

SEND Profiles of Need Graduated Response (September 2019)

The purpose of this document is to help schools and setting understand the Graduated Response to Surrey's Profiles of Need. It is to be used as a resource guide for settings.

Universal (across all categories)

In development: Training offer for all schools around Early Identification of Need and screening tool

Educational Psychology:

Support schools with critical incidences to offer guidance and advice on how to manage significant incidents that impact on the school community

Cognition and learning

Universal

Specialist Teachers for Inclusive Practice (STIPS)

- Review and planning meeting to plan and evaluate delivery to support children with learning difficulties
- Support in developing Quality First Teaching through
 - whole school learning audits and action planning with SENCo and/or senior leaders
 - classroom observation and consultation with class teacher
- Advice and guidance on differentiation to support the engagement, progress and wellbeing of children with C & L needs
- Facilitate parent groups to provide training for parents on how to support children's learning needs
- Advice on transition support for individual pupils with C & L needs

Educational Psychology

- A planning meeting at the beginning of the year with a named EP to plan work across the year.
- Support schools with critical incidences to offer guidance and advice on how to manage significant incidents that impact on the school community
- SENCO support groups
- Senior Management work discussion groups/ coaching
- Emotional Literacy Support Assistant Training and supervision – Traded offer

Cognition & Learning Outreach (formerly Inclusion Outreach)

- Access to online resources through www.inclusionoutreach.com
- Telephone support to families and schools
- Email advice from SEN specialists in Outreach schools and parents of children with learning difficulties

School SEND Support

Specialist Teachers for Inclusive Practice (STIPS)

- Clinics where class teachers can discuss any child or group of children causing concern/working below age related expectations

- Observation of child/ Book scrutiny to provide support and guidance to the class teacher
- Guidance on capturing voice of pupils with C&L needs for one page profile
- Transition support and planning for individual pupils
- Parent groups and networks
- **Note: the difference between the STIPs offer and the Cognition and Learning Outreach offer is the STIPs' focus on how to meet need within a mainstream classroom, STIPs support may be used alongside input from Outreach to build teacher confidence in how to implement and embed specialist advice whilst managing the whole classroom.**

Educational Psychology

- Telephone consultations for schools and Early Years settings and colleges
- Bookable consultations for schools (parents can with school)

Cognition and Learning Outreach

- Training and INSET on learning Difficulties / teaching strategies offered at the school or hosted by Outreach school
- Training for parents
- Teacher drop-ins
 - General teaching and differentiation advice for teachers
 - Support implementation of strategies for teaching learners with SEND
 - Modelling of strategies for staff and students
- Single or multiple school visits to support SEND practice, based on discussions with school SENDCO or Head of Inclusion
- Work with class teachers and year group teams to develop best-practice SEN teaching
- Environmental assessment (school walk-around) with SENDCO and Senior Leader

Specialist SEND Support

Specialist Teachers for Inclusive Practice (STIPs)

- Individual case work with pupils over time to include assessment & planning, intervention & support, reviewing and evaluating with staff and families.
- Modelling to teachers the strategies that are part of SEND support arrangements for pupils with C & L needs, including focus on support for resilience and emotional wellbeing
- Support to gather views/voice of child and family if not making expected progress despite support arrangements
- Teacher support groups focusing on specific areas of learning e.g. reading, spelling, numeracy plus self-esteem , reliance and independence

Educational Psychology

- Intervention and therapeutic approaches with individuals, groups and classes
- Support for the identification and meeting of SEND for children and young people where there are significant concerns about the child e.g. where there are concerns about rate of progress, at risk of permanent exclusion

Cognition and Learning Outreach

- Support for an individual student
- Formal report with recommendations for home and school
- Attend EHCP meeting(s)

Statutory Assessment

Specialist Teachers for Inclusive Practice (STIPS)

- Where there has been STIP involvement within previous 12 weeks, attendance at initial planning meeting that following EHCP being issued
- Advice and guidance for teachers to implement approaches described in statutory plan
- Support for school and family to ensure engagement, progress and wellbeing of child with learning difficulties issued with EHCP

Educational Psychology

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating
- Provide psychological advice for the statutory assessment
- Attend critical transition reviews
- Attend SEND tribunals on behalf of Surrey County Council
- Intervention and therapeutic approaches with individuals, groups and classes

Cognition and Learning Outreach

- Support for an individual student
- Formal report with recommendations for home and school
- Attend EHCP meeting(s)

Social Emotional Mental Health

Universal

Specialist Teachers for Inclusive Practice (STIPS)

- Review and planning meeting to plan and evaluate delivery to support children with SEMH needs
- Support in developing Quality First Teaching through
 - whole school SEMH audits and action planning with SENCo and/or senior leaders
 - classroom observation and consultation with class teacher
- Support to review and develop policies related to behaviour and relationships, anti-bullying, emotional wellbeing, exclusions, physical touch and restrictive physical intervention
- Guidance on developing whole school approaches to supporting emotional wellbeing and mental health, including developing staff confidence in using restorative approaches
- Feeling Good Week
- Support for implementing and embedding Targeted Mental Health for Schools and Healthy Schools Programme
- Support for schools to work towards relevant charter marks e.g. Anti-Bullying charter mark, Healthy Schools self-audit/charter mark
- Facilitate parent groups to provide training for parents to support children with SEMH needs
- Advice on transition support for individual pupils with SEMH needs

Educational Psychology

- Emotion Coaching Training
- Trauma Informed Schools Programme; understanding attachment and developmental trauma and principles of effective support
- More training on SEMH; e.g. anxiety, low self-esteem, self-harming.

Health

- Chat health – CYP can have access to chat health; an online text service for children and young people
- 0-19 advice line – access to the 0-19 advice line
- School nurse services – access to school nurse service
- KOOTH Voluntary and charity offers E.G. Young carers and YMCA

School SEND Support

Specialist Teachers for Inclusive Practice (STIPS)

- Clinics where class teachers can discuss any child causing concern re SEMH needs e.g. low confidence, avoidance, anxiety, poor emotional/behavioural regulation, defiance and refusal, inappropriate physical contact/language, low self-esteem, turn-taking difficulty.
- Observation of child in school or social setting to provide support and guidance to the class teacher on identification, provision, monitoring and assessment of SEMH needs
- Guidance on capturing voice of pupils with SEMH needs for one page profile
- Attendance at family meetings to discuss child's needs, desired outcomes, plan targeted support
- Guidance to create a proactive support plan and behaviour risk assessments for children with SEMH needs
- Facilitate parent groups to provide training for parents to support children with SEMG needs
- Support groups for staff working with children with SEMH needs
- Guidance to reduce risk of exclusion when behaviour linked to SEMH needs
- Specialist TA interventions

Educational Psychology

- Telephone consultations for schools
- Bookable consultations for schools (parents can attend with school)
- Health – emotional health and wellbeing link nurses

Specialist SEND Support

Specialist Teachers for Inclusive Practice (STIPS)

- Individual case work over time with pupils who are struggling to access the curriculum/participate fully due to SEMH needs to include assessment & planning, intervention support, reviewing and evaluating with school and family
- Guidance for managing complex cases which involve multi-professionals
- Signposting to CAMHS if necessary
- Support to gather child's story from child and family where child presents as passive and withdrawn
- Support for staff working with children who are having difficulty managing transitions and unstructured time, defiant and non-compliant, calming and self-regulation
- Support to develop strategies as part of professional advice to support children with SEMH needs
- Support for families of children whose behaviour (linked to SEMH needs) is placing them at risk of exclusion
- Support and guidance for school staff to reduce risk of exclusion when behaviour is linked to SEMH needs

- Specialist TA interventions

Educational Psychology

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating
- Staff supervision, work discussion groups, and reflective practice groups
- Training an supervision in the setting up and running of a nurture group
- Training in managing anxiety in secondary schools
- Multi-systemic family groups
- Trauma informed schools programme – including leadership, teacher and key adults programmes of training an supervision
- ELSA programme of training and supervision
- Seek and explain news of children, young people and families
- Brief therapeutic interventions for individuals and groups of CYP.
- Proposing EY ELSA for 3-5 – need for clear pathways/thresholds to seeking additional therapeutic support/assessing risk

School Aged Speech and Language Therapy

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating

Statutory Assessment

Specialist Teachers for Inclusive Practice (STIPS)

- Where there has been STIP involvement within previous 12 weeks, attendance at initial planning meeting that follows issue of EHCP
- Advice and guidance for teachers to implement approaches described in statutory plan
- Support for school and family to prevent placement breakdown and to ensure engagement, progress and wellbeing of child with SEMH needs issued with EHCP

Educational Psychology

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating
- Provide psychological advice for the statutory assessment
- Attend critical transition reviews
- Attend SEND tribunals on behalf of Surrey County Council
- Intervention and therapeutic approaches with individuals, groups and classes
- Brief therapeutic intervention with individuals or groups of pupils

Speech and Language Therapy

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating
- Provide speech and language therapy advice for the statutory assessment

Communication and Interaction

Universal

Specialist Teachers for Inclusive Practice (STIPS)

- Review and planning meeting to plan and evaluate delivery to support children with C & I needs
- Support in developing Quality First Teaching through
 - whole school language and communication audits and action planning with SENCo and/or senior leaders
 - classroom observation and consultation with class teacher
- Facilitate parent groups to provide training around how to support children with C & I needs
- Advice on transition support for pupils with C & I needs

Educational Psychology

- All schools are offered a planning meeting at the beginning of the year with a named EP to plan work across the year.

Speech and Language Therapy:

- All schools are offered a planning meeting at the beginning of each term with a named speech and language therapist to plan work across the term
- Training for clusters of schools around language, speech or communication

ASD Outreach

- Autism Awareness Training
- Learning walks / professionals tours providing recommendations for the whole school environment
- Website resources
- Telephone/email advice for professionals and parents
- Collecting data to identify patterns of demand to support future planning

School SEND Support

Specialist Teachers for Inclusive Practice (STIPS)

- Clinics where class teachers can discuss any child or groups of children causing concern due to C & I needs eg attention and listening, understanding and using vocab/word finding, narrative skills, socialising and interacting with peers

- Observation of child within school or social setting to provide advice and guidance to class teacher on identification, provision, monitoring and assessment of child with C & I needs
- Guidance on capturing voice of pupils with C & I needs for one page profile
- Attendance at meeting with family to discuss child's needs, desired outcomes and plan targeted support
- Guidance to create a proactive support plan and behaviour risk assessment for children with C & I needs so they can participate and thrive
- Support groups for staff working with children with C and I needs
- Specialist TA interventions

Educational Psychology

- Telephone consultations for schools
- Bookable consultations for schools (parents can attend with school)
- Signposting to targeted interventions

Speech and Language Therapy

- Training on specific approaches
- Signposting to targeted interventions
- Input into target setting through the termly link meeting

ASD Outreach

- Training on specific interventions (often for a group of LSAs)
- Talking at parent groups
- Group / surgery visits (notes can be given, but no student names)
- Visits to whole classes to discuss general provision and environmental adaptations

Specialist SEND Support

Specialist Teachers for Inclusive Practice (STIPS)

- Individual case work over time with pupils who are struggling to participate and thrive due to C & I difficulties. May involve observation, assessment, planning, intervention support, reviewing and evaluating with school staff and family
- Guidance to manage complex cases involving multi-professionals
- Signposting to Speech and Language Therapist if appropriate and child is not making progress as per Code of Practice
- Support to gather child's story from child and family if child having difficulties with interactions, are passive and withdrawn, have difficulties managing transitions and unstructured times, who need support with calming and self-regulation.

- Support to develop strategies as part of professional advice to support children with C & I needs
- Support for families whose behaviour is linked to C & I needs and is placing them at risk of exclusion
- Specialist TA interventions

Educational Psychology

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating
- Staff supervision, work discussion groups, and reflective practice groups
- Parenting Support Programme for families of children with ASD diagnosis

Speech and Language Therapy

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating

ASD Outreach

- Observations of individual children
- Feedback meeting with staff (and parents where possible)
- Signposting to resources and providing copies where appropriate
- Written report on individual child
 - Follows ups as part of a group/surgery visit where specific pupils are discussed and names used
 - Follow ups from an outreach assistant on a needs-led basis, no more than once per term
- For any child at risk of Permanent Exclusion or placement breakdown (referral and parent permission necessary)
 - Fixed term intensive input (usually 3 visits) to get strategies in to place and model good practice
 - Regular follow ups (once per half term)

Statutory Assessment

Specialist Teachers for Inclusive Practice (STIPS)

- Where there has been STIP involvement within previous 12 weeks, attendance at initial planning meeting that follows issue of EHCP
- Advice and guidance for teachers to implement approaches described in statutory plan
- Support for school and family to prevent placement breakdown for children with C & I needs issued with EHCP and who present with challenging behaviour

Educational Psychology

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating
- Provide psychological advice for the statutory assessment

- Attend critical transition reviews
- Attend SEND tribunals on behalf of Surrey County Council
- Intervention and therapeutic approaches with individuals, groups and classes

Speech and Language Therapy

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating

ASD Outreach

- Observations of individual children
- Feedback meeting with staff (and parents where possible)
- Signposting to resources and providing copies where appropriate
- Written report on individual child
 - Follows ups as part of a group/surgery visit where specific pupils are discussed and names used
 - Follow ups from an outreach assistant on a needs-led basis, no more than once per term
- For any child at risk of Permanent Exclusion or placement breakdown (referral and parent permission necessary)
 - Fixed term intensive input (usually 3 visits) to get strategies in to place and model good practice
 - Regular follow ups (once per half term)

Occupational Therapy Service and Physical and Sensory Support Services

Universal

Physical and Sensory Support Service

- Informal environmental audits for sensory impairment or physical disability.

Occupational Therapy Service

- Website including resource finder
- School Aged Occupational Therapy Resource pack
- Physio
- SLT
- Open access multi-agency training to setting and parents

School SEND Support

Physical and Sensory Support Service

Hearing Impairment

- Training and advice for the education setting from Qualified Teacher for Hearing Impairment (may also be called a Teacher of the Deaf/ ToD)
- Transition support and planning for individual pupils with hearing impairment
- Speech and language therapy service; may include advice from specialist Speech and Language Therapist for Hearing Impairment. This would be discussed with your school's link speech and language therapist.
- In line with national guidance and PSS policy, provision of assistive listening devices and support for the child and setting in their use.
- Support/training for learning British Sign Language /Sign Supported English where appropriate for the child. This may include vocabulary development
- Advice from Deaf Instructor

Visual Impairment

- Training and advice for setting from Qualified Teacher for Vision Impairment

Multi Sensory Impairment

- Training and advice for setting from Qualified Teacher for Multi Sensory Impairment

Physical

- Training and advice for setting from Advisory Teacher for Physical Disability.

Occupational Therapy Service

Helpline

- To provide practical OT advice , strategies and support to schools, parents/carers and other professionals in relation to a child's/young person's functional and independence skills.
- To identify need for further universal / targeted provision i.e parent session, setting training
- To sign post to further relevant resources and services.
- To support in decision making in relation to specialist needs.
- To support discharged children with a new functional concern/ To review equipment for child who have had it recommended by the service.

Link Visit

- A visit to school / nursery / Children's Centre / community services (support groups, respite provisions) from an Occupational Therapist to support integration of Occupational Therapy into the setting
- To meet needs at school support level, in a timely way, reducing potential need for specialist service provision

- To enable Occupational Therapy services to be accessed appropriately to meet needs, by supporting settings in identifying when a child needs universal / targeted / specialist level provision
- Accessed via the OT helpline

Information session

- Facilitated by the Occupational Therapy service providing information on a variety of topics to support parents / carers / educational professionals / community services to gain universal information and integrate Occupational Therapy into their daily routines.
- To support meeting CYP needs at universal level
- To support identification and signposting for CYP with additional needs
- Accessed via helpline

Training

- Facilitated by the Occupational Therapy service providing training on a variety of topics to support education ,health and community service professionals (children’s centres, respite centres) to :
 - Implement universal OT resources
 - Identify CYP with OT needs and initiate timely appropriate support, through use of universal resources, identifying need for referral
 - Gain information, advice and guidance on specific topic areas to inform integration of Occupational Therapy into practice to support children with identified additional needs.
 - Accessed via helpline

Specialist SEND Support

Physical and Sensory Support Service

Hearing Impairment

- Transition support and planning for individual pupils with hearing impairment
- Speech and language therapy service; may include advice from specialist Speech and Language Therapist for Hearing Impairment. This would be discussed with your school’s link speech and language therapist.
- In line with national guidance and PSS policy, provision of assistive listening devices and support for the child and setting in their use.
- Support/training for learning British Sign Language /Sign Supported English where appropriate for the child. This may include vocabulary development
- Advice from Deaf Instructor
- Universal, setting and specialist SEND support plus training, assessment, advice and direct input for setting from Qualified Teacher for Hearing Impairment
- Input from Deaf Instructor which may be for the child and / or staff

Visual Impairment

- Mobility training for orientation and independent travel within school from / directed by a qualified paediatric habilitation officer. Also may need independent living skills training.
- Transition support and planning for individual pupils with vision impairment
- Input to assessment

Multi Sensory Impairment

- Mobility training for orientation and independent travel within school from/ directed by a paediatric habilitation officer. This is requested via the Qualified Teacher for Vision impairment or multi sensory impairment.
- Training and advice for setting from Qualified Teacher for Multi Sensory Impairment.
- Long term assessment and involvement from Qualified Teacher for Multi Sensory Impairment.
- Transition support and planning for individual pupils with multi sensory impairment

Physical

- Assessment and involvement from Advisory Teacher for Physical Disability/physio.

Occupational Therapy

- Setting based groups, facilitated by the Occupational Therapy Service in collaboration with educational settings to :
 - Support and enable teaching staff to implement class / group based interventions to address universal / targeted OT needs
 - Accessed via helpline
- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating
- Children with Disabilities – (CWD) assessment

Statutory Assessment

Physical and Sensory Support Service

Hearing Impairment

- Universal, setting and specialist SEND support plus training, assessment, advice and direct input for setting from Qualified Teacher for Hearing Impairment

Visual Impairment

- Training, assessment, advice and direct input for setting from Qualified Teacher for VI.
- Mobility training including long cane skills from / directed by a qualified paediatric habilitation officer. Also will need independent living skills training.

- Transition support and planning for individual pupils with vision impairment
- Input to assessment

Multi-Sensory Impairment

- Mobility training including long cane skills alongside independent living skills training from/ directed by a paediatric habilitation officer. Wheelchair mobility training may be required for some learners. This is requested via the Qualified Teacher for Vision impairment or multi-sensory impairment.
- Training, assessment, advice and direct input for setting from Qualified Teacher for Multi-Sensory Impairment. This will include issue based work.
- Transition support and planning for individual pupils with multi-sensory impairment

Physical

- Training, assessment, advice and direct input for setting from Advisory Teacher for Physical Disability/wheelchair mobility and independence

Occupational Therapy

- Individual case work with pupils to include assessment & planning, intervention & support, reviewing and evaluating
- Children With Disabilities input/assessments