

The SENCO Handbook

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North Tyneside Council

Contents

1. Introduction
2. Policy and Procedures
3. SEN Support and Early Help
4. Role of the SENCO
5. Higher Levels of Need
6. Supporting pupils at school with medical conditions
7. Involving Parents/carers and pupils
8. Further information

1. INTRODUCTION

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

This SENCO Handbook has been co-produced with representatives from the local authority, schools and parents/carers to help North Tyneside SENCOs, school leaders and governors access relevant national and local information. It is a dynamic document, which will be reviewed annually and will be updated as appropriate.

2. POLICY AND PROCEDURES

Related legislation and guidance:

Special Educational Needs and Disability Code of Practice: 0-25 years (2014):

Statutory guidance from the Department for Education which sets out the special educational needs and disability (SEND) system for children and young people aged 0 to 25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Keeping Children Safe in Education (September 2016)

This is statutory guidance from the Department for Education which schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children (March 2015)

This guidance covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children; and a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Supporting pupils at school with medical conditions (2015): Statutory guidance from the Department for Education

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

Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges from Public Health England

<http://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

North Tyneside's Mental Health and Emotional Wellbeing Strategic Group have produced an Emotionally Healthy Schools Resource Pack:

<http://my.northtyneside.gov.uk/category/994/emotionally-healthy-schools-resource-pack>

Schools must have an SEN Policy, SEN Information Report, an Accessibility Plan and a link to North Tyneside's Local Offer. These documents must be published on the school's website and updated annually. For further information on SEN Information Reports and Accessibility Plans see school websites within the Local Authority.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

3. SEN SUPPORT AND EARLY HELP

The following North Tyneside CYPL services, and links to information and resources, will be able to support you, as a SENCO. Information on a wider range of services can be found on the Local Offer.

North Tyneside School Improvement Service (EYSIS) team

The Early Years and School Improvement Service work with First, Primary, Middle and Secondary schools who buy into their service. They offer support to Special Educational Needs Coordinators (SENCOs) helping to keep them up to date with key SEN developments in the Local Authority and nationally.

Contact details:

Kevin Burns, School Improvement Officer Inclusion

Tel: (0191) 6438543

Email: kevin.burns@northtyneside.gov.uk

Lead SENCOs:

Lisa Judson, Grasmere Academy

Julie Kalama, NTSSC/Moorbridge

James Mackenzie, Whitley Bay High School

Jade Potter, New York Primary School

Diane Rodgeron, Denbigh Primary School

Please contact Kevin to discuss possible support.

To find information on, and sign up for, SENCO Networks and SEN Surgeries 2018-19 and SEND CPD programme 2018-19: <http://www.educationservices.org.uk/>

-  [SEN support plan](#)  [SEN support plan process](#)

PREVENTION AND EARLY HELP

Early Help is defined as trying to get things sorted as quickly as possible for families when things happen. It keeps children safe because support is provided as soon as something is identified as going wrong. Wherever possible that support should be provided by the person who knows the family well and so are best placed to provide the support – and sometimes – challenge them to make the changes they need to.

This approach to Early Help has been developed by all services working in North Tyneside – led by the Local Authority but working with and on behalf of all the partners.

Early Help is organised around 4 ‘Locality Teams’ – based in Children’s Centres / Customer First Centres.

Care and Connect workers are the earliest of early help – they support families to find out about and access support from local organisations that already exist in their area or, if they want to, help them set something up themselves.

Early Help Co-ordinators support professionals working with families when working with a family. They can advise on ‘Team Around Family’ meetings, interventions and - if families get complex or stuck - have the case heard at a Locality meeting. Locality Meetings are for tricky cases; or ones identified through data e.g. poor school attendance, police call outs or families in receipt of benefits. Using data in this way can all help identify families who may need support before they come to the attention of services. The meetings – which are open to anyone working in the locality – share information about families, identify lead workers, provide advice and support and identify gaps in services. More information and advice about Early Help can be found at [North Tyneside Early Help for Professionals](#)

More information is also available in the Prevention and Early Help strategy. It – and other key documents including the Early Help pathway and a leaflet for families about early help – are available at:

- <http://my.northtyneside.gov.uk/category/500/early-help>

SEND STRATEGY

North Tyneside’s SEND Strategy has been co-produced alongside schools, parents and other partners, with a consultation event held in September 2016 as part of this process.

A number of schools in North Tyneside who were part of this work have achieved the Inclusion Quality Mark, and the CEO of IQM attended and presented during this consultation event. Schools who may be interested in exploring how to achieve the Inclusion Quality Mark can read through the attached documents, but could also speak to leaders within the following schools within North Tyneside who currently hold this status:

Bailey Green Primary School (Centre of Excellence), Benton Dene Primary School, Benton Dene School (Flagship), New York Primary School (Centre of Excellence), Southlands School, Waterville Primary School and Whitley Lodge First School (Centre of Excellence)

For more information about the Inclusion Quality Mark, see below:

- <http://iqmaward.com/iqm-award/>

Specialist Commissioned Services

North Tyneside commissions several teams of specialist teachers and support staff who assess and work with children and young people who have a range of Special Educational Needs and/or Disabilities. Referrals from school staff and health professionals can be made.

Portage and Pre-School Service

The Portage and Pre-school Home Teaching Service is offered to children with special needs who are living in the borough of North Tyneside. It is based at Beacon Hill School. It is staffed by one full time teacher, with a team of Portage Home Visitors. The Portage Service is registered with the National Portage Association (NPA)

Service Manager: Lynn Scorer

Tel: (0191) 6433023

Email: lynn.scorer@northtyneside.gov.uk

LEAPS

The LEAPS panel is responsible for considering applications for:-

- Additional support for 3 and 4 year olds accessing Funded Education
- AEN applications for Specialist Nursery Provisions.

Service Manager: Lynn Scorer

Tel: (0191) 6433023

Email: lynn.scorer@northtyneside.gov.uk

Dyslexia Team:

The Dyslexia Team is a team of specialist teachers who work with mainstream school pupils in Key Stages 1 – 4 who are experiencing specific difficulties with literacy or numeracy skills. Referrals can be made to the team by school staff for pupils who have not responded to school-based literacy or numeracy intervention. The team provides assessment, advice, resources and demonstration teaching intervention lessons. Time limited intensive teaching may be offered by the team to a small number of pupils who have severe and persistent difficulties. The team also provides whole school training and workshops on a number of themes.

The team can support schools to achieve the Inclusive Dyslexia Friendly Schools Award. This award is primarily about inclusion and is designed to help all pupils with literacy difficulties, not just those who may be involved with the Dyslexia Team. The aim of the award is to enhance the teaching of all pupils through making small changes which can make a big difference.

Schools have to meet entry criteria to apply for the award, and this helps to prepare them for the formal process.

Some of the schools which have so far achieved the award are:

Bailey Green Primary School, Denbigh Primary School, Holystone Primary School, Preston Grange School, Richardson Dees Primary School, Whitley Lodge First School

Service Manager: Mary MacKenzie

Tel: (0191) 2001012

Email: mary.mackenzie@ntlp.org.uk

Language and Communication Team

The Language and Communication Team is staffed by specialist teachers and specialist support assistants who provide assessment, advice, support, teaching and monitoring of pupils with specific language and communication needs in a variety of educational settings. These include children with social communication needs and autism spectrum disorders (ASD).

The Language and Communication Team aims to;

- provide training and support to promote the awareness, understanding, knowledge and skills of practitioners working with children and young people with language and communication needs.

- contribute to assessments, statutory and non-statutory, of the language and communication needs of children and young people, and support school staff and families in understanding the implications of these needs on the young person's access to, and progress within the social and academic curriculum.
- provide time limited, direct support and targeted interventions to pupils in schools and settings within North Tyneside.
- raise standards and aspirations for young people with language and communication needs through effective partnerships with children and young people, their families and educational settings.

Referrals to the Language and Communication Team

Referrals to the Language and Communication Team can only be made by schools. The referral system aims to ensure that the LCT receives relevant and specific information about children and young people's language and communication needs and the impact of this on their progress in school. By detailing the actions already taken in schools to address the pupil's needs, the LCT will be able to ensure that schools receive relevant additional advice and support, and more effectively ensure that pupils with the most significant and complex language and communication needs are prioritised for input from the Team.

Reception Support

The Language and Communication Team offers a short term intervention to support the development of language and communication skills and enhance access to the mainstream Reception classroom environment and curriculum. This is class based support and not specific to an individual child.

Interventions

- Interventions focus on a wide range of areas according to individual need within the specific school context and are delivered by the specialist support assistants from the team.
- Intervention agreements are completed and shared with school staff and the pupil's parents/carers. Specific targets are identified, and strategies and resources described. LCT staff may work with pupils once or twice each week for several weeks, however the intervention process is designed to be flexible to meet individual pupil needs and may be delivered more intensively (for example daily sessions for 3 weeks) if appropriate.

Training

The LCT has a core training programme which is offered every year, and an additional programme which changes on an annual basis. All schools are sent this training programme at the beginning of the Autumn term.

The core training programme focuses on;

- Speech and Language Needs.
- ASD, including the parent programmes Earlybird Plus and Cygnet.

The additional training programme focuses on workshops relating to specific aspects of language and communication needs.

The team also offers school based training when appropriate.

Service manager: Hilary Beavers

Tel: (0191) 6432947

Email: hilary.beavers@northtyneside.gov.uk

North Tyneside Sensory Service at Beacon Hill

The Sensory Service work with pupils with a diagnosed loss of hearing or vision across all key stages. They provide specialist assessment, advice and training, and where appropriate direct teaching and specialist learning support.

Service Manager: Nick Cubley

Tel: (0191) 6433030 Web: www.northtynesidesensoryservice.org.uk

Email: nick.cubley@northtyneside.gov.uk

North Tyneside Educational Psychology Service

North Tyneside Educational Psychology Service (EPS) offers a variety of services, all of which are underpinned by a commitment to child and family centred approaches, current psychological thinking and evidence based practice.

At the heart of our work is a desire to promote inclusion and understand how children and young people can best be supported to: achieve their aspirations, actively engage in and contribute to their local community, and be happy and healthy. We believe that a young person's views, interests and strengths should be central to the integrated assessment process and any plan designed to meet their needs.

Service Manager: Rachel Hughes

Early Years Lead: Gail Munro

Tel: (0191) 6438739

Email: educational.psychology@northtyneside.gov.uk

Other Support Services

The Connexions Service

Connexions is a service for all young people aged 13-19 years, and up to 25 for those who have special educational needs and disabilities. It provides impartial careers

information, advice, and guidance in order to help young people to make informed choices about their future.

Subscribing Schools have a Link Connexions Adviser who will work with key staff including SENCOs.

Connexions provides targeted intervention and support for young people with SEND. This includes:-

- Provision of impartial information for young people and their parents/carers on the range of educational options post 16, and career pathways.
- Attendance at Annual Review meetings from year 9 onwards, to support with transition planning (Preparation for Adulthood).
- Work with other relevant professionals to ensure a holistic approach to future planning.
- Ongoing contact with young people and their parents/carers when they leave school, and support at each stage of transition.

Tel: (0191) 6435863

Transient Children Team

Supporting children/ young people and their parents/ carers while they are living in North Tyneside's temporary emergency accommodation.

Ensure children/ young people have access to schools and services and that children/ young people remain the focus throughout.

Contact: Judith Pearson, Teacher for Transient Children

Email: Judith.pearson@northtyneside.gov.uk

Phone: (0191) 6438853

Further education - Tyne Met College

Andrea Cochrane: Tel: (0191) 229 5185 Andrea.cochrane@tynemet.ac.uk

Charlotte Peace: Tel: (0191) 2295251 Charlotte.peace@tynemet.ac.uk

4. ROLE OF THE SENCO

The 2014 SEND Code

SENCOs:

- Must be a qualified teacher working at the school
- New to post must achieve a National Award in Special Educational Needs Coordination (NASC)
- Are most effective if they are part of the school leadership team
- Provide professional guidance to colleagues and works closely with staff, parents, potential next providers and other agencies
- Should be aware of the provision in the Local Offer
- Can be shared by a number of small schools
- Should have sufficient time and resources to carry out key responsibilities.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

National Award for Special Educational Needs Coordination (NASC)

In September 2009 it became law for every new SENCO in a mainstream school to gain the Masters-level NASC within 3 years of taking up the post. The following are local providers, as well as an online provider – Real Training:

Northumbria University

<https://www.northumbria.ac.uk/study-at-northumbria/courses/special-and-inclusive-education-pg-cert-dtpsi6/>

Sunderland University

<http://www.sunderland.ac.uk/courses/educationandsociety/postgraduate/cid1218-national-award-sen-coordination/>

University of Cumbria

<http://www.cumbria.ac.uk/Courses/Subjects/Education/Postgraduate/NationalAwardforSENCoordination.aspx>

Real Training

<https://realtraining.co.uk/national-sen-award>

SERCO/Wolverhampton University

<https://www.leadershiplearningcentre.com/course/view.php?id=26>

North Tyneside SEND Review Framework

This is a document for schools to use as a self-evaluation tool. The North Tyneside SEND Review Framework can be externally validated by the School Improvement Service.

This review can be carried out using the SLA or purchased separately.

-  [SEND review framework](#)

Links to other key agencies/documentation:

Helen Sanderson Associates – Person-Centred Practice

<http://www.helensandersonassociates.co.uk/person-centred-practice/>

Council for Disabled Children

<http://councilfordisabledchildren.org.uk/resources-and-help/i-work-education>

Education Endowment Fund Toolkit:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

NASEN:

<http://nasen.org.uk>

5. HIGHER LEVELS OF NEED

SEND Code of Practice 2014:

6.99 Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

9.1 The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7). Some children and young people may require an Education, Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan (EHCP).

9.2 The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Special Educational Needs (SEN) Support

In partnership with schools a range of SEN provision has been commissioned. These include:

- Outreach Services
- Additionally Resourced Provision (ARP)
- Special schools

Full details of these can be found on the Local Authority Local Offer website. The provision is reviewed on a 3 year cycle and reported via School Forum.

Agreement of individual support (top up funding) for children and young people attending pre-school/ school and college provision.

Contact: John Thompson, Senior Manager SEND

Tel: (0191) 6437706

E-mail: john.thompsonsen@northtyneside.gov.uk

-  [Additionally resourced mainstream provisions](#)

- **Statutory Assessment and Review Service**

The Statutory Assessment and Review Service provides a service for children and young people with Special Educational Needs and Disabilities (SEND)
The responsibilities include the following,

- Ensuring that both children and young people's views and their parents/ carers are central to any decision making about SEND support arrangements.
- Facilitating Person Centred Reviews.
- Acting as a main point of contact for parent/carers of children and young people with SEND.
- Acting as a Named Officer for pre school/ school/ college providers with respect to SEND.
- Liaising with a range of professionals from education, health and care as part of the assessment process.
- Working with children/ young people, parents and carers and other professionals on the agreed content of an Education Health and Care Plan (EHC Plan)/ Statement.
- Supporting children/ young people, parents/ carers, schools and other professionals during the transfer from Statements to EHC Plans.
- Representing the Local Authority (LA) at Disagreement Resolution, Mediation and Tribunal.
- Arranging a school placement for children/ young people with a Statement/ EHC Plan or an Additionally Resourced Provision.
- Arranging additional support for children/ young people in mainstream provision.
- Ensuring that providers comply with their statutory duties.

Email: Audrey.palmer@northtyneside.gov.uk
Phone 01916434167

Email: Julie.mitchell@northtyneside.gov.uk
Phone 01916438682

Email: Marian.marsden@northtyneside.gov.uk
Phone 01916438162

Email: Alison.phillip@northtyneside.gov.uk
Phone 01916437707

Email: Maxine.laidler@northtyneside.gov.uk
Phone 01916438683

Email: Debbie.walton@northtyneside.gov.uk
Phone 01916438684

Email: Pauline.shaw@northtyneside.gov.uk
Phone 01916434169

The RHELAC Team and The Virtual School for Looked After Children

The RHELAC Team is a multi-agency team of professionals working to improve education and health outcomes for children looked after by North Tyneside. The team includes Designated and Named Nurses for LAC, a Clinical Psychologist, a counsellor, Educational Psychologists, a paediatrician and a small team of teachers as well as administrative staff.

The RHELAC Team coordinates initial and review health assessments for LAC aged 0-18 and SDQs (Strengths and Difficulties Questionnaires) for all LAC aged 3-18. In addition to this the health professionals in the team provide advice, support and training on the health and wellbeing of LAC.

The Virtual School is situated within the RHELAC Team and is led by Jane Pickthall, Head of the Virtual School for LAC. The Virtual School monitors the educational progress of all children looked after by North Tyneside and provides direct support to children and schools as well as training for other professionals and carers around looked after children's education. The Virtual Head is responsible for the coordination and administration of the Pupil Premium for Looked After Children. The team are currently based at the Langdale Centre.

Service Manager: Jane Pickthall

Jane.pickthall@northtyneside.gov.uk

Tel: 0191 643 8366

- [Virtual School Leaflet](#)
- [RHELAC Team leaflet](#)
- [Virtual School and RHELAC Team information](#)

6. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

As a SENCO you need to know who leads in school for supporting medical conditions. This will not necessarily be the SENCO as it is not listed within SENCO roles and responsibilities.

New statutory guidance came into effect in September 2014 The responsibility for supporting pupils with medical conditions lies with school governors. The new document replaces previous Local Authority documentation (2007, 2013).

‘Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case governing bodies **must** comply with their duties under that Act. Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special education provision. For children with SEN, this guidance should be read in conjunction with the Special educational needs and disability (SEND) code of practice. For pupils who have medical conditions that require EHC plans, compliance with the SEND code of practice will ensure compliance with the statutory elements of this guidance with respect to those children.’

(Supporting pupils at school with medical conditions September 2014)

The SENCO is not necessarily responsible for supporting pupils with medical conditions but they may contribute and support when medical needs impact on education. Some pupils may have Individual Healthcare Plans (IHP). These are not to be confused with an EHC plan.

Guidance on Managing Medicines in school

North Tyneside Council’s Guidance on Managing Medicines in School was updated in September 2017 to include reference to non prescribed medication. This document contains guidance on the administration of medication and is written to enable schools to meet statutory requirements laid out in ‘Supporting pupils at school with medical conditions’ (Dec. 2015) which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

North Tyneside Council’s Guidance on Managing Medication in School has been circulated to all schools and can be found on Perspective Lite. Key contacts are:

Role	Telephone	e-mail	Function
Team Lead, School Nursing (Special Schools)	0191 6432591	Elaine.Davies2@northumbria-healthcare.nhs.uk Elaine.davies2@nhct.nhs.uk	Specialist Medical Advice and Guidance related to administering medication.

Matron 0-19 Children's Public Health Service	0191 6438294	Veronica.hetherington@northtyneside.gov.uk	Medical Advice and Guidance related to administering medication, provided by the Public Health School Nurse Service
Manager, Learning Support	0191 6437706	john.thompson.sen@northtyneside.gov.uk	Specialist Medical Advice and Guidance, Education
Early Years and School Improvement Service	0191 6438559 0191 6438545	Elaine.robson@northtyneside.gov.uk Rob.smith@northtyneside.gov.uk	Administration of Medicines Training
Health & Safety Team	0191 6435015	Healthandsafetyteam@northtynesdie.gov.uk	Compliance, Audit and Guidance

Guidance on the use of adrenaline auto injectors (AAIs) in school September 2017

Schools may now administer a “spare” adrenaline auto injector (AAI), for use in emergencies, if available, but only to a pupil at risk of anaphylaxis where both medical authorisation and written parental consent has been provided. Schools must ensure:

- That they are only to be used for children who have a diagnosis and have prescribed AAI's in school.
- They have medical authorisation and written parental consent for use.
- The spare is to be administered to pupils whose own prescribed AAI cannot be administered correctly without delay.

There is a template in the guidance for schools to request spare AAI's from a pharmacy.

This guidance can be accessed here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/645476/Adrenaline_auto_injectors_in_schools.pdf

7. INVOLVING PARENTS/ CARERS AND PUPILS

The principles underpinning the Code of Practice state the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

Parents can find impartial and useful advice and services available on the Local Offer website.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Pupil and parent views

It is good practice to gather children, young people and parental views with respect to the SEN provision. A variety of methods can be used such as a focus group, interviews, comments gathered at reviews or parental questionnaires.

SENDIASS

The Special Educational Needs and Disability Information, Advice and Support Service (**SENDIASS**) provide advice and information and support to Young People and Parents/Carers whose children have Special Educational Needs.

We can support Parents, Carers and Young People on Information, Advice and Support through all aspects of SEND Education from 0- 25 years. We can support schools by acting as a link between School and Parent/Carer and Young People to enable them to navigate the legal processes of the SEND Legislation. We can assist by maintaining communication and good relationships, freeing up time for school with their demanding timetables.

We provide impartial and factual support on all aspects of the SEN framework to help Parents/Carers and Young People play an active and informed role in their child's or their own education.

Although funded by the Local Authority we provide a service to that is run at arms length from the Authority to ensure Parents/Carers and Young People have confidence in us.

If requested we are able to provide Voluntary Independent Supporters who can provide time-limited support to families and young people during the Assessment and planning process of Education, Health and Care Plans (EHC)

Contact details: Nicola Gregg / Amanda Durrant

Tel: 0191 643 8317 / 8313

Email: sendiass@northtyneside.gov.uk

Tyne Gateway

Tyne Gateway deliver a range of projects to enhance life chances for children and we work with the whole family to improve these chances for children.

Contact details: Chaz Dignall (Team Leader)

Mobile: 07715 651702

Office: 0191 6438938

E-mail: chaz@tynegateway.co.uk

Other family support and contacts

North Tyneside Parent Carer Forum – <http://www.ntpcf.co.uk/>

Contact North East - <https://contact.org.uk/>

SPARCS (Support for Parents/Families Living with Autism and Other Related Conditions) – email: Sparcs@yahoo.com

Pathways 4 All – www.pathways4all.co.uk

The Alan Shearer Foundation – www.alanshearerfoundation.org.uk

The Alan Shearer Centre – www.alanshearercentre.org.uk

The Calvert Trust – www.calvert-trust.org.uk

The Calvert Trust Kielder – www.calvert-trust.org.uk/kielder/kielder

Smile Through Sport – www.smilethroughsport.com

Newcastle United Disabled Supporters Association – www.nudsa.org

8. FURTHER INFORMATION

Resolving disagreements

Chapter 11 in the Code of Practice is primarily about resolving disagreements between parents or young people and early years providers, schools, colleges, local authorities or health commissioners. It:

- supports early resolution of disagreements at the local level
- explains the independent disagreement resolution arrangements which local authorities **must** make available for disagreements across special educational provision, and health and care provision in relation to Education, Health and Care (EHC) plans
- also explains the independent mediation arrangements which parents and young people can use before deciding whether to appeal to the First-tier Tribunal (Special Educational Needs (SEN) and Disability) ('the Tribunal') and for health and social care complaints in relation to EHC plans
- goes on to describe the conditions for appealing to the Tribunal or making disability discrimination claims. It finishes by describing other complaints procedures and health and social services complaints procedures