



SEND Guidance

A summary for parents and carers of children and young people with special educational needs and disabilities (SEND) in the Royal Borough of Windsor and Maidenhead

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Royal Borough
of Windsor &
Maidenhead



**achieving
for children**



Introduction

Welcome to Achieving for Children's guidance about how we work with special educational needs and disabilities (SEND).

This booklet has been co-produced by parents, PaCiP, the Children and Young People Disability Service, the Information, Advice and Support (IAS) Service and the NHS.

This guide aims to take you through the various pathways you might experience if your child has special educational needs and/or disabilities. More detailed information is available from the **Local Offer website: tinyurl.com/yaxevf8d**

Some children with SEND may need an education, health and care plan (EHCP). They have replaced statements of special educational needs and support children up to the age of 25.

An EHCP identifies education, health and social care needs, and sets out the additional support needed to meet those needs. Where educational need is the primary need, the intention is to have just one plan.

The Children and Young People Disability Service (CYPDS) is part of Achieving for Children and is the name of the specialist team in Windsor and Maidenhead that works with young people with special educational needs and disabilities aged 0-25. The team consists of social workers, family workers and assessment coordinators. They have responsibility for all aspects of EHCPs, from making your application through to supporting your child into adulthood.

The specialist family workers and social workers also work with families where children have SEND. They offer support such as respite, short breaks and also are responsible for any safeguarding issues.

You can contact them on cypds@achievingforchildren.org.uk or 01628 685878.

About this booklet

When your child has an EHCP, or is being assessed for one, it can feel quite complicated and confusing. We have created this booklet to help you understand what happens and when.

The intention is to provide detailed, accurate and consistent information for families and professionals.

You can get the latest version of this booklet from the **Local Offer website**: tinyurl.com/yaxevf8d

Up-to-date, electronic versions of the forms relating to EHCPs, annual reviews and SEN Support should be accessed on the Local Offer website. This booklet provides a quick overview of the guidance, which you can see in full on the Local Offer.

The Berkshire Healthcare Foundation Trust NHS local offer is available **here**: tinyurl.com/ya8q6woh

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1 SEN Support in early years, schools and colleges of further education (settings)

SEN Support is the term used to describe a staged approach used by a school or college to provide additional support and resources to children and young people who need more than the usual level of support. You will sometimes see this staged approach described as the graduated response. Schools and colleges receive additional funding to help children and young people with special educational needs and disabilities.

When a child or young person is being supported through SEN Support, AfC's SEND team is not involved. However, other AfC staff may be working with your children at the request of the school, for example, an educational psychologist.

SEN Support must be based on a four part cycle and must involve the parents, child or young person at all stages.

- ASSESS** The school or college will assess the needs of the child or young person.
- PLAN** The school or college then writes a SEN Support plan (the views of the family or young people must be included).
- DO** The plan is then put into action and progress monitored.
- REVIEW** The plan is reviewed at least three times a year to work out how well the support has worked. As a result of reviews, the plan may be changed, continued or stopped.

Who does what in SEN Support?

EDUCATIONAL SETTING

- Monitors progress to identify children who may have special educational needs
- Writes the child's or young person's SEN support plan
- Agrees regular updates with parents, carers and children
- Puts in place the support
- Formally reviews the support plan every term, involving the child and parents or carers.
- Involves professionals in the process
- Discusses any concerns about the child's progress with the educational setting
- Makes sure the SENCo knows about any other professionals who support your child
- Reviews your child's SEN support plan and understand your role in it
- Attends review meetings and phone calls

A SEN Support plan should contain details of the child's needs, set out outcomes or targets that the child is working towards, and spell out the provision or support the school is putting in place. Schools can record this information in many different ways. Provision may be extra equipment (eg, sensory toys) or advice from professionals (eg, speech and language therapist). It may be small group work (eg, handwriting classes) or some support during the school day (eg, at play or lunch time). The provision should help the child work towards the agreed outcomes.

Health services work collaboratively with school staff, families, children and young people to build confidence by enabling them to support their needs effectively in their schools and homes. This will be achieved through a combination of whole school, small group and/or one-to-one input.

The support will vary depending on the child's or young person's changing needs and their setting. More detailed information can be found here: tinyurl.com/ya8q6woh – where you can also find a number of useful toolkits and advice to support your children.

Children's health care services may be clinic-based, but many of the services, including speech and language therapy, work with Achieving for Children to provide support in schools and early years settings. This can range from training to individual support for a child or young person.

If, during a review, the extra support does not appear to be helping the child to progress, a different type of provision should be discussed and planned. The progress towards outcomes should always be documented in the SEN support plan.

For children or young people who have more complex needs, the 'Assess, Plan, Do, Review' process may illustrate a need for further support in the form of an EHCP. The evidence in the SEN Support plan is an important document for the education, health and care (EHC) needs assessment.

The law also requires that educational settings make 'reasonable adjustments' so that children with SEND are not disadvantaged.

Other professionals including the health service may support the adjustments required, eg, by advising on appropriate seating including wheelchairs, or by supporting young people who use communication aids.

PARENTS AND CARERS

- Involve professionals in the process
- Responsibility to communicate with schools or settings

PROFESSIONALS

- Provide advice and guidance to teachers and SENCOs around needs, outcomes and provision
- Provide training and resources to schools on implementing support for children with SEN support

2 Support at Early Years stage

This is support for children who have special needs identified before the age of 2.

If you are concerned about the progress of your child, you should speak to your GP or health visitor who can then refer you for assessment and support.

Support is also available in from AfC's Early Years SEND Inclusion Service: tinyurl.com/yajorshu

Once a child has started nursery, the SENCO at the nursery will ensure that the right support is put into place using the same Assess, Plan, Do, Review approach as schools (see Section 1).

Early years settings are able to meet the needs of most children without additional support; however, if the setting does need support they should access AfC's Early Years SEND team. Inclusion funding can be accessed via this team. If a setting needs additional support for a child they can access the SEN Inclusion Fund via the Early Help Hub: tinyurl.com/yc5yrpf6



Who does what in Early Years?

NURSERY

- Talks to the parents to understand their child's needs
- Provides appropriate support to the child
- Contacts AfC's Early Years Team for advice and funding
- Contacts the Early Years Area SENCo
- Supports the family with preparing an EHCP request if needed

PARENTS AND CARERS

- Speak to your GP, health visitor or nursery if you have any concerns about your child
- Ensure your child has had the appropriate referrals to professionals
- Use the Local Offer website to find more information
- Keep early years settings updated on your child's development outside of the setting

AfC's EARLY YEARS AND CYPDS TEAM

- Signposts parents whose child will need support on appropriate route to take
- Provides funding and support to early years settings for children with SEN

OTHER PROFESSIONALS

- Assess the child's needs and provide support as required
- Provide advice and guidance to the family and/or nursery
- Provide professional support, social work or family work
- All children will have access to a health visiting service
- Health provision in early years may include specialist nursing, paediatricians, dietitians, occupational therapy, speech and language therapy and physiotherapy depending on the child's needs. The health professionals will assess the child's needs and provide appropriate input which may be advise on strategies to parents, carers and early years providers, or may include group or individualised support in the child's home or setting

3 Education, health and care plans (EHCPs)

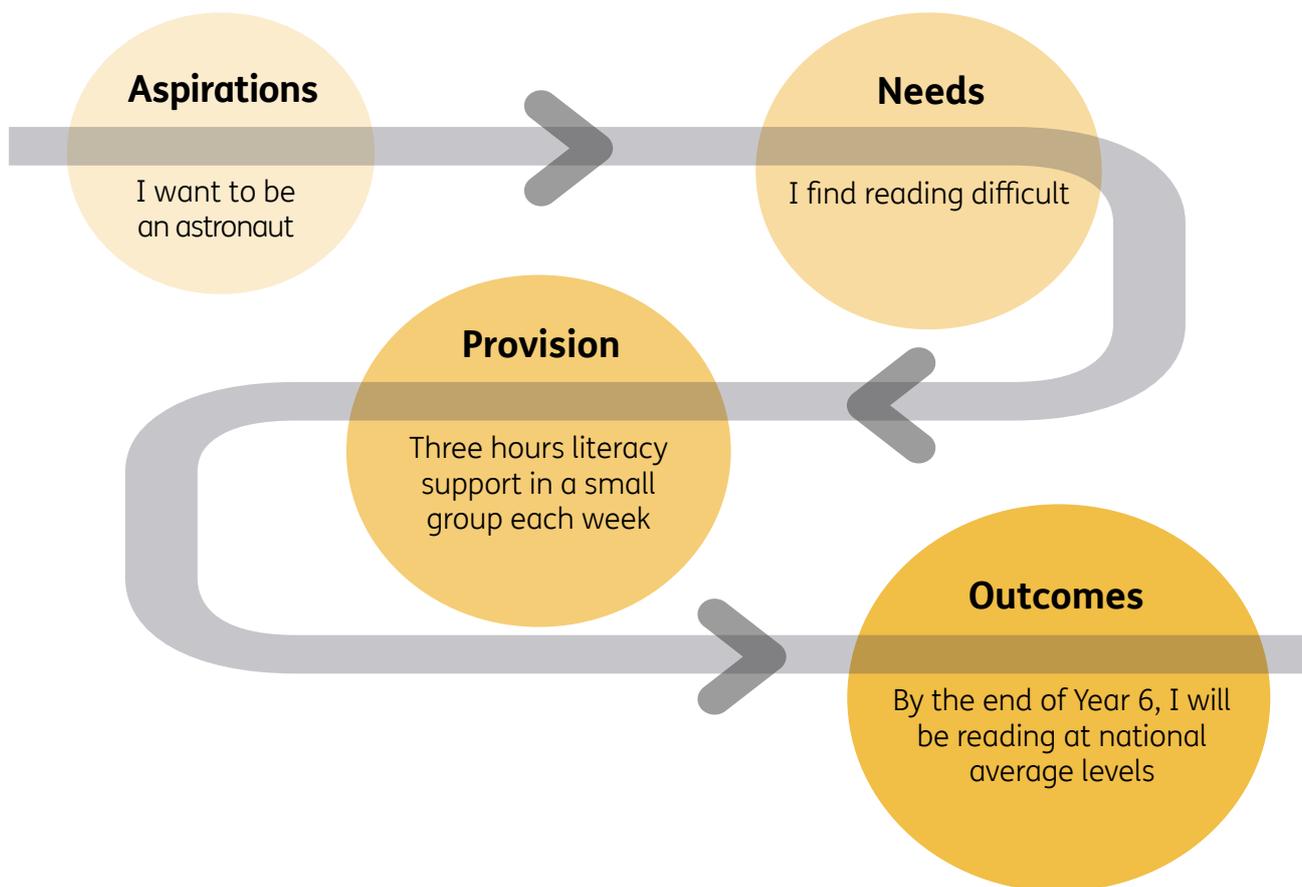
This is a plan that sets out support and provision for children and young people who need more than can be provided through SEN Support, in order to access education.

An EHCP is a legal document which sets out a description of a child's or young person's needs (what they can and cannot do) and what support or services will be provided by education, health and/or social care to meet those needs.

The EHCP contains the name of the school or other educational setting and, if requested, may detail a personal budget.

A child or young person can have an EHCP up to the age of 25 years providing they are making progress in education or training. The EHCP is based on an assessment of the hopes and ambitions of the child or young person, and an assessment of their education, health and social care needs. Outcomes should be SMART: Specific, Measurable, Achievable, Realistic and Timely, and move a young person towards preparing for adulthood.

You may wish to contact the **Information Advice and Support (IAS) Service** for impartial advice and support with the EHCP process (see page 15).



Who contributes to an education, health and care plan?

SCHOOL OR COLLEGE

- Discusses the need for an EHCP with the family and complete the EHC needs assessment request form. This can happen at a multi-agency meeting, attended by other professionals like speech and language therapists
- Supports the family with completing the forms
- Provides evidence of need using outcomes from SEN Support interventions

PARENTS, CARERS AND YOUNG PERSON

- Review and contribute to EHC needs assessment request paperwork. (Parents or a young person may also submit their own)
- Provide supporting evidence from professionals for needs assessment.
- Help the child or young person to complete Section A (contribute to defining 'outcomes')
- Give views on the draft EHCP
- Name preferred educational placement

AfC's CYPDS TEAM

- Reviews the request for an EHC needs assessment and prepares a case for a decision to be made by a multi-agency panel, which is led by a designated officer, on whether to proceed or not
- Guarantees a face-to-face meeting with family, carers and child at the assessment stage
- Conducts the EHC needs assessment, asking for input and advice from a range of professionals and the family and child or young person
- Writes the final plan, with input from family, young person and professionals. This should take no more than 20 weeks

OTHER PROFESSIONALS

- Wherever possible attend the review meeting where an EHC needs assessment request is being discussed
- Provide professional advice in written format relating to needs, outcomes and provision
- Help the family, carers, child or young person to understand their draft plan

4 Annual review of EHCPs

This is a formal review of progress against the targets and outcomes written in the EHCP.

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

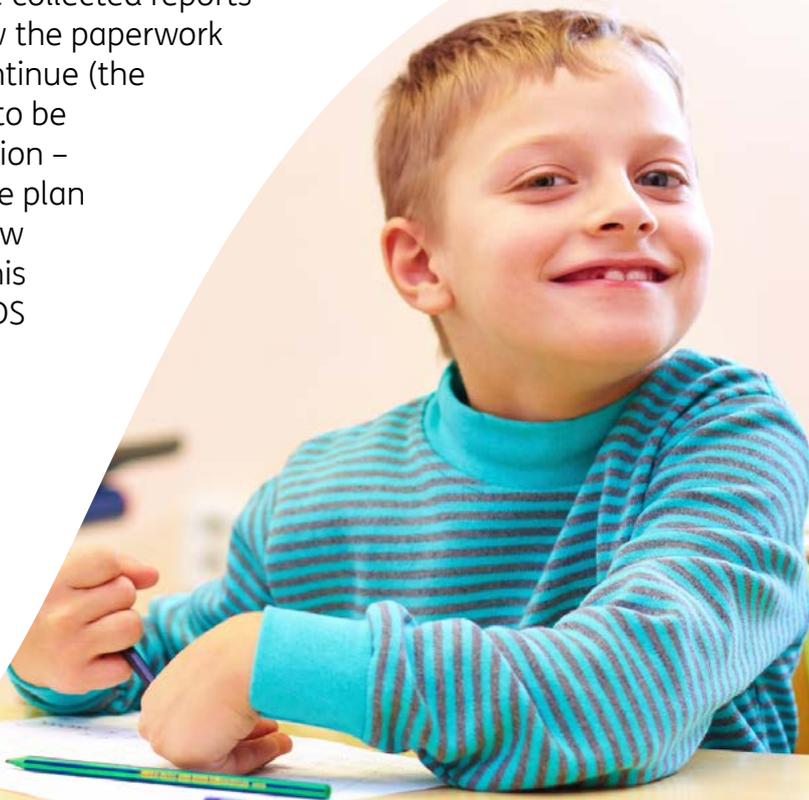
The school or college is responsible for organising the annual review meeting. You must be given at least two weeks' notice and you can ask for the date to be moved if it does not suit you. It is good practice to give around six to eight weeks' notice of the annual review as this means that professionals have sufficient time to prepare their reports and for the SENCo to circulate them before the meeting.

Before the annual review meeting, you, the child or young person, your child's teachers and other professionals will be asked by the SENCo to submit a report describing progress against outcomes and any changes in needs, provision or outcomes that they think necessary. It is important that someone takes the time to ensure that your child understands what the annual review is for.

Other professionals might be a speech and language therapist, specialist teacher, social worker or family worker. You and your child may choose to make your report in a non-written format, eg, printed format or a film. These reports should be reviewed at the meeting and any significant changes needed to the EHCP.

Following the meeting, the SENCo should complete the annual review form and send this along with the collected reports to the CYPDS team at AfC who will review the paperwork and decide whether the EHCP should continue (the majority of cases) and whether it needs to be updated. CYPDS must confirm their decision – whether to update, maintain or cease the plan – in writing within four weeks of the review meeting. If the plan is to be amended, this must be done within eight weeks of CYPDS making the decision.

You may wish to contact the IAS Service for help in preparing for an annual review. The IAS Service can also help your child present their views.



Who does what in the annual review?

EDUCATIONAL SETTING

- Organises the annual review meeting
- Requests written advice from everyone invited to the meeting relating to progress against outcomes and changes in needs or provision
- May help the child or young person and family produce their report
- Circulates copies of the written advice and reports to be discussed, at least two weeks before the meeting
- Documents the review, including progress against outcomes and any changes needed to the EHCP
- Submits paperwork to CYDPS team at AfC

PARENTS, CARERS AND YOUNG PERSON

- Attend the meeting. Request that it is moved if unable to attend
- Submit the parent and young person report prior to the meeting
- If considering a change of educational placement, take some time to investigate options
- On receipt of the amended plan, respond with comments within 15 days

AfC's CYPDS TEAM

- Ensures that an annual review meeting is held for every child or young people with an EHCP
- Reviews the EHCP documentation with regard to the annual review
- Updates the plan if required (or cease if no longer required)
- Sends out the updated plan for comment within six weeks of the meeting
- Will attend some annual review meetings

OTHER PROFESSIONALS

- Provide information and advice (in written form) prior to the annual review meeting
- Attend the annual review meeting if possible
- Discuss and agree any changes to outcomes, needs and provision
- Review the amended plan if changes are made

5 Preparing for adulthood

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

Options post 16 include:

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

At CYPDS, we have a dedicated Preparing for Adulthood Team, consisting of an educational specialist team manager, family workers, and social workers. Their aim is to not only work with families, carers and young people on their educational outcomes, but also to support independent living, community inclusion and health and to offer support to the family with managing transition to adulthood.

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

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

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

Advice will be given on:

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

The Local Offer also provides more information.

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



Who does what in preparing for adulthood?

SCHOOL, COLLEGE OR TRAINING PROVIDER

- Should buy in independent impartial advice and guidance up to the age of 25 for young people with an EHCP
- Holds the annual review meeting, including Preparing for Adulthood targets
- Assesses progress against EHCP targets
- Discusses next steps with parents, carers and young person

PARENTS, CARERS AND YOUNG PERSON

- Start to think about what they might like to do after age 18
- Research some of these options
- The young person can contribute to developing their Preparing for Adulthood outcomes
- Make contact with any schools, colleges or other providers that you might like to attend

AfC's CYPDS TEAM

- Ensures that an annual review is completed and has Preparing for Adulthood outcomes
- Carries out an adult assessment if required or requested
- Attends annual reviews at key points in transition
- Supports with transition, eg, travel training
- Signposts to PfA services within AfC
- Supports care leavers who have had an EHCP

OTHER PROFESSIONALS

- Provide support for transition to adult social care or health services
- Contribute to transitioning to adult services
- Provide professional reports and updates for annual reviews

6 What is the Local Offer?

The purpose of the Local Offer is to enable parents, carers, children and young people to see clearly – from a single, up-to-date website – services available to local families and how to access them.

The Local Offer covers services from birth to 25 years, across education, health and social care. It describes state-funded, charitable and private services and services outside the area which are used by local families.

You can access the Local Offer website here: tinyurl.com/yaxevf8d

JARGON BUSTER - find more on the Local Offer website

Achieving for Children (AfC)	Provider of children's services in Windsor and Maidenhead (jointly owned by the Royal Borough and Kingston and Richmond councils)
Assessment summary	The working document using the EHC template. The assessment summary will become the EHCP if AfC decide to issue, otherwise it will be issued as feedback
Assessment Coordinator	The individual working within the SEND Team at Achieving for Children who coordinates the creation and maintenance of EHCPs
EHC Needs Assessment	A statutory process undertaken by the local authority (Achieving for Children) to determine what support a child or young person needs, normally resulting in the issue of an EHCP
SENCo	Special Educational Needs Co-ordinator: a specialist teacher with an additional qualification in SEN
SEND/SEN	Special educational needs and disabilities/Special educational needs
CYPDS	Children and Young People Disability Service
EHCP	Education, health and care plan
IAS	Information, Advice and Support Service

This guidance has been co-produced by parents, Achieving for Children, the Children and Young People Disability Team, PaCiP, the Information, Advice and Support (IAS) Service, and the NHS. Please do not save on to your local computer as it may go out of date.

7 Partners and Carers in Partnership (PaCiP)

PaCiP is Windsor and Maidenhead's local parent carer forum 'working together to improve provision and outcomes for children and young people (0-25) with special educational needs and disabilities'.



What do we do?

PaCiP is a group of welcoming, forward-thinking parents and carers whose goals are:

- To be involved with education, health and social care leaders, to make a difference to the provision and outcomes for our children and young people
- To be proactive in identifying opportunities that will improve the outcomes for our children and young people and that have the relationships within education, health and social care to get these listened to in a considered way.

PaCiP is in a unique position. Our aim is to bridge the gap between families and services. Through effective collaborative with the people that provide services and support to our children and young people we work together to enable them to achieve to their maximum potential

Contact us

Phone: 07375 993151

Website: www.pacip.org

Email: contact@pacip.org

Facebook: @pacipforum

8 Information, Advice and Support (IAS) Service

The IAS Service provides free and confidential information, advice and support to families living in the Royal Borough. We are here to help parents and carers of children and young people aged 0-25, who might be worried about their child's additional needs and how these can be met. Our trained advisers can give you and your child information and guidance on a range of matters relating to SEND, including education, health and social care.



How can we help?

We aim to provide you and/or your child with the help that is right for you.

This may include:

- Listening to your views and concerns or just talking things through
- Answering your questions
- Discussing your rights and responsibilities
- Helping you feel more confident to express your views and to participate in planning and decisions
- Helping with forms, letters and reports
- Helping you prepare for meetings and/or attending meetings with you
- Supporting you through formal assessments and reviews
- Providing support and advice to help resolve disagreements
- Signposting you to other local sources of support

Contact us

Confidential helpline: 01628 683182

Email: ias@rbwm.gov.uk

Website: www.ias-rbwm.co.uk

Facebook or Twitter: @iasrbwm

Everyone Matters

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

Inclusion Charter for children and young people

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

Services welcome and value all children, young people and their families to...

So you can....

Make sure that you feel listened to and treated with respect

Have your say and feel safe

Work together to understand and support any reasonable adjustments that you may need

Belong to a community, such as your local school, leisure centre, club, etc

Talk with you and your family to help us understand your needs and solve problems together

Feel understood and helped to achieve your best

Speak to other professionals who support you, so you only have to tell your story once

Tell someone what you want to achieve and how we can help

Understanding equality, diversity and inclusion (Equality Act 2010)

