

CRITERIA FOR ACCESSING SUPPORT FROM SEND SPECIALIST SERVICES

Universal

Targeted

Targeted/Specialist

Specialist Support

Model of Staged Intervention	Level 1	Level 2	Level 3	Level 4
Need Descriptor	<p>Emerging Needs:</p> <p>These are children and young people, including those with disabilities, with some emerging needs that can be met within the universal services such as Early Years and Childcare providers, Schools, F.E. colleges, Health and Voluntary and Community Sector</p>	<p>Additional Needs</p> <p>These are children and young people including those with disabilities, who require a more targeted approach from services in addition to universal provision to meet their needs.</p>	<p>Complex Needs:</p> <p>These are children and young people, whose needs are complex, and require a multidisciplinary response from relevant professionals. This refers to the depth or significance of the needs. They are at risk of social or educational exclusion. Their health, welfare, social or educational development is being impaired. Life chances will be impaired without services. These children may be Children in Need (S17). Services may be delivered by Social Care or by other agencies</p>	<p>Severe Needs:</p> <p>These are children and young people whose needs are complex and enduring and are across many domains. The families of these children need support to meet the child's needs. This may be due to the severity of the child's disabilities or mental health issues. Alternatively it could be because the child is at significant risk of harm (S47), and the family is not engaging with services or refusing to make the necessary changes to ensure the child's safety. The latter is Children's Services Social Care's Core Business, and reaches the threshold</p>
Setting/School Action before referral	<ul style="list-style-type: none"> Evidence of High Quality Teaching embedded in the setting/classroom. Child Voice included High aspirations and evidence of good parental engagement Baseline Assessments in place and progress tracked (Assess, Plan, Do, Review – Code of Practice 2015) <p>Additional assessment recommendations can be found at: Assessment recommendations</p> <ul style="list-style-type: none"> Universal and targeted support delivered and monitored consistently. Other agencies engaged at a whole setting (including school) level Self-evaluation of provision that shows areas of development linked to whole settings and child/young person's needs Self-evaluation of training needs for workforce Embedded and clear policies that meet regulatory requirements 	<p>As Level 1, plus:</p> <ul style="list-style-type: none"> Evidence of school/setting carrying out a minimum of 2 cycles of Assess, Plan, Do Review. (SEND Code of Practice, 2015) Tracking of outcomes from evidence based interventions which are evaluated. helpful intervention links include: <ul style="list-style-type: none"> Improving outcomes Brooks report 	<p>As Level 2, plus</p> <p>Despite evidence of sustained and appropriately delivered interventions over time, the child remains:</p> <ul style="list-style-type: none"> At least 2 years below age related expectations in attainment At Level 3 or above in the Speech and Language Descriptors or Social Communication Descriptors or With a Pastoral Support Plan (schools) in place, the child is continuing to present severe and persistent behavioural difficulties which place the child at risk of multiple fixed term exclusion (include frequency, intensity, duration.) EY –learning and development is observed at 2 age/stage bands below chronological age within Early Years Foundation Stage (EYFS) Captured on EYFS pupil profile or unique child progress tracker with targeted support plans. <p><i>In exceptional cases, evidence of previous interventions over time is not required, such as when a child suffers an acquired brain injury, significant trigger or emotional trauma, or has moved into Cambridgeshire and clearly has complex needs.</i></p>	<p>As Level 3 plus:</p> <p>Setting/School must be able to present clear evidence of baseline assessments and outcomes. Evidence of external professional* advice, strategies and guidance given and the impact of their implementation.</p> <p>*External professionals could include a Health Professional e.g. Speech and Language Therapist/Occupational Therapist/Paediatrician or SEND Specialist Services practitioner e.g. Educational Psychologist or a Specialist Teacher</p> <p>If the case meets criteria for an EHCP (www.cambridgeshire.gov.uk/localoffer), a request for an EHC Needs assessment can be submitted.</p>



	Universal	Targeted	Targeted/Specialist	Specialist Support
<p>How might SEND Specialist Services and the Early Years' Service (in the Learning Directorate) support?</p> <p><i>Some of this support, particularly at the Universal level will be Traded and will incur a cost; please refer to the SEND Specialist Services Enhanced/Traded offer Enhanced/traded offer</i></p>	<ul style="list-style-type: none"> Building capacity in settings and schools through training and SENCO support and an annual conversation with settings (Early Years' Service) Joint strategic projects and initiatives to support setting and school improvement, accelerate achievement and promote inclusion and access. Countywide training available to all schools and settings. SEND Audit and Action Planning Telephone advice, guidance 	<p>As Level 1, plus:</p> <ul style="list-style-type: none"> A setting or school based consultation and review, with or without parents. Observations of the child in context Training around specific needs of individual or cohorts of children To lead or model delivery of interventions. 	<p>As Level 2, plus</p> <ul style="list-style-type: none"> Consultation and assessment involving direct work with child, young person and parents, including observation (agreed through Family CAF) Therapeutic intervention Direct teaching or Specialist Practitioner support Targeted attendance at multi-agency meetings (Early Support, CIN/CP, Team Around the Family, TAF) EY - child & family invited to attend specialist group, Child/family accesses targeted, time-limited home-visiting support. <p>Progress and strategies shared across environments (home, group, setting/school)</p>	<p>As Level 3 plus:</p> <ul style="list-style-type: none"> Statutory Work – commissioned by START around significant and complex needs, tribunals Targeted attendance at multi-agency meetings (Early Support, CIN/CP, TAF EHCP Drafting Meetings) The education of Primary aged children who have been permanently excluded. The education of Primary aged children who have long term medical absence, in line with the agreed Medical Needs Protocol www.cambridgeshire.gov.uk/localoffer For Sensory Support involvement, visual and/or hearing impairment must be clinically diagnosed. <p>Eligibility criteria for Hearing Impaired Pupils</p> <p>Or: Eligibility criteria for Visually Impaired Pupils</p>
<p>Access Route</p>	<ul style="list-style-type: none"> Through the Enhanced/Traded Booklet (www.cambridgeshire.gov.uk/learntogether) Early years service offer 2016/17 	<ul style="list-style-type: none"> Request for Involvement form for SEND Specialist Services involvement (on-line/ handwritten/ via telephone) Training request form Early years service offer 2016/17 	<ul style="list-style-type: none"> Family CAF Social Care Involvement Training request form Exclusion hotline 	<ul style="list-style-type: none"> Family CAF Via Annual Review/Emergency Annual Review/Social Care START Panels Medical Needs tuition via Consultant referral Referral form Audiology/Ophthalmology Exclusions hotline

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