



Lime Wood
Primary School

SEND INFORMATION

Ignite the spark, reveal the champion



CONTENTS

- What is SEND?
- What is the graduated approach?
- Universal, targeted and specialist provision
- Education, Health and Care Plan (EHCP)
- Raising concerns
- Process to receive support
- Consent
- Early Intervention Team
- External agencies
- Parental support services



What are the main areas of SEND?



Communication and Interaction

Specific Learning Difficulties (SPLD) e.g Dyslexia, Dyscalculia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulty (PMLD).



Cognition and Learning

Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).



Sensory and/or Physical Needs

Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD).



Social, Emotional and Mental Emotional Health

Depression, Attention Deficit Hyperactivity Disorder (ADHD), eating disorders, anxiety disorders, mental health issues, and social disorders.

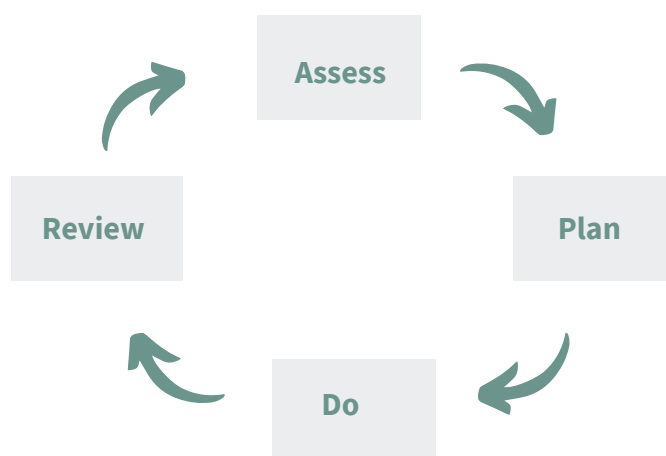


What is the graduated approach?



The graduated approach

The graduated approach is a cycle (sometimes referred to as the graduated response) is a process through which earlier decisions and actions are revisited, refined and revised, leading to a better understanding of the child's needs and what supports them in making progress and securing good outcomes. The graduated approach has four stages: assess, plan, do and review.



Assess

Teacher and internal assessments/experiences/knowledge of the child, screening tests, specialist assessments, curriculum attainment with comparison to peers and national data, behaviour records, caregiver and child's views and experiences.

Plan

To decide the evidence-based intervention(s), support and reasonable adjustments for children need to be in place and a review date agreed and recorded.

Do

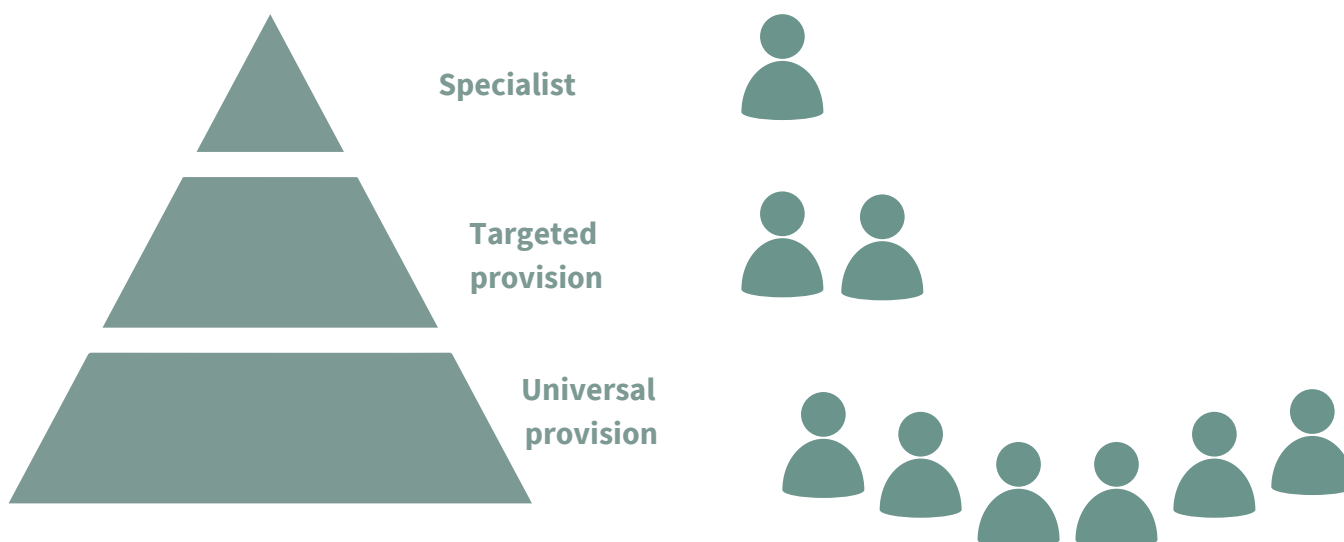
Teachers, teacher assistants or wellbeing team will be responsible for leading, planning and assessing the interventions. SENCO will provide support and guidance.

Review

Evaluation to determine if the support has been effective and review the impact on the agreed outcomes. Review is key to decide if further assessment or support is needed or to remove the child from the SEN support.



What is the graduated approach?



Specialist

A few pupils may require specialist support in order to make progress. This is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people to access the National Curriculum

Targeted provision

For some pupils requiring additional support, when a need is identified. Pupils may be included in individual or group interventions. . If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress

Universal provision

All pupils have support to develop their skills within the classroom and school setting as part of good practice. This level should also enable effective early identification of pupils who may be struggling.



What is an Education, Health and Care Plan (EHCP)?



Education, Health and Care Plan (EHCP)

The EHCP is a legal document to support children who need more support than can be provided through SEN support. The EHCP is a single document that describes the child's strengths and needs in a multi-disciplinary and holistic way. The voice of the child and caregiver is fundamental in the application for an EHCP; they must be co-creators in the process.



There is a range of evidence the Local Authority will expect to see, including:

- The views, wishes and feelings of the child and caregivers.
- Evidence of their attainment or progress information about their nature, extent and cause of their SEN.
- Evidence of the graduated approach ([What is the graduated approach? Information provided on page 2](#)).
- Evidence of the extent of the support that is different to or additional to that usually provided.
- Evidence of their physical, social, emotional and mental health needs with evidence from professionals and what they have done to meet those.



Process to apply for Education, Health and Care Plan (EHCP)

No



As a caregiver, you can fill the EHCP form and send it to specialneeds.ELS@bexley.gov.uk or hand it to the Civic Office.

Do you want support from the school to apply for an EHCP?

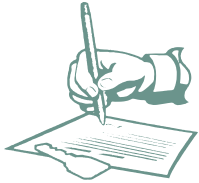
Yes



Call the Office and ask to speak with Miss Ingrams (SENCO). A date will be arranged to discuss parental views and you will receive support and information through the application process.



What is the process to apply for an EHCP?



The EHCP request is completed and send it to the Local Authority

Once a request has been received, the information and evidence will be gathered and discussed by a SEN Panel. The Local Authority will write to you within 6 weeks of receiving this request form. They will advise you on the Local Authorities decision on whether they will undertake the assessment.



The Local Authority decision: not agreed to assess

An Education, Health and Care needs assessment will not take place. You can discuss this decision with the SENCO- Miss Ingrams- and support will be given with disagreeing with the decision through the SEND tribunal.



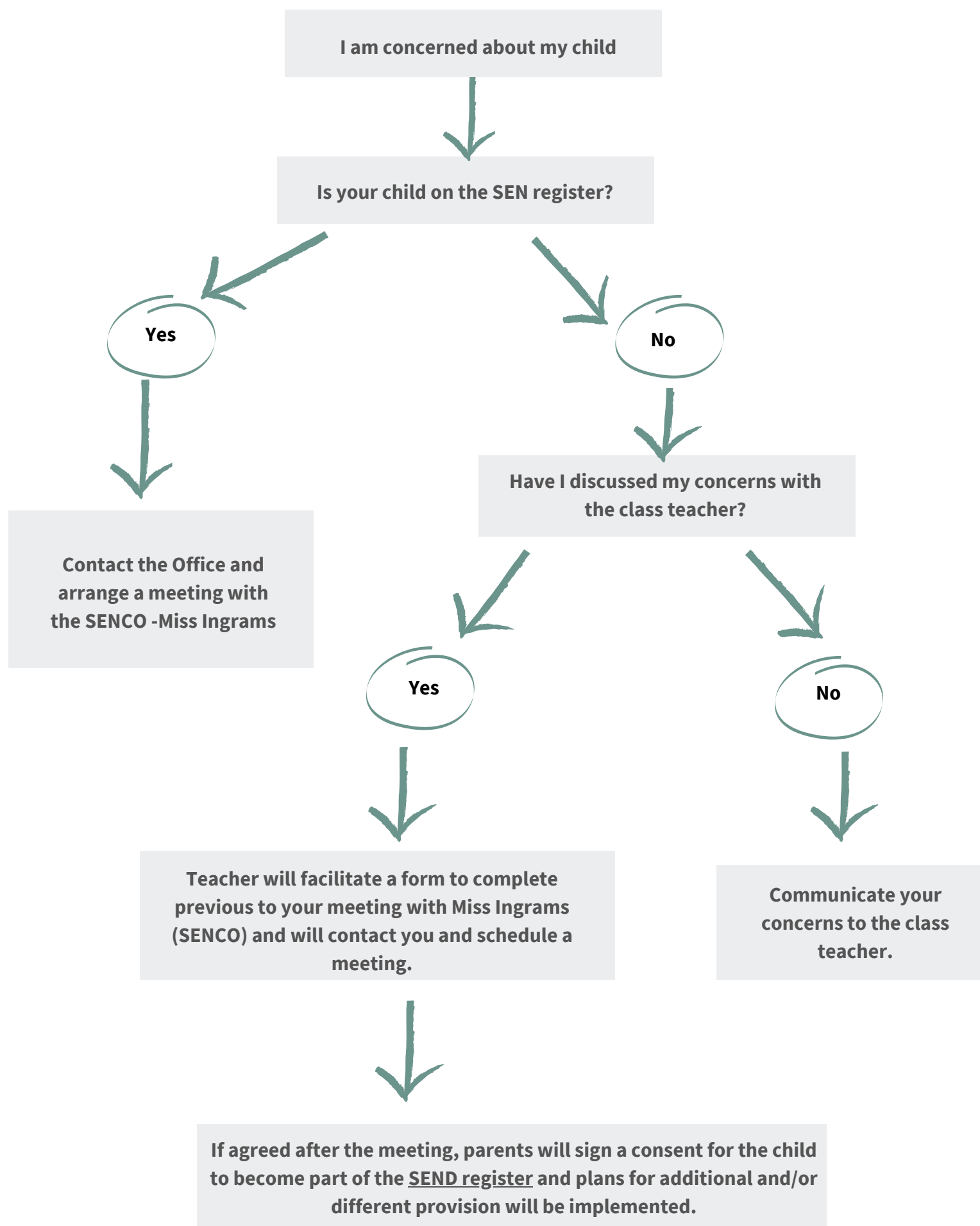
The Local Authority decision: agreed to assess

Weeks 4 to 10
Assessment gets underway and professionals will be asked for reports
Weeks 11 to 12
Co-production (previously known as a multi-agency) meeting takes place
Weeks 13 to 16
A decision will be made whether on not a final EHC Plan is required
Weeks 17 to 20
Final EHC Plan is issued



Good practice for the EHCP

- Children are allowed to meet without caregivers so they can talk without influence
- Children's views are equal to those professionals and caregivers
- Outcomes should follow the child's aspirations



I discussed my child with the SENCO

Do you agree that your child would benefit from the involvement of external agencies?

No

Yes

Your child could benefit from interventions in the schools. E.g.: small groups, regular check-ins with the Wellbeing Team.

What happens next?

1. The SENCO will ask you to sign a consent form.
2. Once signed, the SENCO will send the referral to the external agency
3. If the referral is approved, the external agency will set a date to start working with your child



The majority of external agencies inform parents periodically about their child's progress, but if you haven't received any update contact the Office with your request.

The SENCO will try to respond your query as soon as possible.

Consent



The SENCO will ask you to sign specific forms for your children to receive support from the Early Intervention Team (EIT) or specific external agencies from Oxleas NHS Foundation.



Why do I need to give me consent again?

You could be asked to sign a consent form that you have signed in the past. Sometimes new consent or up to date information is needed in a new academic year.



What happens if I don't give consent?

You are free to decline consent or ask to remove consent at any point. Without parental consent, the school can not give your child access to external agencies. If you remove consent, your child will stop receiving services from the external agency.



What does it mean if I give my consent for the school to discuss my child?

Consultations between external agencies and schools are confidential. By giving consent for the school to discuss your child with external agencies, you are also giving consent for external agencies to record this on the Oxleas NHS Foundation Trust clinical records system.

Early Intervention Team



The Early Intervention Team (EIT) is a multi-disciplinary service who works with Bexley schools supporting children aged 3 to 18 who need extra help to thrive in school. This can involve meetings with adults who know the child, observations, assessments or one to one work with the child. They can also signpost schools to additional services for children and their families where it is thought helpful.

1 →

Educational Psychologists (EPs) - undertake detailed consultation and assessments of children in the context of school, to explore any difficulties with learning the child or young person may be having, as well as identifying strengths.

2 →

Additional Educational Needs/Special Educational Needs Partner - is a teacher who can support school staff with early identification of learning needs for students where schools are uncertain of how to best support progress.

3 →

Social, Emotional and Mental Health (SEMH) Partners - They undertake observations to help identify potential social and emotional or behavioural difficulties that prevent learning and suggest strategies and interventions for supporting the child.

4 →

Special Educational Needs (SEN) Strategic Support Partners - experienced SENCOs who support schools by looking at school systems and data to help children and young people who are having difficulties with learning

5 →

Early Intervention Team Managers - teachers with experience in inclusion and SEN who line manage the multi-disciplinary Early Intervention Team members and coordinate the termly planning meetings with the school



Community Paediatrics Service



A team of specialist children's doctors who work closely with other professionals in health and other agencies. They see children with a variety of medical conditions that may have an impact on their development and learning. They hold clinics at Queen Mary's Hospital, Erith District Hospital and Murchison Clinic.



Child and Adolescent Mental Health Services (CAMHS) - Provides mental health assessment and treatment services to children, young people and their families/carers living in the borough of Bexley. It also provides advice, consultation and support to the other individuals and agencies involved in children's care.



The Community Health and Well-being Service (CHeWS) - CHEWS is part of Bexley CAMHS. CHEWS work in schools by helping them plan and care for the emotional well-being of their pupils. CHEWS do this mostly by discussing children and young people who are struggling with their emotions and/or behaviours in order to find how best the school can support them.

Mental health support in schools and colleges (MHSTs)
MHSTs deliver evidence-based interventions for mild to moderate mental health issues, support senior mental health leads to introduce or develop a whole school or college approach and give timely advice to school and college staff, and liaise with external specialist services, to help children and young people get the right support and stay in education.



Joint Communication Team - JCT support children and young people with communication difficulties who attend mainstream schools. By helping your child to communicate to the best of their ability JCT hope to improve learning, social skills and independence



Speech and language therapists

Speech and language therapists assistants

External agencies



Advisory Service for children on the Autism Spectrum - support children and young people with ASD to achieve social inclusion, meet their educational potential and go on to make a positive contribution to the wider community.



This is a post-diagnosis service. If your child does not have a diagnosis and you have concerns, a referral needs to be made to the Community Paediatrics Service



The Hearing Impaired Service is part of the Specialist Teaching Services team based at the Civic Offices. Our staff have specialist qualifications and training in the education of Deaf and Hearing Impaired children. We have one qualified Teacher of the Deaf and two HI Specialist Support Assistants working in the service.



JUMP AHEAD PLUS TEAM - This team is made up of Health and Educational professionals- (Occupational therapists, Physiotherapists and an Advisory teacher) to offer support and advice for children with motor co-ordination skill difficulties.



External agencies



SLD Visual Clinic - a service is for children with specific learning difficulties such as Dyslexia and Developmental Coordination Disorder. This service can help children with symptoms when reading such as frequent headaches, blurring of print, double vision, distortion within text such as movement of words, glare from the page, missing words or lines, etc. A routine eye examination may not reveal an abnormality but an assessment by an orthoptist with specialist knowledge of reading problems may find visual control or co-ordination problems that can be treated.



Horizons Academy Bexley provides high quality education and support to pupils in Key Stages 1-4, who have been permanently excluded or are at risk of exclusion from their mainstream school. They also provide a short-term provision at our Satellite Centre for learners, who are unable to attend school because of a medical need.



How can external agencies help?

- Information and training for school staff
- Direct support/ training to plan the classroom and social environment
- Activities to support schools with implementing programmes within the school
- Care plans to be delivered by school staff and parents
- Individual and group work for your child for functional skills for example / handwriting programmes / sensory circuits / seating / eating and drinking / dressing / attention for learning and more
- Referral for specialist intervention for example Seating; Sensory issues
- Guidance on resources needed for the child's development
- Therapy programmes specifically tailored to your child's needs
- Support early years and school staff with functional skills target setting
- Contributing to Annual Review/TAC meetings
- Environmental assessments on your child's access within your child's school
- Provision of specialist seating equipment

Parental support services

Bexley SNAP

At Bexley Snap, they offer SEN children and young people aged between 1 Year and 25 years an exciting and varied programme of clubs to provide parents and carers support, guidance, and regular breaks from their caring responsibilities.

Phone: 01322 334 192

Email: admin@bexleysnap.org.uk



Bexley Voice

Bexley Voice are a voluntary group of parent/carers of children and young people (age 0-25) with special/additional needs and disabilities (SEND) living in the London Borough of Bexley.

They provide an opportunity for parent/carers to express their views and input into the planning and delivering of SEND services. They signpost, support and empower families to obtain the best possible care and services.

Phone: 07512409936 (Term-time only)

Email: bexleyvoice@hotmail.co.uk



IASS

IASS are statutory services offering information, advice and support to parents and carers of children and young people with special educational needs from birth to age 25. They have a role in making sure that parents' views are heard and understood and that these views inform policy and practice.

Email: iassn@ncb.org.uk

SENDIASS

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

Phone: 0203 319 2163

Email: lewisham@kids.org.uk



Lime Wood Primary School
2 Sandy Road,
Erith,
Kent,
DA8 1FJ
01322 344939



Woodland
Academy Trust

Ignite the spark, reveal the champion