

# SEN Support in Educational Settings

Liaise Lincolnshire's Information Advice and Support Service

Welcome

HI!

HELLO





**Questions will be answered  
at the end of the session.**

**Please feel free to use the chat function.**



## Part 1

**Who are Liaise and what do we do?**

## Introduction to Liase

Liase is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

We provide confidential and impartial information, advice and support to children and young people (0-25 years) with SEN and disabilities, and their parents and carers.

### Our service is

- free
- impartial
- confidential

We aim to  
**empower** families  
to have the SEND  
knowledge and  
understanding  
they need

# Statutory service



## Children and Families Act 2014

Information, advice and support, in relation to SEN, should be provided through a dedicated and easily identifiable service

## SEND Code of Practice 2015

Chapter 2 – Impartial Information, Advice and Support

## Impartiality

**We are an impartial service, operating at arms length from the Local Authority**

- we sit in Quality and Standards within Children's Services
- we have our own branding
- we have a freephone telephone number
- we have our own database
- we don't have access to mosaic
- we have an independent website
- [www.liaiselincolnshire.org.uk](http://www.liaiselincolnshire.org.uk)

**It's really important parents are confident the service is impartial**

# The Liase Team



**Sharon Schofield**  
Senior Liase Officer



**Tracy Parker**  
East Lindsey



**Carrie-Ann Dineen**  
Lincoln & West Lindsey



**Nikki Spicer**  
South Holland



**Debbie Hudson**  
Boston & North Kesteven



**Pam Wilson**  
South Kesteven

**Becky Bailey**  
(maternity leave)



## **Liase provides information, advice and support with a range of SEND related issues**

special educational needs and disability law  
local SEND policy and procedures  
SEN support in schools  
education, health and care needs assessments and plans  
meetings  
advocacy  
school admissions  
suspensions and exclusions  
SEND mediations and tribunals

# Who we can help

Parents

Carers

Children

Young  
people

0 - 25 years

Resident in  
Lincolnshire



## How do we help



### Information

- general and generic information about SEND processes and procedures
- signposting
- no personal information is required
- generally provided by email



### Advice

- specific advice about SEND processes and procedures
- advising on their situation
- personal information is required to tailor advice provided
- email or pre-booked telephone appointment



### Support

- allocation of a caseworker for a period of defined support
- support agreement completed
- attendance at meetings
- SEND mediation or tribunal hearings

## Referral Process



### Online contact form

[www.liaiselincolnshire.org.uk](http://www.liaiselincolnshire.org.uk)

Note: a professional can complete the form on behalf of the family with their consent



### Telephone

0800 195 1635

Call is triaged by the Customer Service Centre



## Contact is made within 2 working days of receipt of referral



### Receive an email response

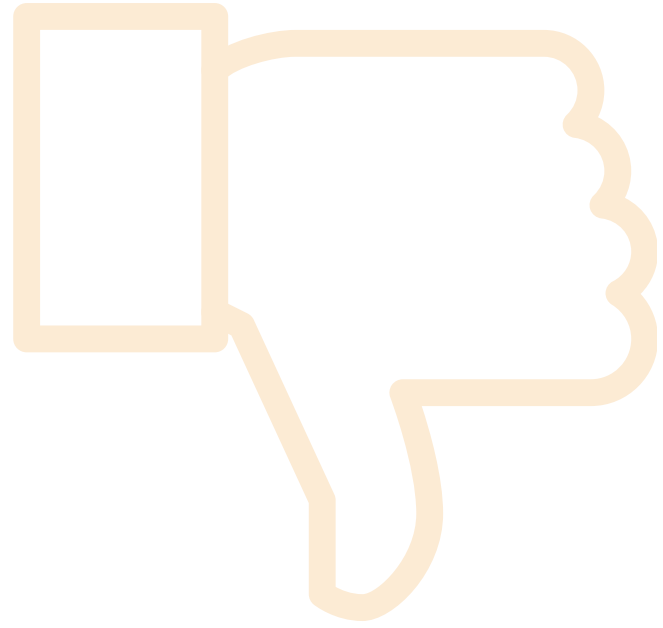
email is often the quickest response method



### Receive telephone appointment details

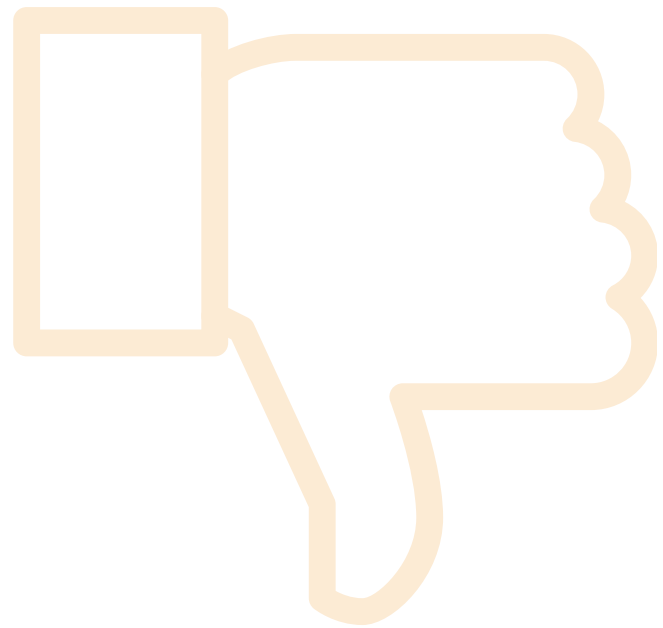
an email with details of a pre-booked telephone appointment on the advice line with a Liaise caseworker

## What Liaise can't do

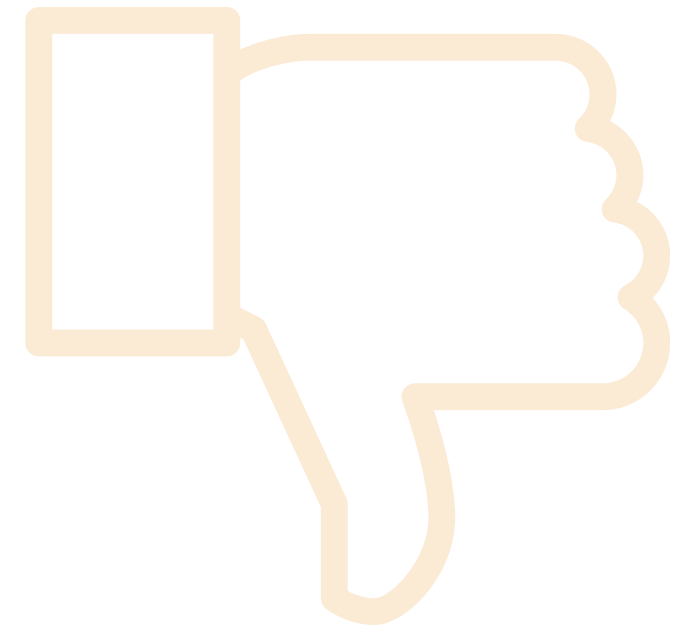
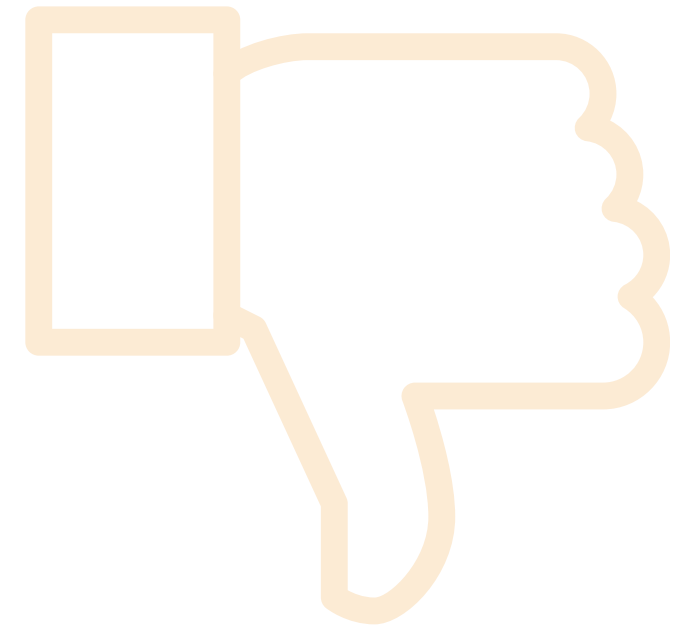


**Our role is to empower the family by advising and supporting them, so we can't**

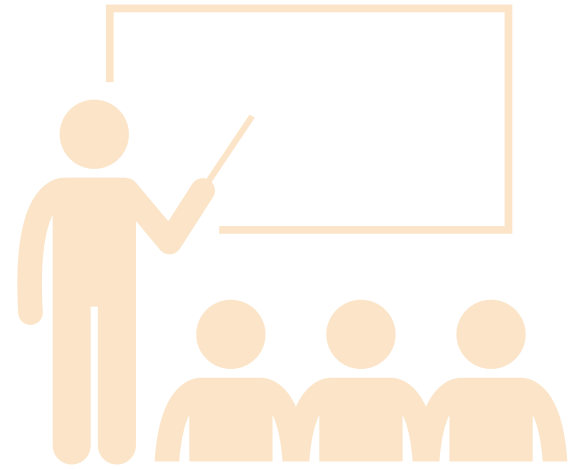
- make decisions for or act on behalf of the family
- attend meetings without the family
- take sides or be a witness
- provide legal representation
- give our opinion or view



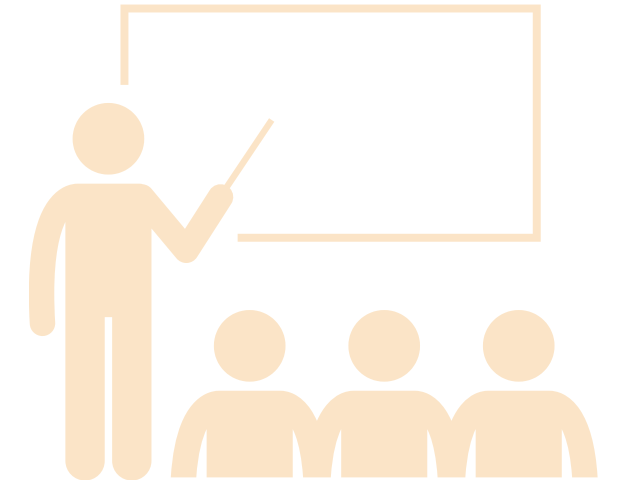
**We can't help with non-SEND related issues**



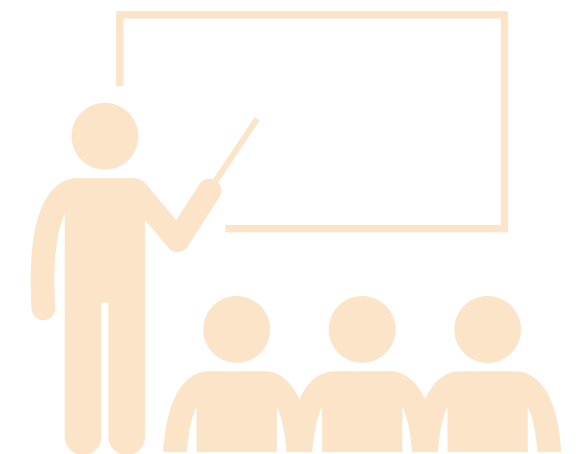
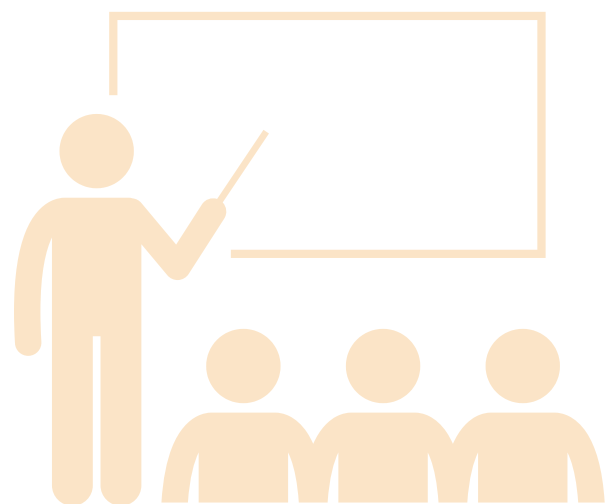
## Training and Workshops



**We provide training to professionals, children and young people and parents and carers**



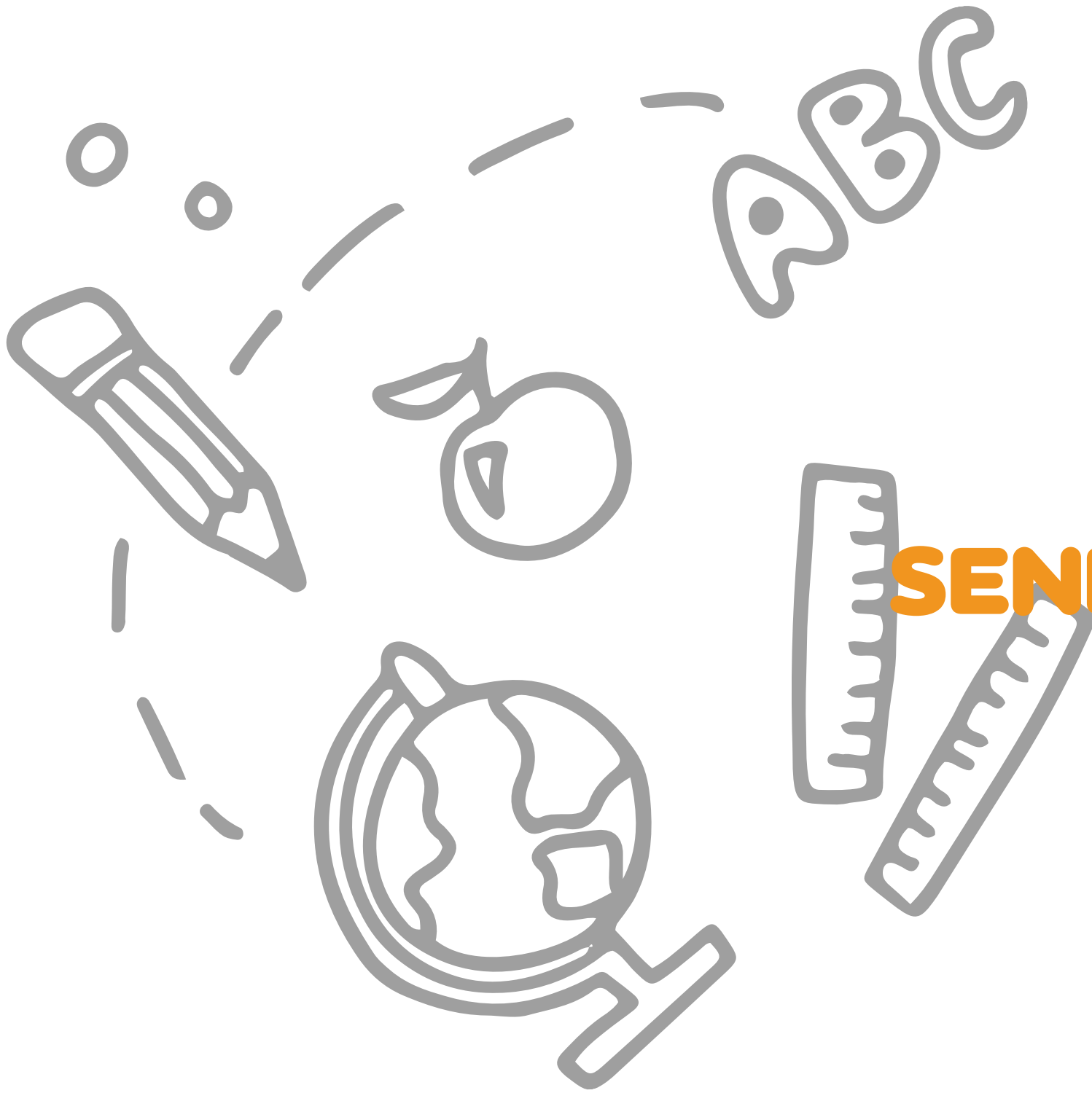
our bespoke workshops are aimed to increase knowledge of SEND law, guidance, local policy, issues and participation





**Happy to answer any questions**





## Part 2

# SEND Support in Educational Settings

# Objectives

- Introduction to the law and the SEND Code of Practice
- The importance of early identification of SEND
- Guidance on the SEND support that is available for pupils
- Information on other SEND support and resources available



Children and Families Act 2014  
SEND Regulations 2014

SEND Code of Practice 2015



## Children and Families Act 2014



- This is statute law and is legally binding
- Local Authorities and schools **must** comply with this Act
- Part 3 of this Act provides information on children and young people with special education needs and disabilities (SEND)





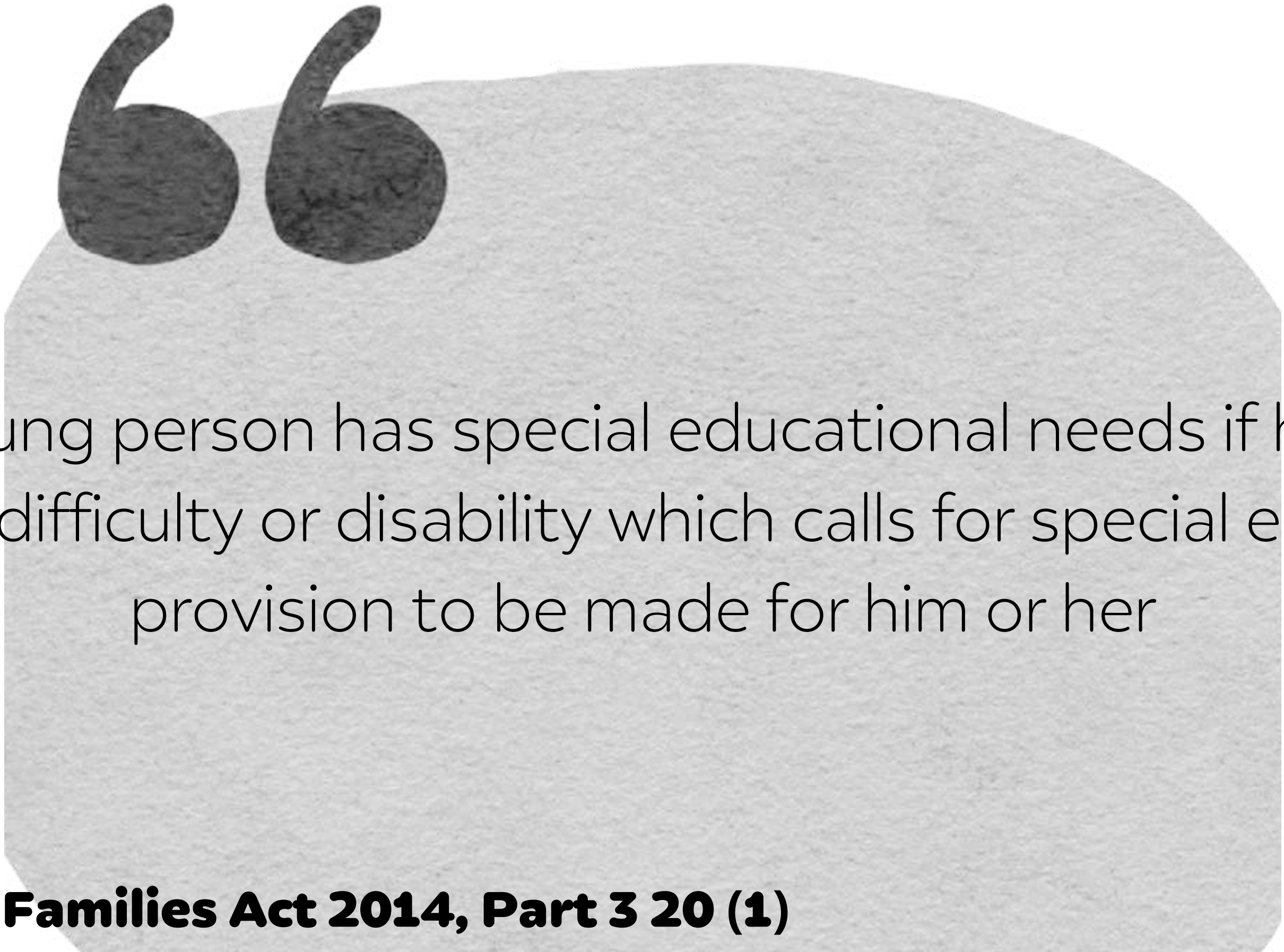
## **Special Educational needs and disability code of practice: 2015**

This Code explains the duties of Local Authorities, health bodies, schools and colleges to provide for those with SEND under part 3 of the Children and Families Act 2014

The title 'SEND CODE OF PRACTICE' is centered in a bold, orange, sans-serif font. The background features a large, faint illustration of an open book with various educational icons scattered around it, including a paper airplane, musical notes, a test tube rack, a beaker, an atom, a pencil and pen, a microscope, and a magnifying glass.

# SEND CODE OF PRACTICE

- **Chapter 5 - Early Years Providers**
- **Chapter 6 - Schools**
- **Chapter 7 - Further Education**



A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her

**Children and Families Act 2014, Part 3 20 (1)**

## Areas of need

There are four areas of need:

Communication and interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or physical needs





## Communication and interaction

- Speech, language and communication needs such as receptive and expressive vocabulary
- Autism (ASD)
- Selective mutism
- Hearing impairment

“Pupils may have difficulty communicating with others because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.”

**SEND Code of Practice, 2015 :6:28 - 6:29**

## Cognition and Learning

- Lower levels of attainment
- Slow rate of progress
- Difficulty acquiring skills
- Specific learning difficulties such as
  - Dyslexia
  - Dyspraxia
  - Dyscalculia



## Social Emotional and Mental Health

- Withdrawn or isolated
- Display challenging behavior
- Disruptive or disturbing behavior

These behaviors may reflect underlying mental health difficulties such as:

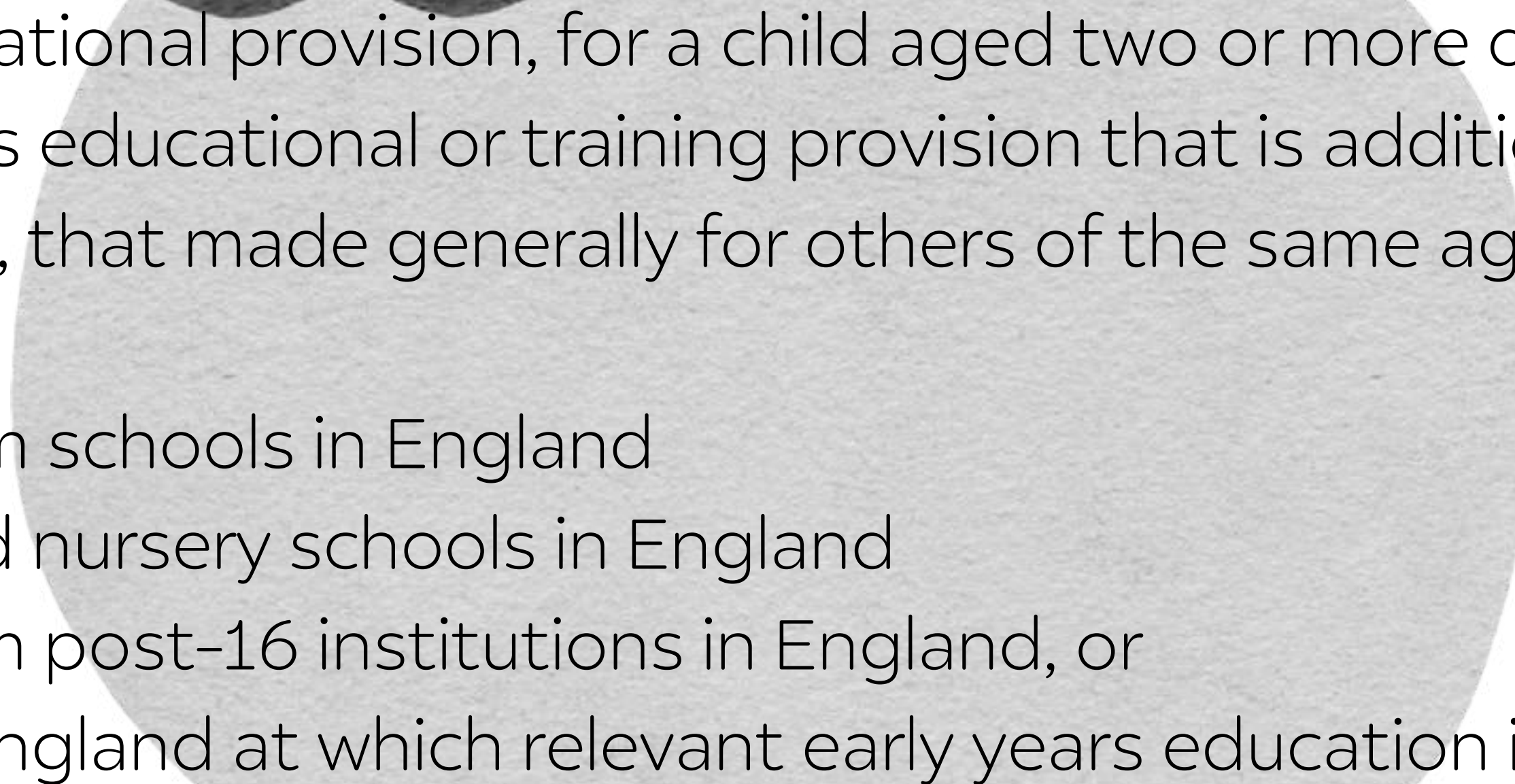
- Anxiety or depression
- Self-harming
- Substance misuse
- Eating disorders
- Physical symptoms that are medically unexplained

Other conditions such as

- Attention Deficit Disorder(ADD)
- Attention Deficit Hyperactive disorder(ADHD)
- Attachment disorder

## Sensory and/or physical needs

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Sensory difficulties
- Physical difficulties/ mobility



“Special educational provision, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in –

- (a) mainstream schools in England
- (b) maintained nursery schools in England
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided.’

**Children and Families Act 2014 Part 3 21 (1)**





**Let us look at some of the SEND provision and resources available to schools**

# Guidance on SEND Support

- **SEND Policy**
- **SEN Information Report**

Schools must publish an SEN information report. It should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns.

# SEND FUNDING

Element 1

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Age Weighted Pupil Unit (AWPU)

Element 2

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Notional £6000

Element 3

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'high needs block'

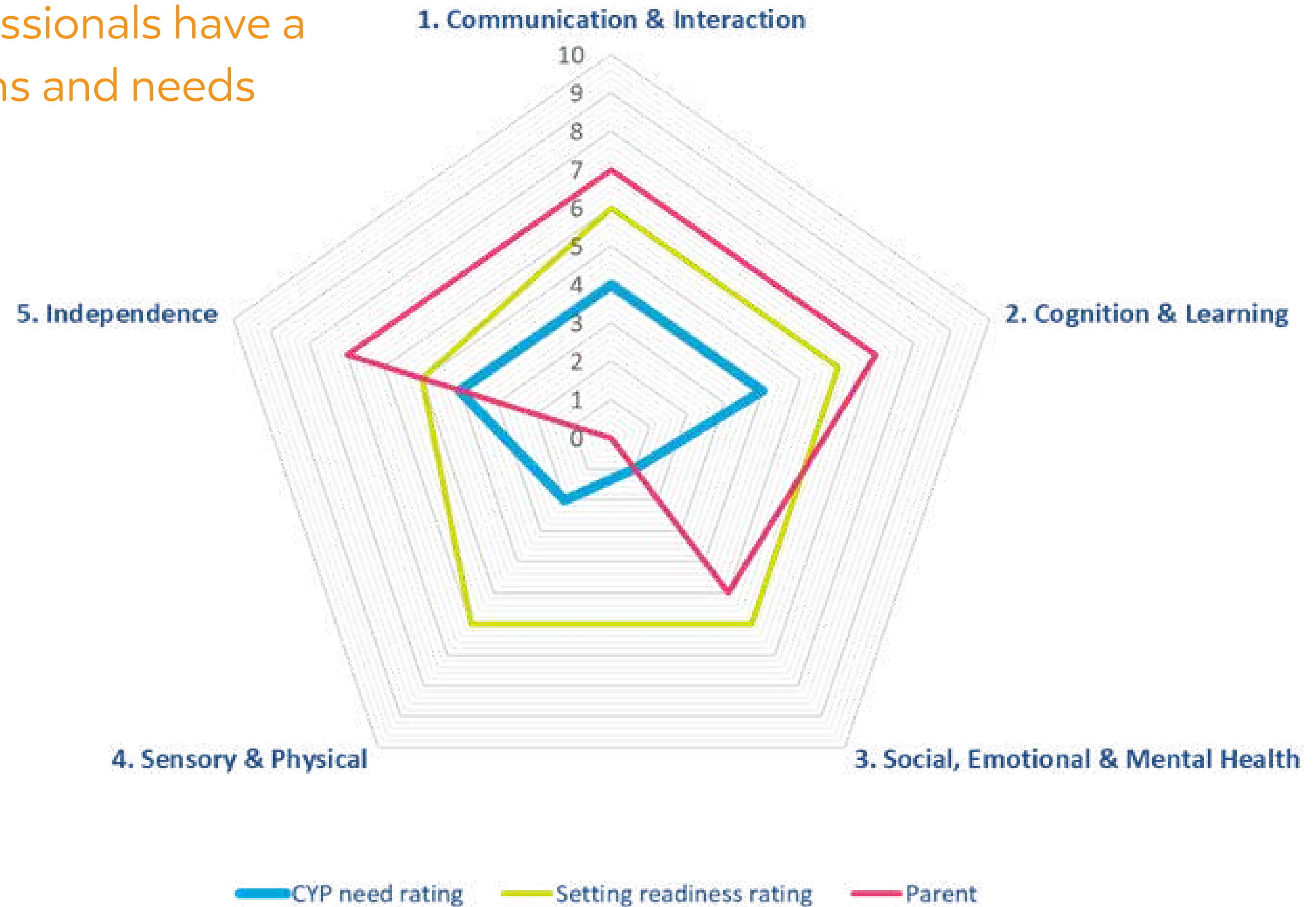


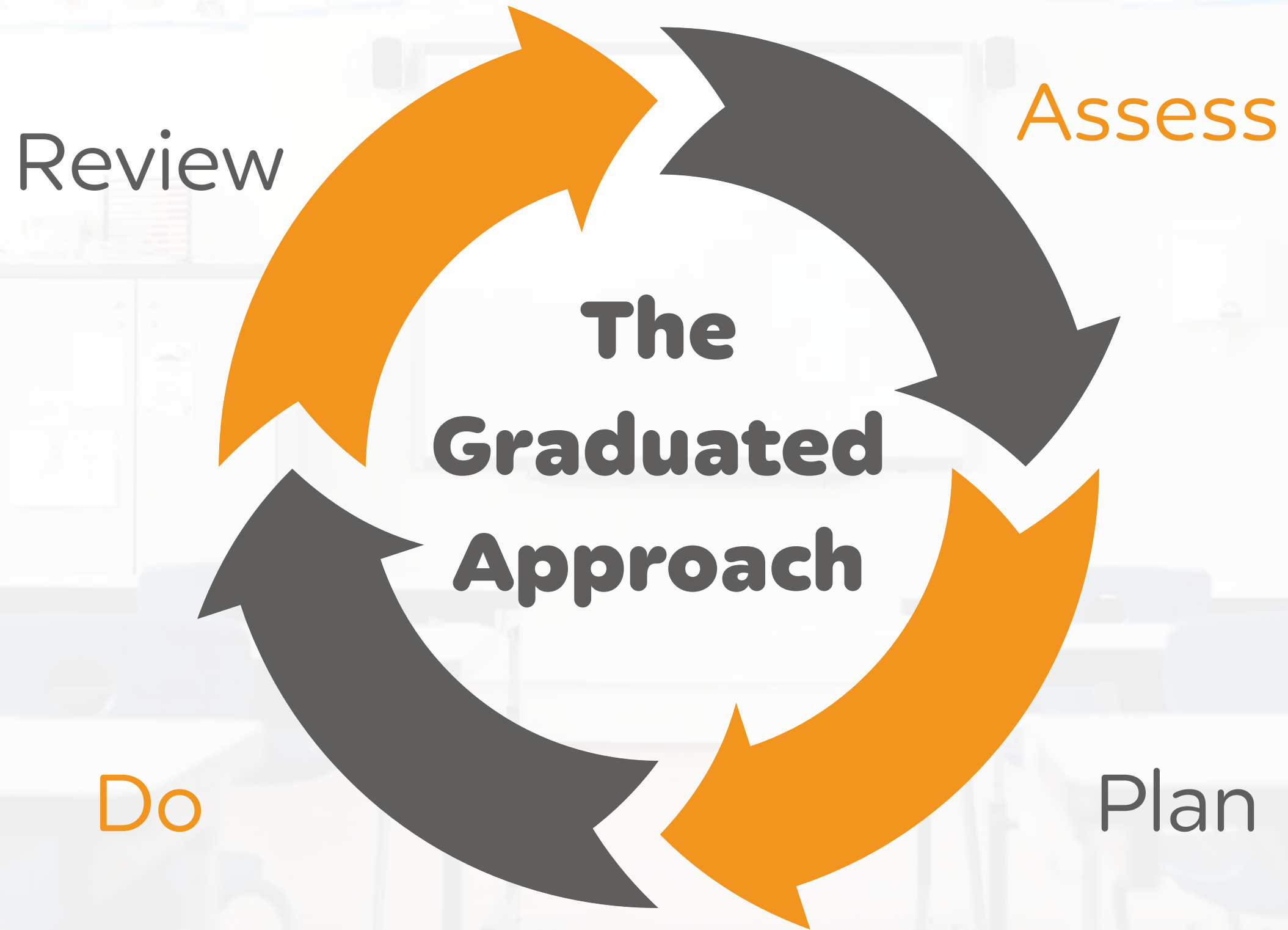
# Valuing SEND Tool (VSEND)

Designed to help schools, parents, and professionals have a shared understanding of a pupil's strengths and needs

## Key Aims:

- To ensure a consistent, evidence-based approach to assessing SEND needs across Lincolnshire.
- To provide a clear picture of the support and resources needed for each child or young person.
- To aid in the Graduated Approach by ensuring that schools have a clear understanding of what provision is appropriate.





# Assess

SEND Code of Practice 6.45-6.47

## Teacher/SENCO Collaboration

Conduct a clear analysis of pupil's needs.

## Sources of Information:

### Teacher's insight:

Subject teachers' assessments.

### Comparisons:

Development vs peers and national data.

### Pupil's own views.

### External advice:

Input from professionals where relevant.

Schools should take **seriously** any concerns raised by a parent.

These should be **recorded** and compared to the setting's own assessment and information on how the pupil is developing.

# Plan

SEND Code of Practice 6.48-6.51

## Parental Involvement:

Parents **must** be formally notified.

Encourage parental involvement to reinforce progress at home.

## Collaborative planning:

Teacher, SENCO, parents, and pupil agree on:  
Adjustments, interventions, and support.

Expected impact on **progress**, development, or behaviour.

Set a clear **review date**.

## Effective support:

Interventions should be based on **reliable evidence**.  
Delivered by staff with sufficient **skills and knowledge**.

## Communication to School Staff:

Ensure all teachers and support staff are informed about:

The pupil's **needs**.

Outcomes being sought.

Support provided and teaching strategies required.

Information should be **recorded** in the school's system.

# Do

SEND Code of Practice 6.52

## Teacher's Ongoing Responsibility:

The **class/subject teacher** remains responsible for:

Working with the child **daily**.

Retaining responsibility even during interventions outside the classroom (e.g., one-to-one or group sessions).

## Collaboration with Support Staff:

**Close cooperation** with teaching assistants or specialist staff:

Plan and assess the **impact** of interventions.

Ensure **linkage** to classroom teaching.

## SENCO's Role:

**SENCO supports by:**

Further assessing the pupil's **strengths and weaknesses**.

**Problem-solving** and providing advice for effective support implementation.

# Review

SEND Code of Practice 6.53-6.56

## Review the Impact of Support:

Evaluate the **effectiveness** of interventions and their impact on progress.

**Review date** must align with what was agreed during the planning stage.

## Involvement of Pupil & Parents:

Gather **views** from both the pupil and parents.

Feed their input into the **ongoing analysis** of the pupil's needs.

Provide parents with clear information on the **impact** of interventions.

Involve them in planning **next steps**.

## Revising Support:

Teacher and SENCO collaborate to **revise support** based on progress.

Discuss any **adjustments** with parents and the pupil, ensuring they understand the changes.

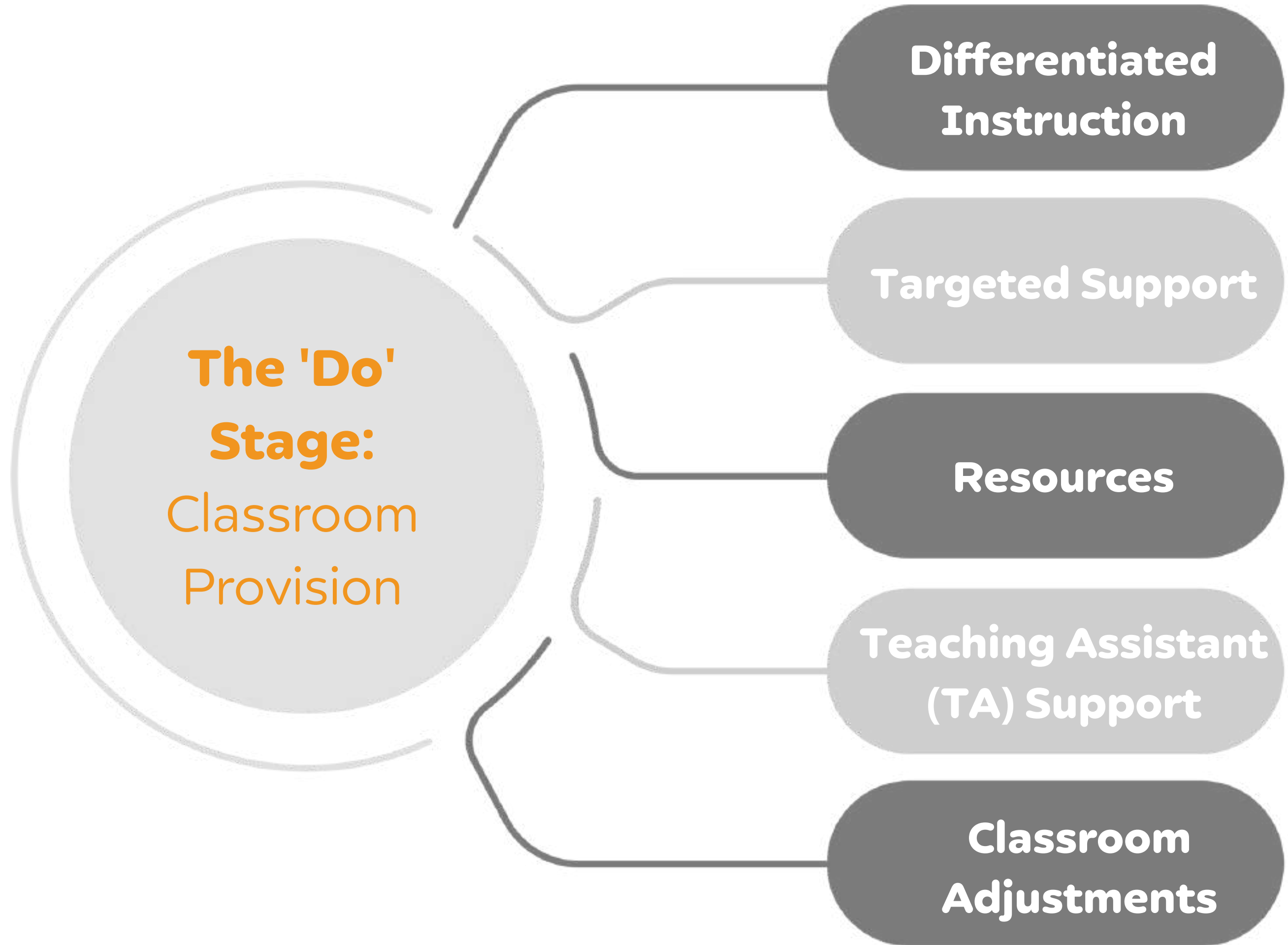


# Outcomes

SEN Support No Longer Required

Continue SEN Support (Review & Repeat)

Consider EHC Needs Assessment



**Outside agencies available to schools**





## The Working Together Team

Provides support to mainstream settings in meeting the needs of autistic students and those with social communication differences.

### Services & Training:

- Accredited training for Early Years, Schools & Post-16
- Bespoke Training for Professionals & Families
- Whole-School Support
- Licensed trainers for National Autistic Society Parent Programmes

### The WTT Ladder:

- Universal Offer: Access to foundation and core training.
- Targeted Support: Bespoke training and feedback on interventions.
- Consultation: Personalised advice and next steps through online consultation.
- Active Support: Intensive support, including in-school observations and multi-agency collaboration.



## Pupil Reintegration Team (PRT)

Supports schools and children that are experiencing challenging behaviour and emotional based school avoidance (EBSA).

### Lincolnshire Ladder of Behavioural Intervention

A graduated framework designed to support schools in managing challenging behaviour through a tiered approach.

Universal  
Support  
(Tier 1)

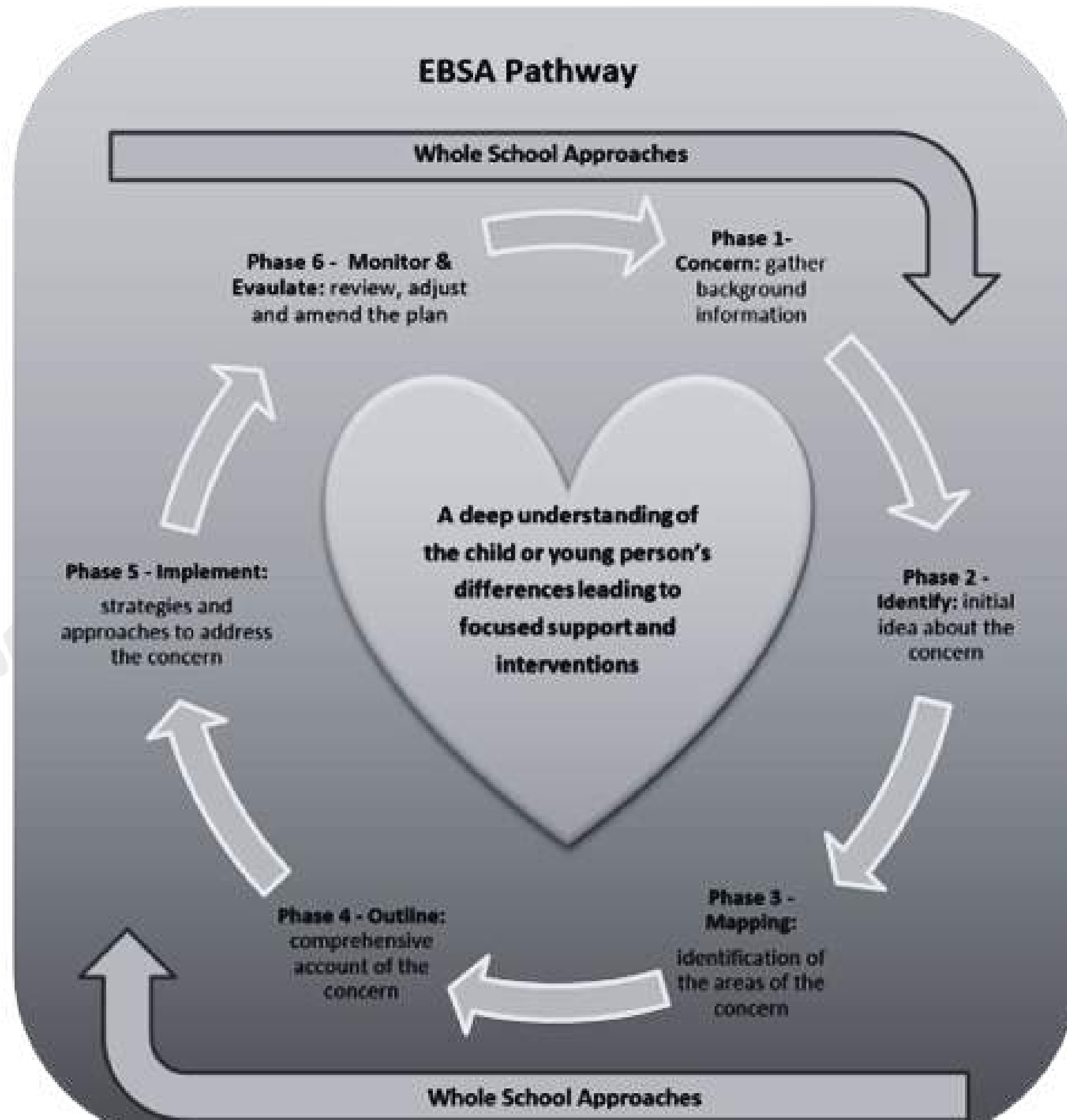
Targeted  
Support  
(Tier 2)

Specialist  
Support  
(Tier 3)



## EBSA Pathway

A structured framework for schools, parents, and professionals to follow in supporting pupils with EBSA.





## Educational Psychologists

- Promote positive change for children of all ages and abilities

## Sensory Education and Support Team

- Work with children who have hearing loss, vision loss or multi-sensory loss from 0 - 25 years within homes and educational settings

## Specialist Teaching Team

- offers high quality specialist support to schools and academies working with students with Special Educational Needs and/or Disabilities

## Health Services

### Children's Therapy Services

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Information on other SEND support and resources available



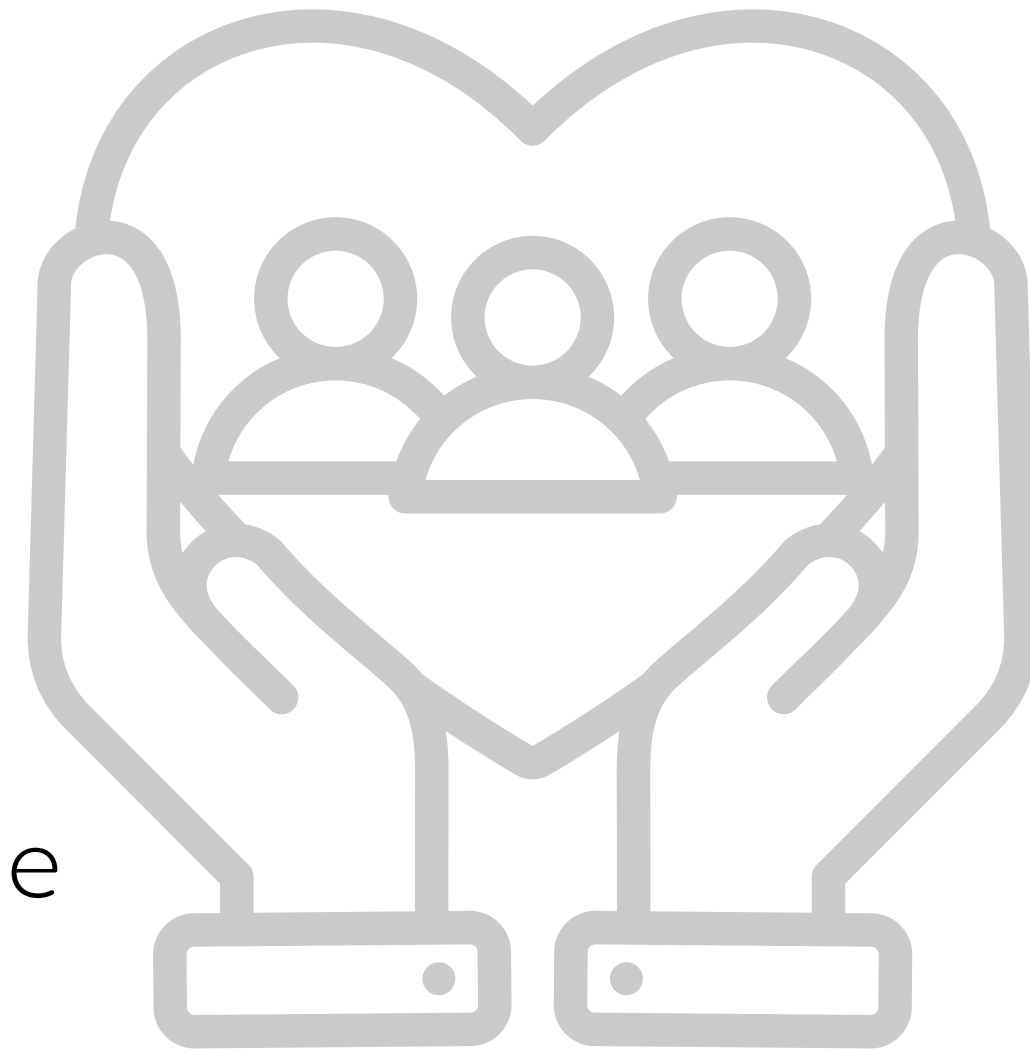
<https://www.lincolnshirechildrenstherapyservices.nhs.uk/training>

### Virtual Autism Hub

Work directly with autistic adults and parents/carers of autistic people of all ages



<https://www.lpft.nhs.uk/our-services/virtual-autism-hub>



# Mental Health Support

Online Resources and Information:

Young Minds

Stem4you

Mind

Every Mind Matters (NHS)

Here 4 u

Time to Talk Next Steps(16-25yrs)

Healthy Minds emotional resources

Children & Young People Mental Health Services

CASY (6-25yrs)

H.A.Y Lincolnshire

Lumi Nova

## ASKSALL - SEND Advice Line for Lincolnshire

An early advice service for: SENDCos, SEND Managers, and other education professionals.

### An ASK SALL advisor will:

- Signpost to resources and support.
- Direct to appropriate services (e.g., Educational Psychologists, Early Years specialists).
- Arrange contact with an experienced professional when needed.

### Areas of support:

- Academic development & progress
- Social & emotional development
- Transition concerns
- Social & communication difficulties
- Behaviour concerns





# The Local Offer

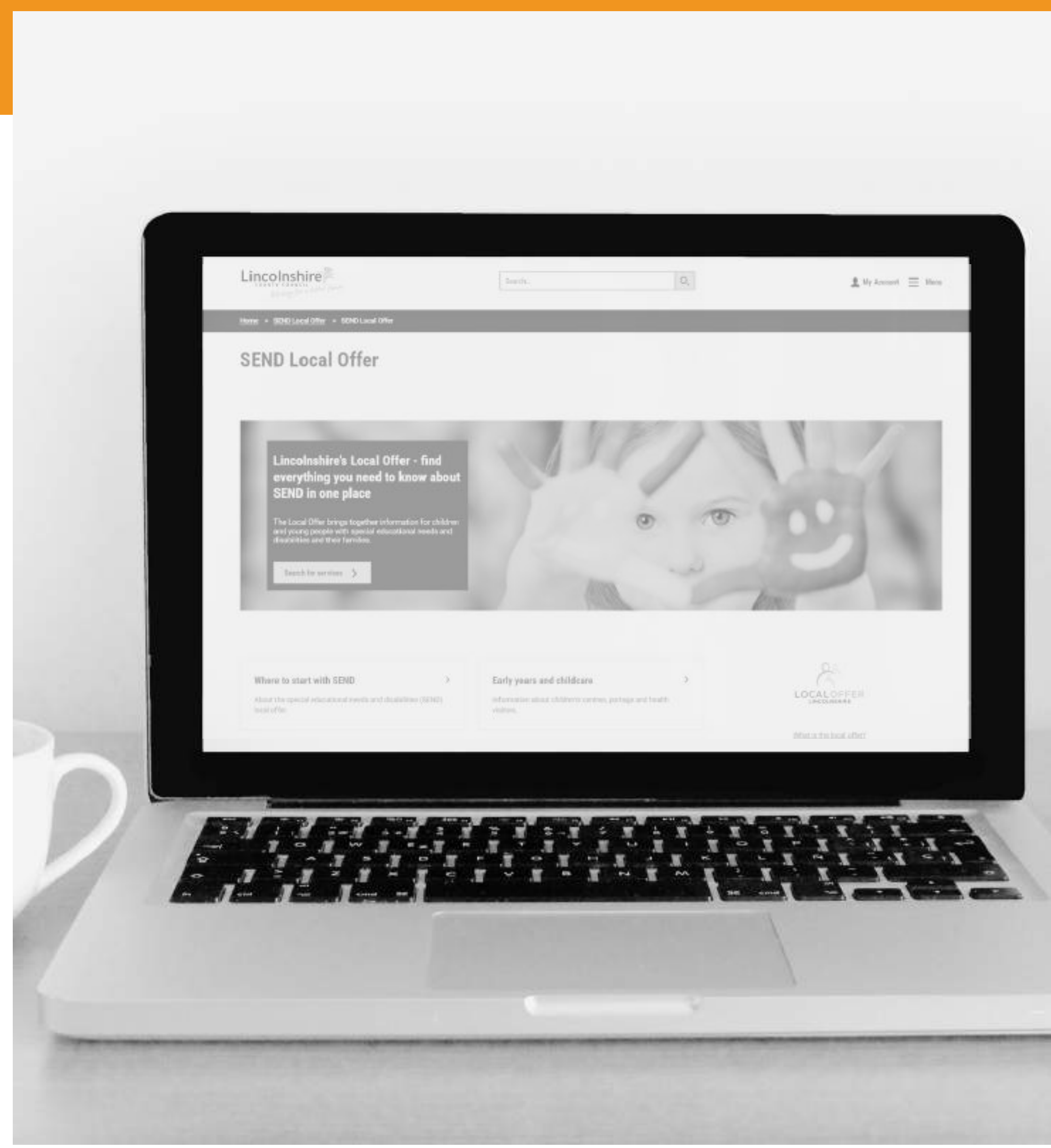
SEND Code of Practice Chapter 4

A directory of support and services  
for children and young people  
with SEND

The Local Authority has a  
**statutory duty**  
to develop & publish a Local Offer.



[www.lincolnshire.gov.uk/localoffer](http://www.lincolnshire.gov.uk/localoffer)





## Contact Us



Customer Service Centre 0800 195 1635  
Monday - Friday 8am - 6pm



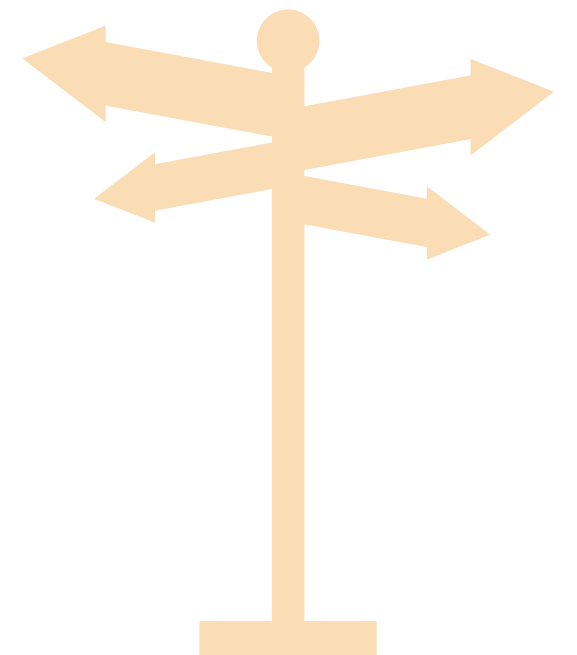
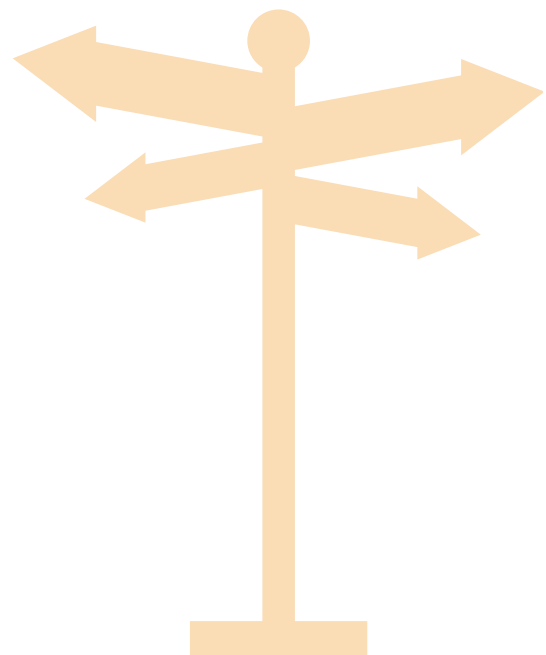
[www.liaiselincolnshire.org.uk](http://www.liaiselincolnshire.org.uk)



Liaise Lincolnshire

## Resources for parents/carers

- Independent Provider of Special Education Advice  
[www.ipsea.org.uk](http://www.ipsea.org.uk)
- Contact - a free advice and information helpline for parents and carers with a disabled child aged from birth to 25, living in any part of the UK  
[www.contact.org.uk](http://www.contact.org.uk)
- Council for Disabled Children  
[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)



**Thank you for listening**



**Happy to answer any questions**