



Northumberland County Council

Agenda Item 6

SCHOOLS FORUM

12 February 2020

SEN update : SEN Support Services Model of Delivery September 2020

It is proposed that the new model operates for a 2 year pilot period. During the academic year 2020/21, the operation of the model will run as planned. The following year, it will be fully evaluated alongside the running. This will allow a full evaluation of the impact on all stakeholders. Views will be sought from schools and settings, parents and carers, and children and young people, and these will be considered alongside the relevant datasets to ensure that the model is suitable for the longer term, meeting the needs of the local area.

The following services will continue to operate as they are now, with no change:

1. Sensory Support

Currently meets a statutory duty on the local authority to meet the needs of children and young people with hearing, vision and multi sensory impairment. This service has always been provided free at the point of delivery and will continue to be so.

2. Portage

The service meets the needs of under 5s with complex needs, and their families. It is a centrally funded service which supports children in their homes, and in pre school settings.

3. English as an Additional Language (EAL) Support Team

Financed in part from the Vulnerable Persons Resettlement Scheme Grant. This service supports learners for whom English is an additional language, providing advice to schools. This service is funded in part via trading with Academies and will continue to operate in this way. It will be free at the point of delivery for maintained schools.

This service will extend its offer to include provision of advice/consultation, free at the point of delivery

1. Psychological Services

In line with practice nationally, the Educational Psychology Team will continue to operate its work with individual schools under SLA arrangements. However, in a change from recent years, they will offer a partnership based core offer which will offer an advisory service from a named EP. This will open the opportunity for EP

advice and consultation to all schools. EPs will continue to perform the statutory functions in relation to EHCP processes, and also to contribute to wider strategic work. In addition, they will offer additional services to vulnerable groups.

These services will provide a core offer to all schools, representing a considerable change:

- 1. Autistic Spectrum Disorder (ASD) Support Team**
- 2. Emotional Wellbeing and Behaviour Support Team**
- 3. Speech Language and Communication Support Team**
- 4. Literacy Support Team**

The Services will accept referrals from schools for individual learners. Schools will be asked to provide evidence of what they have currently in place for learners ie demonstrate that they have identified a special educational need and taken appropriate action at the first stages of the graduated approach, ie completed at least one cycle of Assess - Plan - Do - Review as defined in the Code of Practice. Specialist staff will follow up referrals as appropriate with 'Learner in Context' visits of half a day. These visits will comprise of a number of elements:

- Observation of learner
- Individual Assessment
- Meeting with SENCo/Class teacher
- Meeting/Conversation with parents
- Advice to schools on reasonable adjustments to be made
- Advice on strategies to support the learner and provision for the next cycle of support
- Coproduction of SEN Support Plan/Student Passport/Profile
- Agreed monitoring and next steps

Following the Learner in Context Visit there will be a number of possible outcomes. Based on knowledge of the demand for the services and the work undertaken, it is expected that having received specialist assessment and advice, schools will be equipped to move forward with meeting needs more effectively. In some circumstances, further assessment may be required as defined by the specialist team. This will also be provided free of charge.

The model will bring:

- opportunities to support school staff with strategies which will be of wider benefit than simply to individual pupils, and therefore help to build confidence and capacity.
- opportunities for discussions with schools about levels of need, and advice about timing and appropriateness of COSA requests (requesting EHC Needs Assessment).
- Emphasis on the central tenet of the Code of Practice that parents/carers should be involved in planning provision for children and young people
- equitable access to specialist advice for all learners

Details of the offers for each Service will be available to schools in late February.