



ISEND

CHAMPIONING CHANGE FOR CHILDREN

Inclusive Innovative Solution Focussed Act with Integrity Collaborative

ISEND Front Door Service Summary Booklet

Information, advice, guidance and direct intervention
available from ISEND services

- **CLASS** – Communication, Learning and Autism Support Service
- **EALS** – English as an Additional Language Service
- **EPS** – Educational Psychology Service
- **ESBAS** – Education Support, Behaviour and Attendance Service
- **EYS** – Early Years' Service
- **SNS: HI** – Sensory Needs Service: Hearing Impairment Team
- **SNS: VI** – Sensory Needs Service: Visual Impairment Team
- **TLP** – Teaching and Learning Provision

June V2 2018

ISEND Front Door Service Summary Sheet

Service Name: CLASS (Communication, Learning and Autism Support Service)

Referral route:	Front Door (core)	Y
	Direct to Service (traded)	Y
	Other (<i>specify</i>)	N
Referrals can be made by:	Schools	
Age-group supported:	5-16	
Summary of threshold for allocating core support:	<p>Evidence required for core support:</p> <ul style="list-style-type: none"> Additional Needs Plan or one term minimum cycle of Assess/ Plan/ Do/ Review (Essential supporting information for any area of need) <p><u>For Autism</u> - Letter confirming diagnosis/ pupil is on diagnostic pathway <u>For Dyslexia</u>- Dyslexia Screening Test showing areas of concern <u>For Speech Language and Communication Needs (SLCN)</u> - Language assessment demonstrating areas of concern, e.g. Language Link.</p>	
Main areas of specialism:	<ul style="list-style-type: none"> Communication (SLCN), Autism (ASD/ASC), Specific Learning Disabilities (e.g. Dyslexia, dyscalculia, dyspraxia) Assistive technology, Augmentative and Alternative Communication Literacy difficulties, Numeracy difficulties Assessment in cognition, literacy, numeracy and ICT Social skills, Pupil Voice 	
Summary of child-level support available (that also builds capacity in the school as a whole):	<p>Enhanced Guidance: Adviser observation; Pupil and Parent Voice; staff consultation; pupil action plan including specific strategies and school actions. SMART Intervention: Practitioner modelling of strategies and approaches to school staff to enable them to incorporate these into the curriculum or individual timetable.</p>	
Summary of whole-school support/training available:	<p>Core offer - Primary *Link Advisor Role – Support for whole school development in meeting the needs for SEN including a focus on Early Years and secondary transitions. *Drop Ins for school staff as planned with SENCo. *Core training in Understanding: Autism; SLCN; Dyslexia.</p> <p>Core offer – Secondary *Link Advisor Role – Support for whole school development in meeting the needs for SEN with a focus on transition. *Core options for allocated core units: Understanding Autism/ SLCN/ Dyslexia; Drop Ins; practical workshops; focused consultation meetings.</p> <p>Traded Whole school training in Autism/ SLCN/Dyslexia – bespoke/ further depth (e.g. Autism and girls). Bespoke training packages/ workshops around strategies and interventions (e.g. Zones of Regulation). SMART Interventions- group or individual based (e.g. social skills)</p>	
Link to CZONE page for service:	https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/communication-learning-and-autism-support-service-class/	
Link to Services to Schools page for service:	https://www.services2schools.co.uk/services/details/1271	
Contact information for the service:	CLASS@eastsussex.gov.uk / 01273 336887	

ISEND Front Door Service Summary Sheet

Service Name: EALS (English as an Additional Language Service)

Referral route:	Front Door (core)	Y
	Direct to Service (traded)	Y
	Other (<i>specify</i>) Health referral for translation/interpreting/assessment	Y
Referrals can be made by:	Schools, Settings, Health/Other Professional (for translating and interpreting, Mother Tongue assessments)	
Age-group supported:	Year 1 to Year 11	
Summary of threshold for allocating core support:	<p>Evidence required for core support:</p> <ul style="list-style-type: none"> • English Language level (lower levels prioritised) • Difficulty in access to the curriculum • Length of time in the UK/school (new arrivals prioritised) • Pastoral needs (Higher needs prioritised) 	
Main areas of specialism:	<ul style="list-style-type: none"> • Second language acquisition • Strategies for enabling access to the curriculum • English as an Additional Language (EAL) teaching strategies • First language support strategies • Assessment of first language to inform pupil profile 	
Summary of child-level support available (that also builds capacity in the school as a whole):	<ul style="list-style-type: none"> • EAL teaching interventions: 1:1, small group, in-class • Bilingual Support Officer (BSO) interventions: 1:1 small group, in-class • Mother Tongue Assessments • Home-school liaison 	
Summary of whole-school support/training available:	<ul style="list-style-type: none"> - Liaison with mainstream teachers to advise on EAL-friendly classroom teaching and provision of resources - Bespoke in-school training sessions for Teaching Assistants/Class Teachers/senior leaders - In school projects, e.g. Parent and Pupil Ambassador programmes, coffee mornings - Management of candidates for Mother Tongue GCSEs including provision of speaking test examiners where language available - Central training 	
Link to CZONE page for service:	https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/english-as-additional-language/what-we-offer/	
Link to Services to Schools page for service:	https://www.services2schools.co.uk/services/listservices/10	
Contact information for the service:	01323 464210 EALS@eastsussex.gov.uk	

ISEND Front Door Service Summary Sheet

Service Name: EPS (Educational Psychology Service)

Referral route:	Front Door (core)	Y
	Direct to Service (traded)	Y
	Other (<i>specify</i>) - Statutory via Assessment and Planning	Y
Referrals can be made by:	Schools and Settings	
Age-group supported:	0-25	
Summary of threshold for allocating core support:	Evidence required for core support: Identification through paperwork that schools have taken appropriate steps to identify and meet need through their SEN delegated funding.	
Main areas of specialism:	The Educational Psychology Service (EPS) focuses primarily on the learning, social and emotional problems encountered by children and young people. EPs apply psychology to the pupil's presenting needs and behaviours and work across all areas of SEND as identified in the SEND Code of Practice. EPs are particularly effective when unpicking stuck, complex cases to find a way forward, for this reason they often chair multi-agency meetings for complex cases.	
Summary of child-level support available (that also builds capacity in the school as a whole):	<ul style="list-style-type: none"> • Standardised and dynamic assessment of cognitive functioning • Attainment assessment • Assessment of language • Assessment of SEMH • Consultation • Delivery of individual and small group interventions using therapeutic interventions • Use of person centred planning 	
Summary of whole-school support/training available:	<ul style="list-style-type: none"> • Delivery of bespoke and whole school training packages in a range of areas including language and communication, Autism, Specific Learning Difficulties, cognitive and executive functioning, anxiety, attachment and trauma, relational approaches to managing behaviour • Consultation both at an individual level around a pupils needs and at an organisational level with school management • Work with parents and other professionals • Bereavement and Critical incident work • Nurture • Creative and effective use of delegated SEN funding 	
Link to CZONE page for service:	https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/educational-psychology-service-eps/what-is-eps/	
Link to Services to Schools page for service:	https://www.services2schools.co.uk/services/details/1771 Small school: https://www.services2schools.co.uk/services/details/1770	
Contact information for the service:	Lewes: 01273 336720 Eastbourne: 01323 463636 Hastings: 01424 726100 eps@eastsussex.gov.uk	

ISEND Front Door Service Summary Sheet

Service Name: ESBAS (Education Support, Behaviour and Attendance Service)

Referral route:	Front Door (core)	Y
	Direct to Service (traded)	Y
	Other (<i>specify</i>)	N
Referrals can be made by:	Schools	
Age-group supported:	5-16	
Summary of threshold for allocating core support:	<p>Evidence required for core support:</p> <p>Attendance – evidence of strategies put in place by school (letters, attempts at meetings with parents, targets set and reasonable adjustments where appropriate). Details of at least one review of the targets and strategies. Evidence of pupil voice around why attendance is low. Absence must be unauthorised (at least 10 sessions in last 6 weeks). An Assess, Plan, Do, Review sheet with at least one review.</p> <p>Behaviour maintained primary schools only – serious risk of permanent exclusion. Evidence of graduated response by school recorded on Additional Needs Plan or minimum of an Assess, Plan, Do, Review sheet with at least one review.</p> <p>No core offer for academies or maintained secondary schools – funding is with the schools/academies not held centrally</p>	
Main areas of specialism:	Attendance Behaviour Anti-bullying Gypsy, Roma Traveller welfare Nurture	
Summary of child-level support available (that also builds capacity in the school as a whole):	Adviser observation with follow up report containing advice and guidance for managing behaviour. Practitioner work with individual pupils or groups on strategies for pupil to use. Practitioner modelling effective communication and strategies for managing behaviours to Teaching Assistants/Individual Needs Assistants. Anti-bullying workshops, assemblies and individual programmes of work for victims and perpetrators of bullying.	
Summary of whole-school support/training available:	CPD for teachers, support staff, senior leaders and whole school on behaviour as communication and behaviour management. Training brochure gives full detail. Behaviour and attendance reviews. CPD for staff working on attendance monitoring and pupil support. Governor training for managing behaviour, preventing exclusions and the permanent exclusion process. Anti-bullying work.	
Link to CZONE page for service:	https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/education-support-behaviour-and-attendance-service-esbas/what-is-esbas/	
Link to Services to Schools page for service:	https://www.services2schools.co.uk/services/details/1270	
Contact information for the service:	01273 481967 esbas@eastsussex.gov.uk	

ISEND Front Door Service Summary Sheet

Service Name: EYS (Early Years' Service)

Referral route:	Front Door (core)	Y
	Direct to Service (traded)	N
	Other (<i>specify</i>)	Y
Referrals can be made by:	Schools, Settings, Early Help Services, Health Professionals (Health Visitors, Paediatricians, CITS Therapists) and parents	
Age-group supported:	0-5yrs	
Summary of threshold for allocating core support:	<p>Evidence required for core support:</p> <ul style="list-style-type: none"> Children who have one or more of the following difficulties, where those difficulties create a significant barrier to learning and/or inclusion: severe or profound learning difficulties; significant physical delay disability; Autism/social communication difficulties; syndromes and associated neurological conditions; severe speech, language and communication difficulties; behavioural difficulties; significant emotional and behavioural difficulties; developmental concerns. A preschool or non-academy reception child with EAL and significant communication or inclusion needs resulting from this. 	
Main areas of specialism:	<ul style="list-style-type: none"> A range of developmental difficulties and diagnosis; such as, Down Syndrome, Autism, PMLD, multi-sensory impairment, genetic and medical disorder also affecting cognitive development. EAL in the early years Full collaborative working and extensive knowledge of all appropriate health services for EYS children with SEND Coordinating care and support Transition to school or nursery EHCP process for early years children Pre-school SEN funding- Early Years Inclusion Support Fund (EYISF) 	
Summary of child-level support available (that also builds capacity in the school/setting as a whole):	<ul style="list-style-type: none"> Adviser observation followed by training, advice and guidance to home, setting and school Preparing, implementing and modelling resources and approaches Support to complete risk assessments, Health Care Plans, Additional Needs Plans, behaviour plans Allocation and monitoring of Early Years Inclusion Support Fund (EYISF) Joint working with therapy leads; multi-agency planning meetings Practitioner intervention with child in setting, home or school 	
Summary of whole-school/setting support/training available:	<ul style="list-style-type: none"> Understanding diagnosis Need specific training Bespoke training to meet school/setting need Makaton training Child specific support and advice to school/setting and home 	
Link to CZONE page for service:	https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/isend-early-years-service-eys/what-is-eys/	
Contact information for the service:	01273 335270 SpecialistEarlyYearsService@eastsussex.gov.uk	

ISEND Front Door Service Summary Sheet

Service Name: SNS: HI (Sensory Needs Service: Hearing Impairment Team)

Referral route:	Front Door (core)	Y
	Direct to Service (traded)	N (Independent schools will be charged)
	Other (<i>specify</i>) Health referral to service	Y
Referrals can be made by:	Schools Settings Audiology	
Age-group supported:	0 to 25yrs	
Summary of threshold for allocating core support:	<p>Evidence required for core support:</p> <ul style="list-style-type: none"> • Child or young person will have been identified as having a hearing loss at an audiology clinic. • Child or young person will have been prescribed hearing aids. • Children and young people with a diagnosis of Auditory Processing Disorder (APD) are not offered direct support as they do not have a hearing loss. We will however consider each referral and send written advice / strategies to schools or settings if requested. 	
Main areas of specialism:	Hearing loss and inclusion	
Summary of child-level support available (that also builds capacity in the school as a whole):	The team will assess the child's hearing and language needs in school. We will assess for additional equipment that the child can access in school. The team will provide advice and training or deliver direct teaching and input if appropriate to ensure inclusion in a setting.	
Summary of whole-school support/training available:	<p>The HI team can offer staff training on deaf awareness and bespoke training on a pupil's specific needs.</p> <p>The HI team will ensure that the school or setting understand the potential impact of hearing loss on a pupil's language development and their access to learning.</p> <p>They will offer advice on strategies that will support child / young person's inclusion throughout the school.</p>	
Link to CZONE page for service:	https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/sensory-needs-service-sns/what-is-sns/	
Link to Services to Schools page for service:	Not applicable	
Contact information for the service:	01273 481154 scsn@eastsussex.gov.uk	

ISEND Front Door Service Summary Sheet

Service Name: SNS: VI (Sensory Needs Service: Visual Impairment Team)

Referral route:	Front Door (core)	Y
	Direct to Service (traded)	N
	Other (<i>specify</i>) Health referral to service	Y
Referrals can be made by:	Schools Settings Hospitals	
Age-group supported:	0-25	
Summary of threshold for allocating core support:	<p>Evidence required for core support:</p> <p>A child or young person who has a diagnosis of a vision impairment from an Ophthalmologist.</p> <p>A child or young person has a vision impairment if their sight cannot be corrected by glasses.</p>	
Main areas of specialism:	Vision loss and inclusion	
Summary of child-level support available (that also builds capacity in the school as a whole):	The team will assess the child's needs and provide advice and also provide training or deliver direct teaching and input if appropriate to ensure inclusion in a setting.	
Summary of whole-school support/training available:	<p>Staff training on VI awareness and bespoke training on the child's needs.</p> <p>The Vision Impairment team will help staff to understand the practical implications for individual learners with vision impairments, such as modification of print materials, suitable seating position and lighting conditions, use of specialist technologies if appropriate and how to make your setting as safe as possible so children can move about independently. This may include an environmental audit with recommended adaptations.</p> <p>The Vision Impairment team will support settings to ensure that children and young people are able to maximise their functional vision or use alternative tactile methods to access learning.</p>	
Link to CZONE page for service:	https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/sensory-needs-service-sns/what-is-sns/	
Link to Services to Schools page for service:	Not applicable	
Contact information for the service:	01273 481154 scsn@eastsussex.gov.uk	

ISEND Front Door Service Summary Sheet

Service Name: TLP (Teaching and Learning Provision)

Referral route:	Front Door (core)	Y
	Direct to Service (traded)	Y
	Other (<i>specify</i>)	n/a
Referrals can be made by:	Schools	
Age-group supported:	School age 5yrs- 16yrs	
Summary of threshold for allocating core support:	<p>Service for sick children</p> <ul style="list-style-type: none"> Absent from school due to medical reason (physical/mental health). Clear evidence of reasonable adjustments 15 days absence in 1 academic year(consecutive/cumulative) Medical evidence of referral or support at consultant level or evidence of an ongoing chronic condition which results in protracted periods of absence <p>Service for Gypsy, Roma, Traveller children (GRT)</p> <ul style="list-style-type: none"> Ascribed as GRT/cultural barrier to academic achievement <p>Elective home Education (EHE)</p> <ul style="list-style-type: none"> Families considering EHE 	
Main areas of specialism:	<ul style="list-style-type: none"> Interim packages of education/reasonable adjustments for medical needs/e-learning GRT cultural barriers to learning EHE and the law 	
Summary of child-level support available (that also builds capacity in the school as a whole):	<p>Service for sick children</p> <p>Personalised packages of educational support which may include one of more of the following:</p> <ul style="list-style-type: none"> E learning (KS3/4) access to live lessons delivered by qualified teachers. Available as a traded service. Individual teaching /support (All Key stages) delivered in the home or other suitable venue. Small group teaching in one of three teaching centres EHE -Joint meeting with parents/school to inform of parental responsibilities Targeted teaching sessions for CYP from GRT community 	
Summary of whole-school support/training available:	<ul style="list-style-type: none"> How to write an effective Individual Health Care Plan or ANP Developing inclusive practices for GRT CYP. GRT cultural awareness training Reasonable adjustments for medical conditions 	
Link to CZONE page for service:	<p>https://czone.eastsussex.gov.uk/student-management/attendance-behaviour/sick/</p> <p>https://czone.eastsussex.gov.uk/student-management/attendance-behaviour/home-education/considering/</p> <p>https://czone.eastsussex.gov.uk/inclusion-and-send/grt/</p>	
Link to Services to Schools page for service:	<p>Learn Smart -E-learning packages</p> <p>https://www.services2schools.co.uk/services/details/1769</p>	
Contact information for the service:	01273 336888	