

SENSS C&I Advisory Service – Core Offer and Criteria for Involvement (September 2019)

Support Level	Level 1 – Universal	Level 2 – Targeted	Level 3- Specialist	
	The focus at this level is on empowering school staff to meet need through universal best practice for all.	The focus at this level is on using targeted support and advice to address identified areas of need.	The focus here is on the individual student, personalised advice and interventions tailored to address individual need.	
SENSS C&I Core Offer	<p>Support Options</p> <p>The school can meet needs through quality first teaching, and reference to the OCC SEN guidance. SENSS input supports the development of effective school wide best practice to meet C&I needs including:</p> <p>Free Training - SENSS Core free training offer to schools:</p> <ul style="list-style-type: none"> • Bite size training to support school development priorities around C&I • Autism Education Trust AET Level 1 <p>Support, advice and further training on whole school initiatives - for example:</p> <ul style="list-style-type: none"> • environmental audit, • ‘communication friendly schools’ advice • An introduction to the AET Progression Framework to monitor progress. • An Introduction to AET Standards • Sign posting to appropriate resources <p>Contribution to a multi-agency team around the school approach for example:</p> <ul style="list-style-type: none"> • Joint planning with EP / S&LT and the school • Project work to target areas of concern identified by the school • Support to develop a specialist C&I champion role <p>Support for Parents for example:</p> <ul style="list-style-type: none"> • Input to parent workshops to promote good early language development • Signposting to resources on the local offer 	<p>Children are on school SEN register and may or may not have an EHCP – they typically need more input and specifically targeted support in line with criteria set out below.</p> <p>At this level the SENSS offer includes</p> <p>Targeted, free training - for example</p> <ul style="list-style-type: none"> • Bespoke, training around the needs of an identified cohort of students. • Informal ‘on the job training’ and modelling strategies for key staff <p>Targeted support and advice – for example</p> <ul style="list-style-type: none"> • Ongoing informal consultation with specialist colleagues during regular visits to the school, or by telephone and email, are facilitated by close working relationships between the SAT, ASW and school staff. • Clinics / staff meetings / surgery discussions with key staff • Peer awareness work with groups • Input to partnership meetings / SENCO groups <p>Group interventions - recommendations about appropriate interventions that can be delivered by the school or by ASWs (Spirals, Talk boost, narrative groups or social skills interventions)</p> <ul style="list-style-type: none"> • Attendance at meetings such as Annual Reviews • Schools to consult SENSS staff in drawing up educational advice for statutory purposes 	<p>A higher level of individualised support is needed, young person may or may not have an EHCP, but their C&I needs are presenting significant barriers to learning and inclusion</p> <p>Individual, specialist advice and support</p> <ul style="list-style-type: none"> • SAT will visit the child for observations, assessment and advice • A rolling advisory report will be provided, setting out. strengths, differences and support needs in some detail for the school. • Advice will be included on strategies, interventions and next steps. <p>Individual interventions by ASWs - for example</p> <ul style="list-style-type: none"> • understanding their diagnosis, • individual, personalised transition support • support with emotional regulation <p>SATs may also call on SENSS SEMH Leads to provide specialist interventions around behaviour and emotional wellbeing.</p> <p>Referral / Signposting to other agencies may also be appropriate</p> <p>Support for Parents</p> <ul style="list-style-type: none"> • Visit reports and advice available to parents and may include advice on strategies to use at home • Meetings with parents may be organised by the school <p>Typically, young people may be offered up to 6 visits per year but this will be variable according to need. SATs will respond flexibly to changing needs e.g. several visits in quick succession to support the school with a particular need or issue.</p>	
	Traded training offer	<p>For Parents: SWIFT and SSWIFT Courses for parents and school staff</p> <p>For Staff: Autism Education Trust: Level 2 for key staff, Level 3 for SENCO and senior leaders. /Further Training on the AET progression framework</p>	<p>For Parents: School / Partnership / MAT based SWIFT and SSWIFT Courses for parents and school staff</p> <p>For Staff: e.g. TALKBOOST, half day / full day courses on specific approaches / topics such as Narrative Therapy, Spirals, Social Stories, peer support etc.</p>	<p>For Staff: half day / full day courses e.g. on Positive Behaviour Support, Resilience Training for Support Staff, delivered by SATs / SEMH Lead.</p>
	Referral routes	<p>Young people whose needs can be met by SEN Support and by this level of good, school wide practice will not be referred to the SENSS C&I Support Service.</p> <p>As no referral is required ‘<i>no name consultations</i>’ can be given in relation to individual young people – parental consent is not required</p>	<p>Young people identified for targeted support will be referred individually to the service. Prior to referral a conversation with the SAT is required. Parental consent is not required but schools are asked to inform parents and offer them the opportunity to contribute to the referral as appropriate.</p>	<p>CYP are referred to the service. Referrals are accepted from schools only. Schools must inform parents about the referral. Schools should invite input from parents and, if appropriate may set up a meeting with parents and SAT.</p>
	Recording and reporting	<p>SENSS SATs will maintain a school involvement log as a record of training inputs, generic advice and school focussed support offered to each school.</p>	<p>An Assessment Report with recommendations for targeted interventions and approaches to meet identified needs.</p> <p>SENSS will maintain an involvement log and may provide a statutory assessment report on request. Intervention logs will be maintained for group interventions led by ASWs</p>	<p>A rolling advisory report will be provided, building on the initial assessment report.</p> <p>SENSS will also maintain the involvement log. Intervention logs will be maintained for individual ASW inputs.</p> <p>For statutory assessment a SENSS report may be compiled on request.</p>
	Movement between levels	<p>Pupils can move to a referral for Targeted Support at any point, in line with the criteria for involvement below. A discussion between the SENCO and the SAT is required prior to any referral the SENCO will initiate this discussion.</p>	<p>Will revert to Universal Support once no further input is required after 12 months</p> <p>May transfer to Specialist Support at any point, in line with criteria set out below</p>	<p>Aim for young people to revert to Level 2, or to universal support strategies when settled. If successful, specialist support will typically be time limited.</p>

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Criteria for C&I Involvement	School Support needs	School developing good practice to support inclusion of all young people with C&I needs. A good understanding of difference and a flexible approach. Reasonable adjustments and adaptations to the environment and curriculum ensure all are included and making progress.	Staff have concerns about how to meet the needs of some children and require more help to interpret their needs or behaviours. Advice is required to identify appropriate resources and deliver / model some group interventions and approaches	Staff need specialist advice intensive or regular input to help plan strategies to support high levels of need.
	Parents / Home support needs	Parents would like more information about their child’s SEN - this can be provided by the school in consultation with SENSS or AFS, Local Offer	Parents have emerging concerns about social difficulties at home or at school, limited academic progress or anxiety about school	Parents report high levels of anxiety at home and/or difficulty getting student into school. Parents and school need to work together closely for consistency.
	Social Communication and Interaction	Peer awareness work needed to support a positive view of difference and inclusive attitudes across the whole school. School provides some structured support / activities at break and lunch times to support social interaction and friendships	Struggles to form friendships or play social games. Needs regular support to learn to communicate with peers and interact with others. May need support during playtimes	May be isolated and withdrawn May be in frequent conflict with peers and adults. May be a risk of violence.
	Attention and Listening	Young person may have mild difficulty – may need support in whole class activities – may need movement breaks or a quiet area in which to work	Moderate difficulty. Reminders and support to focus are frequently needed.	Severe difficulty. Needs constant support, to engage with learning, may need support in 1-1 situations.
	Understanding of language	Young person is supported by a range of classroom strategies to ensure comprehension, such as pre-teaching of vocabulary	Understanding may be reliant on adult help, such as repetition of instructions or visual supports. The young person may need support and structured intervention to address specific aspects of comprehension.	Understanding is usually reliant on adult help. The young person needs intensive input on one or more aspects of comprehension. Comprehension difficulties are a significant barrier to learning and engagement.
	Language expression	Young person can hold a conversation at an age appropriate level and can usually communicate with friends. With support, can offer some relevant information in conversation and class lessons.	Young person may be hard to understand out of context, s/he may need support with specific aspects of grammar/vocabulary/narrative. Not always able to communicate with peers or adults effectively.	Significant difficulty in conveying meaning with peers or adults. Needs intensive input on one or more aspects of expressive language.
	Functioning and Readiness to Learn	Generally settled and engaged and responding to usual classroom routines – may sometimes need additional support to understand how their C&I needs affect behaviour/happiness/learning.	May present as sometimes anxious or unhappy in school, may be expressing anxiety about coming to school. May not always engage in class room learning activities	Significant effect on all aspects of behaviour and learning. Young person is distressed about coming to school, or aspects of the school day and refusing to engage. Significant amount of time may be spent outside of the class. The young person is not able to identify escalating anxiety signals.
	Need for adapted curriculum	Requires some differentiation of work to support learning style this can be managed by teacher / teaching assistant Child is making progress	Strategies and support are required to help create good work routines or to address anxiety/sensory/language/transition needs. Concerns about progress are emerging Curricular and/ or environmental adaptations may be necessary.	The young person may be opting out of the curriculum and unable to participate. Needs skilled individual support to learn. Significant adjustments and curriculum /environmental adaptations are required.