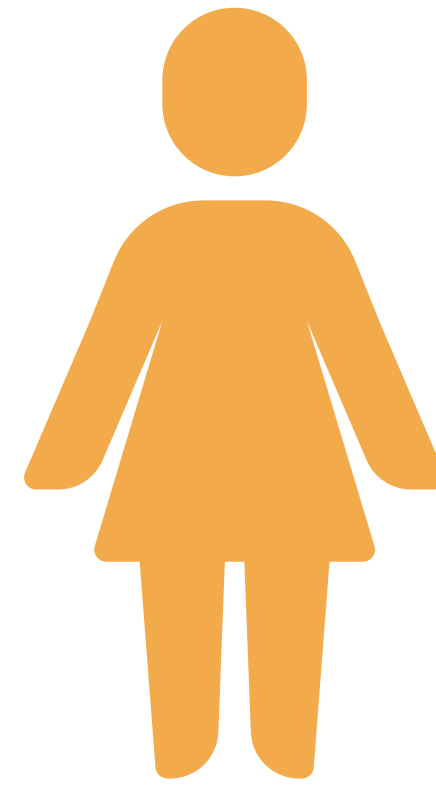


# LPCF – Week of SEND 2023

## Liaise and SEN Support

# Statutory requirement under the Children & Families Act 2014

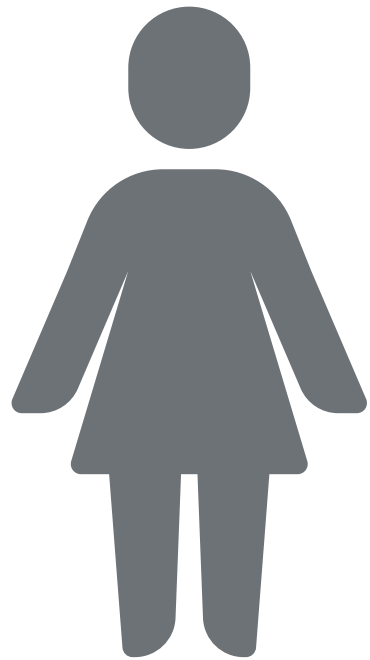
*Information, advice and support, in relation to SEN, should be provided through a dedicated and easily identifiable service.*



Sharon  
Schofield  
Senior Liaise  
Officer

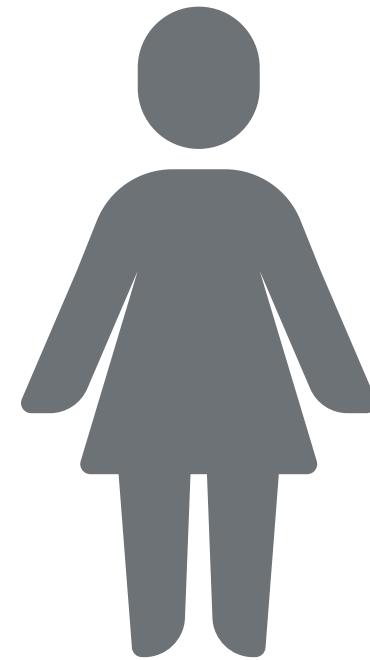
## Liaise Caseworkers

Becky Bailey



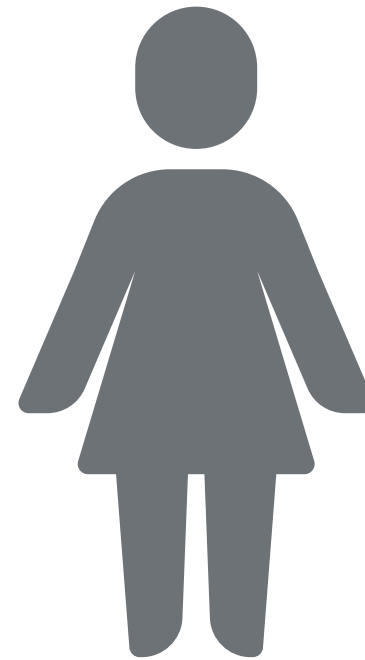
Boston &  
North Kesteven

Carrie-Ann Dineen



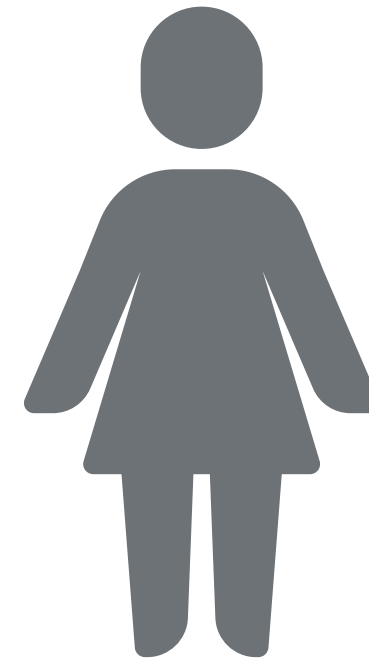
Lincoln &  
West Lindsey

Nikki Spicer



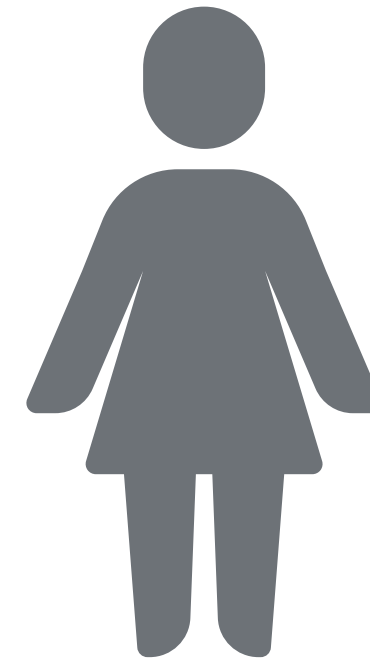
South  
Holland

Pam Wilson

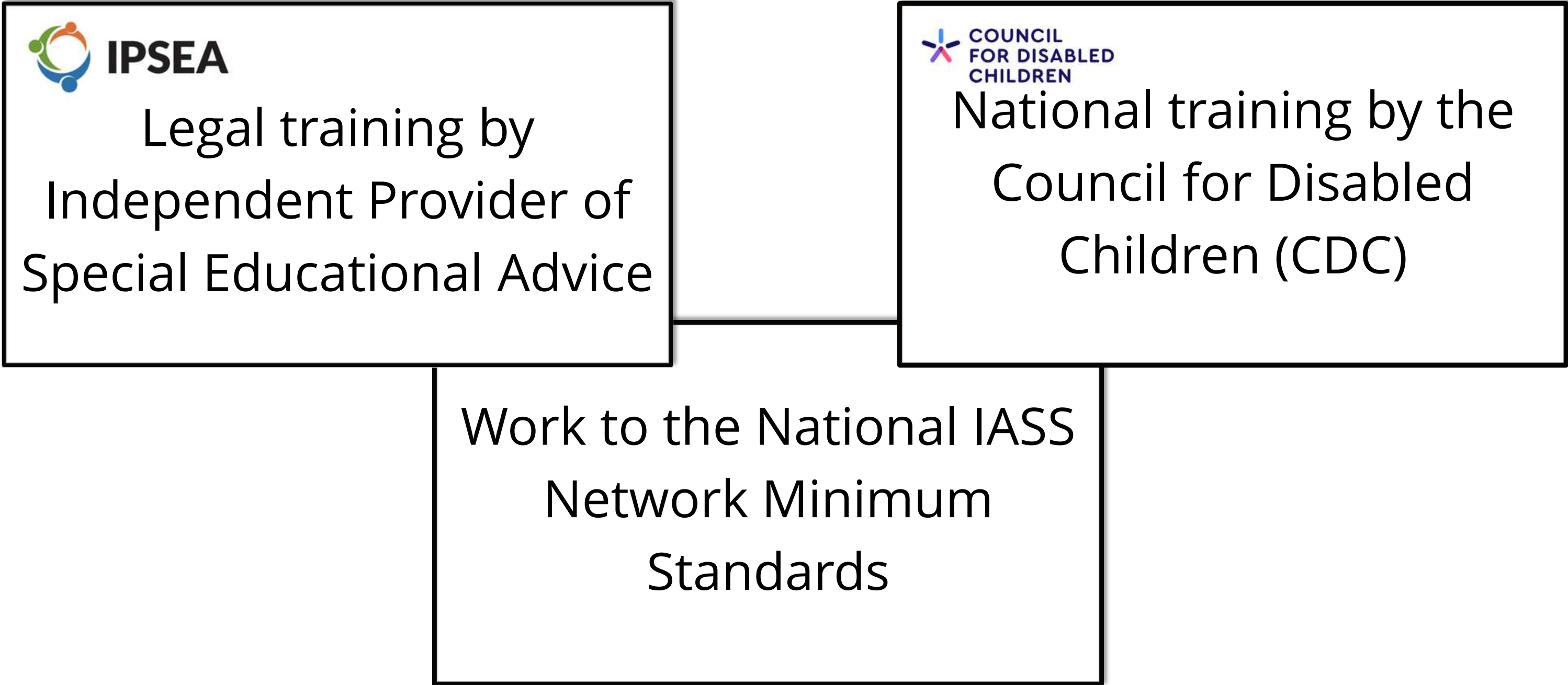


South  
Kesteven

Tracy Parker



East  
Lindsey



# We can provide information, advice and support on a range of issues



Special Educational Needs & Disability Law



Local SEND policy & procedures



Personal budgets



School admissions & exclusions



Resolving disagreements



Mediation & SEND tribunal appeals



Education, Health & Care needs assessments and plans



SEN support in schools

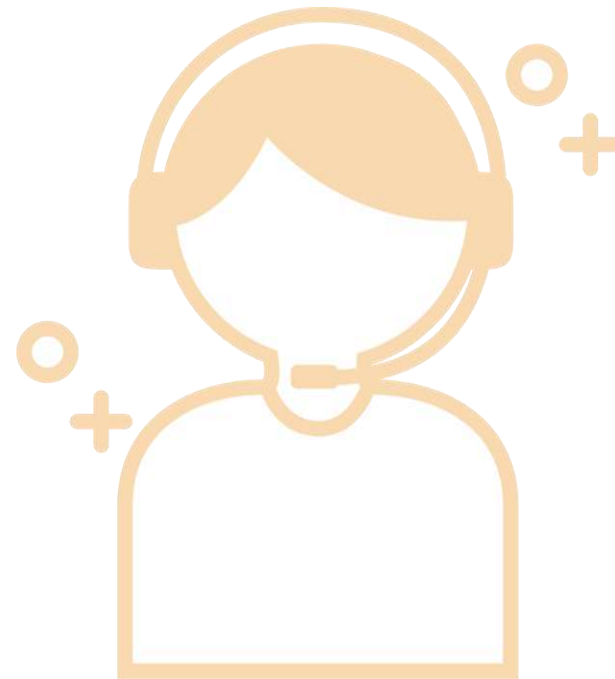
# What does our support look like?

Telephone and email support

Signposting and giving information

Virtual support

Home visits or accompany parents/young people to meetings



Advocating on behalf of child/young person/family

Liaison with other agencies

Support through statutory processes

Completing paperwork

Supporting through legal processes including SEND tribunals

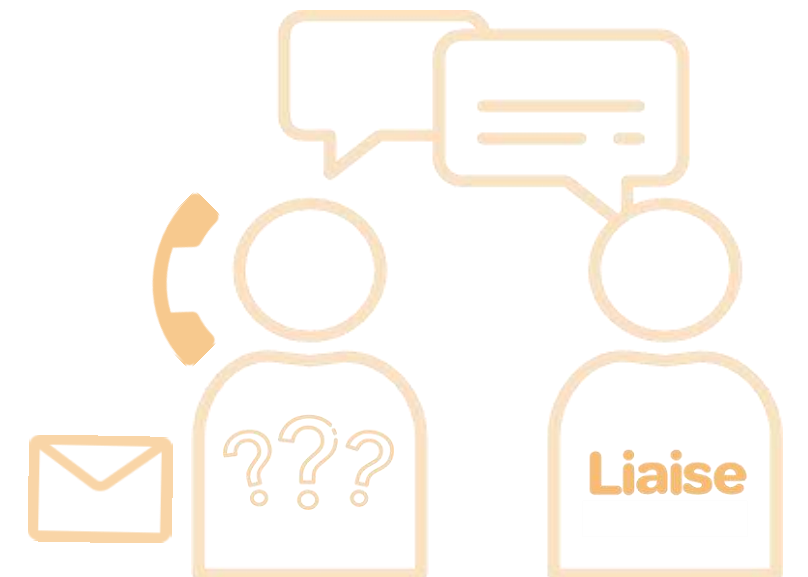
# Who? | Children and Young People 0-25 years, and their parents/carers



Families and young people refer directly into the service, either by phone, email or online contact form. ([lincolnshire.gov.uk/liaise](http://lincolnshire.gov.uk/liaise))

Any professional referral must have consent from the family.

Contact made within **2** days  
to offer a 1-hour bookable callback appointment,  
or we can respond via email if preferred





Make decisions  
for the family

Share our  
personal views

Help with non-  
SEND issues

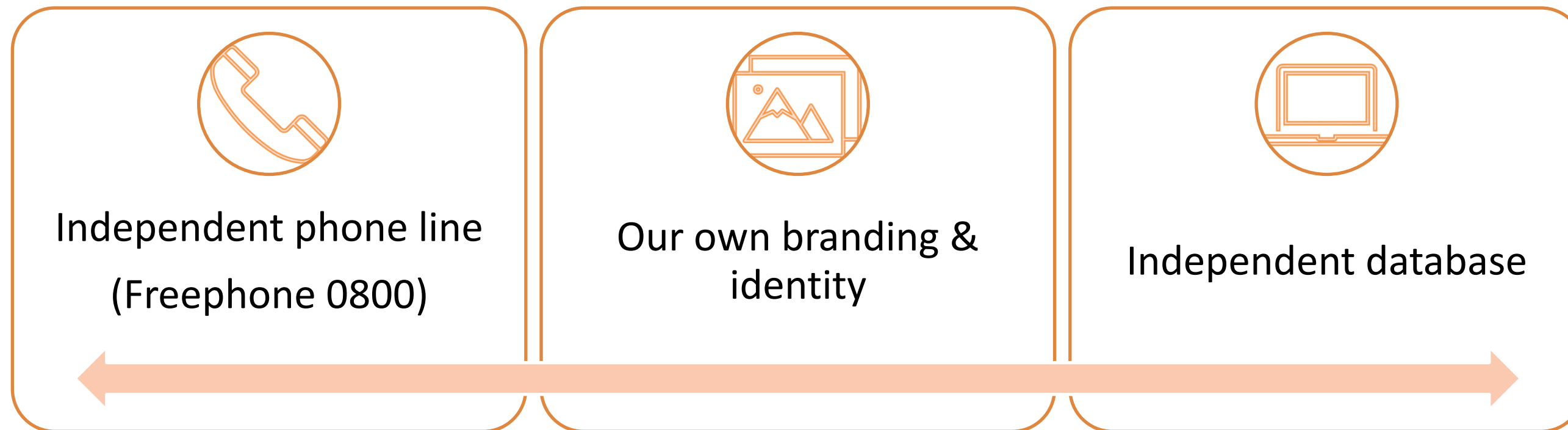
Write reports or  
letters

Attend meetings  
in the family's  
absence

Take sides or be  
a witness

Provide legal  
representation

We are an **impartial** service operating at arms length from  
Lincolnshire County Council front line services



We provide training to professionals, children and young people and parents, to increase knowledge of SEND law, guidance, local policy, issues and participation.

SEN Support & the Graduated Approach  
Annual reviews  
Bespoke workshops to meet individual training needs



# SEN Support in a mainstream setting

It is **STATUTE LAW** (legally binding)  
Local Authorities and Schools **must** comply with this Act

**Part 3** of the Act provides information on children and  
young people with special educational needs and  
disabilities

# What age range is covered by the SEND Code of Practice?



It is **STATUTORY** *guidance* that must be followed by:

Educational settings\*  
Local Authorities  
Health Bodies

\*Not including none Section-41 independent settings

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

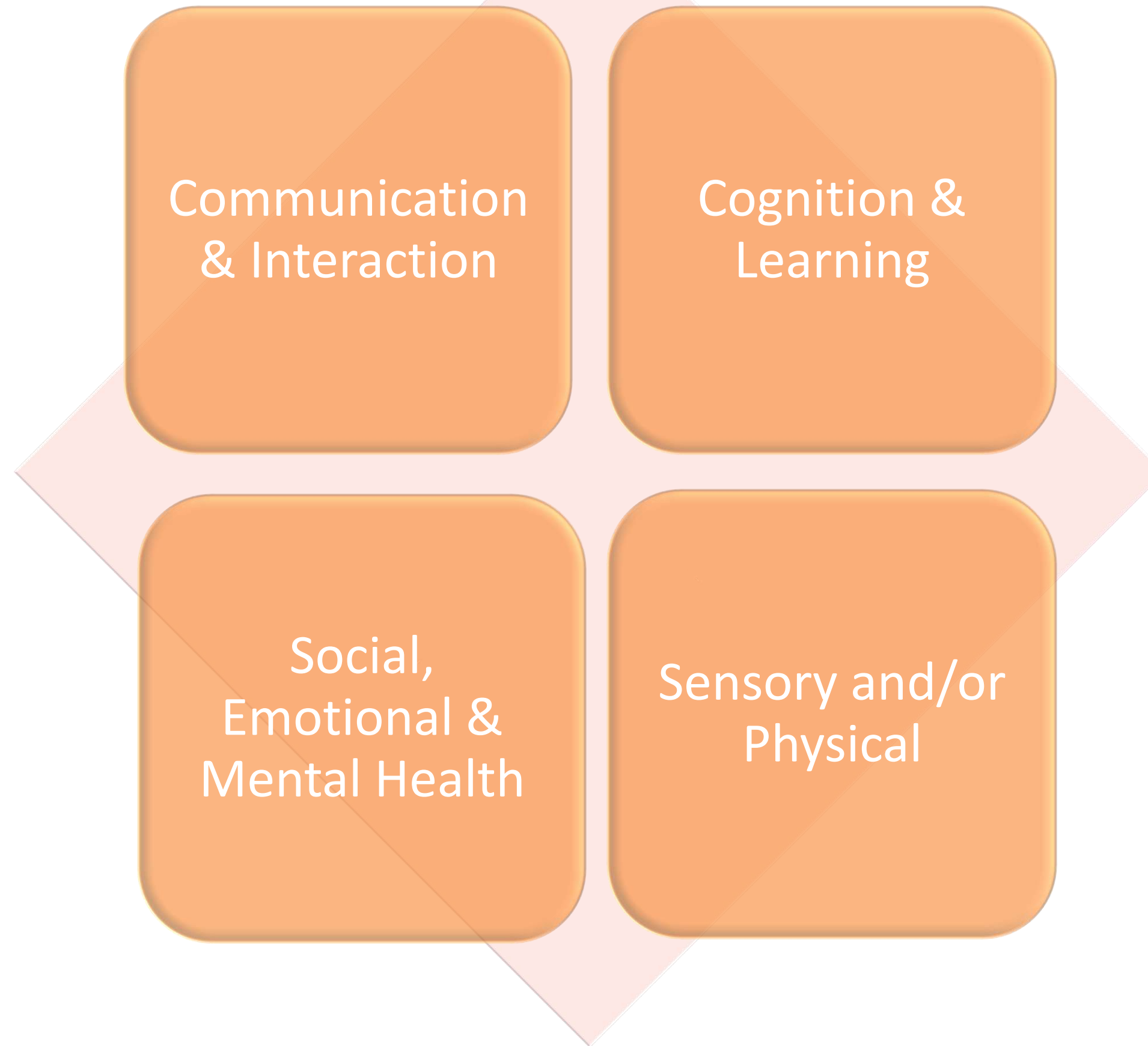
- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

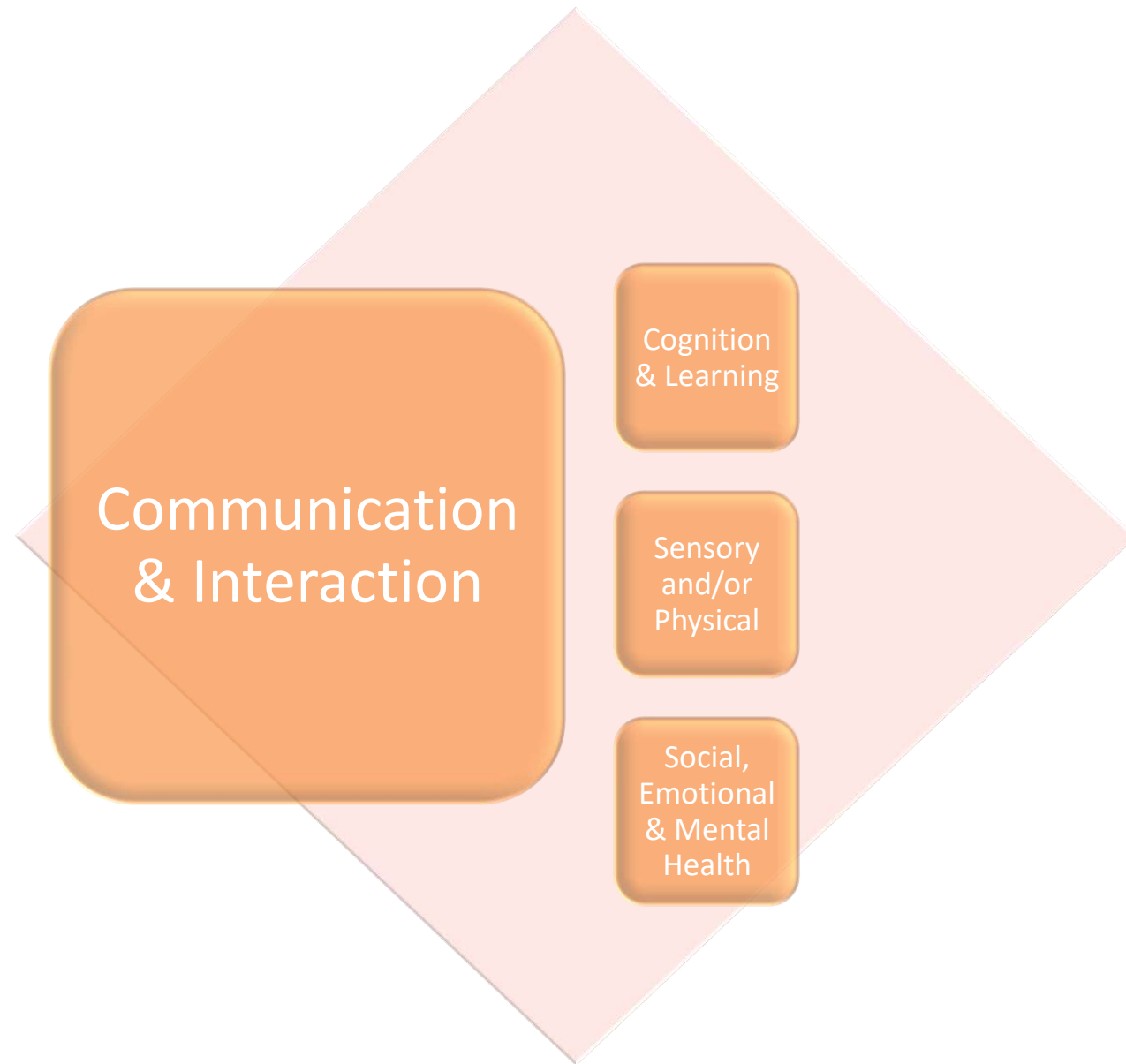
***CAFA 2014 Part 3 20 (2)***



4 broad areas of SEN:  
One area is 'Cognition & Learning',  
can you name the other 3?

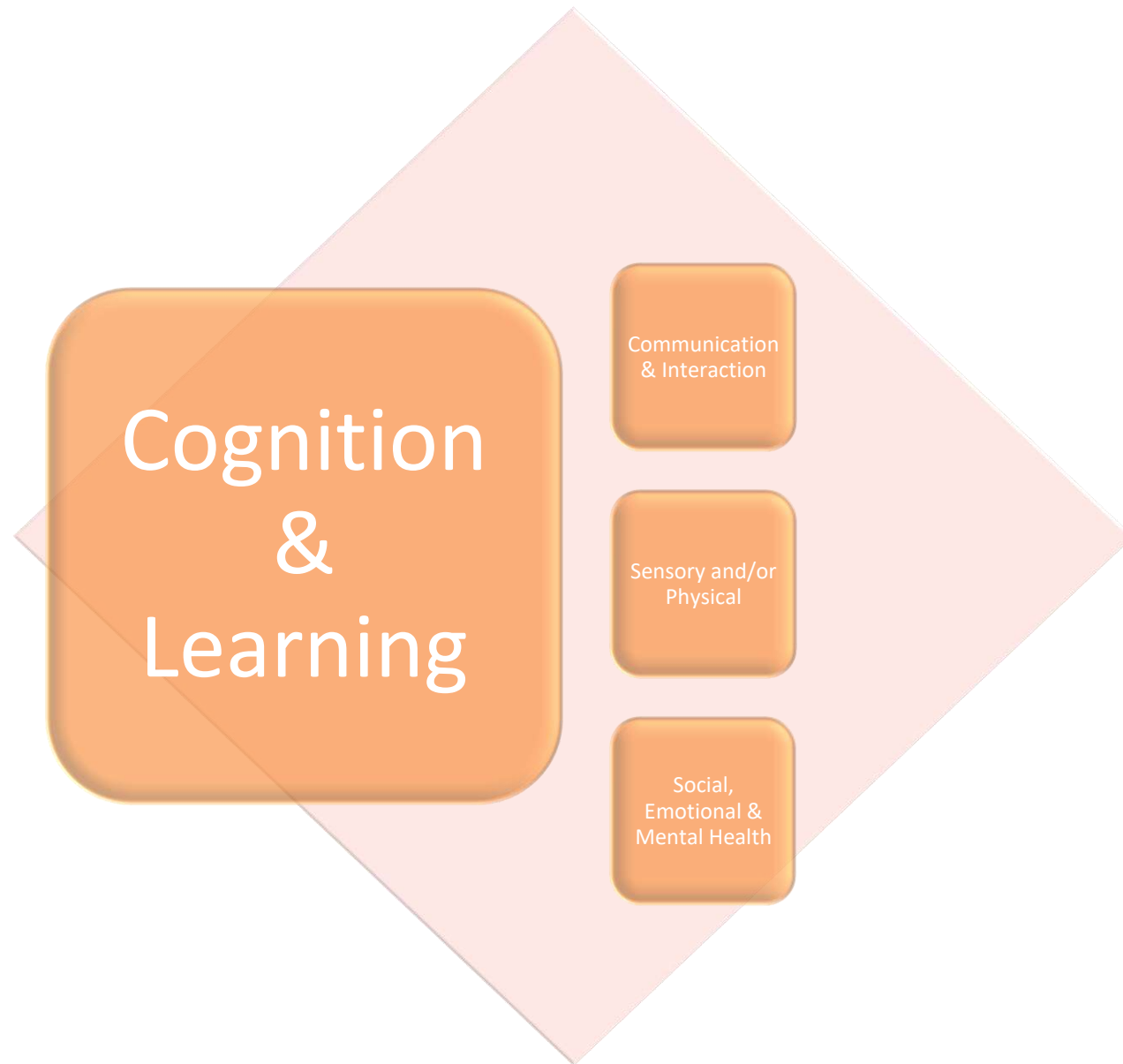






- Speech language and communication needs such as receptive and expressive vocabulary
- Autism ASC

Code of Practice 6.28 -6.29



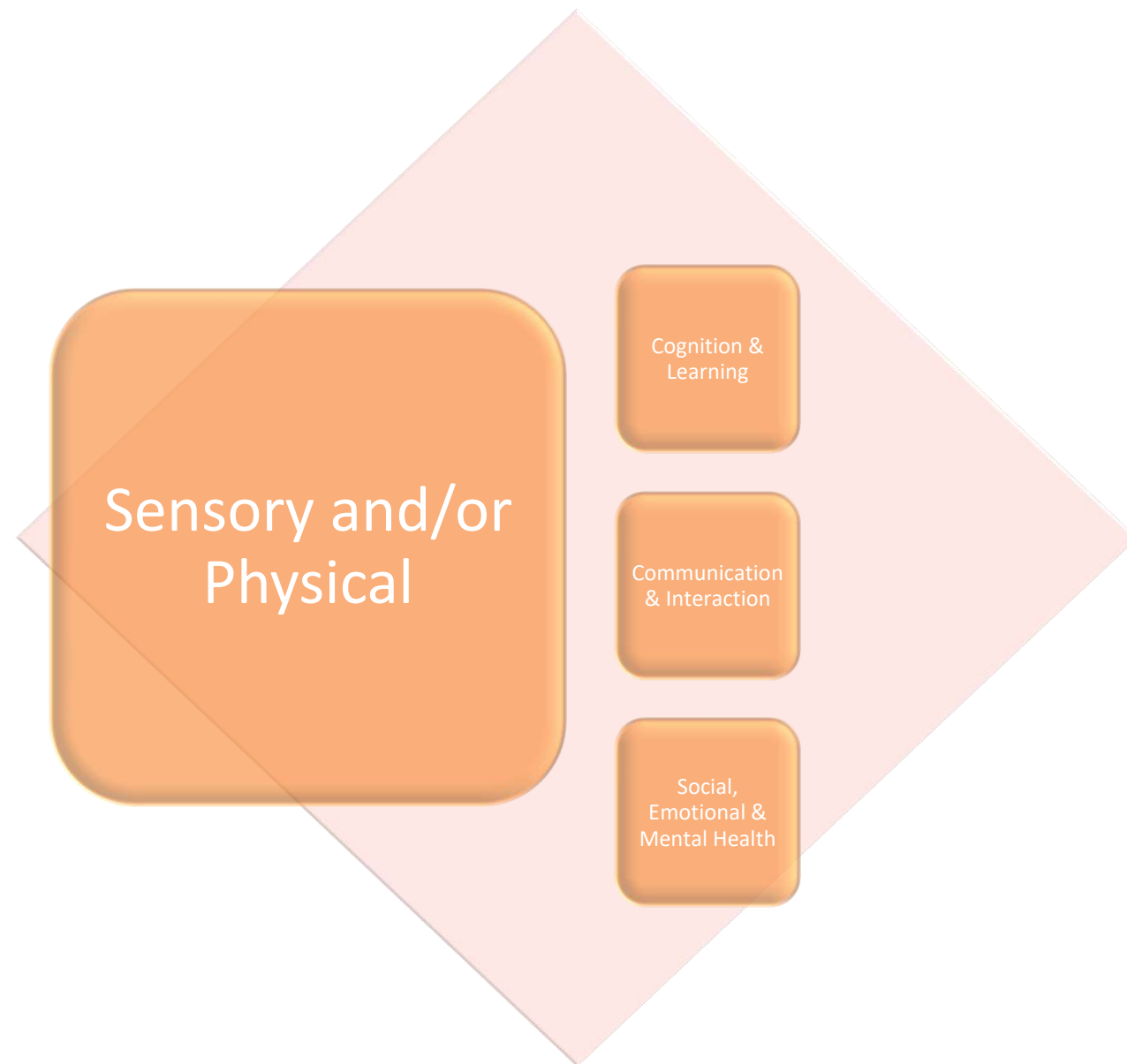
- Lower levels of attainment
- Slow rate of progress
- Difficulty acquiring skills
- Specific learning difficulties such as dyslexia, dyspraxia and dyscalculia

Code of Practice 6.30-6.31



- Anxiety or depression
- Self-harming
- Substance misuse
- Eating disorders
- Other disorders such as ADD, ADHD and attachment disorder

Code of Practice 6.32-6.33

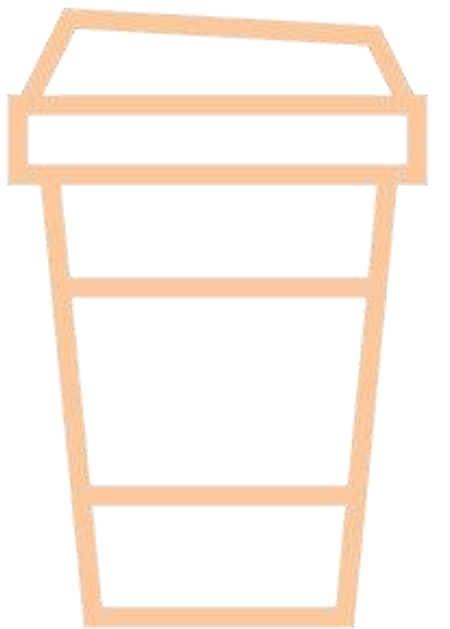


- Hearing impairment
- Visual impairment
- Multi-Sensory impairment
- Sensory Difficulties
- Physical Difficulties/Mobility

Code of Practice 6.34-6.35

- ⑤ Ensuring that the school meet their statutory duties
- ⑤ Supporting parental confidence
- ⑤ Improving outcomes for children
- ⑤ Removes barriers to learning
- ⑤ Supports school to involve the right professionals

# Time for a break?





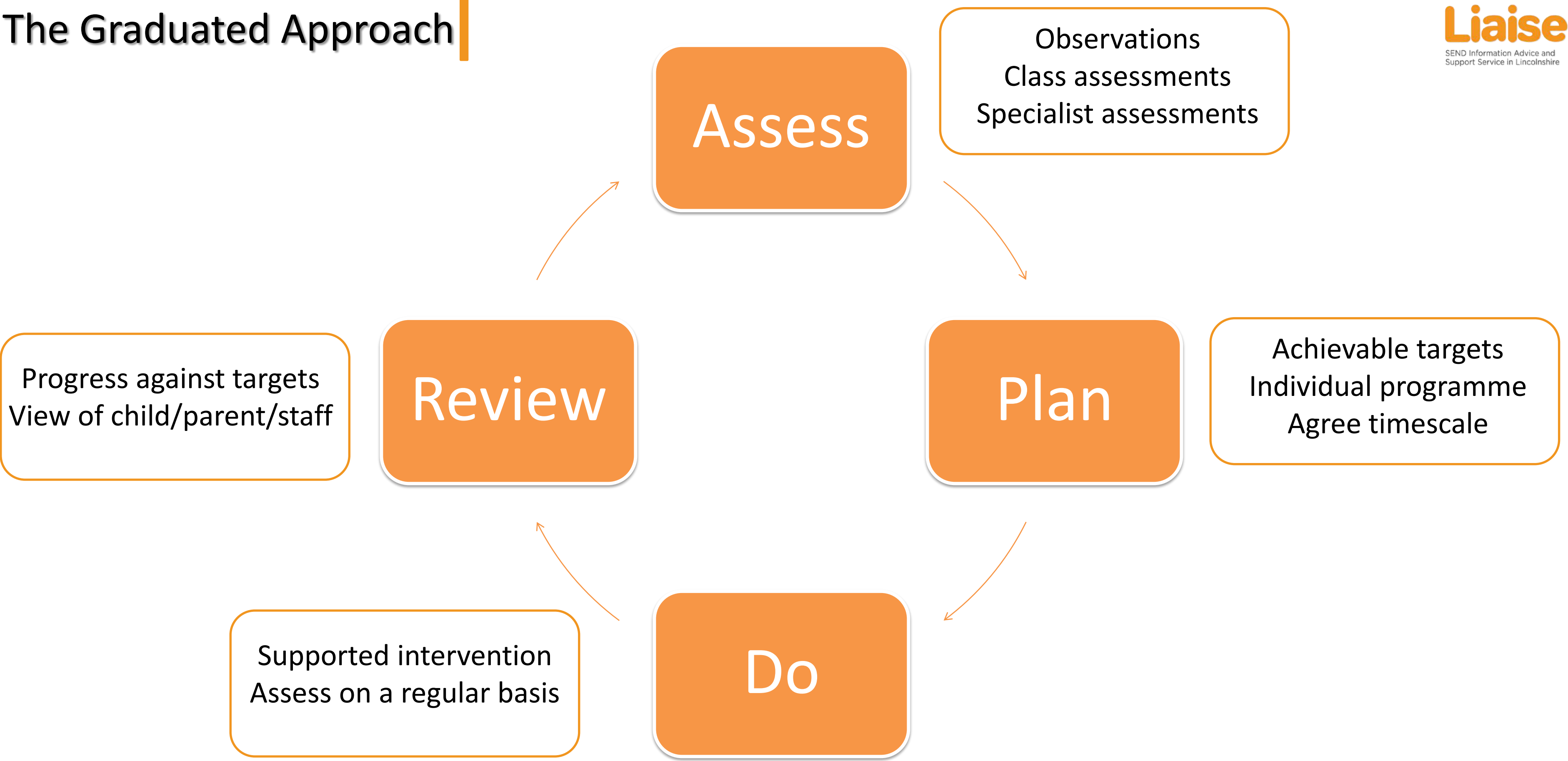
*‘Schools **must** ... use their best endeavors to make sure that a child with SEN gets the support they need... this means doing everything they can to meet children and young people’s SEN’*

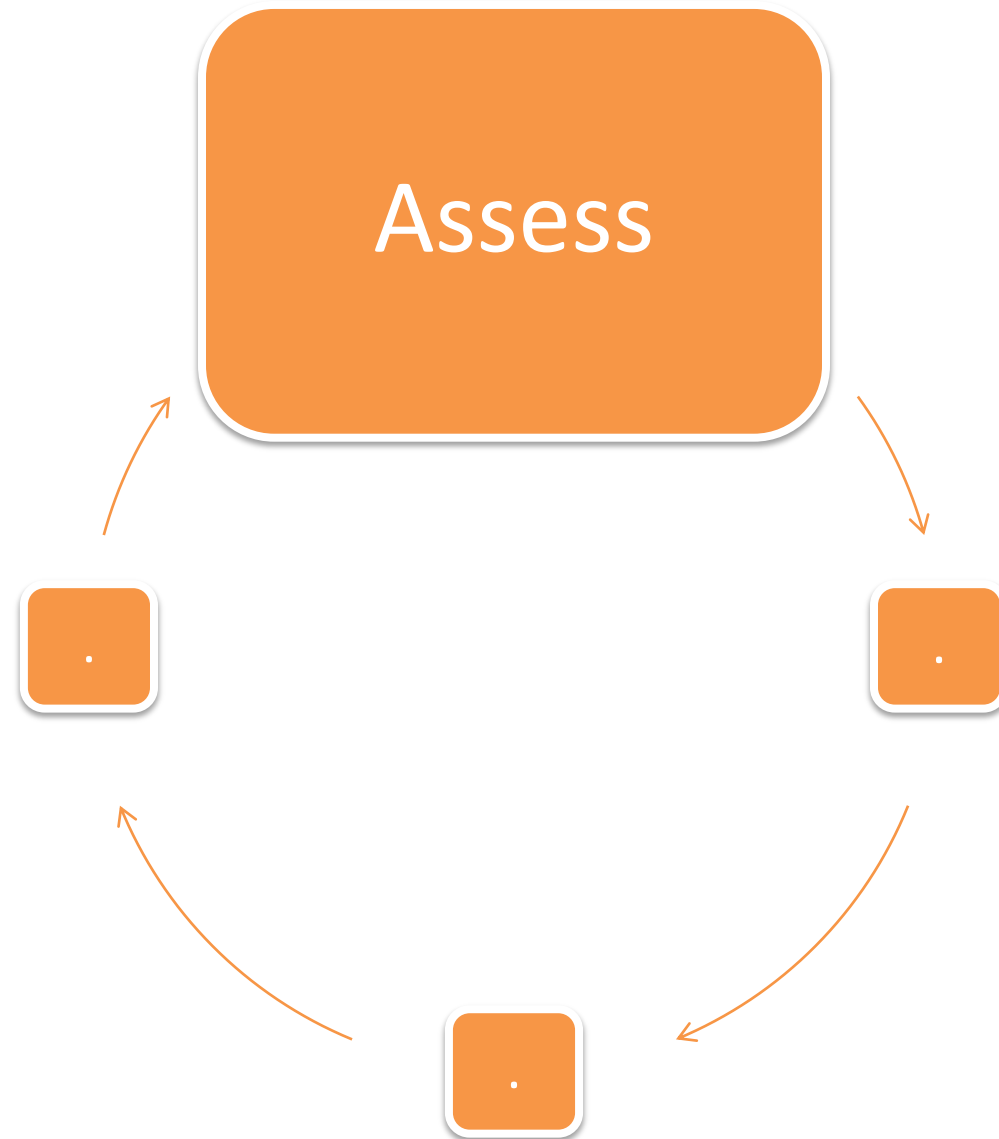
Code of Practice Chapter 6.2

# Can you name any of the stages of the 'Graduated Approach'?



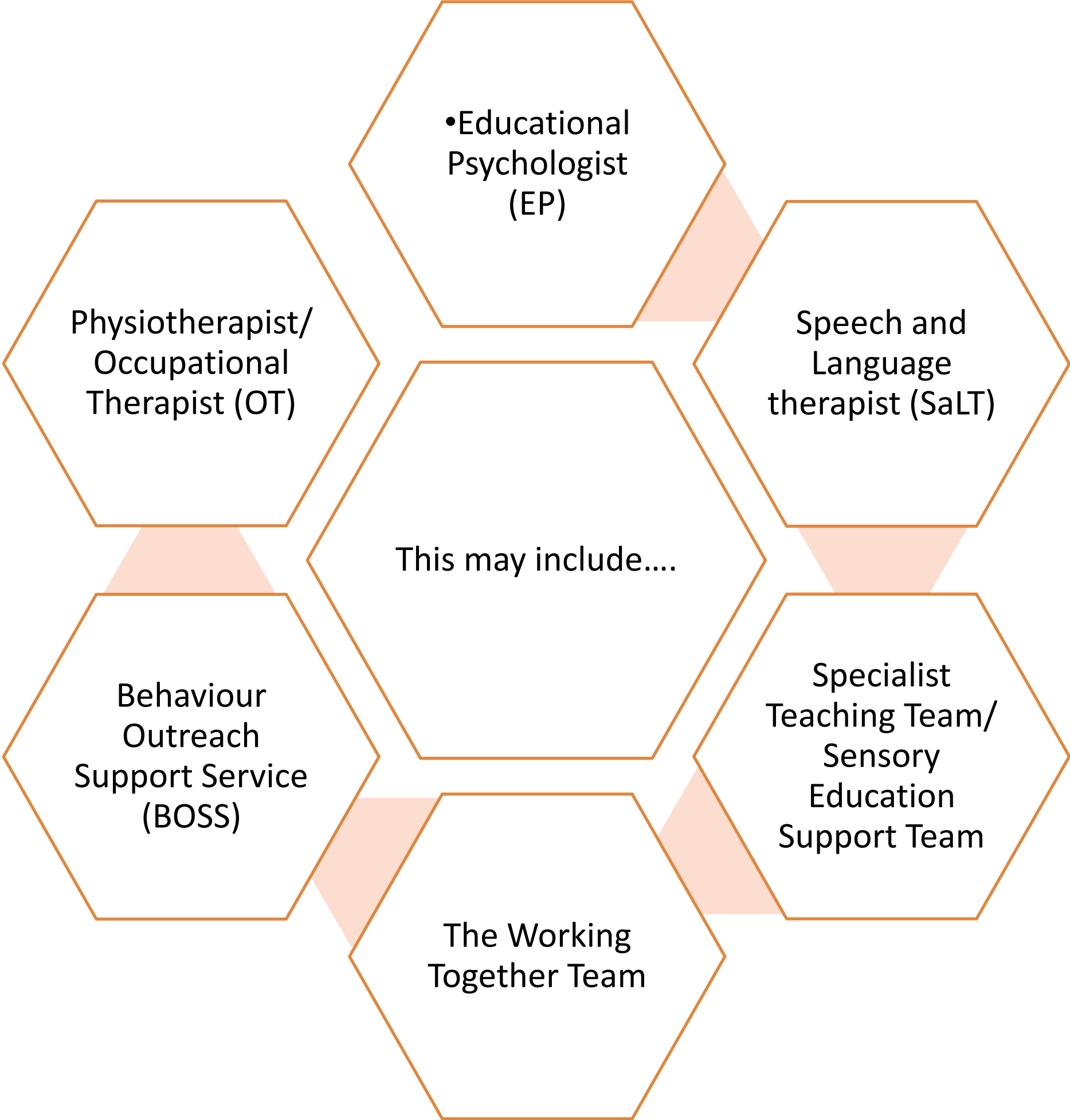
# The Graduated Approach

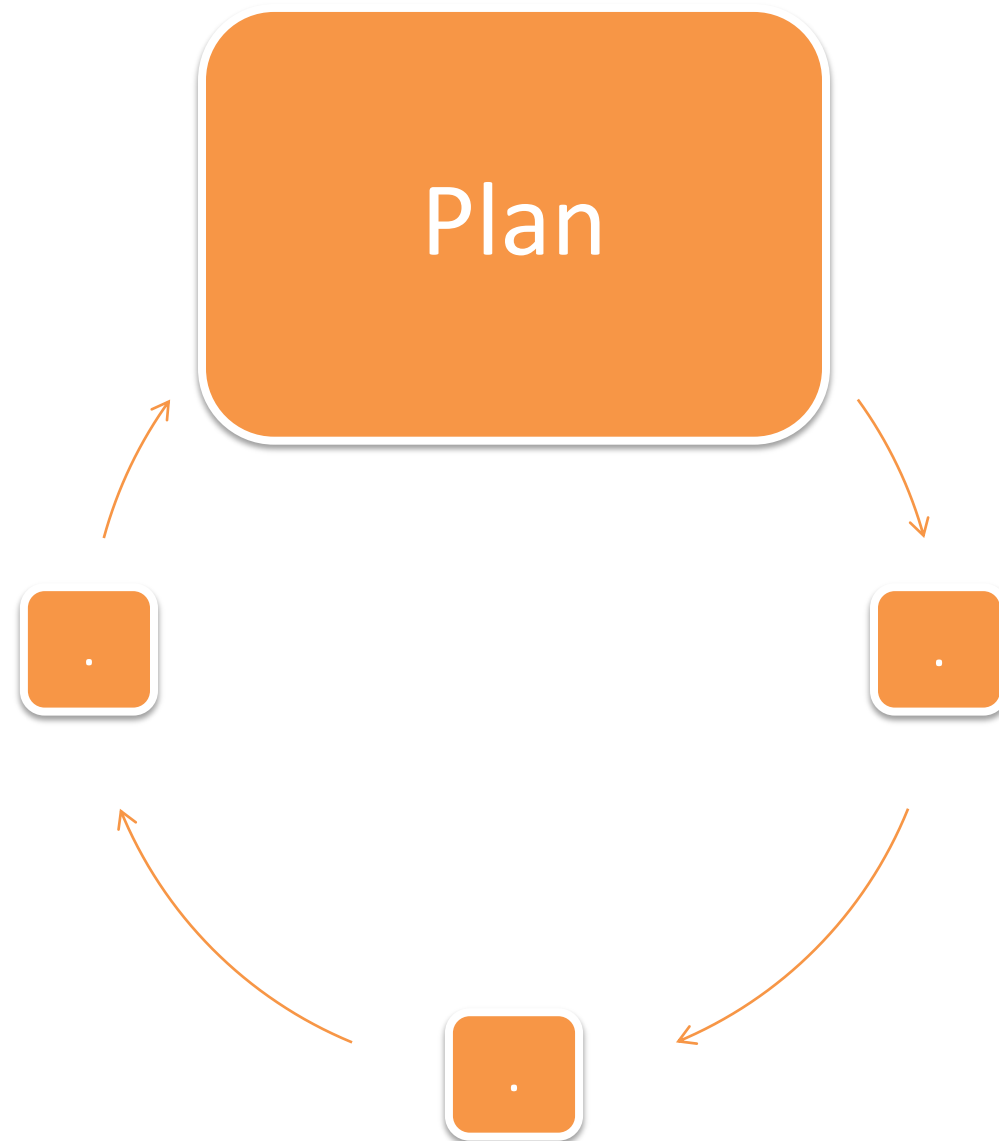




- Views of the child/young person and their parents/carers
- Teacher assessments and observations
- Pupil's current/previous attainment and progress
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

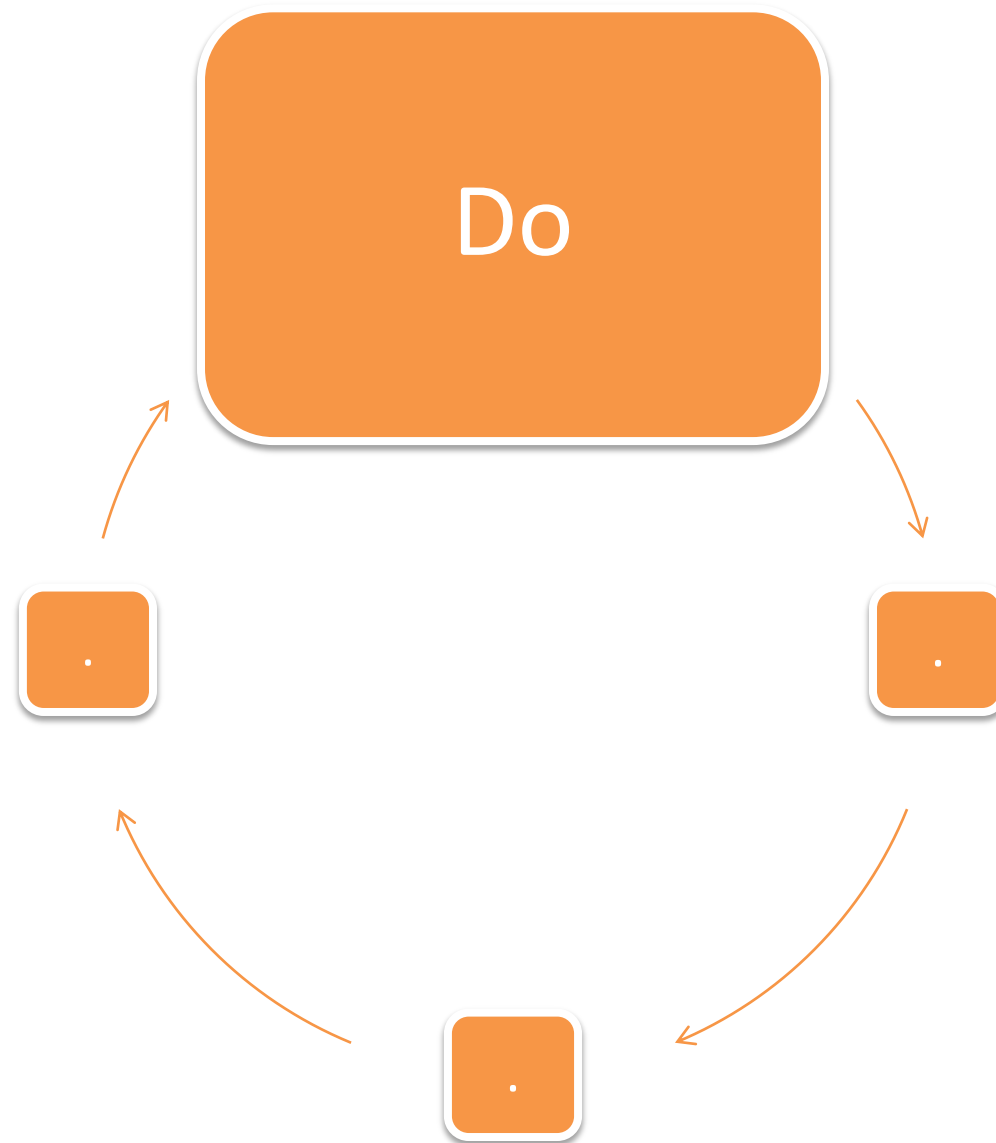
Code of Practice 6.45-6.47





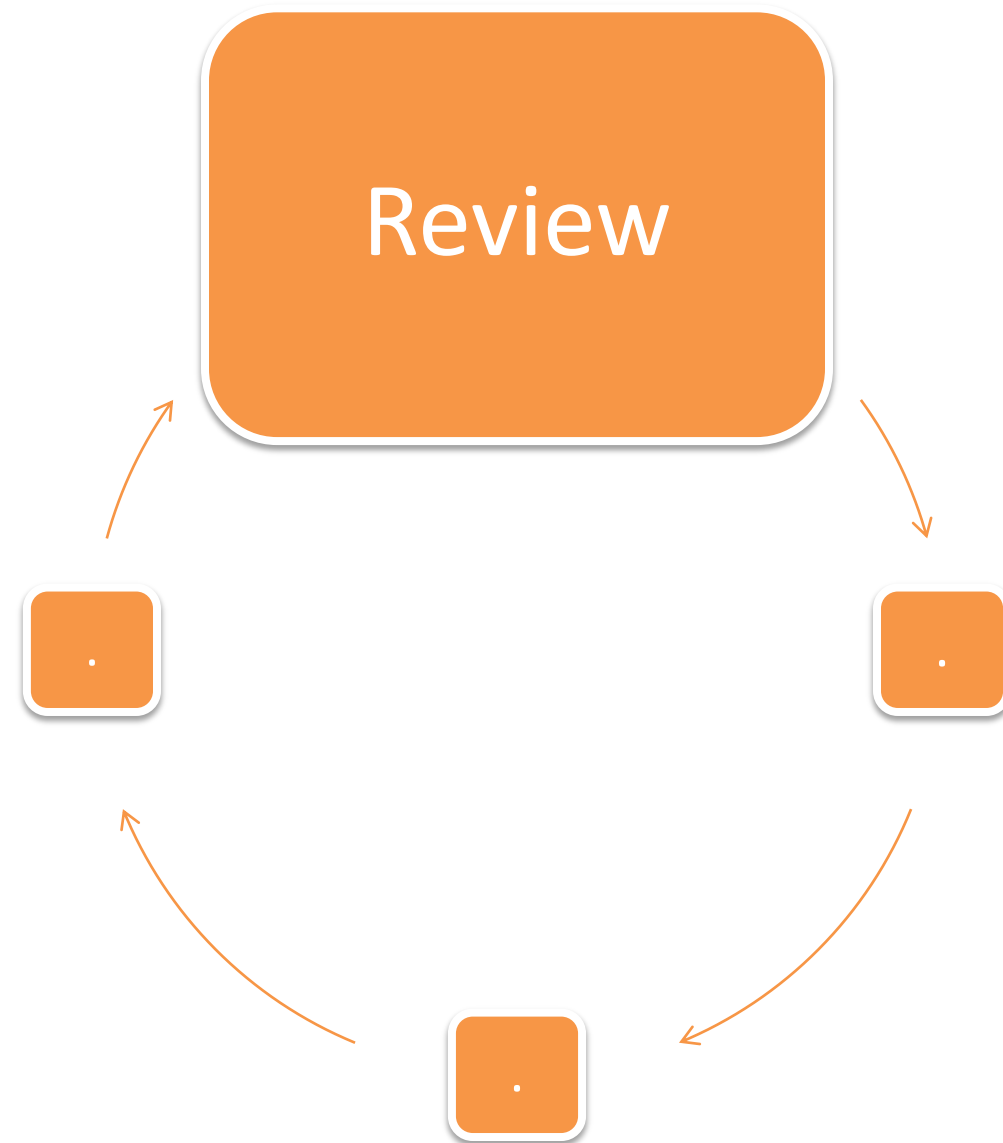
- Time limited outcomes for pupil with SMART targets
- Adjustments, support and interventions to be put in place
- Termly review
- Planning to be pupil centred with outcomes focused and recorded

Code of Practice 6.48-6.51



- Differentiating and personalising the curriculum
- Delivery of ‘additional and different’ provision for a pupil with SEND
- Planning, support and impact measurement of all groups and one-to-one interventions delivered by support staff
- Linking interventions to classroom teaching
- The SENCO supports the teachers in the effective implementation of provision

Code of Practice 6.52



The quality, effectiveness and impact of provision are evaluated by the review date.

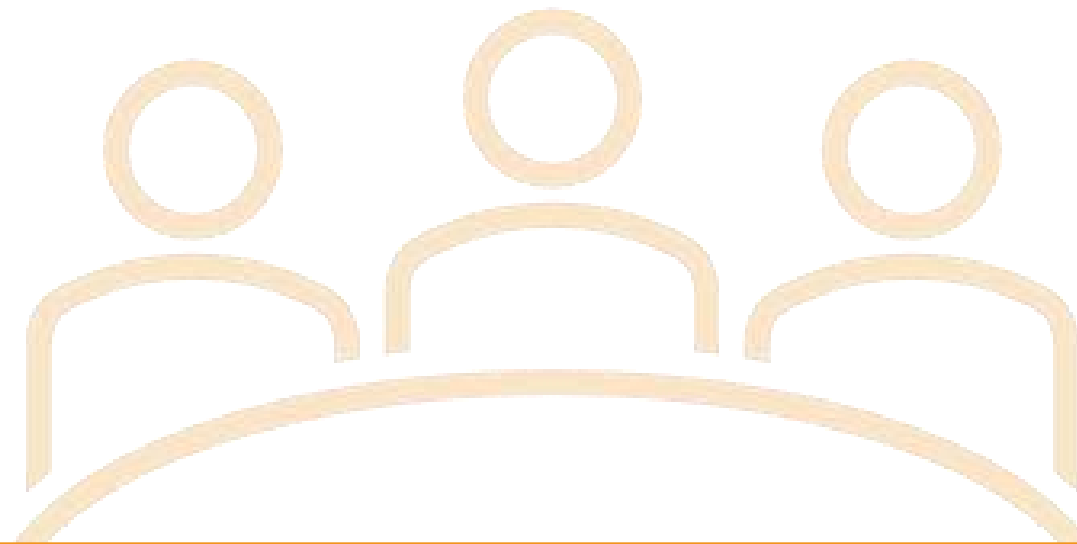
- Progress against targets
- Views of child/parents/staff

**This includes sharing information with pupil and parent/carers and seeking their views**

Code of Practice 6.53-6.56



- Annual report on child's progress
- Regular meetings to review graduated approach (at least 3 times a year)
- Share information and relevant documents (e.g medical reports)



*‘A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupils’s parents. The school’s management information system should be updated as appropriate’*

Send CoP 6.71

|

*‘All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.’*

|

Code of Practice 6.14

True or False: School's do not  
receive any additional funding to  
support pupils with special  
educational needs?



## Element 1

- Age Weighted Pupil Unit (AWPU)

## Element 2

- SEN specific up to £6000

## Element 3

- 'high needs block'

- SEN Information Report and SEN Policy
- Formal meeting with the SENCo
- Contact local SENDIASS (Liaise)
- Complaints procedure

**Liaise Facebook page** @liaiselincolnshire

**Lincolnshire's Local Offer** [lincolnshire.gov.uk/localoffer](https://lincolnshire.gov.uk/localoffer)

**Council for Disabled Children (CDC)** [councilfordisabledchildren.org.uk](https://councilfordisabledchildren.org.uk)

**IPSEA** [ipsea.org.uk](https://ipsea.org.uk)





Family Information Service 0800 195 1635  
(Monday – Friday 8am – 6pm)



[liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)



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



Liaise Lincolnshire

