Advice, guidance, and support to develop inclusive classroom practice for pupils with EAL or from BME or GRT communities
- Support for school EAL lead
- Guidance for whole school EAL audit and development of good practice
- Access to whole school training
- Advice and training on anti-racism, faith, cultural and community cohesion and integration

Benefits of using this service

- Extensive knowledge and experience of working across age ranges (Primary and Secondary) with pupils from BME backgrounds, with EAL and from GRT communities
- up-to-date knowledge of communities within Gateshead
- up-to-date knowledge of developments in schools at local, regional, and National level
- extensive experience of promoting and supporting equality and diversity

HINT & LINT – Improvement team for SEN

- Support you in providing the graduated response to SEND outlined in the Code of Practice (0-25), 2015
- Provide specialist assessment of individuals' strengths and difficulties
- Work with staff to deliver timely early intervention and personalised provision for students
- Empower your setting to sustain collaborative, person-centred, and multi-disciplinary working
- Advise on strategies to enable access to learning

Benefits of using this service

- Our team of professionals has extensive experience of working across all ages (0-25 years) and has up-to-date knowledge of developments in Education and in Special Education Needs and Disabilities at Local, Regional and National level.
- **Low Incidence Needs Team (LINT)** staff have specialist qualifications in the areas of Hearing and/or Vision Impairment.
- **High Incidence Needs Team (HINT)** staff have specialist qualifications in one or more areas of SEND, including specific Learning Difficulties/Dyslexia, Physical and Medical Needs, Complex Social Communication including Autism, Speech, Language and Communication Needs, and General Learning Needs.

Gateshead Council **educationGateshead**
raising achievement for all

Resource pack

For Professionals Working with Children and Young People with Special Educational Needs

This resource pack includes a range of topics to help support you in your work with children and young people with special educational needs.

The resource material list is set out below. **Just click on any of them to go straight to that page.** If you wish to return here just click the **HOME** button.

- [Click here](#) Expressive language
- [Click here](#) Listening and attention
- [Click here](#) Working memory
- [Click here](#) Receptive language
- [Click here](#) Autism Spectrum Condition
- [Click here](#) Vocabulary
- [Click here](#) Sound stories
- [Click here](#) High frequency words
- [Click here](#) Phonic knowledge

CLICK HERE to view or download this document

Primary Behaviour Support Team

Contact via: Andreariley@gateshead.gov.uk

Tel: 0191 433 8572

- Support you in providing the graduated response to SEND outlined in the Code of Practice
- Provide specialist assessment of individuals' strengths and difficulties, particularly around SEMH.
- Work with staff to deliver timely early intervention and personalised provision for students
- Empower schools and students to create a positive climate for behaviour and to support them to be inclusive and to successfully manage difficult behaviour within their school.
- Deliver focussed programmes of intervention and individual, group and in class support.
- Advise on strategies to overcome barriers to learning and to improve the social, emotional, or mental health of students and associative behaviours.

Benefits of using our service

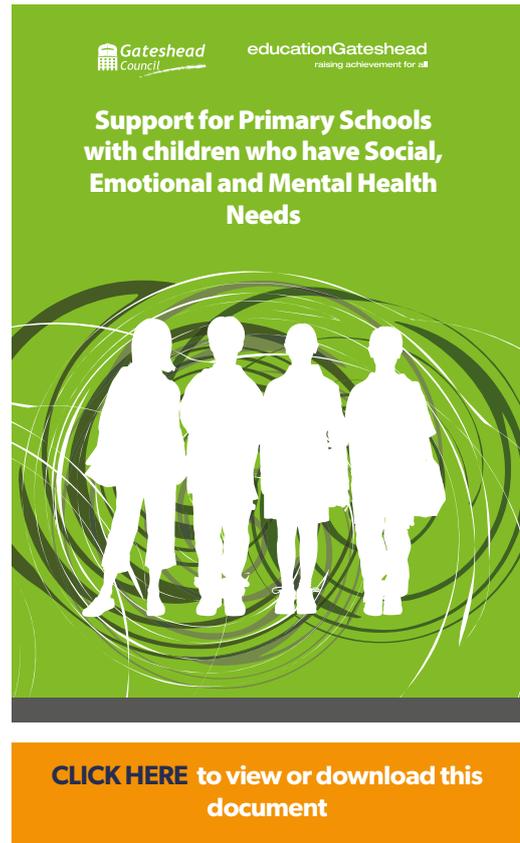
- Our team of professionals has extensive experience of working across the primary age range with pupils who are experiencing a wide range of SEMH difficulties. The team have up to-date knowledge of developments in SEMH issues at Local, Regional and National level.
- All staff have individualised qualifications and specialisms and can deliver a range of programmes and interventions from Reception up to year six as well as having extensive experience in transition from primary to secondary school.

Service Provision

The team is funded through the High Needs Block and delegation.

All services are therefore delivered with no additional costs to all maintained primary schools.

Primary Academies can access advice and support from the Team Leader and teacher but for any additional support by the Teaching Assistants they will be invoiced by Education Support.



Gateshead Educational Psychological Service

Tel: 0191 433 8550

[Gateshead Psychological Service, educationGateshead](#)

Autumn 2021 Training Brochure

- Offer support at any of the following levels: individual, groups/class, strategic systems and organisational.
- Provide staff consultation
- Assess the needs of children with SEND and help to formulate effective evidence-based interventions
- Deliver bespoke training for school staff, parents, and carers
- Application of a range of therapeutic interventions on an individual or group basis.

Benefits of using this service

- You will receive a named Educational Psychologist, who will provide support and advice through a series of regular visits across the year.
- All our staff are registered with the Health and Care Professions Council and undertake regular CPD and professional supervision.
- Throughout the Team you will have access to a wide range of knowledge and skills, including autism, resilience, attachment, and therapeutic approaches.
- We are part of the wider educationGateshead network of services, which has a range of knowledge about the children and families within Gateshead schools.

Children's and Young People's service

Email: NGCYP@cntw.nhs.uk tel: 0191 246 6913 or freephone 0800 652 2864

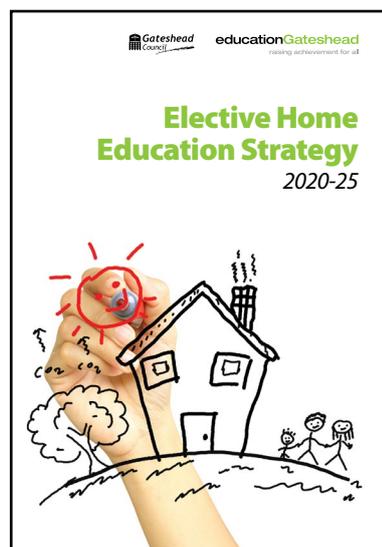
The Children and Young People's Service provides a single service to all children and young people aged 0-18 years living in Newcastle and Gateshead who present with mental health difficulties. This includes children and young people who may be living in difficult and challenging circumstances.

The service can provide:

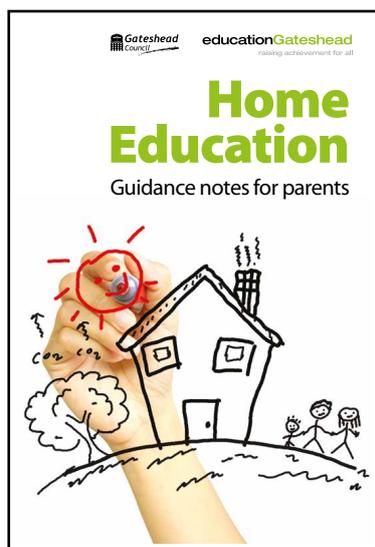
- Assessment, diagnosis, and intervention on a range of mental health issues.
- Intensive response and home-based treatment for those children and young people whose mental health is causing significant concern.
- An intensive Eating Disorder Service to support children and young people on the eating disorder pathway who are at risk of an inpatient admission.
- A comprehensive transition support package to those young people who are approaching their 18th birthday and may need continuing support as adults.
- Training, consultation, support, and advice to front line staff working in targeted services for children.

Home education

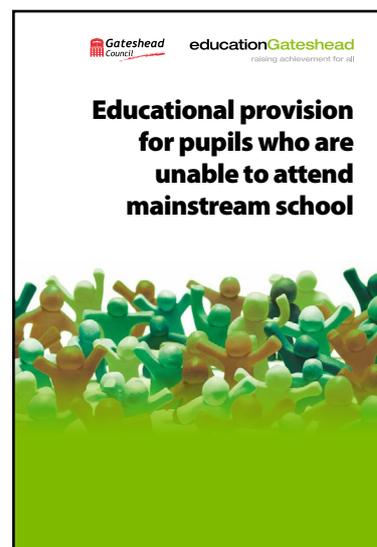
Contact ehe@Gateshead.gov.uk or call 0191 433 8745.



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SENDIASS - Gateshead SENDIASS

Barnardo's (www.barnardosendiass.org.uk)

Phone: 0191 478 4667

Email: daiss@barnardos.org.uk

They offer free impartial, confidential information and advice for children and young people aged 0-25 and their parents and carers where a child or young person has or may have special educational needs or disability.

Monday - Thursday, 9am - 5pm and Friday, 9am - 4:30pm.

Gateshead Parent Carer Forum (PCF)

[Gateshead Parent Carer Forum](#) is an organised volunteer group of parents and carers of disabled children and young people who have a variety of special educational needs and disabilities living across the Gateshead borough. The Gateshead Parent Carer Forum is publishing regular newsletters aimed at keeping local parent carers up to date regarding about services, activities and support groups available to them.

Contact info@gatesheadparentcarerforum.co.uk for more information.

Phone: 07865 354 162

Facebook: [Gatesheadpcf](#)

[Back to contents](#)

Paediatrician:

School:
SENCO:

Family GP:

People involved with:

Childs name:

Parent/Carer Tel:



USEFUL CONTACTS

<p>Bladder and Bowel Service (Children's) 0191 4458417 Ghnt.gegatesheadbb@nhs.net</p>	<p>Hartmanns re-order line: (nappies / products) 01706363358 Customer services 0800 0289495</p>	<p>Early Years Assessment and Intervention team (including portage) 0191 4338734</p>	<p>Children & Young People Service (for mental health advice and referral) Single Point of Access: Tel 0303 123 1147 For urgent help ring: 0191 246 6913</p>
<p>Queen Elizabeth Hospital 0191 4820000</p>	<p>Parent Carer Forum info@gatesheadparentcarerforum.co.uk</p>	<p>Children's Community Nursing Service 0191 2834660 Evenings / weekends: 07790934372</p>	<p>HINT (High incidence needs team) Tel 0191 4338530 SENITSupportTeam@gateshead.gov.uk LINT (Low incidence needs team) Tel 0191 4338640 SENITSupportTeam@gateshead.gov.uk</p>
<p>Occupational Therapy 0191 4335058</p>	<p>SENDIASS 0191 4784667 diass@barnardos.org.uk</p>	<p>Speech & Language Therapy 0191 4456667</p>	<p>SEN Team (for EHCP enquiries) senteam@gateshead.gov.uk 0191 433 3536</p>
<p>Physiotherapy 0191 4453124</p>	<p>Newcastle Hospitals (including Great North Children's Hospital) 0191 2336161 Ask for relevant department</p>	<p>Speech & Language Therapy 0191 4456667</p>	<p>Children & Young People Service (for mental health advice and referral) Single Point of Access: Tel 0303 123 1147 For urgent help ring: 0191 246 6913</p>

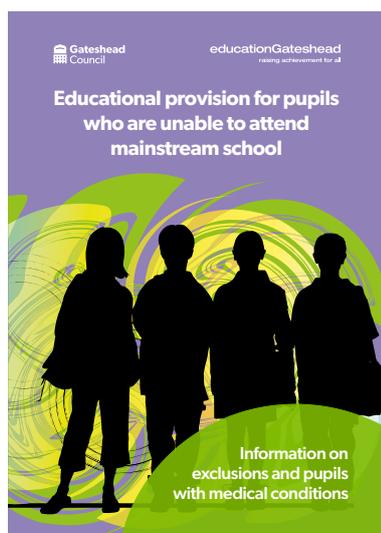
Useful Documents

[Back to contents](#)

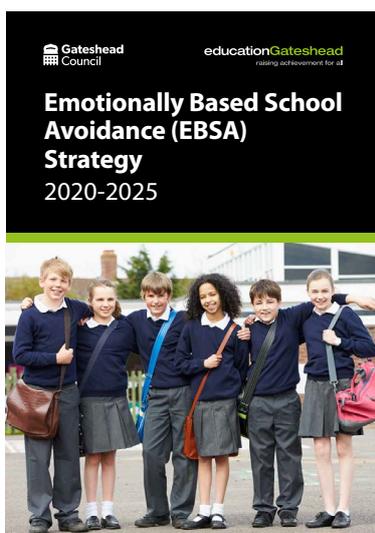
Useful Documents

These documents have been produced to provide information, guidance and support for both you, as a SENCO and for the families you work with as well as all of the paperwork required for an Annual Review. The Annual review forms and templates can all be located on the Local Offer.

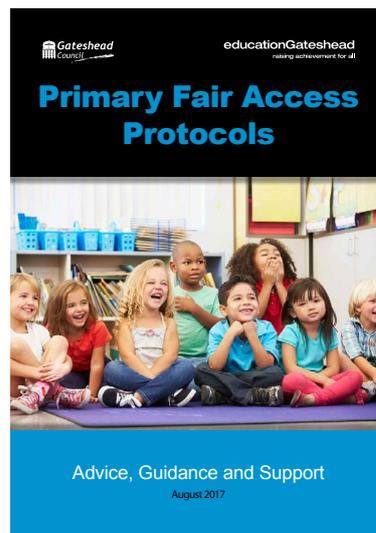
[Forms and Templates - Gateshead Local Offer SEND 0 to 25 years \(gateshead-localoffer.org\)](http://gateshead-localoffer.org)



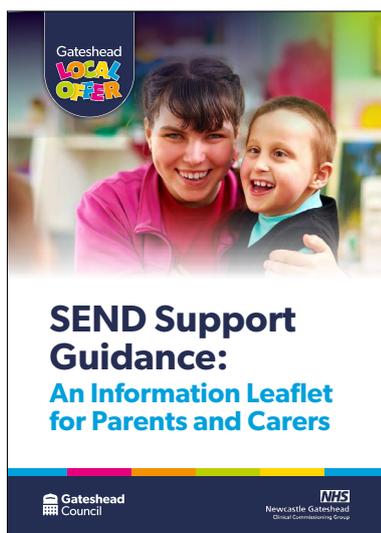
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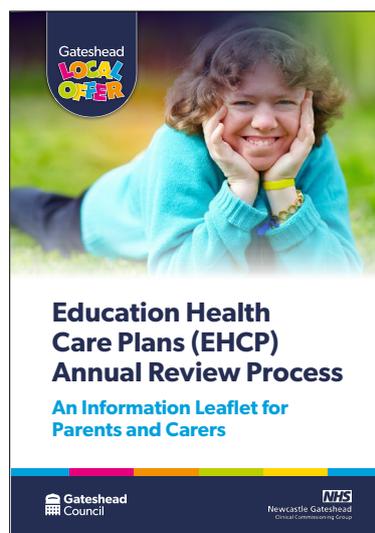
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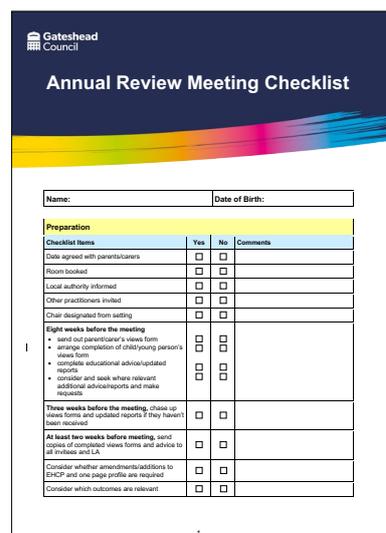
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[Back to contents](#)

Gateshead Council Children, Adults and families

Annual Review of Education, Health and Care Plan Educational Advice (from YR 9)

This must be circulated to those invited to the meeting at least 2 weeks before the date of the meeting

Name: _____ Date of Birth: _____
 School/College: _____ Year Group: _____

Levels of Attainment
 (Record the progress for pupils, please indicate sub-levels/P levels/profile scores as appropriate)

Key Stage Profile
 Please complete the appropriate column.

Prime Areas	Key Stage profile score
Personal, Social and Emotional Development	
Making Relationships	
Self Confidence and Self Awareness	
Managing Feelings and Behaviour	
Physical Development	
Moving and Handling	
Health and Self-care	
Communication and Language	
Listening and Attention	
Understanding	
Speaking	
Specific Areas	
Literacy	
Reading	
Writing	
Mathematics	
Number	
Shape, Space and Measure	
Understanding the World	

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Gateshead Council Care, Well-being and Learning, education/Gateshead

Annual Review of Education, Health and Care Plan Educational Advice

This must be circulated to those invited to the meeting at least 2 weeks before the date of the meeting

Name: _____ Date of Birth: _____
 School/College: _____ Year Group: _____

Levels of Attainment
 (Record the progress for pupils, please indicate sub-levels/P levels/profile scores as appropriate)

Nursery/Foundation Stage Profile
 Please complete the appropriate column.

Prime Areas	Nursery profile score	Foundation Stage profile score
Personal, Social and Emotional Development		
Making Relationships		
Self Confidence and Self Awareness		
Managing Feelings and Behaviour		
Physical Development		
Moving and Handling		
Health and Self-care		
Communication and Language		
Listening and Attention		
Understanding		
Speaking		
Specific Areas		
Literacy		
Reading		
Writing		
Mathematics		
Number		
Shape, Space and Measure		

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Gateshead Council Children, Adults and Families

Education, Health & Care (EHC) Plan

Name: _____

PHOTO Known as _____
 Date of birth _____
 Gender _____

Address _____
 Postcode _____
 Tel no. _____ NHS/NI number _____

Current educational placement _____
 Date of first final plan: _____
 Date of this final plan: _____
 Annual Review due: _____

Gateshead VOCAZ QUEST **NHS** Newcastle Gateshead Clinical Commissioning Group

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Gateshead Council Care, Well-being and Learning, education/Gateshead

Education, Health and Care Plan Statutory Annual Review Meeting Record

Personal Details:

Child/young person's name: _____
 Contact school/college: _____
 Date of birth: _____ Page: _____ NC Year: _____
 NHS Number: _____
 Address: _____

Name(s) of parent/carer(s): _____
 Address if different from above: _____

Tel: _____
 Email: _____
 Date of review: _____
 Is the child/young person looked after? Yes No

Recommendations from the review meeting (to be considered at the end of the meeting):

- The Local Authority should cease to maintain the EHC Plan:
 - a) Support will be provided using the school's own resources
 - b) The young person is or will be no longer in receipt of education
 - c) Other (please specify)
- Are amendments needed (use tracked changes on the current EHC Plan and attach a copy if not) Please use Guidance section at the end of this document to categorise if changes required are minor or major.
 - a) No changes required
 - b) Minor changes required
 - c) Major changes required
- A change of educational provider is anticipated because:
 - a) The child/young person is approaching a transfer to their next phase
 - b) There has been significant changes in the child/young person's needs (comprehensive evidence is needed from appropriate specialists)

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Gateshead Council Health Advice and Outcomes Template

Education, Health and Care Plan Needs Assessment

PLEASE NOTE: YOU MUST TYPE INTO THIS TEMPLATE AND SEND IT ELECTRONICALLY IN WORD FORMAT. HAND WRITTEN ADVISE WILL NOT BE ACCEPTED.

Please send your completed template with the specified template to: care@gateshead.gov.uk

Please attach any relevant health documentation such as assessment information, diagnosis letters etc.

Child's Name _____
Date of birth _____
NHS Number _____
Name of service _____
Name of Professional completing advice _____
Designation _____
Date advice completed _____

Summary of Health Involvement
 Please give a short history, including assessments carried out (or due to be carried out), including dates. Please include previous, ongoing and any planned interventions.

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Gateshead Council Children, Adults and Families
 Education, Schools and Inclusion, SEND Service

SEND Panel Referral Form

Request for an Education, Health and Care Plan (EHCP)
 (Revised June 2020)

Section 1: Contact Details

Child/young person

Surname: _____ Forename: _____
 Date of birth: _____ Gender: Male Female

Home address: _____
 Postcode: _____

Is this a professional referral? Yes No

Name of Professional completing advice: _____
 Name of GP: _____
 GP Practice Address: _____
 NHS Number: _____
 Unique pupil no: _____ Language spoken at home: _____

Parent/carer(s)

Name of parent/carer: _____ Name of parent/carer: _____
 Address of parent/carer: _____ Address of parent/carer: _____
 Telephone number: _____ Telephone number: _____
 E-mail address: _____ E-mail address: _____

Page 1 of 12

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EHCP Review Social Care Update

EHCP Review Social Care Update

Child's Name _____
 Date of Birth _____

Allocated social worker/ Lead practitioner _____
 Team/Organisation _____

Case status: LAC/CWDT/CP/ Early help/ TAF _____
 Contact Details _____

Date information completed _____

Date of Review _____ Are you attending? _____
 Child/ Young Person's SEND eg Autism _____

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Annual Review Meeting Checklist

NHS Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust

Child's Name _____
 Address _____
 Child's NHS Number _____
 Date of Birth _____

Name of Service _____
 Name of Professional completing advice _____
 Position _____
 Contact Details _____

Date information completed _____

PLEASE REVIEW SECTION C OF THE PLAN AND PROVIDE UPDATED INFORMATION

Summary of Relevant Mental Health History relating to the child/young person's SEN
 e.g. Diagnostic assessment and treatment pathways including support

Caring | Discovering | Growing | Together

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Back to contents

Useful Policies and Procedures

[Back to contents](#)

School admissions

(This has been written so it can be shared with parents/ carers too)

School admissions can be stressful for any family. The choice parents have is often limited by where they live, complex admission arrangements and increased pressure on school places in the area. Families with disabled children may have additional concerns about whether a school will include their child, keep them safe and give them the help they need to learn.

Most children with special educational needs and disabilities (SEND) will get a school place [in the same way as children without SEND](#). There is a different system for children with an [Education Health and Care \(EHC\) plan / statement of special educational needs](#). We'll look at both.

Children without an EHC plan

Most children with special educational needs (SEN) do not have an EHC plan. They are supported from the help generally available in the school. These children must go to mainstream school, and they will get a school place through the normal admissions system.

Normal admissions round

This is when children start school for the first time or move to a different phase of education, for example from primary to secondary school. Admissions are coordinated centrally by the local authority where the child lives. There is a single national deadline for secondary applications (31 October) and one for primary applications (15 January).

When applying for your child, you will need to fill in a single form and state the schools you'd like in order of preference. You can apply for schools outside your own local authority if you want to, but you still use your own local authority's form.

The information on your form is then passed to the schools to decide whether they can offer your child a place based on their oversubscription criteria.

Oversubscription criteria

Many schools have more applicants than places available and use oversubscription criteria to decide which children have priority.

Criteria for community schools and some church schools are set by the local authority. Criteria for all other state-funded schools are set by the governors of the school. It is important to check the oversubscription criteria to see how likely your child is to get a place. You should include as a back up at least one school in your list where your child has a good chance of a place.

Common criteria are:

- Looked after or formerly looked after children (children who are or have been in council care); these children must get first priority
- Children who have a brother or sister already at the school
- Distance of the school to your home address; children who live closest to the school will get priority

Faith schools generally give priority to children of that particular faith. You may need to fill in a separate form with details of religious practice, for example church attendance. Other schools may select children on the

basis of academic potential or offer a set number of places to children with an aptitude in sport, music or languages.

Parents sometimes ask if their child can get priority because of a disability, medical condition or special educational need. All schools must admit children with an EHC plan that names the school, but other children with SEN do not automatically have priority. Most local authorities have an expectation that all schools in the area are able to cater for common difficulties.

Some schools do have a criterion for exceptional social or medical need, but this is not universal, and such criteria can be hard to meet. You are likely to need professional evidence that your child's needs cannot be met in any other school. It is important to submit evidence of this when you apply.

Offer of a school

The schools you've listed will each decide whether they can offer your child a place. The local authority will consider these offers against your preferences, along with everyone else's. And on national offer day (1 March for secondary, 16 April for primary), you'll get a single offer of a school.

Your offer will be the highest preference school on your list that can give your child a place. If none of your preferences can offer your child a place – because too many other children are higher up on the oversubscription criteria – you'll be offered another school. This is likely to be the nearest school with places still available. Usually there will be a form to fill in to confirm that you accept the school offered.

In-year applications

If you have moved into an area outside of the normal admissions round, or if you want a change of school for your child, this is known as an 'in-year' admission. The process for this varies between areas and schools. Not all in-year admissions are co-ordinated by the local authority, so you may need to apply directly to the school. Contact the admissions section in your local authority for more details. As a general rule, if a school has a place available they cannot refuse to admit your child.

What if I'm not happy with the school offered?

If you are not happy with the school you have been offered, don't panic. There are a number of things you can do:

- Keep your child on the waiting list for any schools you originally applied for; sometimes there is quite a bit of movement before September
- Put in a new application for other schools not on your original list
- Appeal for any school where you applied and were turned down

We advise that you accept the school place offered if you can, even if you aren't happy with it. This will ensure that your child at least has a guaranteed school place if other options fail.

Appeals are made to an independent appeal panel. You must be given at least 20 school days to submit your appeal. The panel considers the appeal in two stages:

1. Was the admissions procedure carried out fairly in your child's case? If it was not, for example if the criteria were not applied correctly, the panel will look at whether your child should have been offered a place. You may win the appeal at this stage.
2. Could the school reasonably admit your child over their normal numbers? Would any disadvantage to your child not going to that school outweigh the disadvantage to the school in taking another pupil?

Note that if your appeal is for an infant class (year R, 1 or 2) that already has 30 children in it, the panel can only uphold your appeal if there has been a mistake and your child should have been given a place.

Can a school refuse to take a child because they are disabled?

As a general rule, no. School admissions are covered by the Equality Act. If you are going through the normal admissions system, a school cannot refuse to take your child because they have a disability or SEN, if your child would otherwise have qualified for a place under the admission criteria.

Can a school refuse to admit a child without an EHC plan?

A school cannot refuse to admit a child on the grounds that the child may need an EHC plan but hasn't yet got one. If the school is full, however, or you are low down on the oversubscription criteria, it may only be possible to get a place by having an EHC plan that names the school.

My child is due to start school next year but doesn't yet have an EHC plan – what do I do?

You will need to go through the normal admissions system in the first instance and make sure you get your application in on time. You may otherwise miss out on a school place. If your child does get an EHC plan before starting school, you will have another chance to ask for a school at that point. See the section below on children with EHC plans.

Children with Education, Health and Care (EHC) plans

The admissions system for children with EHC plans is different; you do not go through the normal admissions system.

Instead, part of the process of getting an EHC plan involves getting a 'named' school. This means that you can express a preference for the school you want at the time you first get the EHC plan or when your child moves to a different phase of education.

You can also ask for a change of school at an annual review. This also applies to children who still have statements under the old system.

Naming a school or college in an EHC plan

When you get a draft EHC plan, the name of the school in section I will be left blank. You will be asked for your preference of school, which might be mainstream or special.

You have a right to express a preference for any school in the following categories:

- Maintained schools (community schools and voluntary-aided or controlled schools)
- Academies and free schools
- Further education colleges
- Non-maintained special schools (independent but generally run not-for-profit)
- Approved independent schools or colleges on the government's 'section 41' list

The local authority must then consult with your preferred school; that normally involves sending the school a copy of the EHC plan and reports. The school will give an opinion about whether they can meet your child's needs, but the final decision on whether to name a school lies with the local authority.

The local authority must name your preference as long as it is:

- Suitable for your child's age, ability, aptitude and special educational needs
- Not incompatible with:
 - The efficient education of other children
 - The efficient use of resources (too expensive)

If it is named on the EHC plan, the school must give your child a place.

If you want a school or college that is completely independent then you can ask the local authority to consider it. This is called 'making representations'. The school will need to agree to take your child, and you will probably have to prove that no other school is suitable.

Sometimes your local authority may not name the school you want. This could be for a reason such as:

- Your child doesn't fit the profile of the children for whom the school caters, for example in terms of level of learning disability
- Taking another child would impact on the education of others in the school; the local authority cannot refuse simply because the school is "full" – they must give reasons why the education of other children would be affected if the school admitted your child as an additional pupil
- Your child has challenging behaviour that would impact on other children
- The school you want is very expensive and the local authority considers that your child's needs can be met in a school that costs less

Right to mainstream

There is a general right in law to a mainstream school place if this is what you want. If you say that you want mainstream and the local authority cannot name your preferred school, it then needs to look more widely at other mainstream schools in the area.

The local authority can only name a special school against your wishes if:

- Admitting your child to a mainstream school would be detrimental to the efficient education of other children, **and**
- There are no steps that the school or local authority can take to overcome that disadvantage

The local authority cannot refuse mainstream outright on the grounds of that it is 'not suitable'.

Moving to secondary school or post 16 education with an EHC plan

If your child is moving to secondary school or leaving school to go to college, you must be asked for your preference for the next stage of education. Options are likely to be discussed at the annual review before transfer.

There are set legal timescales for the local authority to name the new school/college for entry in September. These are:

- 15 February for Year 6 to secondary
- 31 March for post 16

SEND Policy

(this has been written so it can be shared with parents/ carers too)

Broadly speaking a policy can be defined as ‘an expected principle and course of action adopted by an organisation in relation to a specific area’. The DfE published advice on the policies and documents that governing bodies and proprietors of schools are required to have by law, i.e. statutory policies. ([Statutory Policies for Schools 2014](#)).

Ofsted may check the schools’ website for this document as part of pre-inspection checks and would definitely check if the school was either a special school or a mainstream school with an enhanced provision for SEND.

Policies should be based on a shared understanding of:

- Why the school exists (its **mission**)
- What it believes to be right (its **values**)
- What it is trying to achieve (its **vision**)
- What it is going to do to make this a reality (its **aims**)
- The underpinning rules that will guide action (**principles**)
- The practicalities of implementation (**policies and procedures**)

In effect a policy should include:

- **Status** – statutory, expected or recommended
- **Purpose** – a brief statement referring to relevant local guidelines, national regulations and the school’s own values, vision and aims
- **Consultation** – list of groups, individuals and documents consulted. This is useful when the policy needs revising
- **Cross-references** to other documents – a more coherent approach can be achieved by linking with other policies
- **Roles and responsibilities** of headteacher, staff and governors – the core and most detailed part of the policy
- **Monitoring and evaluation arrangements** – what evidence would demonstrate success and how and when it will be brought to the attention of the governing body
- **Date established** by governing body
- **Date for review**
- **Signature** of Chair of Governors (or Chair of Committee)
- Schools must publish their SEND policy which sets out how the provision for SEND will be delivered.
- It should be published on the school’s website.
- Children, young people and their families should be consulted.
- It needs to be updated at least every three years.

SEND Report to Governors

The Special Educational Needs and Disability (SEND) Code of Practice does not make any specific reference to what governors should be told about SEND.

The Governance Handbook explains that it is a Headteacher's job (and in maintained schools a legal duty) to give the governing body all the information it needs to deliver its core functions effectively.

The report should be compiled by the SENCO and SEN Governor and presented to the governing body annually. This should be published on the school website.

Ofsted will have an expectation that governors have regular reporting on SEND and are likely to look closely where reporting is only carried out annually. Key information on progress relating to SEND may, however, be included in other reports provided by leaders. Ofsted inspectors will check that governors are able to make well-informed judgements about the 'big picture' of progress and outcomes for SEND pupils.

The report to the board of governors should be presented at least on an annual basis and the expectation would be that it would be written by the SENCO and the SEN Governor. The report will include details on the provision for, and progress of, pupils with SEN and/or disabilities at the school along with confirmation of the funding received, any staff development and work undertaken with external agencies and the impact that this has had on outcomes for the pupil.

Lorraine Petersen, Education Consultant and former Chief Executive Officer of NASEN suggests the report to governors should contain the following:

- An update on the school's move to the new SEND system.
- How the school identifies pupils with SEND.
- The pupils' progress. (This needs to include progress relating to behaviour + attendance and by key groups within SEND (including SEN support / EHCP / prior attainment so that governors have a complete overview))
- SEND funding.
- Staff development.
- Work with external agencies.

And the TES online forum suggests the following are included:

- Current numbers of the SEN register at the different stages (but not their names)
- Identification procedures for pupils with SEN
- Staffing arrangements for pupils with SEN
- Staff training
- Use of resources
- How pupils with SEN are ensured access to the curriculum
- Provision being made for individuals
- Progress on any parts of the School Improvement Plan relating to SEN
- Progress with the implementation of the SEN policy
- Whether statutory reporting requirements are being met
- Liaison with external agencies and support services
- Links with special/mainstream schools
- Communication with parents

The SEND Information Report

Technically this is a written, annual account of something that has been achieved or completed.

The SEND Code of Practice (DfE, 2015) states:

*'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.'*

Ofsted will check the schools website for this document, which must be named as the SEN or SEND Information Report, as part of pre-inspection checks.

In effect it is an account of the implementation of the policy, not what is aspirational.

What must the Information Report include?

The SEN Code (2015) sets out on page 93 (para 6.74) that the information report **must** include information about:

- the kinds of special educational needs that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN.
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

In addition consideration should also be given to:

- Children and young people looked after by the local authority who have SEN and how the curriculum has been made accessible.
- Schools must publish a SEN information report as detailed in section 6.79 of the CoP and [The Special Educational Needs and Disability Regulations 2014- Schedule1 \(Regulation 51\)](#).
- The report should be co-produced that is, developed together with parents, CYP, governors, school staff and other stakeholders.
- School should ensure that the information is easily accessible by parent carers and young people and is set out in clear, straightforward language (section 6.81).
- It needs to be reviewed and updated on an annual basis.
- Schools should also make data on levels and types of need within the school available to the local authority, although there is no specific requirement for this to be a part of the schools' SEN information report (section 6.83).

Is there a set format?

Schools have the autonomy to decide the format; as long as the above points are covered and the format is accessible and children, young person and parent friendly. The SEND Code of Practice (2015) stresses the use of plain language.

Mental Health

[Back to contents](#)

Mental health: Useful websites and resources

The following list of helpful resources and organisations is intended as a useful guide for information purposes only. It is not an exhaustive list.

Action for Happiness

www.actionforhappiness.org

Anna Freud Centre - www.annafreud.org

Hub of Hope - www.hubofhope.co.uk

Kooth - www.kooth.com

Mind - www.mind.org.uk

MindEd - www.minded.org.uk

Youthhealthtalk! - www.healthtalk.org

Young Minds - www.youngminds.org.uk

Young Minds Parents' helpline

www.youngminds.org.uk/find-help/for-parents/parents-helpline

Heads Together

www.headstogether.org.uk

MIND-UP - www.mindup.org.uk

My Happy Mind

www.myhappymind.org.uk

Place2Be - www.place2be.org.uk

DEPRESSION

Charlie Waller Memorial Trust

www.cwmt.org.uk

MoodKit

www.thriveport.com/products/moodkit

Positive Penguins (aimed at 8-12 year olds) -

www.positivepenguins.com

ANXIETY

Anxiety UK - www.anxietyuk.org.uk

No Panic - www.nopanic.org.uk

OCD-UK - www.ocduk.org.uk

MindShift - www.anxietycanada.com/Mindshift-CBT

SAM - www.sam-app.org.uk

EATING DISORDERS

Anorexia and Bulimia Care (ABC)
www.anortexiabulimiacare.org.uk

Boy Anorexia

www.boyanorexia.com

www.beateatingdisorders.org.uk

www.recoverywarriors.com/app

Useful Apps

Dragon in the Attic (for children)

The app is developed by GPs and a group of Year 6 children in Wakefield NHS Trust. Aims to teach 8-12 year olds how to make healthy choices for their mind and body.

Moodometer - an interactive mood diary for monitoring and understanding emotional wellbeing.

Stress heads - approved by NHS Choices. This app aims to help 16-25 year olds identify and cope with stress.

Cyberbullying - www.tootoot.co.uk

ADHD - www.themix.org.uk

Useful Checklists

[Back to contents](#)

Dyscalculia - Key Stage 1 and 2 Checklist

Name:

DoB:

Class:

The DfE defines dyscalculia as: 'A condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.'

Research suggests that 40-50% of dyslexics show no signs of dyscalculia. Children with dyscalculia can learn the sequence of counting but may have difficulty counting back or counting on in 2s and 3s etc.

How can you tell if they might be dyscalculic? Look out for the following signs, but remember: not all children have the same cluster of difficulties and abilities and children who have to have dyscalculia do not necessarily have dyslexia.

General

Have aspects of dyslexia. (also see Dyslexia – Key Stage 1 and 2 Checklist)

Mathematics

Finds corresponding numbers and objects difficult. e.g. 4 and 

Struggles to count and calculate quickly.

Cannot memorise basic number facts easily. E.g. $4 + 6 = 10$

Finds counting in 2s, 5s and 10s etc. difficult.

Shows confusion with number order, eg units, tens, hundreds.

Is confused by symbols such as + and x signs.

Has difficulty remembering anything in a sequential order.
e.g. tables, days of the week, the alphabet

Difficulty learning and remembering times tables.

May reverse numbers. e.g. 2 or 5

Is not developing problem solving skills.

Does not use maths vocabulary.

Cannot make comparisons such as more than or less than.

Cannot estimate numbers and quantities.

Cannot measure things.

Time

Has difficulty in learning to tell the time.

Shows poor time-keeping and general awareness.

Has poor personal organisation.

Has difficulty remembering what day of the week it is, birth date, seasons of the year, months of the year.

Difficulty with concepts – yesterday, today, tomorrow.

Dyslexia - Key Stage 1 and 2 Checklist

Name

DoB:

Class:

Do any of your pupils struggle with spelling, writing, reading or mathematics? Do they not progress as quickly as their classmates – or worse, not seem to progress at all? There are obvious inconsistencies in these individuals, many of them exhibiting abilities alongside weaknesses. You have been teaching well and hope that, like other pupils in your class, this child will improve their basic skills over time; but you see little or no change.

How can you tell if they might be dyslexic? Look out for the following signs, but remember: not all dyslexic children have the same cluster of difficulties and abilities. Watch out for strengths in areas of creativity and/or highly developed verbal skills.

General

- Speed of processing: spoken and/or written language slow.
- Poor concentration.
- Has difficulty following instructions.
- Is forgetful of words.
- Has difficulty remembering anything in a sequential order eg tables, days/week, alphabet.

Written Work

- Has a poor standard of written work compared with oral ability.
- Produces messy work with many crossings out.
- Is persistently confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w.
- Has poor handwriting, possibly with 'reversals' and badly formed letters.
- Spells a word several different ways in one piece of writing eg wipe, wype, wiep, wipe.
- Makes anagrams of words eg tired for tried, breaded for bearded.
- Produces badly set-out written work, does not stay close to the margin.
- Has a poor pencil grip.
- Produces phonetic and bizarre spelling that is not age/ability appropriate
- Uses unusual sequencing of letters or words.

Reading

- Makes poor reading progress.
- Finds it difficult to blend letters together.
- Has difficulty in establishing syllable division or knowing the beginnings / endings of words.
- No expression in reading.
- Comprehension poor.
- Hesitant and laboured in reading, especially when reading aloud
- Misses out words when reading, or adds extra words.
- Fails to recognise familiar words.
- Loses the point of a story being read or written.
- Has difficulty in picking out the most important points from a passage.

Mathematics (see Dyscalculia – Key Stage 1 and 2 Checklist)

DfES 1184-2005 Taken from Learning and teaching for dyslexic children / Session 1: Access strategies **Primary National Strategy**

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Sensory Audit

Name:

DoB:

Class: CoP:

Sensory processing organises the sensations from one’s own body and the world around us. For some children, their sensory integration does not develop as it should and may affect their sight, hearing, smell, touch, taste or spatial awareness. Children can experience hypersensitivity (excessive and undesirable reactions) or hyposensitivity (under-responsive and difficulty in processing responses) to stimuli. This checklist aims to identify sensory processing issues. It is not a diagnostic tool and professional advice should be sought. Also bear in mind the child’s age, developmental stage and ability. **Highlight all that apply.**

Proprioception – Input / feedback informing movement, body position, weight, movement, spatial awareness

Hypersensitive

- Resists activities that provide resistance
- Dislikes walking or climbing
- Likes soft food
- Appears physically weak
- Moves slowly
- Feels small movements as large extreme movements
- Easily becomes dizzy and sick
- Avoids hugs
- Doesn’t like to wear shoes
- Doesn’t like tight fitting clothes
- Tires easily
- Dislikes rough and tumble play
- Becomes anxious around unpredictable movement
- Drops to ground
- Avoids cracks in pavement
- Avoids walking on certain textures

Hyposensitive

- Unable to keep still, very fidgety, craves movement
- Poor fine motor skills
- Walks on toes or stomps feet
- Likes jumping / trampolining / bouncing on furniture
- Enjoys bear hugs – on own terms
- Rocks, spins, flaps, takes risks
- Loves rough / tumble play, tackling / wrestling games
- Has sleeping difficulties
- Difficulties manipulating small objects - tying laces
- Clumsy, everything is done with too much force
- Enjoys falling off objects
- Likes being wrapped in blanket / firm touch / massage
- Grinds teeth
- Exerts too much pressure when handling objects
- Unaware of personal space / body position in space
- Wears clothes (belts, shoelaces) as tight as possible

Vestibular – Contributes to our balance system (inner ear) and our sense of spatial orientation

Hypersensitive to movement (Over-responsive)

- Fear of heights
- Fear of lifts / walking upstairs / uneven surfaces
- Dislikes head being tipped back (washing hair)
- Dislikes sudden movement / anxious if moved suddenly
- Fears challenges to balance (being pushed / falling)
- Dislikes playground equipment, ladders, slides, swings
- Avoids active games (PE) avoids games requiring balance
- Travel sickness
- Dislikes stop and start of car
- Dislikes change of position, avoids rotating movements

Hyposensitive to movement (Under-responsive)

- Rocks, spins, hops, runs or bounces rather than walks
- Can’t keep still
- Like fast rides
- Likes roundabout
- Spins self, possibly for hours and doesn’t get dizzy
- Enjoys being thrown in air
- Enjoys rough and tumble
- Seeks balancing activities
- Likes climbing
- Poor balance

Visual – sensitivity to lights, difficulty focusing, distracted by stimuli

Hypersensitive to visual input (Over-responsive)

- Child covers eyes / withdraws from bright lights
- Avoids certain / bright colours
- Gets headaches from lights / reading / watching TV
- Looks down
- Focus on detail
- Pays attention to small details
- Poor eye contact
- Prefers dark areas / playing in the dark
- Avoids looking at TV or computer screen
- Difficulty matching / sorting objects
- Seems not to see objects on busy pictures
- Constantly scans visual information
- Finds coloured lenses useful when reading

Hyposensitive (under-Responsive / Difficulty With Tracking, Discrimination or Perception)

- Has difficulty distinguishing certain letters – p/q. b/d, x/+
- Makes reversals in words – saw/was, no/on
- Loses place when reading or doing maths problems
- Difficulty in seeing different colours, shapes, sizes
- Seeks bright lights / flickering lights
- Likes shiny objects / colourful resources
- Rubs eyes hard / inappropriate staring
- Uses peripheral vision / sees double
- Watches repetitive movements
- Enjoys flicking lights on and off
- Like watching sand falling and water
- Lines up objects

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Checklist of Behaviour

This test will help to identify areas of difficulty, devise behaviour targets measure progress over time.

Name: _____ DoB: _____
 Class: _____ CoP _____
 Audit Date: _____ Audit Teacher: _____

Not at all	Rarely	Sometimes	Fairly often	Always
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1: Learning Behaviour / Attention and motivation

He/she can give appropriate attention to an adult (Good listening skills)	1	2	3	4	5
He/she can start their work straight away	1	2	3	4	5
He/she can ignore distractions	1	2	3	4	5
He/she can stay on task without a lot of adult reminders	1	2	3	4	5
He/she can actively participate in lessons	1	2	3	4	5

2: Learning Behaviour / Organisation Skills

He/she can manage their own things: drawer; equipment; lunch box	1	2	3	4	5
He/she can follow regular routines	1	2	3	4	5
He/she can move to the next activity without support	1	2	3	4	5
He/she can work at a reasonable pace	1	2	3	4	5
He/she can present work neatly	1	2	3	4	5

3: Learning Behaviour / Communication Skills

He/she can alter their tone of voice/volume appropriately	1	2	3	4	5
He/she makes appropriate eye contact	1	2	3	4	5
He/she can speak clearly	1	2	3	4	5
He/she can follow instructions	1	2	3	4	5
He/she can use and respond to body language appropriately	1	2	3	4	5

4: Learning Behaviour / Group Work Skills

He/she can work with others in a small group without adult supervision	1	2	3	4	5
He/she can work with a partner	1	2	3	4	5
He/she can listen to what other children have to say	1	2	3	4	5
He/she can accept disappointment if they are not chosen by others in the class	1	2	3	4	5
He/she can wait for a turn	1	2	3	4	5

5: Learning Behaviour / Seeking Help Skills

He/she can work independently until the work gets difficult	1	2	3	4	5
He/she can put up their hand to get help if they need it	1	2	3	4	5
He/she can wait for help without distracting other children	1	2	3	4	5
He/she can make good choices about how to access help when they are stuck	1	2	3	4	5

1: Conduct behaviour / Approach Towards Adults

He/she can be helpful	1	2	3	4	5
He/she can listen without interrupting	1	2	3	4	5
He/she can be polite towards adults	1	2	3	4	5
He/she can apologise without a reminder	1	2	3	4	5
He/she can accept instruction without complaint	1	2	3	4	5

2: Conduct Behaviour / Approach Towards Pupils

He/she can play in a large group of children	1	2	3	4	5
He/she can speak nicely to other pupils	1	2	3	4	5
He/she can be trusted not to bully other pupils	1	2	3	4	5
He/she can accept responsibility without blaming others	1	2	3	4	5

Transition Self Evaluation Form - Primary Schools

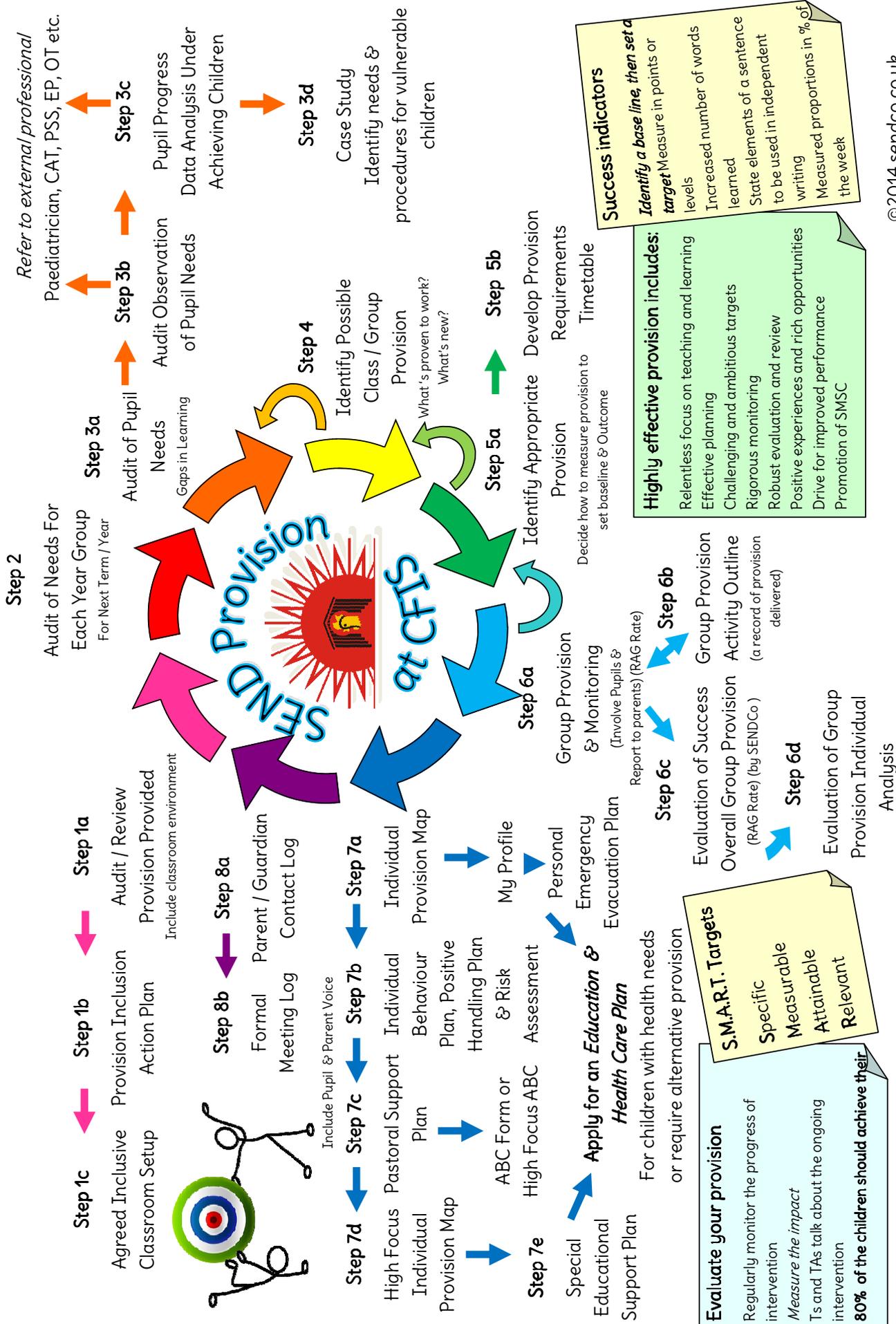
- * For each section please select one of the 3 options that is relevant to your school's current practice.
- * If you have selected 'Sometimes' or 'Never' for any of the questions and feel as a school you could improve upon these specific areas, please look in the appropriate 'Resources' section ie, 'Support for Schools' for relevant resources, worksheets and links to assist you in improving this process.
- * If you have selected 'Always' and feel that you have examples of good practice that could be added to this bank of resources then please contact Joanna Marshall.

		Never	Sometimes	Always	Your Rating	Action Plan
Section 1 Support for Schools	Do you have a Transition Co-ordinator?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Does each secondary school visit your school to speak to the children and staff?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you have a year 6 exit questionnaire?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you have a Transition Policy?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you provide secondary schools with transfer information for all pupils?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you provide secondary schools with safeguarding information on all relevant pupils?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Does the primary school designated Transition Officer visit the children in the first term of Year 7?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you complete a transition/moving on booklet or worksheets with each child?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		

Transition Self Evaluation Form - Secondary Schools

** For each section please select one of the 3 options that is relevant to your school's current practice.
 * If you have selected 'Sometimes' or 'Never' for any of the questions and feel as a school you could improve upon these specific areas, please look in the appropriate 'Resources' section ie, 'Support for Schools' for relevant resources, worksheets and links to assist you in improving this process.
 * If you have selected 'Always' and feel that you have examples of good practice that could be added to this bank of resources then please contact Joanna Marshall.*

		Never	Sometimes	Always	Your Rating	Action Plan
		Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
Section 1 Support for Schools	Do you have designated Head of Year responsible for transition ?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you visit each primary school to speak to the children and staff?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you have a year 7 transition questionnaire ?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you have a Transition Policy?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you provide a welcome booklet for new year 7 children?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you request details of all pupils from primary schools?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Do you have a standardised form for primary school's to complete regarding transferring pupil information?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		





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