



Question and Answer Session – Riverside Centre 27th February

- 1 **Q:** Should a child with ADHD diagnosis have an IEP or similar plan written up by school?

A: It would certainly be desirable, it is important that all staff in a school use consistent strategies to support pupils with ADHD

- 2 **Q:** How are you ensuring that those on SEN support are being properly supported?

A: This comes under School Improvement and work from the School Inspectors. There is a guidance booklet entitled SEN Support for school use. The SEN Service provides SLT outreach, EYSEN support and specialist teacher input to work with individual children and schools at SEN Support

- 3 **Q:** Why is there no moderate level/ASD secondary school?

A: St George's School caters for a wide reach of youngsters with additional needs and there are currently two secondary ASD provisions attached to mainstream schools.

- 4 **Q:** Professional Reports – How is it decided whether to accept a report by an appropriately qualified professional when it has been privately commissioned? (Schools have been known to tell parents that the report won't be accepted because it has been bought in)

A: Privately commissioned reports can be used in an education, health and care needs assessment in the absence of one that has been submitted by a professional working within Children's Services or the NHS.

- 5 **Q:** My child's school keep telling me that my son's needs are not great enough – there is no money in the school budget for additional support. What do I do?

A: Ask to look at your child's progress data and the impact of what provision school is putting in place. If your child is receiving school based provision known as SEN Support and school provide this information on their census return to the government there is an additional £6,000 provided for the pupil. This money is not however, ring fenced to SEN and does not always mean your child will receive one to one support.

- 6 **Q:** What is the point of having a SENCO in school if they do not have a clue what Auditory Processing Disorder is?

A: Discussion and signposting needed with the school.

- 7 **Q:** Why is it necessary to have three weekly CIN visits? It puts too much pressure on parents?

A: I believe this has now changed to six weekly and 12 weekly instances. It does depend on the individual circumstances of the child/young person in question.

- 8 **Q:** Should Parents be having to fund private assessments? Will findings be implemented by schools? How will you ensure demands on services are recognised when the demand is reduced by parents paying privately (ed psych, S & L, O,T)

A: It is widely accepted that no, parents should not have to fund private assessments.

- 9 **Q:** What plans are in place to ensure SENCOs and schools are properly trained?

A: This would need to be discussed with Kim James who is responsible for School Improvement.

- 10 **Q:** What strategies are there for families when waiting for further help? (Cygnet useful)

A: The Local Offer can signpost and support this and also SENDIASS

- 11 **Q:** Can a child with suspected ASD get an EHCP for the social/emotional/behavioural side even if they are doing OK academically?

A: Not all children with an ASD will need an EHCP, however, if the impact of the social, emotional and behavioural difficulties begins to impact on educational progress then serious consideration at SEN Panel will be given to agreeing to start an EHC needs assessment

- 12 **Q:** Are mainstream secondary schools able to say that they can't meet the needs of your child? And refuse to accept them?

A: They can give a written response to the Local Authority and due consideration will be given by the Local Authority to this response however, the final decision as to whether to name a school/college falls to the Local Authority. It may also be helpful to look at Sections 33, 39, 40 and 43 of Children's and Families Act 2014, 9.78 onwards of the SEN Code of Practice January 2015 and the Equality Act 2010.

- 13 **Q:** Why don't the SEN team advisors meet the child and their family at the beginning of the EHCP journey to ensure they are at the centre of the journey?

A: Since the implementation of the SEN Reforms in September 2014, the SEN Assessment and Review Team is working in a much more person-centred way. Once an EHC needs assessment has been agreed, the allocated SEN Casework Officer makes contact with the family, usually by telephone. A meeting is subsequently arranged between the family and the Casework Officer at the start of the assessment process. This meeting is an opportunity for the family to meet their Casework Officer and to raise any questions they may have about the assessment process. It is also an opportunity for the Casework Officer to have initial discussions with the family about their hopes and wishes for their child, to check we have all the right contact information and to check that we are seeking advice from everyone involved.

We are very conscious that time is precious and so, wherever possible, the Casework Officer tries to attend the 'person-centred planning' meeting which has been arranged by the educational psychologist. It is hoped that, in the future, this joint meeting will happen more often. For either meeting, other professionals supporting your child are invited.

14 **Q:** Can you request a change of CAMHS support worker?

A: You have a right to ask.

15 **Q:** If you change secondary School would you still qualify for home to school transport? Presently in a private taxi with two other SEN children.

A: If the child/young person is eligible for home to school transport as detailed in the Council's Home to School Transport policy to their new school then yes, they would continue to qualify for transport.

Whilst the Casework Officer is guided by the policy, transport requests for those children/young people who are not ordinarily eligible are considered on an individual basis. Where a discretionary arrangement is made, it is made clear to the family of how long the arrangement is in place.

Having an EHCP does not give an automatic right to transport – the policy still applies.

16 **Q:** What support is there for young people in school who have SpLD (dyslexia, dyscalculia, working memory difficulty) where teachers do not know or understand how to support them? Does the SpLD team still exist?

A: There is no SpLD team however there is an expectation that schools should access training for Dyslexia. If a pupil requires an EHC assessment and dyslexia has been identified then a full dyslexia assessment is commissioned by the LA.

17 **Q:** Can 2 siblings be in as ASD provision together?

A: This would be a decision taken on a case by case basis with careful discussion that includes parental view, but there is no reason why not.

18 **Q:** I keep hearing people say that my child's EHC Plan should be "specified and quantified". Could you tell me what that should look like and does that mean it should say, for example, that my child should receive a service and then say how many sessions, and how often they should have it?

A: Yes, that is exactly what it means. The wording in Section F of the EHCP must detail provision that is detailed and specific and should normally be quantified for example, in terms of the type, hours and frequency of support.

The provision must be specific for every need identified in Section B and be clear about how it (the provision) will support the achievement of outcomes.

19 **Q:** My child is at pre-school, but I believe that they might be autistic. How do I get them referred so that we can get some specific help around autism? Their behaviour can be quite challenging and I've read that it is really important to get help as early as possible, but how do we go about getting a diagnosis and the right support for them?

A: Early assessment for an ASD is always very carefully considered as it is not always easy to differentiate ASD between, for example, language and communication difficulties or learning difficulties. A diagnosis should not be necessary for good quality support to be put in place.

20 **Q:** Can you ask the SEN team, if they are prioritising EHCPs, why can't they update the ones that have already been done? Youngsters coming up to 25 also need transition.

A: Whilst the SEN Assessment and Review Team is prioritising the completion of transfers of Statements of SEN to Education, Health and Care Plans so that it meets the Government's direction that all are transferred by 1 April 2018, existing EHC Plans are being amended through the annual review process when amendments are being requested.

21 **Q:** My child has some mental health difficulties, but in the past the CAMHS have said they can't help them because they have autism. Is this still the situation, or have things changed so that they can get the help they need? Have the CAMHS team (and other MH services) had training to help young people with specific disabilities, such as autism?

A: This concern has been raised at a senior level – watch this space.

22 **Q:** Can you tell me what a good "Outcome" should look like in my child's EHC Plan?

A: Some examples of what an outcome should look like are below:

Long Term

By the end of Key stage 3, Joseph will be able to improve his legibility of his handwriting or recording written work.

Short Term

Within the next 12 months (July 2018), Joseph will be able to formulate his letters and increase in

Long Term

By the end of Key stage 2, Julie will be able to socialise with her peers without adult supervision.

Short Term

Within the next 12 months (July 2018), Julie will be able to play in an age appropriate way with at least one child of her own age throughout four designated break times.

Long Term

By the end of Further Education, Sally will have had four meaningful work experiences in a range of community-based settings so that she has an understanding of different type of job roles.

Short Term

Within the next 12 months (July 2018), Sally will be able to:

- Be aware of four types of paid work environments and roles.
- Develop work skills such as telling the time, punctuality, solve problems, make decisions, using the phone.

23 **Q:** How can I find out what sort of things we might be able to use a personal budget on?

A: The best thing to do would be to ask your casework officer or look at the Personal Budget page on the [Local Offer](#).

24 **Q:** Can you tell us what is being proposed around the cuts, particularly to children's respite services and how might it affect us and our children?

A: There are no further proposed cuts

25 **Q:** Local Offer needs explaining to both schools and parents what it actually does, I don't even know really?

A: Point taken and we will explore how to further promote

26 **Q:** How do you get referral to sensory support?

A: The LA Sensory Support Team (now called the Specialist Teacher Advisory Team) supports children with hearing or vision needs. The referral policy and flow chart can be found on the local offer. All SENCOs have the referral form. A referral can only be accepted if the child has a diagnosis from an audiologist or ophthalmologist.

27 **Q:** Why are some services for ASD only? Many SEN children have similar difficulties why is it only ASD that get the support?

A: Need examples please

28 **Q:** If you are not getting enough health support for your child, thus for the EHCP have no evidence, who do you go to, what can you do? Is this down to a separate complaint/talks with NHS?

A: Yes, you would need to discuss with the CCG (clinical commissioning group)

29 **Q:** Carers assessments. I asked for one got a blank look was told only done for carers of adults. This needs to be made clear if it's available. Don't feel children and family assessments cover what a carer is entitled too. Are carers of children entitled to the same as carers of adults?

A: Yes carers are entitled to an assessment. They are assessed as part of the children and family assessments. These assessments are holistic to the family and do assess the impact of being a parent carer.