

A close-up photograph of a woman with long brown hair and a young girl with dark hair, both looking intently at a computer screen. The woman is smiling slightly, and the girl has a focused expression. They are both wearing light blue t-shirts. The background is softly blurred, showing what appears to be a desk with papers and a computer monitor.

**SEND  
SUPPORT**  
IN BRENT



**Brent**

**NHS**

North West London  
Clinical Commissioning Group



## INTRODUCTION

This document has been produced to support people who join a team working with Children and Young People that may have Special Educational Needs in Brent.

This booklet has been designed to aid the following:

- Provide an overview of the type of information that will help you to support Parent's/carers in supporting their child.
- Provide an understanding of SEND Support, EHC Needs Assessment process, EHC Plans, Annual Reviews and other agencies that can support families with or without an ECP Plan.
- To signpost you to a range of resources including the SEND Code of Practice 2015, Children and Families Act 2014 to enable you to develop your knowledge, skills and understanding.

It is beneficial for you to have knowledge of the SEND Strategy 2021-2025 <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/about-the-local-offer>. It aims to enforce what we want for our children and young people which is to be able to "dream big, achieve well, have choices, control and lead happy fulfilled lives.



## DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way:

- **Special Educational Needs.** A child or young person has special educational needs if he/she has a learning difficulty or a disability which calls for special educational provision to be made for them.
- **Learning Difficulty.** A child or a young person of compulsory school age has a learning difficulty or disability if they:
  - Have a significantly greater difficulty in learning than the majority of others the same age, or
  - Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



## LOCAL OFFER

Each Local Authority must have a Local Offer; you can find Brent's Local Offer here <https://www.brent.gov.uk/localoffer>

A Local Offer is a single place to come to find information and advice for children and young people with special educational needs and disabilities (SEND) aged 0-25, and their families.

We have also worked with Young People to design their own site and which they've called 'Preparing for Adulthood'. Site address is <https://www.brentyouthzone.org.uk/pfa>

Although these sites are for Parents/Carer's or Young People, you may find them helpful for information regarding individual services contact details.

## COMMON MISCONCEPTIONS

Without an EHCP settings and schools are not able to meet the needs of children with SEND?

Diagnosis means a child needs an EHCP?

Special Schools are better able to meet the needs of children with a diagnosis or EHCP?

That there is no support in Mainstream schools

You will need to have an EHC Plan in place in order for you to get support from Children and Adolescent Mental Health Services (CAMHS)



## SEND SUPPORT

London Borough of Brent has high aspirations for all children and young people with special educational needs and/or disabilities (SEND including pupils identified as SEN support). We are needs-led and follow the ethos of early identification and early intervention. With that, SEND is not a fixed or permanent characteristic and at any given time a child might have additional learning needs that require tailored or additional support to fully participate in everything the school has to offer.

As such pupil's development is not linear. As a child ages, the complexity of their needs will change. Some pupils might not have SEN to begin with but will develop SEN as they mature. Others who are considered to have SEN at the beginning of their lives may no longer have these needs later in life or may have lifelong SEND requirements.

Settings and schools are responsible for the progress and development of the pupils they teach. Teachers differentiate the curriculum and use resources to ensure that all learners can engage in learning. Settings and Schools support their staff to develop the skills and knowledge required to support children with SEN to achieve.

Educational settings and schools must use their best endeavors to ensure the curriculum is accessible for all children on the school roll.

'Best endeavors' is a legal term which means doing everything possible to make something happen. Educational settings and schools should measure the progress of all children and young people with SEND. Decisions about whether special educational provision is needed for a child/young person will be informed by:

- Insights from Parents/Carers and children/young people

- Setting high ambitions, stretching measurable targets within in year achievement and progress measures
- Promoting high standards and the fulfilment of their potential
- Tracking of children/young people's progress towards their goals
- Promoting positive outcomes in the wider areas of personal and social development
- Ensuring the approaches used are based on the best possible evidence
- Having the required impact on progress and development.

Some pupils will require additional support or provision to universal High Quality Teaching. However this will not always mean that a child or young person will require an EHCP as their needs can still be met at SEN support through the graduated approach. These pupils will require more intervention and support that are referred to as targeted interventions. A few children/ young people may also require specialist interventions in addition to targeted interventions and High Quality Teaching. Specialist interventions and/or diagnosis does not mean a child or young person requires an ECHP – their needs can still be met within the graduated approach alongside the specialist interventions.

- The **SEN Code of Practice** defines a 'Graduated Approach' as:

**"A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognise that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."**

- The graduated approach also recognises that SEND is not linear
- The Brent Graduated Approach was co-produced with Brent Parent Carer Forum, SEND specialist teams, School Effectiveness Service, Health, Youth Offending Services and Early Help Service, the Graduated Approach Framework is intended to be the blueprint for settings and schools when educating children and young people with Special Educational Needs.

# GRADUATED APPROACH

Settings and schools should adopt a graduated approach to ensure that a child or young person's needs are fully understood. It is known as the graduated approach or response because it may take several cycles of intervention and different strategies being tried, before it is possible to identify the ones that work.

# THE ASSESS, PLAN, DO AND REVIEW CYCLE

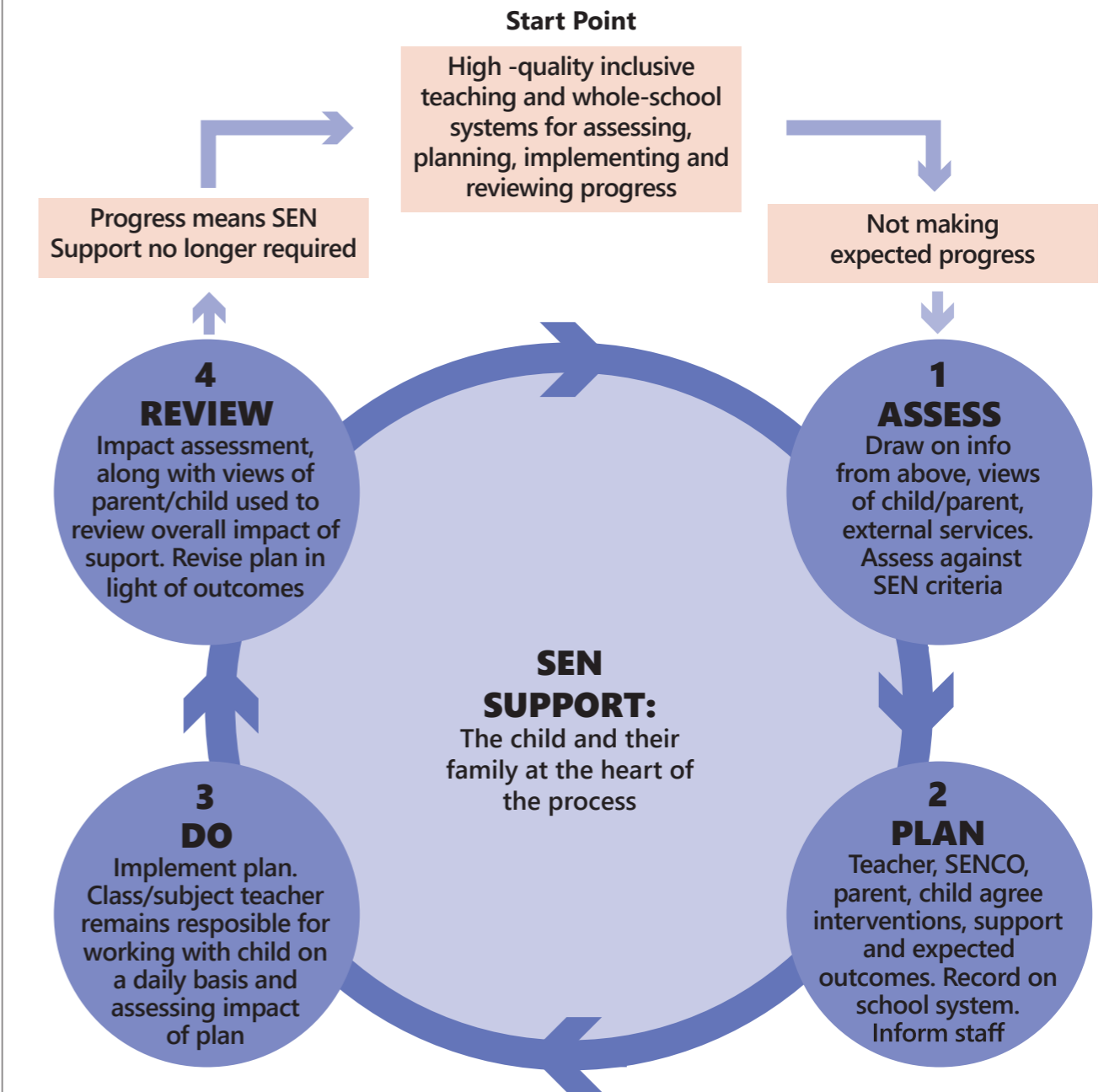
A graduated approach is a four-part cycle - Assess, Plan, Do, Review. It allows decisions and actions to be reviewed and refined as the understanding of the learners needs and what supports them in making good progress and securing good outcomes grows. The graduated approach can encompass a number of strategies, which are underpinned by a number of central principles:

- All children or young people can learn and make progress
- All teachers are teachers of SEND
- A differentiated curriculum is not SEN provision
- Differentiated and adapted learning opportunities should be given to all learners
- A provision for a child or young person with SEND should match their needs
- There should be regular recording of a child's or young person's SEND, of the planned outcomes, of the action that the setting is taking, and of impact of those actions and the outcomes achieved.

High quality teaching ensures that the learning needs of all children are met by schools and settings.

Settings and schools are expected to recognise that many factors can affect the way a child's/ young person's learning ability presents and be responsive to this. The emphasis is on outcomes and not on inputs. Any provision or support should be provided in line with the needs of the child/r young person and is not dependent on any formal diagnosis.

## THE GRADUATED APPROACH



The key features of an effective Graduated Approach to SEN Support are as follows:-

- It should be rooted in whole School Approach
- The emphasis is on the teacher's role in driving the Graduated Approach
- There should be a relentless drive to improve the teacher's abilities to adapt teaching to respond to the strengths and needs of pupils

- The SENCO role is to support teachers
- There should be meaningful participation with parents/ guardians/carers and pupils in developing and measuring the impact of additional provision
- Adopting an ethos and set of values that promote high expectations and a drive for inclusivity by the schools' leadership team.



## SEND SUPPORT PLANS/PROVISION MAP

To be able to demonstrate the Assess, Plan, Do, Review cycle we recommend that settings produce an SEND Support Plan/ Provision map.

A SEND support plan/provision map can be drawn up by a class teacher, with the advice of a SENCO where appropriate, to help the parent and the school identify the child's/ young person's needs and interventions to meet those needs. This is what schools can offer in addition to the universal offer, to better support those pupils that have additional needs. A provision map is a teaching and learning plan and should set out the goals for the child/young person and the actions to meet those goals that are different from or additional to those that are in place for the rest of the class.

SEND Support Plans are not legal documents nor do schools have to use them.

Information that could be included in a SEND Support Plan might include the following:-

- Any likes, dislikes or anxieties that the child may have
- Assessment information
- Details of any other plans the child may have (e.g. health)
- Details of the child's additional support needs
- Details of who will be providing the support
- How progress will be measured
- What contribution a parent can make
- Information and timescales for reviewing the Plan.

Targets set in the individual plan should be 'SMART'.

The plan should be developed with the child/young person and a copy should be given to all parties involved in the care and support of the pupil.

It is good practice to invite Parents/Carers and the child/young person to give their views at meetings held to review the progress made under the current plan and set/ agree the intended outcomes for the next plan.



# BRENT'S GRADUATED APPROACH FRAMEWORK

Brent's Graduated Framework is set out by the four areas of need. You can find more information about the four areas of need as detailed in the SEN Code of Practice – link <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/identifying-send#typesofsend>

## Cognition and Learning

## Communication and interaction

## Social, Emotional and Mental Health

## Sensory and/or Physical

It details what is expected at Universal, Target and specialist

### Universal

This is what all schools must do for all pupils with SEND

- Whole school and classroom approach
- High quality teaching
- Differentiation
- Accessibility planning
- Assessment
- Well planned curriculum
- Aspirations
- Target setting

### Targeted

This is what schools can do in addition, to better support those pupils that require more interventions to meet their needs e.g.

- SEND Outreach Teams; BOAT,
- Inclusion Support,
- Education Psychologist
- Learning coaches/mentors
- Wellbeing and Emotional Support TEAM

### Specialist

This is typically where wider professionals become involved to add further to the support in place e.g.

- Speech and Language Therapy
- CAMHS
- Social Care
- Health weight
- Specialist nurses for Diabetes/epilepsy

# SUPPORT SERVICES AVAILABLE AT SEND SUPPORT

If you want to know more about these teams and their referral process then please review here

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-information-help-and-advice#inclusionservice>

Other services available at SEND Support are Speech and Language Therapy, Occupational Therapy, Physiotherapy, Children and Adolescent Mental Health Service, Welling and Emotional Support Team (WEST), Social Care, School Nurse, Specialist hospital departments such as audiology, Epilepsy, diabetic.

If you want to find out more information on the health and wellbeing services please look here

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-health-and-wellbeing#servicesforeveryone>





## EHC NEEDS ASSESSMENT

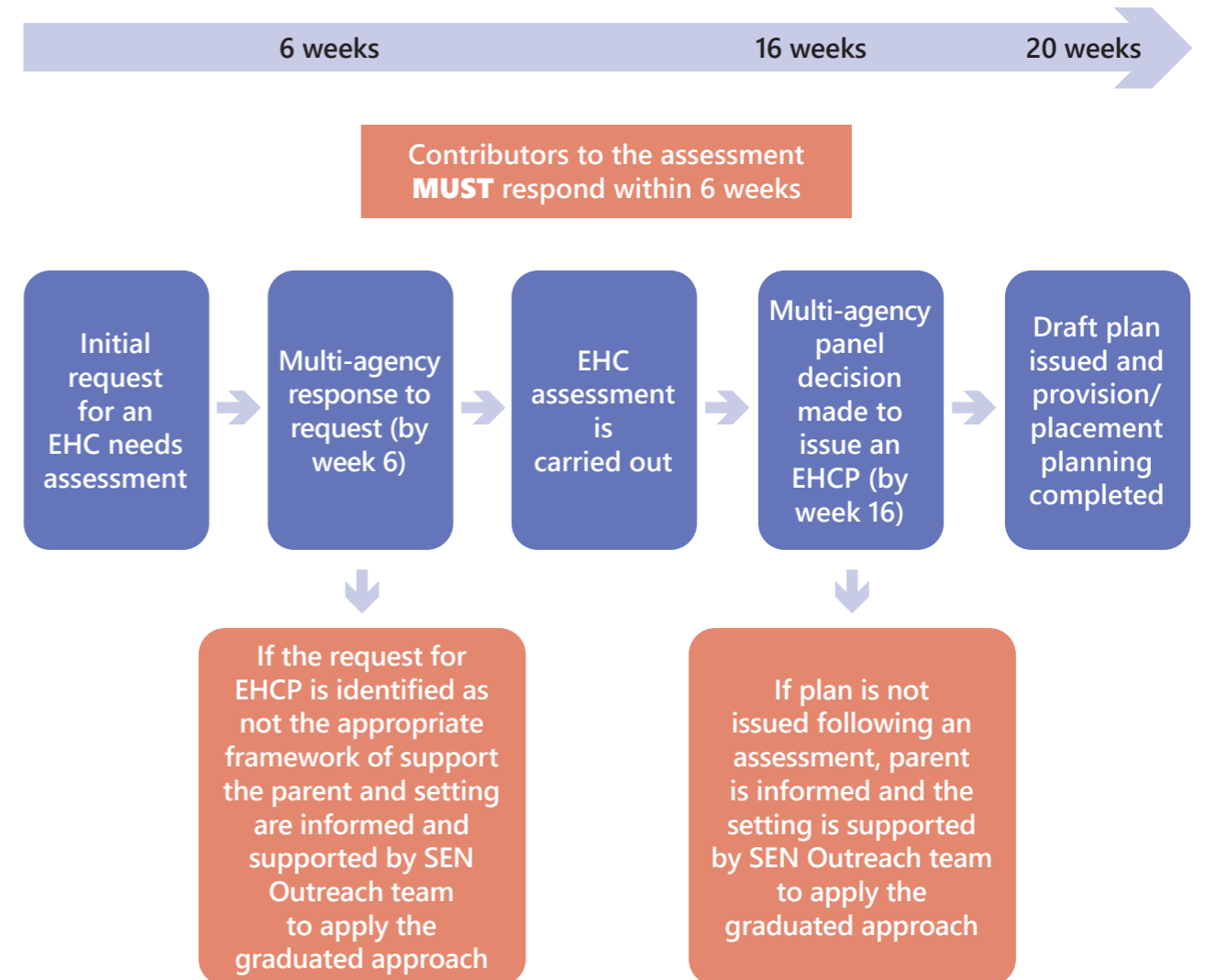
In most cases, the educational setting or other professional will take the referral for an EHC needs assessment.

Parents, carers, or the young person themselves if they are aged 16 to 25, can also ask for an assessment.

How to make a request for an EHC Needs Assessment can be found here <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/getting-an-assessment#requestinganassessment>

The Local Authority SEND team is responsible in Brent to administer the EHC Needs Assessment Process.

## EDUCATION HEALTH AND CARE PLANS: THE PROCESS



The EHC Needs Assessment is a 20 week process. (See diagram above)

Once Brent SEN Team receive a request for an EHC Needs Assessment.

**By week 6:** Brent's SEND Advisory Panel decides whether the assessment should start or not based on information received.

**By week 16:** If the decision was to assess, the Local Authority must by this point decide whether or not to issue an EHC Plan. If an EHC Plan is agreed Parents/ Carers and/or

Young person will have 15 calendar days to consider and provide views on a draft EHC plan and let us know their educational setting preference to be named in the EHC Plan.

**By week 20:** If an EHC plan was agreed, the 'Final EHC plan' is issued after you have had a chance to comment on and agree it.





## SEND ADVISORY PANEL

The SEND Advisory Panel is Multidisciplinary Agency Panel consisting of, SEND Service Manager, SEND Team, Designated Social Care Officers, Designated Clinical Officer, Therapy representative, Educational Psychologist, Early Years/School representative, SEND Support Team representative, Early Years Inclusion Support Team.

The SEND Advisory panel will consider

- Yes/No to EHC Needs Assessments
- Yes/No to EHC Plan
- Request for additional funds to plans
- Request for special or ARP

- Request to cease to maintain plans
- Request for personal budgets
- Request and commission assessment of individual need from education, health and social care services
- Review packages options for education provision and consider all options before an independent school place is proposed to Head of SEND and SEND Service Manager

## WAY FORWARD MEETINGS ('WFM')

If Brent Local Authority does not agree to an EHC Needs Assessment or an EHC Plan then a Way Forward meeting can be arranged with the Parents/Carers and educational setting.

This meeting is the first informal stage in helping Parents/Carers to understand why their child/young person has not been offered an EHC assessment or EHC plan.

It will:

- give you a chance to ask questions
- explain our decision not to start an assessment or issue an EHC plan
- explain the support your child/young person will receive and how this will be monitored

Attending a WFM does not affect their rights to appeal any decision you do not agree with.

## 'YES' TO ASSESSMENT

If the SEND Advisory Panel agrees to assess then the SEND Team will ask for advice from professionals to contribute to the EHC Needs Assessment.

Professionals have 6 weeks from the date of the request to complete their information. Templates for the advice has been designed and agreed with the individual professional team.





## WRITING ADVICE FOR EHC NEEDS ASSESSMENT

When writing advice please ensure that:

- There must be provision to match each and every one of child's/young person identified needs.
- All advice must recommend provision that will meet the child's/young person's needs.
- All advice should be as clear as possible about provision, specifying what will be done and quantifying how frequently it will happen. This may look different for different types of support.
- Outcomes in EHC plans should be SMART (specific, measurable, achievable, realistic, time-bound).

- Advice should include clear information about the function of the equipment, where and when it should be used, how it will be monitored and responsibility for any upkeep or maintenance.
- Where health professionals have oversight or an oversight role, clinical advice should set out how a condition is currently being managed, and explain how the care plan will be updated, with clear information about the review and update process.
- All recommendations on provision need to be based on clinical judgement, rather than being restricted to currently available services.
- If the Child/Young person is not known to your service responding – responding to the request saying "Not known" or "Unknown" is not acceptable. From the information provided you need to determine if an assessment is needed to that individual.
- If needs can be met by universal services then the response must state this.

## APPEAL TO TRIBUNAL

Parents can formally appeal to the First Tier Tribunal if they disagree with a decision taken by the council. This is sometimes referred to as a SEND Tribunal.

The First-Tier Tribunal has powers including ordering local authorities to:

- carry out an EHC assessment
- make and maintain an EHC plan
- maintain a plan with amendments

Extended powers mean the tribunal can also make non-binding recommendations about the health and social care aspects of EHC plans.

If the Local Authority receives an appeal to Tribunal, the SEND Team will review the appeal and see if the additional information has changed their position if not then they will defend the case. The SEND Team representing the Brent Local Authority will call a professional meeting to discuss the appeal and decide on the next actions. At this point, they will call upon the most appropriate professional to support them with the appeal. Professionals may be required to do further assessments and consider the wording on the EHC Plan. Professionals will be also asked to attend the appeal as a witness and to answer questions about their report and the recommendations.



## CCG AND HEALTH RESPONSIBILITIES

Duty to collaborate and support education and care providers in identifying and meeting the needs of children with SEND.

CCGs have a duty to secure services to meet the reasonable requirements of those for whom they have responsibility and to jointly commission services for children/young people with SEND.

Appoint a Designated Medical Officer/ Designated Clinical Officer.

Duty to bring children under compulsory school age with possible SEND to the Local Authority's attention and must give parents the opportunity to discuss it.

Contribute to the Local Offer of services.

Have mechanisms in place to ensure practitioners and clinicians will support the integrated EHC Needs Assessment process.

Agree Personal Budget where they are provided for those with EHC Plans.



## DYNAMIC SUPPORT REGISTER

Under the Transforming Care Programme (TCP) agenda Brent CCG is required to hold a Dynamic Support Register of all people with Learning Disability and/or Autism who are considered to be at risk of admission to hospital. The register is intended to identify those people who are likely to require a Community Care Education and Treatment Reviews (CETR) or Local Area Emergency Protocol (LEAP) meeting to prevent their unnecessary admission, or to ensure that if admission is required it is for the shortest possible time and has clear outcomes. Fortnightly meetings are held with CAMHS Learning Disability Service, Social Care and SEND Education Services to review and plan effectively for those on the register. A separate Dynamic Support Register process is in place for Adults with Learning Disability and/or Autism.

### The Dynamic Support Register provides the following:

A clear, transparent and robust process for decision making regarding Brent Children/ Adults with LD/ASD and behavior that challenges and those known to the criminal justice system /Youth Offending Service and there are concerns about mental health.

To make decisions on assessed needs based on best available evidence and NICE Guidance.

To establish and promote good practice and collaborative decision making across learning disability placement and treatment processes, ensuring adherence to the Transforming Care Programme recommendations, and demonstrating:

- Person centered decisions
- Equitability
- Cultural sensitivity
- Needs led decision making
- Ensure safeguarding responsibility are adhered to.

To ensure a due diligence framework is applied to the Placement Budgets without compromising quality of care.

To make recommendations for alternative provision of treatment, demonstrating the least restrictive care and treatment option within the community.

To ensure timely and appropriate step-down and smooth transition of clients between health and social care services.

To provide opportunities for future local service development in collaboration with London Borough of Brent and Brent CCG commissioners, to avoid admission to inpatient services and reduce the need for out of borough placements.



## CONTINUING CARE ASSESSMENTS

A continuing care package will be required when a child or young person has needs arising from disability, accident or illness that cannot be met by existing universal or specialist services alone.

Some children and young people (up to their 18th birthday), may have very complex health needs. These may be the result of congenital conditions, long-term or life limiting or life-threatening conditions, disability, or the after-effects of serious illness or injury.

These needs may be so complex, that they cannot be met by the services which are routinely available from GP practices, hospitals or in the community commissioned by clinical commissioning groups (CCGs) or

NHS England. A package of additional health support may be needed. This additional package of care has come to be known as continuing care.

**The continuing care process typically comprises three phases.**

**The assessment** is led by a children and young people's health assessor nominated by the CCG, who will draw on the advice of other professionals. The outcome of the assessment is a recommendation from the assessor as to whether or not the child or young person has continuing care needs.

**The second phase, decision-making** involves a multi-agency forum or panel considering the evidence and the assessor's recommendation, to reach a decision as to whether or not the child or young person has a continuing care need.

**This is followed by the development of a package of care.** Decision makers will decide

how the continuing care will be provided, what proportion and level of resource is required to deliver it and how much needs to be specially commissioned, again taking into account the recommendation of the assessor on nature of the child or young person's needs. Costed options may need to be separately considered by a funding panel this is through the Tripartite Panel. These options should always be considered after a decision has been made on whether or not there is a continuing care need. The establishment of a continuing care need should not be determined by the existing package of care a child or young person receives, or who provides or pays for it.

Following agreement on the package of care the CCG and (where relevant), the local authority make the necessary arrangements to deliver the package of care as soon as possible. When determining what the package of care should include, decision makers will consider what additional care might need to be commissioned to fulfil their statutory duty to meet the reasonable needs of an individual.

The Panel is in place to receive written applications and hear presentation for proposals for packages of care with clearly identified outcomes to meet complex care needs which may include social, emotional and mental health needs; severe learning disability and challenging behaviour.

Decisions about some packages of care may require liaison across several health and local authority boundaries and may include Ministry of Justice funding for Tier 4 in-patient care.

Commissioners will also keep the package of care under regular review to ensure the developing child or young person's needs continue to be supported. Any package of care which a CCG agrees should aim to be integrated or aligned with other relevant services, such as primary care.

## TRIPARTITE PANEL

Brent Council and NHS Brent Clinical Commissioning Group (CCG) Resource Panel (Tripartite Panel) are responsible for considering and deciding upon the resourcing of placements and other packages for Brent children and young people who have been assessed as having complex needs requiring a combination of specialist Education, Health and Care.

The purpose of the Panel is to make resource decisions with regard to children and young people who may require packages of care and/or placements that are jointly funded by Brent Council and Brent CCG. Where joint funding is sought, the assessment must be presented to the Brent Council and NHS Brent CCG Resource Panel for decision and agreement.



## SEND NAVIGATORS

This navigator role is for staff in Family well-being centres, libraries, GP surgeries, CFIS – universal points of access where Parents/Carers might look for support. SEND navigators have day jobs, but their role is to actively listen, to signpost people to sources of information and support, and to help people play an active role in addressing any concerns they have through this information and signposting activity.

- To advise Parents/Carers on the Local Offer and inform them of the provision that is available. Supporting them to navigate the Local Offer
- To advise Parents/Carers on the process for accessing support in school on the graduated approach and how to link with the SENCO
- To advise Parents/Carers on the EHCP process using the Local Offer.
- To advise and signpost Parents/Carers about SENDIASS, BPCF or SENAS
- To listen to concerns and signpost them to SENDIASS/BPCF or SENAS
- To keep abreast of the information updates via the Local Offer – as developments are consistently underway
- To access the SEND newsletter

## SOCIAL CARE

Duty to collaborate with Education and Health Care providers in identifying and supporting children/young people with social care needs relating to their SEND.

An Early Help Assessment (EHA) allows professionals, such as GPs, teachers and support worker to refer families to Children and Young People's (CYP) services when support and help is needed.

This assessment helps us to get families the right help, at the right time, as quickly as possible and allows us to:

- Deal with any concerns at an early stage and prevent them from getting more serious.
- Listen to children, young people and their families to identify their strengths and needs at an early stage
- Bring together all of the information about families on the same form so that they do not have to repeat the same story to different professionals.
- Assess the family's needs in a holistic way and help them to set goals.
- Work in partnership with the family and partner agencies to deliver co-ordinated services.
- Review and monitor the family's progress towards achieving their goals.

The EHA process is voluntary and consent is required from parents/guardians or carers for relevant information to be shared between agencies.

For information on completing an Early Help Assessment please find further information here <https://www.brent.gov.uk/children-young-people-and-families/support-for-parents-and-families/early-help-service#completeanearlyhelpassessment>

If you are worried that a child or young person is at risk or is being abused, contact the Brent Family Front door as soon as possible to discuss your concerns:

- Office hours (Mon – Fri 9am - 5pm):  
Call **020 8937 4300** (option 1)
- Outside office hours: Call our emergency duty team on **020 8863 5250**

## SEND CHAMPIONS

The SEND Champions Forum brings together of members from a wide range of services across Brent local area. These services are Children Community Nursing Team, Child and Adolescence Community Mental Health Team, Therapy Services, Special School Nursing Teams, Early Years, 0-19 Services (Health Visiting and School Nursing) Paediatric Services, SENAS Services and Social Care.

SEND Champions will enable the building of knowledge, confidence and skills within teams on SEND health, social care and education provision, outcome and responsibility for Educational Health Care Plans by services. Champions will share information on new developments and service updates.

The SEND Champions are able to further implement the SEND Strategy and embed this within teams.

# SUPPORT FOR PARENTS/CARERS

## **Brent Parent Carer Forum (BPCF)**

BPCF is an independent, parent-led organisation that helps bring together parents and carers of children and young people with SEND aged 0-25. It offers regular events and the chance to meet up as well as a helpline.

Phone number: **07305 145167**

Email **admin@brentpcf.org**

Website: **<https://brentpcf.org/>**

## **Brent SEND Information, Advice and Support Service (SEDNIASS)**

SENDIASS offers free and impartial advice and support about education, health and social care issues for Parents/Carers and young people. It offers support by telephone, email, and face-to-face.

Phone number: **020 8937 3434**

Email: **SENDIAS@Brent.gov.uk**

Website: <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendias>

## **Brent Children and Families Information Service (CFIS)**

CFIS provides information on a range of services and activities for children and young people aged 0 to 19 years old (up to 25 years for young people with SEND) including childcare, Family Wellbeing Centres, play schemes, leisure and libraries.

Phone number: **020 8937 3010**

Email: **cfis@brent.gov.uk**

Website: <https://www.brent.gov.uk/children-young-people-and-families/childcare-and-early-education>

## **Brent Carers Centre**

Brent Carers Centre offers a range of support services to help with the social, emotional and financial issues that carers experience.

Phone number: **020 3802 7070**

Email: **email@brentcarerscentre.org.uk**

Website: **<https://brentcarerscentre.org.uk/>**

A single point of information and advice for children and young people from 0-25 with special educational needs and disabilities (SEND) and their families.

<https://www.brent.gov.uk/localoffer>

The Brent Preparing for Adulthood Zone, designed by and created for Young People Preparing for Adulthood (PFA)

<https://www.brentyouthzone.org.uk/pfa>



**North West London**  
Clinical Commissioning Group

