

## **In year admissions of children and young people with special educational needs and disabilities, who are at SEN Support**

Each year a small number of children and young people with additional needs arrive in Ealing without statements or education, health and care plans. The Local Authority is committed to working in partnership with schools to ensure that all children with additional needs achieve good outcomes, enjoy learning, become independent and are active members of the community. To enable these aspirations to be achieved, it is important that children with additional needs who move into Ealing 'in-year' are admitted into schools without any delay, and that the Local Authority helps schools to understand these children's needs and to work in partnership with schools to put effective strategies in place to meet their needs.

### **What the Local Authority will already have done prior to offer:**

The Admissions Team will already have screened application forms – parents/carers are asked to tick a box if they think their child has special educational needs. If ticked, the parents/carers will be sent a more detailed questionnaire to complete and return to Admissions, who will then pass the questionnaire to the Educational Psychology Service (EPS).

If the EPS thinks that the child may need interventions at SEN Support, or that they may need an Education Health and Care Plan, they will assess the child within 10 days of receiving the questionnaire, and give advice to the parents and Admissions Team about how best a child's needs can be met, including recommendations about interventions. Once an offer of a school has been made, the school will receive a copy of the EPS report, that will include recommendations and strategies on how best to meet the child's needs in school. The EPS time to undertake this role will be funded by the High Needs block and will not be taken from schools' existing EP time allocation.

### **Actions that schools can take:**

#### **1. Pre-admission meeting**

Within 2 weeks of offer, the school should set a pre-admission meeting and possible home visit either before or after this, with parents and child so you can make a plan to enable full time attendance.

#### **2. Collate information**

Collate information from parents and ask them to sign a consent form for the school to seek and share information from other agencies in relation to the child's needs and placement in school.

Ask parents to supply any reports and SEN documentation from previous schools - they may need translation. There may be no or minimal paperwork if they are new arrivals from abroad. You may be able to talk to any previous school abroad. If in the UK and the child has been on roll at a school here,

discuss with Senco at last school and obtain their information if not all contained in the CTF.

Ask parents if an Ealing EP has been involved in recent weeks – the EPS has been given dedicated time from September 2016 to urgently assess newly arrived children who have significant additional needs, prior to them starting at a school. This assessment will give suggestions about how to support the child in school and suggest any further actions that need taking.

### **3. Register with an Ealing GP.**

Advise parents if not registered with a local GP within LB Ealing, to do so as soon as possible, and if the child has significant learning or physical needs, ask the parent to discuss their child's needs with their GP and request referral to the Child Development Team.

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=sVVlyidi1fM&localofferchannel=0>

Things work much more smoothly if the GP is an Ealing GP.

### **4. Signpost parents to support organisations.**

If the child has significant additional needs advise parents to contact **ISAID!** and / or **Contact a Family** for independent advice and assistance regarding any matters relating to their child's additional needs.

<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/isaid/>

<http://www.cafamily.org.uk/advice-and-support/in-your-area/offices/ealing-and-southall/>

Parents may want to contact **ECIRS** direct in cases of more complex needs to request an assessment of need and for services at home or in the community.

[https://www.ealing.gov.uk/info/201023/children\\_and\\_families\\_social\\_care/1302/ealing\\_childrens\\_integrated\\_response\\_service](https://www.ealing.gov.uk/info/201023/children_and_families_social_care/1302/ealing_childrens_integrated_response_service)

### **5. SEN Support Provision Map**

Headteacher and Senco to agree how delegated funds (see EGFL link) can be used to support the child, using any information provided by Admissions team on child's SEN and from parental interview.

### **6. Consider reasonable adjustments that can be made.**

Please read 'Reasonable adjustments for disabled pupils' by Human Rights Commission for practical guidance:

<https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>

**7. Agree on a plan** that enables the child to attend within 4 weeks of the school offer.

## **8. Consider an Early Help and Assessment Plan**

If a school or parent / carer believes that more than one professional team needs to support the child (e.g. EP and Speech and Language therapist) schools should consider initiating an **Early Help and Assessment Plan** (EHAP) involving the family to share information, identify needs and set up appropriate services in a Team Around the Family (TAF) meeting, and appoint a Lead Professional. This can speed up gaining information and evidence and be an appropriate basis for a referral to ECIRS. The EHAP form can also be used to request a statutory assessment of any special educational needs, instead of completing an ERSA. The EHAP form can be found here: [https://www.ealing.gov.uk/downloads/download/1263/early\\_help\\_assessment\\_and\\_plan\\_ehap](https://www.ealing.gov.uk/downloads/download/1263/early_help_assessment_and_plan_ehap)

## **9. Is a Health Care Plan needed ?**

Consider whether a **Health Care Plan** needs writing with support from School Health Adviser, if the child has medical needs - for more information and practical guidance about dealing with medical conditions see this link and Appendix 1 at the end of this document <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## **10. Consider undertaking a Health and Safety Risk Assessment**

In exceptional cases, where there appear to be health and safety issues, schools should consider undertaking a **risk assessment**. For instance, this can be suitable in cases of some mobility/wheelchair cases. For Community Schools, contact Stephen Dunham, Schools Property Officer Fire and Safety ([DunhamS@ealing.gov.uk](mailto:DunhamS@ealing.gov.uk)), (charges apply); own Admission Authority schools make their own arrangements though Stephen Dunham may be able to advise (charges apply).

If the Risk Assessment indicates issues which cannot be met by reasonable adjustments discuss the situation with your SEND Coordinator from SENAS who can advise you on the next step to take.

On the rare occasion that the school is unable to offer full time provision straight away, then the child falls into the category of Children Missing OUT on Education – which is an Ofsted area of interest – even if short-term and will need to be included in the twice-yearly lists sent to Kim Price of all those pupils on roll who are not in school full-time. The In-Year Admissions Team will need to be advised of the start date in cases of any delay in admission, though normally the start date will be expected to be entered on SAM by your office staff within 2 weeks of the offer.

## **11.Consider starting an EHC needs assessment**

Headteacher and senco can consider whether the severity of a child's additional needs meets the eligibility threshold for a statutory assessment.

See SEN decision making grids on the following page:

<https://www.egfl.org.uk/school-effectiveness/special-educational-needs-and-disabilities>

If the school thinks child's needs meet the eligibility threshold then school can complete an Ealing Request for Statutory Assessment form, ideally attaching relevant professional reports, though in some circumstances, a completed Admissions SEN questionnaire provided by parents is sufficient to be submitted alongside a completed ERSA form. See ERSA forms and guidance section in <https://www.egfl.org.uk/school-effectiveness/special-educational-needs-and-disabilities#assess>

The ERSA will be considered by the SEN panel within 6 weeks of receipt of the ERSA and a response will be sent to the school within 5 working days of the Panel decision.

### **Support from the Local Authority**

Schools can seek support and advice from a range Local Authority teams as described in the following table:

Area of SEN	Service	Additional information	Link
General SEN issues, learning, social and emotional aspects of learning	Ealing Educational Psychology Service	<p>Ealing's Educational Psychology team assesses children's special educational needs and advises teachers, parents/carers, young people and other professionals in Ealing, how best to support a child or young person to achieve good educational outcomes.</p> <p>We do this through: working with children and young people to help them overcome any difficulties they are experiencing with their education; giving SEN training to school staff and other professionals who work with children; working with the Local Authority to support children's statutory assessments of special educational needs; ongoing service through the LA providing advice with Education, Health and Care Plans.</p> <p>Educational psychologists are specifically trained to support with difficulties that children might experience between early childhood and late adolescence; including developmental difficulties, learning difficulties, emotional and behavioural problems, physical disabilities, and problems in vision and hearing. The impact these difficulties may have on a child's life at school is assessed, looking at their academic performance and their social experiences. Schools can consider using EP time already allocated to the school or buy in additional EP time.</p>	<a href="#">Ealing Educational Psychology Service</a>
Moderate and severe learning difficulties, or physical disabilities	Ealing Primary Teaching School Alliance	We have experience in both primary and SEN support; five of our schools within the alliance are special schools and can offer expert and tailored provision to support the needs of each individual school or professional. We host and offer a range of programmes aimed at both teaching and support staff, across both the primary and SEN sector. Details of the programmes we currently deliver are available in our 'events' section. The alliance draws on classroom practitioners, specialist teachers, senior leaders and external professionals.	<a href="#">Ealing Primary Teaching School Alliance</a>
Communication	Speech and Language Therapy Service	The Ealing Paediatric Speech and Language Therapy service works with children who have speech, language, communication and feeding difficulties. We assess skills, give advice and suggest strategies; work with children both individually and in groups; train parents and professionals; work in schools, clinics and Children's Centres.	<a href="#">Ealing Speech and Language Therapy</a>
Behaviour (Primary)	Primary Behaviour Service	What types of support are offered? Audit of behaviour in primary schools; assessment, consultation and advice from one of Ealing Primary Centre's teachers; joint assessment and intervention from one of Ealing Primary Centre's teachers and clinical psychologists; small group teaching and therapeutic support at Ealing Primary Centre; peripatetic teacher support in school; peripatetic HLTA support in school; training; support to Head teachers	<a href="#">Primary Behaviour Service</a>
Behaviour (High)	Behaviour Inclusion Service (for High Schools if purchased by your school).	<p>The Behaviour Inclusion Service is closely aligned with Ealing secondary schools and provides interventions aimed at supporting the improvements of pupils behaviour, in developing their social and emotional awareness and by building on the inclusive practices used by school staff. It focuses on assisting high schools to reduce fixed-term and permanent exclusions. It complements the pastoral support work in the school, significantly increasing the school's capacity to include young people who have difficulty accessing learning and are at risk of exclusion.</p> <p>Any services in addition to agreed allocation, to be negotiated as required.</p>	<a href="#">Behaviour Inclusion Service</a>

Social communication / autism	ASD Outreach Service	The outreach service will provide mainstream primary and secondary school staff with specialist advice and training to enable them to include pupils with social communication difficulties (autism) within their local mainstream setting.	<a href="#">ASD Outreach Service</a>
Home or community issues	Referral to ECIRS – SAFE, Children with Disability or Locality teams	ECIRS is the single point of entry for all referrals where there is a need for support, or where there are specific concerns about the welfare of a child or young person. A single point of entry provides an effective way of ensuring a child gets the right help at the right time as soon as a concern is raised. It also reduces the need for information sharing between different services which guards against children 'slipping through the net'	<a href="#">ECIRS</a>
Adoption	Adoption Support Service	Our responsibilities do not end when an adoption order is made. We are committed to supporting adopted children and their families throughout the course of their adoption journey. Each adoptive family will have different levels of need at different points in their life.	<a href="#">Adoption Support Service</a>
Looked After Children	Virtual School team	The LAC education team aims to improve the life chances of Ealing's LAC and care leavers by promoting and supporting them throughout their education. The team also offers a service to those people who work with young people in care, such as school staff, social workers, carers and any other professional involved with LAC.	<a href="#">Virtual School team</a>
Hearing or visual impairment	Sensory Impairment Inclusion Team (previously known as SENS team)	The Ealing SENS service provides support for children who have Visual Impairment, Hearing Impairment or both. We take referrals for children and young people residing in the Borough of Ealing from medical professionals at the Hearing and Vision clinics. The Teacher/Consultants provide assessment, advice and support to pre-schools, schools and families. Our habilitation specialist provides support to visually impaired children and young people to learn mobility and independent living skills.	<a href="#">SENS Service</a>
Fine or gross motor difficulties	Paediatric Occupational Therapy or Physiotherapy	Physiotherapists deal with problems related to movement, using exercises to improve movement and balance, minimise stiffness in joints, strengthen muscles or help with breathing problems. Physiotherapists assess and review the equipment needs of the children to help them get around, sit and stand comfortably. Occupational therapists have a special understanding of the skills children need to play, learn and look after themselves e.g. feeding, drawing, writing etc. They can develop programmes to help children overcome their difficulties in these areas. In Ealing we work with both parents and other professionals involved with the child to ensure we deliver the best possible service.	<a href="#">Paediatric Physiotherapy</a>  <a href="#">Paediatric Occupational Therapy</a>

## **Legal Context**

All children of statutory school age are entitled to full time schooling regardless of any disability or additional need. The Local Authority will work in partnership with schools to enable this to happen for children who meet the eligibility threshold for a statutory assessment of their additional needs. There may be a short period whilst appropriate support arrangements are being set up but admission is expected within four weeks of offer as a maximum.

For all children, schools are expected to make reasonable adjustments, with support and advice from the Local Authority, to prevent issues such as toileting, mobility or other additional needs becoming barriers to inclusion. Toileting needs: for more information about dealing and best practice –

<http://www.eric.org.uk/assets/The%20Right%20To%20go%20WEB%20%20Guide%2012.2012.pdf>

Equalities Act 2010;

<https://www.egfl.org.uk/finance-and-data/data-policies-and-guidance/equality-act-2010>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Further information can be obtained from:

Jo Bradley, Acting Head of Admissions and Fair Access

0208 825 9662

[jbradley@ealing.gov.uk](mailto:jbradley@ealing.gov.uk)

## **Appendix 1**

### **Medical and health needs**

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The child will be admitted and be on roll at the school, and remains so throughout any hospital in-patient episodes and for any periods where home tuition applies (with view to normally returning to the school when appropriate; In certain cases this can be reviewed). Cases will include, amongst others, those children undergoing multiple operations, discharged from hospital but still weak and recuperating, and some with mental health needs. Medical needs must be dealt with promptly by seeking help from the School Health Adviser and other professionals. They require a referral (supported by a letter from a Hospital Consultant) to Ealing Educational Provision (EAP, formerly known as EOTAS) with view to short term tuition to be provided at home because the child is not well enough to attend school full time. In other circumstances it may be appropriate for the school to make reasonable adjustments to meet the child's medical needs in school (for as much time as their health allows as medically advised).