



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

Services for children and young people with
special educational needs and disabilities

LOCAL OFFER

Education Services



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Special Educational Needs Service

What does this service do?

The Special Educational Needs (SEN) Service coordinate statutory assessment processes for young people with special educational needs and/or disability 0-25 years. The role of the SEN service includes:

- the maintenance and review of statements of SEN
- the conversion of statements of SEN to Education Health and Care (EHC) Plans through Transfer Reviews (Sept 2014-July 2017)
- review of requests for single Education, Health and Care assessments
- co-ordination of EHC assessment and planning
- co-ordination of EHC plan reviews

The SEN service aims to raise the achievement of young people with SEN by putting parents and young people at the heart of planning for outcomes. All service members aim to work in partnership with parents, teachers and other professionals,

This service provides SEN Key Workers, who are the single point of contact for parents and/or young people during the Education, Health and Care assessment process. SEN key workers coordinate the multi-agency approach to Single Assessment, the issuing of EHC Plans and the coordination of EHC Plan reviews, ensuring that parents are treated as equal partners in the assessment and planning process.

The SEN Service works with parents to find a suitable school place for children with a statement of special educational needs or education, health and care plan. The service ensures that children's progress is monitored and reviewed. The service is also responsible for strategic planning of provision for children with special educational needs, to ensure that, wherever possible, there is local provision for local children.



Education Services

Who is this service available to?

This service is available to young people with Special Educational Needs and/or Disabilities and their families in Kensington and Chelsea. The service is for children undergoing an education, health and care assessment or who have an education, health and care plan (or statement of SEN), across the 0 – 25 age range.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

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

A child of under compulsory school age has special educational needs if he or she is likely to fall within the definition above when he/she reaches compulsory school age or would do if special educational provision was not made for him/her.

The four broad categories of need as set out in the SEND Code of Practice 2014 form the basis for decision-making:

- Speech, language and communication
- Cognition and learning
- Social, emotional mental health
- Physical, sensory medical

How do you access this service?

This service provides a phone-line giving general advice and guidance about Education, Health and Care assessments and planning. This service is available to anyone who is interested in the borough's EHC assessment process.

Parents and children or young people access the SEN Service when either they or a professional who knows the child makes a request for an EHC assessment.

Children and their parents can access SEN key-worker support if and/or when an EHC assessment single assessment has been agreed and/or they currently have a statement of SEN.

Children for whom an EHC assessment is likely to be agreed are those for whom:

- Developmental progress is supported by a range of professionals, including one or more specialists
- They have a person centred, outcome focussed SEN Support Resourced Plan in place to show how agencies including the child's school have worked together to assess, plan and intervene to support the child's/ young person's progress.
- They are a young people post 14 with learning difficulties and including those who have a preparing for adulthood plan also known as a Learning Difficulties and Disabilities (or Section 139a) Plan

The local authority recognises that there are a wide spectrum of special educational needs which are frequently interrelated. While threshold guidelines have been set for each category of need, in decision-making reference may be made to more than one category of need.

In some exceptional circumstances, it may be possible for a combination of less severe special educational needs to have a cumulative effect on a child's educational progress. A statutory EHC assessment will be considered if the cumulative effect may call for special provision which cannot reasonably be provided within the resources normally available to mainstream settings.

A request for an Education, Health and Care assessment for a child or young person aged

0-25 years and with special educational needs and/or disabilities can be made by:

- The child's parent
- A young person aged 16-25 years
- A person acting on behalf of a school or post 16 institution
- Children and young people under 19 in youth custodial establishments have the right to request assessment for an EHC Plan.

How do we ensure the quality of this service?

The SEN Service monitors its performance against national standard Performance Indicators. Specifically the borough monitors completion of EHC single plans within the 20 week timescale for assessment (from September 2014).

This annual performance data is sent to the Department for Education

We monitor transitions each year to ensure they are processed for pupils transferring into primary school or between schools at secondary transfer by 15 February for school children and by 31 March for those transferring to further education.

We have set up a parents' reference group. The group brings together representatives of local parent support groups to hold focused discussions and give constructive advice and support on the implementation of the Children's and Families Act. The group make sure that the voice of local parents and children are being heard.

i FOR MORE INFORMATION, PLEASE CONTACT:

Isobel date, Head of Service:

The Tri-borough SEN Casework and Commissioning Team
Royal Borough of Kensington & Chelsea
Kensington Town Hall
Hornton Street
London
W8 7NX

T 020 7361 3311

F 020 7368 0213



Education Services

Educational Psychology Service

What does this service do?

Educational psychologists (EPs) have expertise in education, child development and the application of psychology to improve the learning and well-being of children and young people. They work with children and young people, their parents and carers, early years educators and staff in schools and other health and social care professionals to improve educational success and well-being.

EPs work with those in daily contact with the children and young people to increase the understanding of the youngster's strengths and the challenges they face and to develop plans to promote improvement in their achievement and wellbeing. EPs aim to increase the capacity of schools to meet all children's needs, including the most vulnerable and those with the greatest barriers to learning.

Feedback to the Educational Psychology service has shown that they are very effective in supporting schools and parents to explore the best way of achieving positive change for children, even in the most complex of situations.

In addition to assessments, Educational psychologists can also offer focussed and evidence based interventions to improve achievement and well-being. They are trained in specific approaches such as Video Interactive Guidance, Cognitive Behavioural Therapy and Mindfulness. Using such skills, they are able to help schools and families to move forward and to establish better and more effective relationships between adults and children.

The EP service is also able to work with educational establishments and other teams and services, through training and consultancy, to develop their ability to promote the achievement of the children and young people they serve through a better understanding of educational and child development.

Who is this service available to?

The service is available to children from birth to twenty-five and their families and educators

Educational psychologists work with children with special educational needs and disabilities, including those with social and emotional difficulties and those who have needs in the area of mental health and well-being.

How do you access this service?

This service is categorised as a specialist service, which means that it is only available to children who have been individually referred to the service.

The Educational Psychology Service is made available via schools and early years settings. Parents, carers and young people should talk to the school or setting's SENCo or inclusion manager in the first instance. Pre-school and very young children may be referred via health workers in conjunction with parents.

If the school is not able to prioritise the child or young person the service may be contacted directly. In such cases we may be able to offer advice, help the parents discuss their concerns with the school, or signpost to other sources of help.

How do we ensure the quality of this service?

The service has a quality assurance programme involving the evaluation of individually focussed work and the collection of customer satisfaction data from parent, children and young people and professional partners

i FOR MORE INFORMATION, PLEASE CONTACT:

Educational Psychology Service
Hammersmith and Fulham - Kensington and Chelsea -
Westminster
Green Zone, Second Floor
Kensington Town Hall
Hornton Street
London, W8 7NX
T 020 7361 3311
Mick Collins
Tri-Borough Principal Educational Psychologist
Direct line: 020 7938 8252

Early Years Team

What does this service do?

- Provides support to children and families accessing early years education within the Private, Voluntary and Independent sector including Children Centres, where children are identified with an additional learning need. Support will be given in line with the Early Years Foundations Stage (EYFS) & SEN Code of Practice;
- Children will be identified through the 2 year old progress check;
- Children in settings who have diagnosis from birth;
- Children who are identified at 3 or 4 years of age.

Visits to settings will be facilitated with family, staff and relevant professionals to identify next steps including:

- Targeted support and referrals to be agreed;
- Regular review meetings with family and setting;
- Support children, families and setting staff with transitions.

Continual development of a co-ordinated approach with other professionals to support children, families and setting staff.

Broker for funded 2 year old children in early education.

Who is this service available to?

This service is available to children and their families attending early years provision, staff and childminders within Kensington and Chelsea.

Applications for 2 year old funded education places where there is an identified need.

How do you access this service?

Eligibility criteria through application of 2 year old funded places.

When a child attending an early years provision is identified. The settings Special Educational Needs Co-ordinator (SENCO) will notify Early Years Consultants and refer to the Autism and Early Years Intervention Team. Parental consent is agreed prior to the referral.

How do we ensure the quality of this service?

- Qualified teachers and specialist nursery officers within the Autism and Early Years Intervention Team
- Qualified experienced Early Years Consultants.
- Audits of pre-school children with additional learning needs regularly undertaken in partnership with settings.
- Access to training, supervision and appraisals.
- Regular meetings with professionals – strong partnership approach.
- Knowledge of Early Years Foundations Stage & SEN Code of Practice.
- Ofsted outcome of setting.

i FOR MORE INFORMATION, PLEASE CONTACT:

The Early Years Team
Malton Road Hub
Malton Road
London
W10 5UP
T 020 7598 4770

Education Services

Portage Service

What does this service do?

Portage is a Home Learning Service for the parents and carers of very young children with additional needs or recognised disabilities. Portage works in partnership with the child's family to build on the child's existing abilities and to foster the child's development. Portage Home Visitors visit on a weekly basis, and goals are discussed and set. The approach uses small steps to ensure success.

WHO IS THIS SERVICE AVAILABLE TO

Portage is available to children typically aged 0-2 with additional needs or recognised disabilities.

How do you access this service?

This service is categorised as a specialist service, which means that it is only available to children who have been individually referred by health professionals to the Special Educational Needs or Education Psychology Service.

How do we ensure the quality of this service?

Service is reviewed with parents, educational psychologists and health visitors three months after initial contact. It is then reviewed on an on-going six monthly basis.

i FOR MORE INFORMATION, PLEASE CONTACT:

Royal Borough of Kensington and Chelsea Portage
Green Zone 2nd Floor
Kensington Town Hall
Hornton Street
London W8 7NX
T 020 7983 8254

Anna Freud Centre - Schools' Outreach Therapy Service

What does this service do?

The Outreach Therapy Service is comprised of a team of qualified psychotherapists who deliver child and family focused therapeutic interventions and programmes in schools. The aim is to help children who are presenting with emotional, behavioural and relationship difficulties at school and who are not able to successfully access learning because of their personal problems. The interventions are specifically designed in collaboration with key school staff and can be with an individual child, family or multi family groups. The service provides highly accessible, evidence-based therapeutic help for children and families, tailored to suit individual circumstances and needs. All practice is designed to support children in building on their strengths to develop their resilience so that they can achieve their own academic and personal goals in life.

The therapists are also able to deliver bespoke training sessions for school staff groups in many areas of emotional and psychological well-being relevant to children's difficulties with functioning at school.

The psychotherapists are able to provide consultation and resilience-building programmes for individual staff members or staff groups in situations where the challenges provided by children presenting with complex difficulties are resulting in excess stress and feelings of failure to cope.

Who is this service available to?

The service is available for all school-age children in schools that have commissioned our services.

Children can be suffering from a wide range of psychological difficulties including:

- Poor attention and focus
- Peer relationship problems
- Oppositional difficulties
- High anxiety
- High stress
- Self-harm
- Challenging behaviours
- Unsettled mood problems

How do you access this service?

Individual schools can buy into the service so that their children and families can benefit from the therapeutic programmes available as needed.

How do we ensure the quality of this service?

All the psychotherapists are highly trained, appropriately qualified and fully supervised. The interventions used are all evidence-based. Core outcomes in relation to behavioural and academic progress are routinely collated and evaluated. Feedback from children, parents and teachers are integral to the model of delivery. In addition the Anna Freud Centre has its own Evidence-based Practice Unit which is conducting a detailed research initiative to assess the effectiveness and impact of all the school-based therapeutic programmes.

i FOR MORE INFORMATION, PLEASE CONTACT:

Anna Freud Centre
Schools Outreach Therapy Service
12 Maresfield Gardens
London
NW3 5SU

T 020 77942313

E neil.dawson@annafreud.org

Contact name

Neil Dawson

Consultant Psychotherapist

Co-Head Services for Schools Programme

Autism and Early Years Intervention Team

What does this service do?

The Specialist Service supports children and young people with an Autistic Spectrum condition (ASC). The team works in Early Years settings, primary schools and secondary schools in order to fully include children with ASC in mainstream settings and fulfill their learning potential and social communication skills.

The service also offers support to schools and families for young children with SEN in the foundation stage in mainstream schools, along with private, voluntary and independent settings.

The Specialist Service provides:

For the Family

- Regular meetings with parents to discuss strategies and progress
- Provision of strategies and resources for use at home where appropriate
- Advice and support during periods of transition, including between school phases
- Liaison and joint working with a wide range of professionals including Speech and Language therapists, Educational Psychologists, Occupational therapists etc
- Links with other support groups

For the School

- In-school support and advice on teaching styles and strategies
- Detailed observations of children within the classroom and playground to develop a holistic profile

Education Services

- Specialist targeted intervention and tracking of pupil progress, in conjunction with the school
- INSET to staff, parents, governors and other professionals where appropriate
- Attendance and participation at annual reviews and planning meetings
- Liaison with other agencies involved
- Appropriate overview of support with class teachers, SENCOs and parents
- Copies of targets, visit notes and reports sent to parents, schools and other professionals where appropriate
- Support offered by Specialist teachers or Specialist nursery officers
- Time-limited and targeted interventions which are outcome driven, working with the school to embed strategies into their practice
- Outcomes are reviewed as part of the child's on-going programme

Who is this service available to?

This service is available to children, young people and their families from ages 3-11 years who live in the Royal London Borough of Kensington & Chelsea attending local provision.

How do you access this service?

This service is available to children, young people and their families from ages 0-16 who live in the Royal Borough of Kensington Chelsea.

Schools can refer directly to the service using the service referral form.

How do we ensure the quality of this service?

The service comprises of three qualified teachers, two of whom have additional post graduate qualifications in autism and art therapies in education, and two specialist nursery officers. All undertake regular training to keep up to date with the current developments in the field.

The team have all undertaken training in: Portage, TEACCH (treatment and education of autistic and related communication handicapped children), PECS (picture exchange communication).

The service is currently undergoing accreditation with the NAS (National Autistic Society). This provides an autism specific quality assurance programme for organisations throughout the U.K and across the world. It provides a unified standard of excellence and a systematic framework for continuous self-examination and development.

During Autumn 2014 three members of the team are scheduled to train to deliver the National Autistic Society Early Bird programme.

As part of the wider Sensory and Language Impairment Team the service is benchmarked through DfE Quality Standards for Special Educational Needs (SEN) Support and Outreach Services 2009.

i FOR MORE INFORMATION, PLEASE CONTACT:

Christa Morley, or Patricia Slater (Specialist teachers)
c/o The Harrow Club,
187 Freston Road,
London W10 6 TH

T 020 8960 2452

E Christa.Morley@rbkc.gov.uk

E PatriciaH.Slater@rbkc.gov.uk

Alternative Provision Service – Behaviour Intervention Team

What does this service do?

Behaviour Intervention Team is a team of teachers providing support to individual learners, groups and classes where behaviour is a cause of concern, particularly in instances of social, mental and emotional difficulties.

They also offer support to school specific projects and professional development to teachers and support staff.

Who is this service available to?

The service provides support to schools in the Royal Borough of Kensington and Chelsea and Westminster.

How do you access this service?

Schools refer themselves to the service to receive the support that is on offer. The service provides training and advice for staff, covering methods to address whole class teaching and support for individual children.

i FOR MORE INFORMATION, PLEASE CONTACT:

Alternative Provision Service
The Latimer Building
194 Freston Road
W10 6TT
T 020 7938 8 8100

Services for Children and Young People with a Hearing Impairment

What does this service do?

The Service aims to support children achieve their full potential.

The Specialist Service supports children and young people with a hearing impairment to maximise their listening, language and communication development through effective amplification, good auditory opportunities and specialist audiological support, in order to fulfil their learning potential.

Parents and young people are supported in, and informed of the choices that will facilitate communication. Professionals provide support, information, resources and access to other services in a flexible, responsive and individualised manner. Services are delivered during term time with cover 52 weeks of the year for the Newborn Hearing Screening Programme to support families of newly diagnosed babies.

The Specialist Service may provide, where appropriate to agreed delivery standards

For the Family

- Regular home visits for pre-school resident children
- Monitoring and tracking progress using the Early Years Monitoring Protocol for young children 0-3 yrs
- Advice and support during periods of transition including between school phases
- Liaison and joint working with a wide range of professionals including Speech Therapists, Educational Psychologists, Audiologists, Cochlear Implant Teams and Health Visitors
- Networking of individual parents to share knowledge and experience.

For the School

Education Services

- In-school support and advice on teaching styles and strategies, language modification, acoustic considerations and exam concessions.
- Functional hearing and linguistic assessments to maximise learning and listening potential
- Specialist targeted intervention with close rigorous assessment and tracking of pupil progress for those learners with a significant impairment
- INSET to staff/pupils/parents/governors/school nurses/health visitors
- Attendance and participation at annual reviews and planning meetings
- Radio aid systems are loaned to learners
- Copies of targets, visit notes and reports sent to parents, schools and other professionals
- Tri-borough training programmes for teachers and support staff on a termly basis

Support levels are determined by the National Sensory Impairment Partnership Eligibility Criteria. (NATSIP) This ensures delivery to nationally agreed standards

Who is this service available to?

This service is available to children, young people and their families from ages 0-25 years.

The Service works with children following their referral from the age of diagnosis from 0 to 25 years. This covers all degrees and types of hearing loss both sensori neural and conductive.

How do you access this service?

Following medical diagnosis the hospital will make a referral directly with parental consent to the Specialist Service who will contact the family and the school directly.

Schools can refer directly to the service using the Service referral form where they have identified a newly arrived child to their provision.

The service will then make an assessment of the needs of the child or young person including using the National Sensory Impairment

Partnership Eligibility Criteria and provide written recommendations which may include adding on to the service caseload where appropriate

How do we ensure the quality of this service?

The Specialist Service comprises of qualified Teachers of the Deaf (including the Head of Service) who undertake regular training to keep up to date with current developments in the field.

The Service conforms to the New Born Hearing Screening Quality Standards and external Audit has consistently judged the service as exceeding expected standards (2013).

We adhere to the Monitoring Protocol and recognised national standards. Outcomes for learners with a sensory impairment are nationally benchmarked through the NatSip benchmarking programme.

Useful links: www.ndcs.org.uk; www.actiononhearingloss.org.uk; www.bda.org.uk; www.cicsgroup.org.uk (Cochlear Implant support)

i FOR MORE INFORMATION, PLEASE CONTACT:

Gabrielle Nyman (Head of Service) or Dr. Sarah Bower
(Senior Peripatetic Teacher)
Sensory and Language Impairment Team
Wendell Park Primary School
Cobbold Road
London W12 9LB
020 8811 8190
Email Sandra.peyton2@lbhf.gov.uk

Pupil Support Service

What does this service do?

The Pupil Support Service is a team of highly experienced, specialist, additionally qualified teachers, who support schools in meeting the educational needs of pupils with a wide range of SEN.

The team's approach is flexible, working in partnership with schools to enable effective delivery of the curriculum and to ensure high quality outcomes for all learners.

The service provided can be targeted at a whole school, group or individual level and offers the following:

- Direct specifically tailored teaching and learning for individual pupils and small groups.
- Base-line formalised assessments including:
 - York Assessment of Reading for Comprehension
 - Helen Arkell spelling test
 - Neal Analysis of reading accuracy
 - Sandwell Early Numeracy Test
 - British Picture Vocabulary Test
 - Phonological Assessment Battery.
- Close and rigorous tracking of progress.
- Evaluation of the impact of intervention over time.
- Professional assessment and reporting e.g. for statutory assessment.
- Intervention that is planned and monitored and promotes pupils independence.
- Advice on SEN resources, teaching and learning approaches
- Support with aspirational target setting
- Professional development to a variety of professional groups including teachers and LSAs.
- On-going advice and support for staff and parents

Who is this service available to?

This service is available to schools wishing to promote the educational attainment and support pupils in KS1 and KS2 experiencing a range of difficulties e.g. language delay, ASD, dyslexia and dyscalculia. It addresses the learning needs of a wide range of pupils providing support that is targeted, flexible and personalised. This support can be delivered at individual, group and school level. Flexible packages can also be negotiated with secondary schools upon request.

How do you access this service?

This is a targeted, specialist service that is accessed by schools through direct purchase of the service.

Funding for non-statutory support is delegated to schools. The school is invited to take out a service level agreement with the Pupil Support Service and will be provided with an experienced SEN teacher for a set amount of time each week. The pupils to be supported and type of input to be provided will be agreed between the school and service, taking into account the differing requirements of schools and pupils. This will then be monitored and reviewed to ensure that the Client receives the support agreed in the SLA.

The Head of Service will ensure that any teacher deployed into the school is clear about the agreed expectations with regard to the support provided and that this is then reviewed and evaluated.

Education Services

Costings

Schools are invited to take out a Service Level Agreement.

As we develop the policy and processes for personal budgets, this service will potentially be available for consideration by parents as part of their personal budget allocation.

Specialist teaching time is bought in blocks of half a day. Teachers can be employed to cover Individual Support Time (IST) as designated by a pupil's statement of Special Educational Needs.

Services	Cost to all Tri-borough schools with Service Level Agreements 2014-15		
IST Teacher Services	0.1	Teacher Allocation	£6,648
	0.2	Teacher Allocation	£13,296
	0.3	Teacher Allocation	£19,944
	0.4	Teacher Allocation	£26,592
	0.5	Teacher Allocation	£33,240

How do we ensure the quality of this service?

The quality of this service is ensured by the use of staff that are highly trained and experienced in the teaching and learning of pupil's with Special Educational Needs. Members of staff adhere to the rigorous service standards. The team keep up to date with current developments in a wide range of Special Educational Needs to facilitate a flexible and versatile service.

Outcomes are evaluated through: monitoring of pupil progress through data provided by schools; standardised assessments, classroom observations, teacher/parent/pupil consultations.

As part of the wider Sensory and Language Impairment Team the service is benchmarked through DfE Quality Standards for Special Educational Needs (SEN) Support and Outreach Services 2009.

i FOR MORE INFORMATION, PLEASE CONTACT:

Gabrielle Nyman (Head of Service)
Pupil Support Service
c/o Wendell Park Primary School
Cobbold Road
London W12 9LB
T 020 8811 8190
E Sandra.peyton2@lbhf.gov.uk

Queensmill Autism Outreach Support Service

What does this service do?

One dedicated Assistant Head, highly trained in autism, works on a referral system to support primary schools with their provision for their pupils with autism. The service is based in Hammersmith and Fulham, but occasionally works also in schools within the Royal Borough of Kensington and Chelsea and in independent schools on same model.

Who is this service available to?

Primary Schools in Hammersmith and Fulham and Kensington and Chelsea.

How do you access this service?

Referrals are sent to Queensmill School who respond, offering training for the schools' whole staff in the first instance.

i FOR MORE INFORMATION, PLEASE CONTACT:

Jude Regan
11 Mund St
West Kensington
London W14 9LY
T 020 7385 3908

Specialist Dyslexia Literacy Numeracy Support Service

What does this service do?

This service is a team of Hammersmith and Fulham teachers who all have specialist dyslexia qualifications. The team have particular expertise and experience in assessing and teaching literacy and numeracy skills where children are having difficulties. We provide a bespoke service to match individual school's needs and capacity. We work closely with a school together with teachers, parents and governors to provide continuity and coherence in the provision and support for pupils. The service aims to adopt a flexible approach to identifying a school's area of need and match this to our professional specialist service.

The service provided can be targeted at a whole school, group or individual level and offers the following:

- direct teaching for individual pupils or small groups
- advice on planning individual evidence based intervention programmes
- baseline assessment, target setting, tracking and evaluation of pupil's progress
- diagnostic assessments and teaching pupils with specific learning difficulties (dyslexia)
- advice on good practice for pupils with specific learning difficulties as well as collaborative working with schools to support curriculum access for pupils with dyslexia, literacy and numeracy difficulties
- training for teachers and support staff through school based INSETS and Tri-Borough events
- assessments for exam access arrangements

Flexible INSET for teachers and LSAs is available on a variety of topics including:

- development of whole school specialist teaching skills
- developing dyslexia friendly schools
- what is dyslexia?

- assessments of early literacy
- use and analysis of running records for reading
- the reading process – individual, shared and guided reading at KS1 and KS2
- the writing process – individual, shared and guided writing at KS1 and KS2
- supporting pupils with spelling, reading and writing difficulties

Who is this service available to?

This service is available to schools wishing to develop their practice for pupils with dyslexia, literacy and numeracy difficulties. It addresses the needs of pupils whose skills are not developing as expected despite appropriate learning opportunities. The service provides a personalised and targeted provision which can be implemented on an individual, small group or whole school level. The service works with learners from Key Stage 1- Key Stage 4.

How do you access this service?

This is a specialist targeted service which is accessed through direct purchasing by schools. Schools contact the service and an initial consultation and analysis of need takes place. Following this initial meeting a plan of action is agreed.

This service is a traded and the SDLNSS teachers' time is bought back in a minimum of two hour blocks. Costings include the time spent on preparing programmes, materials and writing reports. Costs are as follows:

- hourly rate of £70 per hour for 2013-14
- £400 per day
- £150 per twilight session
- comprehensive individual assessment £400

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How do we ensure the quality of this service?

The quality of this service is ensured through delivery by highly qualified members of staff and a rigorous adherence to service standards.

- the team are qualified in teaching and supporting children with specific learning difficulties and have substantial experience of working in the field
- team members are also trained in Reading Recovery
- two members of the team have higher level qualifications in assessing children with specific learning difficulties and maintain current assessment practicing certificates from PATOSS (professional association for teachers and assessors of students with specific learning difficulties)
- the team keep up to date with current developments in the field through participating in regular training with the British Dyslexia Association and the Professional Association of Teachers of Students with Specific Learning Difficulties as well as multi-agency working.

Outcomes are evaluated through: monitoring of pupil progress from data provided by schools; classroom observations and formal specialist assessments; teacher, parent and pupil questionnaires.

The service follows the guidelines for good practice outlined in the Rose Review: Identifying and Teaching Young People with Dyslexia and Literacy Difficulties (2009) and the Hammersmith and Fulham Borough Dyslexia Policy.

As part of the wider Sensory and Language Impairment Team the service is benchmarked through DfE Quality Standards for Special Educational Needs (SEN) Support and Outreach Services 2009.

i FOR MORE INFORMATION, PLEASE CONTACT:

Gabrielle Nyman (Head of Service) Alison Leao (Senior Manager Specialist Dyslexia Service)
Literacy and Numeracy Support Service
Wendell Park Primary School
Cobbold Road
W12 9LB
T 020 8811 8190
E Sandra.peyton2@lbhf.gov.uk

Wandsworth Vision Support Service

What does this service do?

Wandsworth Vision Support Service provides flexible, comprehensive support to children and young people (CYP) with visual impairment with and without additional needs in the boroughs of Wandsworth and Kensington and Chelsea (RBKC).

- We work with CYP in mainstream and special schools and also with pre-school children in their homes.
- We teach CYP to develop specialist skills, including Braille, independent life skills and relevant IT skills.
- In the school setting, we advise regarding modified enlarged materials, individual IT needs and specialist equipment.
- For home visits, we devise individual programmes, which are demonstrated to the parent/ carer.
- We offer access to student and parent/ carer counsellors.
- Our mobility teachers teach independent mobility skills and carry out environmental audits.
- We provide weekly playgroup sessions for pre-schoolers, which also enable parents and carers to meet each other. We welcome children with a range of disabilities into our playgroup.
- We offer family events, including our annual Family Fun Day, Family Activities Days and Swim Days which are available through local authority Short Breaks funding.

- We invite students in mainstream settings to events, such as audio-described theatre trips that include touch tours.
- Throughout the year, we offer a variety of training to parents and carers, professionals and groups of CYP.

Who is this service available to?

This Service is available to all CYP from birth to 19 years with visual impairment with and without additional needs attending maintained schools and/ or residing in the boroughs of Wandsworth and RBKC.

How do you access this service?

This is a Specialist Service provision.

Referrals can be made by professionals or parents/ carers who are concerned about their child's vision. Referral forms are available on our website at www.wandsworthvisionsupportservice.org.uk. All CYP will need to have been seen by a medical eye specialist first before a referral is made to our Service.

How do we ensure the quality of this service?

- All team members are trained in their respective fields and all teachers have completed the mandatory qualification for teachers of children with visual impairment.
- Our mobility officers are trained and registered paediatric habilitation specialists.
- All team members undertake regular professional development.
- Termly performance reviews and observational visits ensure the high standard of our provision is maintained.
- Feedback obtained from families and schools helps us to review and improve our Service on an ongoing basis.

i FOR MORE INFORMATION, PLEASE CONTACT:

Claire Djali, Head of Wandsworth Vision Support Service
cdjali@lindenlodge.wandsworth.sch.uk

T 020 8780 1801/ 07739 611 816

Full information on our Service can be found at:

W www.wandsworthvisionsupportservice.org.uk

Westminster Special Schools Training and Outreach Service

What does this service do?

The Training and Outreach Team supports schools to improve their practise and become more confident in including pupils with Special Educational Needs.

The team provides a variety of training courses from the purpose built Access and Inclusion Centre at QE2 Jubilee school.

The Access and Inclusion Centre also hosts outside trainers, some who are well known nationally and internationally for their expertise in Special Education Needs.

Who is this service available to?

The Training and Outreach Team provide support for all Westminster schools for children and young people with:

- Autism
- Speech Language and Communication Needs
- Hearing Impairment
- Visual Impairment
- Occupational Therapy
- SENCo support

Education Services

How do you access this service?

Support for individual pupils is categorised as a specialist service, which means that it is available to children who have been individually referred to the service via local schools.

Eligibility for access to the service for individual children are as follows:

- **Autism** – Diagnosis of ASD or showing traits of autistic behaviour which needs to be assessed
- **Speech Language and Communication Needs** – assessment by the school and referral to the service
- **Hearing Impairment** – The National Sensory Impairment Partnership Guidelines
- **Visual Impairment** – The National Sensory Impairment Partnership Guidelines
- **Occupational Therapy** – child with Occupational Therapy identified as a required provision within their statement or Education, Health and Care Plan.

The training courses provided by the service are free to all schools in Hammersmith and Fulham, Kensington and Chelsea and Westminster, with a small charge for delegates from other London boroughs and beyond.

📍 FOR MORE INFORMATION, PLEASE CONTACT:

Aileen Thomas
QE2 Jubilee School
Kennet Road
W9 3LG
T 020 7651 5825
E training@qe2cp.westminster.sch.uk
W <http://www.qe2cp.westminster.sch.uk>



