Support and Services for Schools and Settings 2018-19

Children & Young People’s Services
### Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview</td>
</tr>
<tr>
<td>2</td>
<td>SEND &amp; Inclusion teams (including Educational Psychology)</td>
</tr>
<tr>
<td>5</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>7</td>
<td>Cognition &amp; Learning (including the movement teams)</td>
</tr>
<tr>
<td>12</td>
<td>Communication &amp; Interaction (including the Autism &amp; Social Communication team and Speech and Language Support)</td>
</tr>
<tr>
<td>15</td>
<td>Social, Emotional &amp; Mental health: Emotional Well Being &amp; Effective Learning (incorporating Mental health &amp; Wellbeing, Anti bullying, Crisis response, Behaviour Intervention and Counselling services)</td>
</tr>
<tr>
<td>16</td>
<td>Sensory &amp; Physical (including Sensory Support and Occupational Therapy)</td>
</tr>
<tr>
<td>18</td>
<td>Early Years: Portage</td>
</tr>
<tr>
<td>19</td>
<td>SEND Advisory team</td>
</tr>
<tr>
<td>23</td>
<td>SEND, Looked After &amp; Vulnerable Groups Casework</td>
</tr>
<tr>
<td>25</td>
<td>Virtual School for Looked After Children and Previously Looked After Children</td>
</tr>
<tr>
<td>27</td>
<td>Equalities and Interventions (including Education Equalities, English as an Additional Language, Gypsy, Roma &amp; Traveller teams)</td>
</tr>
<tr>
<td>34</td>
<td>Early Years (EDS)</td>
</tr>
</tbody>
</table>
Overview

This document gives an overview of the Local Authority teams that are able to support your school or setting to include children and young people with special educational needs, disabilities, or adjustments to be made under Equality Act legislation.

At the heart of all our aspirations for children and young people in County Durham is that they have good physical and mental health, achieve in their learning and personal development, and ultimately are able to make a positive social and economic contribution to the communities in which they live.

Inclusive and resilient schools are at the heart of this;

- An inclusive and resilient school is one which is able to recognise and respond to the strengths and needs of all its community.

- All of the teams are committed to promoting the well-being, participation and achievement of children and young people in educational contexts. We do this through helping to achieve a greater understanding of their needs and enabling appropriate strategies, interventions, or accommodations to be made.

- All of our activity promotes these aspirations.

- We see resilient school systems with resilient and skilled staff as being essential to this.
SEND & Inclusion teams (including Educational Psychology)

Since September 2014 all of Durham County Council SEND & Inclusion Support teams have been managed in one service. This provides a very rich and experienced staff resource available to support your school or setting, to identify and meet the needs of your children and young people, enabling them to achieve good outcomes.

Every member of every team:

- Has additional training and expertise in understanding and supporting practice in Special Educational Needs and Disability (SEND).
- Is trained to respond safely and appropriately to safeguarding concerns.
- Receives regular professional supervision and appraisal.
- Participates in training and professional development in order to be up to date with their knowledge and skills.
- Works to the highest standards in terms of the requirements of the SEND Code of Practice and Equality Act, and will support your practice with regard to their legal context.
- Understands Local Authority (LA) SEND systems and processes and will support you to work within them.
- Is connected to a broader framework of supports and systems within the LA and region, including across the education system and specialist and safeguarding systems, and will support you to be connected to these systems.
- Works closely with partners in health, social care and other organisations in order to support holistic understanding of children and young people that can really make a difference.
- Understands that each child/young person, their family and educational context is different and that one size does not fit all!
Every team is committed to supporting children and young people to be included in their school community; to be resilient, independent and achieve as well as they can. Resilient school systems with resilient skilled staff are essential to this, and an equally important element of their work.

Every team is led by an experienced senior educational psychologist with specialist skills and knowledge in their area and staffed by experienced and well qualified professionals. Their work is built on up to date research relating to child development, teaching and learning, and how to support positive change.

The work of the Educational Psychology Service and SEND support teams includes:

- Strategic and development work across the LA, the region, and with partners in Health and Social Care.
- Capacity building, training and systems development for schools and groups of schools.
- Supporting and implementing group interventions.
- Supporting and implementing individual interventions.
- Individual casework focusing on formulating an understanding of the strengths and needs of a child/young person in their context. These understandings inform work with education staff, families and the child to plan interventions that achieve clear outcomes. This approach is consistent with the principles of the SEND Code of Practice 2014, and explicitly required within the Health and Care Professions Council (HCPC) Standards of Practice (applying to Educational Psychologists).

Our teams

We have a range of teams which are largely organised for management purposes within the four broad areas of SEND identified within the 2014 Code of Practice, with the exception of the Educational Psychology Service, which works across all areas of need and all age phases, and the Early Years element of the SEND & Inclusion teams which works with very young children with a range of needs.
Of course children, education providers and their needs do not conform neatly into the Code of Practice areas of SEND. A significant benefit of working with us as a large provider of services is that we are able to listen to your concerns and needs and find the right blend of expertise to be helpful to you.

Each team understands the importance of early identification and intervention and will support you to implement a graduated approach to understanding and meeting need. This means that some children and schools/settings need a lighter approach to involvement than others who may present with very complex needs, requiring a much more intensive, individualised or specialist approach.

Please note that most of these services are generally accessed via schools/educational settings.

**Our costs and funding**

Some of the services that the SEND & Inclusion teams offer are free at the point of delivery and will cost the school.setting nothing. This might be because they are statutory services, or because we have been asked to provide them by our partners and have been funded by a specific grant or commission. Increasingly some of our services are purchased by schools/settings through Service Level Agreements (SLAs). Individual costs vary slightly according to the professional background of the provider and are detailed below although they tend to fall between £350 and £405 a day.
The Educational Psychology team includes main grade Educational Psychologists (EPs), specialist and senior EPs, all of whom must abide by the Health and Care Professions Council (HCPC) standards of practice. We also invest in the training of EPs who are completing their doctorate EP qualification. Our trainees have very high levels of professional support and supervision on a weekly basis to ensure that they reach and maintain appropriate standards of practice.

All of our work relates to the key themes of the SEND Code of Practice. Assessment of children and young people is holistic and broad based and recognises the unique nature of every child and their context. We will work with you, the child or young person and their family to draw information together in order to develop a formulation of their strengths, needs and aspirations. With this information we will work with you to find the right approaches to interventions and supports that will be helpful.

The core EP team offers services to children and young people, schools and other educational settings. Statutory work carries no charge and is available to any child/young person who needs it, in whatever context they are receiving education. This includes preparation of psychological advice to the Local Authority (LA) as part of Education Health Care (EHC) needs assessments, transfers of statements of Special Educational Needs (SEN) to Education Health Care Plans (EHCPs), and supporting the LA to understand needs and provision if a change of placement or provision is requested. Very young children who may need provision which is additional to or different from that which is usually available for a child of similar age is also available to any child that has been identified as needing it, wherever they are receiving their education.

Service Level Agreements (SLAs) are taken out by schools, groups of schools and other educational settings for other EP work. This is very varied in nature and can include support with:

- School development, capacity building and training relating to inclusion, well-being, teaching and learning, and specific areas of need for example, autism or literacy.
• Consultation and problem solving in relation to individual children and young people.

• Psychological assessment of children and young people. Individual casework focuses on understanding the strengths and needs of a child/young person in their context and using this understanding to work with education staff, families and the child to plan interventions that achieve clear outcomes; an approach explicitly required within the Health and Care Professions Council (HCPC) Standards of Practice as an EP.

• Direct delivery of therapeutic interventions with children and young people, or helping a school/setting to set up their own interventions.

• Mentoring and coaching with school staff.

• Solution circles for staff.

• Collaborative working with other professionals to support a child/young person.

At certain times of the school year demand can be high although no school/setting expressing a concern will be left with unmet need. If you have concerns about a child please contact us for advice and support.

The EP team also has a key role in strategic developments across the LA, with a Senior EP holding the strategic lead role in each of the four SEND areas.

The EP team is organised into four geographical areas with each are being served by a locality team.

**Costs**

**Illustrative packages**

<table>
<thead>
<tr>
<th>Package 1</th>
<th>3 days, one day per term</th>
<th>£1,270</th>
</tr>
</thead>
<tbody>
<tr>
<td>Package 2</td>
<td>6 days, one day per half term</td>
<td>£2,490</td>
</tr>
</tbody>
</table>

Any number of days can be purchased at a unit cost of £407 on top of the basic three day package. Increasingly more individualised packages are being offered in combination with other services to clusters of schools or Communities of Learning (CoL). Please contact the Principal Educational Psychologist or one of the Senior Educational Psychologists for more information.
Cognition & Learning team

This team comprises specialist advisory teachers with some EP involvement. All team members have additional expertise and qualifications in the areas of:

- Learning difficulties including literacy and numeracy.
- Assistive Technology.
- Early years.
- Speech and language.
- Exam arrangements.

Schools refer directly to the team for assessment and support for interventions for individual pupils. The degree of involvement ranges from a single consultation to more detailed individual assessment and discussion with staff and parents relating to outcomes and interventions.

Training is also available from introductory to more advanced and accredited levels across a range of topics including literacy, early years, using technology to overcome barriers to learning. Training and capacity building events are held centrally and incur a cost. Bespoke training is also available to schools and settings and other teams within the LA and usually incurs a cost.

EPs and specialist teaching staff in this area also contribute to strategic developments within the LA for example policies and commissioning arrangements.

Costs

- Bespoke school support, per half day: £175.
- A short planning meeting to discuss their needs.
- All schools can access a 2 hour consultation to discuss their needs, free of charge.
Schools can purchase time from the team, and can choose how they would like their time to be used. For example:

- Individual pupil assessments as they require during the year. Assessments typically include an initial meeting with staff and parents/carers to identify concerns, assessment of the pupil, a feedback session, and suggestions for appropriate strategies, outcomes and a written report.

- Consultation for an individual pupil or groups of pupils.

- Workshops for staff development on a range of topics, such as: improving the progress and achievement of pupils with learning difficulties or speech and language difficulties; support to plan, run and evaluate a specific intervention programme; fine motor difficulties and handwriting; supporting children with SEND in the Early Years.

- Coaching for individual members of staff.

Training can also be organised for schools or Communities of Learning (COLs) on request.

Increasingly more individualised packages are being offered in combination with other services to clusters of schools or Communities of Learning. Please contact the Principal Educational Psychologist or one of the Senior Educational Psychologists for more information.

**Who to contact**

**Telephone:** 03000 263 333

**Email:** cognitionandlearning@durham.gov.uk
**Movement Support team**

The Movement Support service provides training, support and detailed motor coordination assessments and intervention programmes for children and young people in schools and educational settings in County Durham. It also provides support and resources to early years settings to minimise the number of children experiencing delays with their physical development and consequent impact on independence, social interaction, and managing the academic demands of school life.

The team comprises a multi-disciplinary team consisting of a specialist advisory teacher, a co-ordinator and support staff. All staff are experienced practitioners with additional training in the area of movement and co-ordination.

The team works with children and young people between the age of two and 19 in schools and other educational settings who have some delays or difficulties in the areas of movement and co-ordination. The range of work undertaken includes:

- Detailed motor skills assessments of children and young people referred for intervention.
- Devise/develop intervention programmes to be delivered through an adult working on a daily basis with the identified child or young person.
- Updating and monitoring the programmes of individual children and young people.
- Providing information regarding the success of intervention.
- Contributing to assessments of special educational need as appropriate.
- Providing training in the implementation and delivery of programmes.

Referral forms for individual pupils are available on the Durham Education Portal within the SENCO network site.
Funding arrangements

The service is funded through a combination of central funding, grant funding, and Service Level Agreements (SLAs).

All schools in the county are able to access a small amount of free service, additional service is available through Service Level Agreements:

Costs

Individual schools

1. £202 for a single visit (3 hours).

2. £505 for 3 visits.

3. £6,500 Community of Learning or school cluster packages which includes;
   - Provision of the Early Years Movement programme in all nurseries/foundation stage settings if requested with termly reviews.
   - Additional individual pupil referrals (60 max/COL or cluster) youngsters aged two to 18 who will be assessed and provided with specifically targeted interventions This includes meeting with SENCO/parent/guardian and monitoring and evaluation of progress.
   - Two twilight training sessions (per CoL) to provide staff with the skills to screen/identify movement difficulties, complete baseline assessment and set up group programmes.

4. Increasingly more individualised packages are being offered in combination with other services to clusters of schools or Communities of Learning. Please contact the Principal Educational Psychologist or one of the Senior Educational Psychologists for more information.

Who to contact

Telephone: 03000 263 333

Email: cognitionandlearning@durham.gov.uk
The Autism & Social Communication team

This team includes specialist advisory teachers, an assistant psychologist and specialist educational psychologists. All staff have additional expertise and qualifications in the areas of autism. They are able to support children, young people, school staff and families to understand how the autism or social communication needs impact on a child or young person’s presentation in school. They are highly skilled in developing and advising on supports and strategies that can minimise the difficulties experienced and maximise progress.

The team relate closely to national and regional organisations and partners including the National Autistic Society, The Autism Education Trust, and also partners in health and therapies, and local diagnostic pathways.

Schools refer directly to the team for assessment and support for interventions for individual pupils. The degree of involvement ranges from a single consultation to more detailed individual assessment and discussion with staff and parents relating to outcomes and interventions. Initial consultation sessions are available to help support staff to identify a plan of action.

Training is also available from introductory to more advanced and accredited levels across a range of topics including awareness raising, more detailed understanding of autism and related difficulties and strategies, social development, transitions, adolescence and relationships. Training and capacity building events are held centrally and incur a cost. Bespoke training is also available to schools and settings and other teams within the LA and usually incurs a cost.

EPs and specialist teaching staff in this area also contribute to strategic developments within the LA for example policies and commissioning arrangements.

Costs

- Bespoke school support, per half day: £175.
- Short planning meeting to discuss their needs.
• All schools can access a 2 hour consultation to discuss their needs, free of charge.

Schools can purchase time from the team, and can choose how they would like their time to be used. For example:

• Individual pupil casework an initial meeting with staff and parents to identify concerns, assessment/observation of the pupil, a feedback session, and suggestions for appropriate strategies, outcomes and a written report.

• Consultation for an individual pupil or groups of pupils.

• Devising and implanting group interventions.

• Workshops for staff development on a wide range of topics relating to meeting the needs of children and young people with autism or social communication needs, such as: communication, learning, relationships, play, emotional development, behaviour that challenges.

• Coaching for individual members of staff.

Training can also be organised for schools or COLs on request.

Increasingly more individualised packages are being offered in combination with other services to clusters of schools or Communities of Learning. Please contact the Principal Educational Psychologist or one of the Senior Educational Psychologists for more information.

**Who to contact**

**Telephone:** 03000 263 333

**Email:** cognitionandlearning@durham.gov.uk
Speech & Language Support Programme (SLSP)

This team comprises support staff, managed by a team leader. They offer support to schools in order that they are able to support pupils with speech and language needs, and also support pupils directly through group work.

An assessment of a child/young person’s speech and language needs is the starting point of this support. If speech and language therapy information is already available this will be used as a basis for the intervention support. Should information be required we have a qualified speech therapist as part of the team who can undertake assessment.

The support intervention can be accessed on an individual basis by pupils although most schools and settings use the team to facilitate group interventions over a period of weeks.

This service is fully traded and accessed by schools/settings through Service Level Agreements.

Who to contact

Telephone: 03000 263 333

Email: cognitionandlearning@durham.gov.uk
**Emotional Well Being and Effective Learning team (EWEL)**

The Emotional Wellbeing and Effective Learning service (EWEL) is a multi-disciplinary team which includes educational psychologists, advisory and inclusion teachers, support staff and counsellors. The purpose of the service to improve the wellbeing, achievement and resilience of children and young people; and to support schools to develop their capacity to meet the needs of more vulnerable learners.

A range of support is available through the service which, although tailored to the individual interests or concerns of the referring school, often falls within one or more of the following categories:

- Assessment and consultation.
- Individual, small group or whole class interventions (psycho-educative, skills focused, or therapeutic).
- Evidence based training programmes for school based staff; and support for these initiatives through support networks, workshop days, and development visits. Examples of this include Listening Matters - Connecting with Children, Nurture Groups and Therapeutic Story Writing.
- Development or project work relating to specific interests or needs, including programmes such the Durham Resilience Programme and Restorative Approaches.

More detail on the range of support available is contained in service leaflets, and available on request from the team or accessed through the schools extranet.

**Access and funding arrangements**

All support offered is funded through external commissions and Service Level Agreements (SLAs). This means that while some support options are free, most are either subsidised or fully costed to purchasing schools. Costings are based on the time required to deliver the support and are calculated on a £350 per day equivalent. All involvements are discussed and costed at the time of inquiry.

**Who to contact**

**Telephone:** 03000 263 333  
**Email:** durhameps@durham.gov.uk
Sensory & Physical team

This service offers support to children and young people with visual and/or hearing impairment which includes assessment of their needs, advice and support to schools and direct teaching for those experiencing most significant needs. The team comprises a mix of professionals with additional expertise in working with children with sensory impairment. All teachers will have the mandatory qualification for teachers of children with sensory impairment. Other members of staff include a specialist speech therapist, habilitation specialist, communication support worker, deaf worker, social worker and specialist support staff.

Children receive support from the service from the point of diagnosis, which is often when they are very young.

Children are offered support in line with National Sensory Impairment Partnership Eligibility Framework, which offers nationally agreed protocols for assessment and support. We offer a flexible service, responding to a child’s age and stage of development, any additional learning needs they experience and their educational context. Our aim is to enable educational settings to understand the impact of a child’s sensory impairment, and to offer support and advice in order to maximise inclusion. We offer support and training in the use of auxiliary aids and specialist equipment. For learners with the most significant sensory needs, we offer Enhanced Mainstream Provisions (EMP) where children have daily access to teachers and specialist support workers with skills and experience of working with sensory impaired pupils.

We are mindful that the challenges felt by children and young people with sensory impairment are not restricted to the classroom. Some of our staff offer support to families, including assisting in the development of independent living skills, language and communication skills and facilitate positive social access. We also contribute to the Local Authority offer of targeted short breaks across the year as part of the Local Authority short breaks scheme.
Access and funding arrangements

This service is almost entirely funded centrally with the exception for those in post 16 and independent school settings who can purchase Service Level Agreements from the team.

Most referrals come via health professionals at the point of identification/diagnosis.

Occupational therapist

This service is provided by a qualified occupational therapist who is able to support the Local Authority and individual schools with reference to their statutory duty to make reasonable access arrangements and adaptations for individual students with physical difficulties.

Access and funding arrangements

This service is centrally funded and there are no costs to schools for this service.

Who to contact

Telephone: 03000 264 530

Email: cypssensoryteam@durham.gov.uk
All Educational Psychologists (EPs) support the Local Authority (LA) in the early identification of need and provision for children with SEND. They work with pre-school children and their families in their homes or preschool settings. Their role is to help facilitate a shared understanding of the child’s strengths and needs, working in partnership with parents/carers and early years’ settings and identify strategies and arrangements to support the child’s development. EPs also facilitate shared involvement with other colleagues within the LA and partners in health to offer a holistic response to identifying and meeting need.

EP work might involve consultation, observation and direct work with children or a combination of these. Support is offered in terms of discussing or modelling support arrangements, resources and interventions for individual or groups of children. EPs can also support capacity building by providing training in schools or settings if required.

The specialist EP for Early Years supports the LA strategic functions with reference to very young children with SEND and represents Educational Psychology on the Early Years Panel.

The Durham Portage service is a team of skilled and experienced specialist support staff line managed by the specialist EP for Early Years. They provide specialist home teaching support for very young children with the most complex needs, usually before they begin nursery education. Some families also access Portage Parent and Child groups. Referrals typically come from health colleagues but also parents and occasionally early years’ providers. The Durham Portage Service is a member of the National Portage Association.

Who to contact

Telephone: 03000 263 333
SEND Advisory team

Introduction

The SEND advisory team offers bespoke support, advice and guidance to a range of educational settings; ensuring they are able to meet their statutory duties and legal responsibilities for children and young people with SEND - this relates to the Children and Families Act 2014, SEND Code of Practice 2015 and the Equality Act 2010. Our remit is to work with staff to consider whole school inclusive practice and provision to meet the individual needs of children and young people with SEND.

The team includes two SEND Advisory Officers and a SEND Advisory Manager. The qualified and experienced team offer operational and strategic support to the SENCO, Senior Leaders, SEND governors and whole school staff on leadership and management of SEND in their setting. This contributes to whole school improvement and therefore children and young people with SEND are able to achieve the best possible outcomes.

SENCO network meetings

We run successful termly SENCO network meetings; all Durham SENCOs (or head teachers) can access these at no cost. These offer valuable networking opportunities with information on local, regional and national updates, as well as high quality guest speakers. If you want further information please contact one of the team.

Central training for SENCOs

Central bespoke training is available which covers a wide range of topics that have been developed through working closely with education providers to meet their individual needs. Currently, training covers:

- New SENCO role & responsibilities.
- Co-ordination of SEND provision for SENCOs and whole school staff.
• SENCO as strategic leader.
• Completing costed provision maps.
• Understanding the process for top up funding.
• Understanding the process of applying for a statutory assessment.
• Conducting person centred reviews.

All of these courses are individually costed - for further information and details of how to book a place, please refer to the SEND & Inclusion course directory 2018 - 2019 (available on the ‘For providers’ site on the Local Offer).

Menu of support available in schools and settings

We offer a Service Level Agreement (SLA) for schools and settings, or bespoke support can be costed separately (see the ‘Costs’ section below). The support we offer includes:

High quality support for SENCOs/senior leaders in one or more of the following areas:

− Whole school SEND systems and procedures.
− SEN data analysis.
− Quality assurance of EHC/SEN support plans and outcomes.
− Quality first teaching for pupils with SEN.
− SEN interventions.
− SEN book/work scrutiny.
− Quality assurance audit of SEN Information report and accessibility plan.
− Half day SEND ‘health check’ (including written report).
− SEND action planning.
− Comprehensive SEND reviews.
- Bespoke support for new SENCOs to the county.
- High quality SEND support for newly and recently qualified teachers.
- High quality support for the SEND governor.
- Bespoke whole school SEND support/training tailored to the requirements of the setting.

**Bespoke SEND review:**

The details of a SEND review would be negotiated by or with the setting, but in general this would comprise of a full day visit to school by at least two advisory staff. A review could include interviews with key staff, pupils and parents; an examination of SEN data and SEN related paperwork. It could also include a learning walk and/or observation of SEN interventions or book scrutiny. A written report detailing findings, including strengths and areas for development would be provided to school.

**Costs**

SEND advisory SLA: 4 or 8 hours support £380/£700

Alternatively the following services are available separately for Durham schools:

- Bespoke one - one hourly consultation £100
- Half day SEND ‘health check’ (including written report) £410
- Quality assurance audit of SEN information report and accessibility plan £180
- Whole school twilight training (up to two hours) £195
- Bespoke SEND review £990

Other packages can be organised for individual schools, Trusts, COLs or non-Durham schools.
Education Durham contracts

We work closely with our colleagues in Education Durham, so if your school has a Service Level Agreement with that team, then where relevant, some hours can be used for SEND support. To discuss your individual needs, contact the team on one of the numbers below.

National Award for SEN Co-ordination (NASENCO)

The team also run a highly successful NASENCO programme, alongside a national training provider. There are six face to face training sessions; continued support from one of the team's officers and valuable networking opportunities with other local SENCOs. Having this course in County Durham enables us to ensure our SENCOs are being trained to a high standard and the course is personalised to the county’s own procedures.

Who to contact

For the SEND advisory team:

Telephone: 03000 266 784/07900 701 940 or 03000 282 822/07747 486 701.

Main Office: 03000 267 800

Email: SENDInclusionAdmin@durham.gov.uk
The SEND, Looked After and Vulnerable Group Casework team provides a service for children and young people (aged 0 – 25) with SEND who:

- Are undergoing an Education Health and Care (EHC) Assessment.
- Have an EHC Plan.
- Require support from services through The Local Offer.

The responsibilities include the following:

1. Ensuring that both children and young people's views and their parent/carers are **central** to any decision making about SEND support arrangements.

2. Acting as a main point of contact for parent/carers of children and young people with SEND.

3. Contacting a range of professionals from education, health and social care as part of the assessment process.

4. Working with children and young people, parents and carers and other professionals on the agreed content of an EHC Plan.

5. Representing the Local Authority at Disagreement Resolution, Mediation and Tribunal.

6. Considering requests for specialist equipment and personal budgets for children and young people with SEND.

7. Arranging a school place for children and young people with an EHC Plan or an Enhanced Mainstream Provision for children and young people with a SEN Support Plan or EHC plan.

8. Arranging additional support for Nursery aged children with SEND.
9. Planning to ensure there are enough Post 16 learning opportunities for young people and working with partners to commission these.

10. Taking responsibility for commissioning high needs places in Post 16 provision for young people with special educational needs.

11. Ensuring that providers comply with their duties under the Equality Act 2010.

**Referrals**

Anyone can bring a child/young person with SEND to our attention. However, requests are usually made by:

- Parents, carers and young people over the age of 16 can request an EHC assessment.

- Early Years Providers, schools and colleges.

If you have a concern about your child/young person's special educational needs, we would advise you to discuss this with staff at the setting first.

**Who to contact**

**Telephone:** 03000 265 878

**Email:** sencasework@durham.gov.uk
Durham Virtual School for Looked After & Previously Looked After Children

The Durham Virtual school is part of the SEND, Looked After Children & Vulnerable Groups Casework team. We provide advice and guidance for looked after and previously looked after children, their carers, parents and schools in line with statutory guidance. We discharge our statutory duties alongside extensive additional support through a team of experienced and skilled caseworkers who understand the complex needs of these young people.

Every looked after child of statutory school age, cared for by County Durham, is allocated a caseworker. The caseworker will ensure a high quality Personal Education Plan (PEP) is in place, monitor the academic progress and attendance of the child and broker or provide additional support as required. This casework leads on statutory assessment and reviews for looked after children with SEND. The team is led by a virtual school head with school leadership experience and a deputy head with extensive experience of working the most vulnerable children.

We work with schools and agencies to ensure that all statutory duties are met and additional support is in place. These roles are centrally funded.

Through this we support schools to ensure:

- Looked after and previously looked after children are placed in a school which best meets their needs
- A high quality PEP is in place
- Pupil premium plus funding is spent effectively to promote educational achievement
- Young people are accessing additional academic and therapeutic support to meet their needs
- Designated teachers can access high quality training and networking opportunities.

From the retained funding we also provide access to:
- Educational Psychologist (EP) consultation
- Occupational Therapy assessment
- Counselling
- Speech and Language assessment
- Inclusion support to avoid fixed term exclusion, or during an exclusion period to avoid strain on the home placement.

Our additional offer is free to maintained schools and costed for academies or non-maintained provisions:

- Academic support and tuition
- In-school therapeutic support.

We also offer advice to schools, parents, carers and agencies about effective use of the Pupil Premium Plus funding for previously Looked After Children and signpost to appropriate services.

**Who to contact**

**Telephone:** 03000 267 800  
**Email:** durhamvirtualschoollac@durham.gov.uk
The Education Equalities team are available to support schools to meet the statutory requirements of the Equality Act 2010. The team supports inclusion and the improvement of educational outcomes for children and young people with protected characteristics (as defined under the Equality Act 2010) by raising awareness, staff training and pupil workshops in schools. A key aim of the service is to ensure prejudice-related discrimination is reduced.

The Equalities team will work with individual and clusters of schools to tailor equalities sessions and can offer a variety of packages of support including:

- **Equality Act - staff and/or governor briefing sessions** on the school’s statutory duties under the Equality Act 2010.

- **Advice and guidance** – schools can seek specialist advice and guidance on reducing whole-school prejudice and supporting individual pupils who are at risk of underachieving or experiencing difficulties relating to their protected characteristic of ethnic group, language, culture, disability, sexual orientation or gender identity.

- **Assemblies/workshops** – age-appropriate assemblies and workshops can be developed for pupils linked to equalities, diversity and discrimination.

- **Special events workshops** – individual workshops and full days can be hosted for pupils around equalities related events such as Holocaust Memorial Day, Anti-Bullying Week, Chinese New Year, Refugee Week, LGBT History Month, Disability Awareness Month etc.

- **Bespoke packages** are available to address individual school needs, including staff CPD, collapsed curriculum days, pupil workshops and assemblies.

By engaging with our briefings, workshops and activities schools are demonstrating their commitment to equality and inclusion. This work can improve the educational outcomes of pupils who have protected characteristics and can tackle prejudice within schools.

**Who to contact**

**Telephone:** 03000 267 800

**E-mail:** EqualitiesEducation@durham.gov.uk
Gypsy, Roma & Traveller Education

The Gypsy, Roma & Traveller Education team is dedicated to improving the educational outcomes of all Traveller pupils residing in County Durham. We support children, families and schools with access to school places and the subsequent transition and induction. Attendance tracking sits alongside monitoring of the academic progress of pupils in schools to raise achievement. Schools benefit from the service providing support to those pupils most in need. We deliver workshops to raise awareness of Gypsy, Roma and Traveller (GRT) cultures to promote inclusion in our schools and wider community. Being identified as a group most at risk within education, we use a range of methods to overcome the barriers that exist for this often marginalised group.

The team play an important role in establishing closer links between home and school and our core offer includes advice and guidance to both families and schools. Working collaboratively with multi-agencies, the service endeavours to improve engagement which, in turn, improves educational outcomes for Gypsy, Roma and Traveller pupils.

Who to contact

Telephone: 03000 267 800

Email: EqualitiesEducation@durham.gov.uk
English as an Additional Language team (EAL)

The team consists of specialist advisory teachers, both Primary and Secondary, bilingual support workers (Polish, Arabic and Chinese) and specialist English as an Additional Language (EAL) support staff. All staff are experienced practitioners with additional training in the area of language development across the curriculum. A range of interventions and approaches are offered including strategic and developmental work, capacity building, individual pupil work, small group work, and targeted interventions.

The team works with children and young people between the age of two and 19, who are new to English or who are more advanced bilingual learners, experiencing difficulties in specific areas of language acquisition. Schools refer directly to the team for assessment and support interventions for individual pupils. The degree of involvement ranges from a single consultation to more detailed individual assessment and discussion with staff and parents/carers relating to outcomes and interventions. Initial consultation sessions are available to help support staff to identify a plan of action.

The work of this team is directly associated with a range of national and local initiatives relating to EAL best practice, safeguarding, and equalities. Referral forms for individual pupils are available on the Durham Education Portal within the SEND & Inclusion network site.

The range of work undertaken includes:

**New arrivals**

- Welcoming a new pupil into school and completing a parental interview information sheet.
- Communicating with the pupil in the early stages.
- Communicating with parents/carers, using an interpreter if required.
- Writing detailed reports that highlight areas of need.
- Completing language assessments of pupils new to English.
- Advising on how to include a pupil in your lessons.
- Helping a new pupil learn English skills through the curriculum.
- Showing staff how to find and use appropriate resources.
- Assessing English levels using the NASSEA EAL scales.
- Advising on EAL Census returns.
- Monitor progress.
- Offering advice on cultural issues, including appropriate for refugees and asylum seekers.

We will also monitor pupil progress and provide first language support, as appropriate.

**More advanced EAL learners**

We will explore:

- How EAL pupils can be helped to access curriculum subjects at a more advanced level.
- SEN/ EAL concerns.
- How to improve language skills.
- How to help pupils become independent learners.
- Best use of resources.
- First language GCSEs.

We can also provide weekly support packages to target areas of weakness. These are delivered through a specialist EAL advisory teacher/support assistant working on a weekly basis targeting a specific area of weakness.

We also provide support and resources to early years settings to minimise the number of children experiencing delays with their English language development and consequent impact on independence, social interaction, and managing the academic demands of school life.

**Continuing Professional Development (CPD)**

Our team offer workshops for staff development on a range of topics, such as:
• The induction of Newly Arrived EAL pupils, including practical activities and strategies.
• Improving the progress and achievement of more advanced pupils with EAL.
• Strategies for teaching assistants.
• Subject-specific departmental training.
• Whole school bespoke Inset training.
• Chinese New Year.
• The Dragon Boat festival.

Costs

The work of this team around pupils new to English is funded through Service Level Agreements (SLAs). Support of advance EAL learners is fully traded and accessed by schools/settings through Service Level Agreements.

**Raising Achievement Package: £225 for 6x1.5hr sessions with an EAL support worker or £45 per hour for an Advisory Teacher** - This would typically include an initial meeting with staff and parents to identify concerns, assessment/observation of the pupil in class, and a targeted intervention programme with follow up evaluation.

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE First language package</td>
<td>£160</td>
</tr>
<tr>
<td>Community interpreting</td>
<td>£40 per hour</td>
</tr>
<tr>
<td>First Language Assessment (if not New Arrival)</td>
<td>£150</td>
</tr>
</tbody>
</table>

Bespoke school CPD: price upon request, depending on length and number of staff.

All schools can access an initial consultation to discuss their needs, free of charge.

**Who to contact**

**Telephone:** 03000 267 800

**E-mail:** eal@durham.gov.uk
Education Health Needs

We provide education for children and young people of statutory school age (five – 16 years) who are temporarily unable to attend school due to ill health.

Our aim is to provide high quality education and prevent pupils from slipping behind in their work due to a health condition.

We teach individual pupils with health needs who are currently unable to attend school. We offer teaching sessions at a location near home or, if absolutely necessary, in the home. We provide information, advice and consultancy to children/young people, schools, parents/carers and other agencies. We also provide small group teaching provision for:

- Pupils who are pregnant or have recently given birth up until the baby is 12 weeks old.
- Pupils who are unable to attend school due to anxiety.
- Pupils who are not in school due to a medical diagnosis e.g. Chronic Fatigue Syndrome (CFS)/Myalgic Encephalomyelitis (ME). A short-term intervention package is offered culminating in reintegration to school.

By working closely with staff in schools we ensure children/young people follow the correct programmes of study. Individual health plans are drawn up and we liaise with medical professionals. As soon as possible we support integration back to school to prevent any further disruption to pupils’ education.

The desired outcomes for the children/young people we work with are to raise aspiration and achievement, for pupils to actively engage in education, employment or training and for the package of support to result in improved emotional well-being and progress in school work.

Our Education Health Needs team consists of a manager, a team leader, advisory teachers, education support workers for health needs, a pool of highly qualified casual teachers, a senior psychiatrist, a learning support assistant (LSA) for young
parents and their babies, education support on the children’s ward of the University Hospital of North Durham (UHND) and clerical support.

For schools and professionals

We can deliver training and advice on how specific conditions affect pupils’ learning. We offer extended support packages for individual pupils and transition packages for pupils who have missed lengthy periods of schooling.

Costs

Free to teach pupils who fulfil the criteria for statutory education provision due to their ill health certified by a medical professional.

Training sessions for schools delivered by specialist teachers from £80 - £660.

Who to contact

Telephone: 03000 267 800

Email: SENDInclusionAdmin@durham.gov.uk
Early Years team (EDS)

Who we are

The Equalities and Inclusion Education Development advisors are part of the Early Years Development Team, Education Durham.

We offer a countywide service to practitioners, early years providers, children’s centres schools and other professionals in order to promote inclusion, raise aspirations and improve outcomes for children aged 0-5 with Special Educational Needs and Disability (SEND).

What are our aims?

- To increase the confidence, knowledge and skills of all those working with children who have SEND to develop inclusive and enabling environments and to help them to remove barriers to learning where these exist.

- To meet the needs of and improve outcomes for children with SEND within their communities, where possible.

- Support the work of the setting based SENCO to promote inclusion in early years settings.

- To enhance best practice within our early years educational settings.

- To develop and maintain partnerships across Education, Health and Care services, to ensure holistic assessment and planning to improve outcomes.

- To increase professionals/providers confidence and knowledge in understanding and navigating their way through the SEND graduated pathway.

- Reduce the underachievement gap and enable all children with SEND to reach their full potential.
What do we offer?

- To provide advice to setting based SENCOs, and managers in relation to developing and implementing an SEND policy covering inclusion and admission of children with additional needs and in relation to carrying out their legal responsibilities in respect of the Equality Act (2010).

- To work collaboratively with a range of providers and partners within a wider local authority framework to develop and maintain a high quality early years service.

- Support to identify/assess/consider additional support/resources to include a child with SEND in a universal setting.

- Support in developing the settings/professional practice to meet the child’s needs within the graduated approach including the provision of training as required.

- Support in building links between settings, schools, Social Care and Health services.

- Help with creative support planning and identifying ways to meet the needs and outcomes of a child with SEND.

- Advice on reviewing behaviours and ensuring the child and their peers are safely included.

Who to contact

Early Years Development team
Durham County Council
County Hall
DH1 5UJ

Telephone: 03000 268 921

Email: earlyyearsQandI@durham.gov.uk