

## APPENDIX 1

### **SEND Referral & Identification Procedure**

The Lead Professional underlined and highlighted in bold, is responsible for the actions at each stage, and for feeding back to parents and external agencies following any actions/reviews.

Concern is raised to the **class teacher** about a child's academic achievement, behaviour, social and emotional development, speech and language, physical development, sensory awareness, hearing or vision. This could be from:

- the child
- the child's parents or carers
- previous setting
- relevant agency or health professional or the class teacher themselves.

The **class teacher** discusses the concerns with the SENco or their designate. If concerns remain, the class teacher gathers information for the SENco to advise upon, from the following:

- the child
- the child's parents or carers
- adults working with the child in class
- anyone else who works with the child regularly

If concerns remain, the **SENco** assesses the quality of universal provision or High Quality Teaching (HQT) for all children, including those with SEN. SENco assesses the quality of 'additional to' and/or 'different from' provision for those with SEN, and the child being assessed, as directed by the class teacher and other adults, as a part of the universal provision and HQT.

**SEN Provision requires development prior to any further assessments**

**SEN Provision is of a good quality and all possible provision is in place for the child**

**SENco** makes an assessment based on all the information given including:

- The nature of the concerns
- Academic attainment and progress based on prior attainment
- Attitude to school and work
- Behaviour, social and emotional development and attitudes to others
- Attendance
- Close analysis of behaviour in class or at playtime (where applicable)
- Previous assessments and paperwork such as SNAP, Lucid, STT etc

**Child is reaching potential and has no additional needs**

**Child has additional needs that can be met as part of universal HQT**

**SENco** makes recommendations based on assessment as follows:

**Child is underachieving against potential and needs significant adjustments to meet their needs additional to and different from universal class provision**

**Child may have underlying medical need which required further assessment**

#### **Stage One:**

Further assessments carried out by **class teacher** to identify needs such as:

- School based SNAP assessment (Initial Need Identification)
- School based Lucid Assessment (Initial Dyslexia Screening)
- SDQ (Self-Esteem, Attention & Social/Peer Relationships)
- Rosenberg (Self-Esteem)
- Dyspraxia Checklist (Initial Assessment)
- ASD Checklist (Initial Assessment)
- ADHD Checklist (Initial Assessment)

#### **Stage Two:**

If Stage One Assessments, indicate a significant need, **class teacher** refer child to specialist services:

- STT (Full Cognitive Assessment)
- Educational Psychologist (Full Psychological Assessment)
- SALT (Speech & Language/Communication Assessment)
- WTT (Autism Outreach Assessment – Sensory and AET)
- TLC Pathways (Behavioural Assessment)
- Community Paediatrician (Medical Assessment)
- Occupational Therapy (Physical Assessment)
- SEST (Visual/Auditory Assessment)
- School Nurse (Community based medical assessment)
- CAMHS (Mental Health Assessment)
- Any other relevant professional

**Child identified as having Special Educational Needs, registered, and recommendations written into Needs Profile, for ongoing review. Class teacher** responsible for:

- Updating the provision and targets
- Ensuring provision is taking place
- Assessing progress against the targets.
- Liaising with parents and external professionals to review and update
- Undertaking assessments needed as required
- Seeking training and support from the SENco as is needed

#### **Stage Three:**

If the child's needs exceeds the provision able to be funded through the school's devolved notional budget for pupils with SEND, then the school or parents should consider requesting an Education, Health and Care assessment. A Lincolnshire V-SEND Toolkit is completed and reviewed. This would be discussed with parents by the **SENco** if/when deemed appropriate by the school. See Appendix 4 for following stages.

# The SEND Journey At Malcolm Sargent Primary School

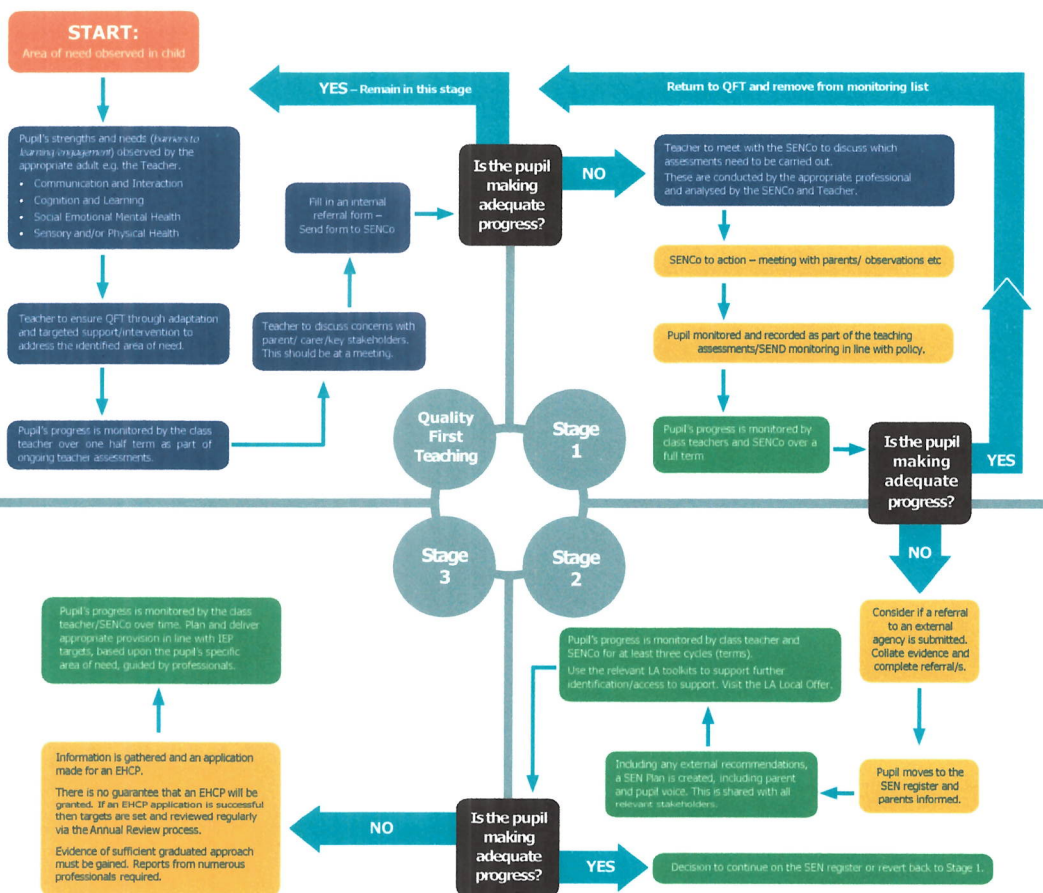
## Leaders

- Create/ communicate schemes of delegation and align the SEND Journey to policy
- SEND data overview created to strategically plan for SEND provision and identify trends
- Monitor the number of pupils being identified
- Closely monitor and evaluate QFT, including adaptations and the quality of intervention
- Monitor progress rates of all pupils including SEND
- Specific 'at risk' pupils identified and monitored in pupil progress meetings
- Ensure CPD pathways for all staff based upon current and upcoming needs.



## Leaders

- Monitor/quality assure the provision for pupils with SEND
- What is the impact of SEND provision over time?
- How are the staff/resources/funding structured to maximise the impact?
- Supporting and leading staff to manage needs
- CPD for all specialist staff
- Ensure processes for communication/transition are robust



## Leaders:

- Meeting with the SENCo to identify need/ strategically and financially plan for pupils with SEN
- Monitor/quality assure pupil, parent voice, and curriculum content in relation to SEND, including the quality of targets for pupils with additional needs.
- Continue to monitor/ quality assure all aspects of QFT and interventions both discrete and in class.
- Ensure processes for communication/ transition are robust



**APPENDIX 3**



**My Needs Profile**

<b>Number</b>		<b>Start Of Plan Date</b>		<b>Year &amp; Term</b>	
<b>Name Of Child</b>		<b>D.O.B.</b>		<b>Adults Involved</b>	
<b>Meeting Date</b>		<b>Present At Meeting</b>		<b>Next Meeting</b>	

**Meeting Overview / Aims**

Welcome & Introductions. The purpose of this meeting is to discuss the behaviour of the child. It is important that we consider the education and wellbeing of the child whilst also remaining mindful of the right of the other children at the school to learn, be safe and happy, and the right for adults at the school to do their job. For the success of this meeting, I would expect all views to be listened to and everyone to be respectful so we can work together in the best interests of the child and everyone else at the school. If I feel this is not the case, the meeting will have to be stopped.

**Overview of Child**

Write a brief synopsis of the child's reasons for being on the register, and the story of their support and achievement so far throughout their education at the school.

Area	Primary	Other
Speech Language & Communication Needs		
Cognition & Learning Needs		
Social Emotional & Mental Health Needs		
Physical & Sensory Needs		

**How Will You Know I Need Help?**

- I will be distracted and look out of the window.
- I may swing on my chair.
- I may make some noises.

**What I Like You To Do To Help Me**

- Look at what I have done so far and give me praise.
- Get me started on the next bit with a question or suggestion.
- Say my name first, to get my attention.
- Speak slowly.

**What Won't Help Me**

- Giving me too much to do at once.
- Telling me how much time I have left.
- Not re-explaining something.

**I am good at and I really enjoy...**



The child to be asked questions to gain an in depth view of what they consider themselves to be good at, both in school with their learning, and out of school.

**Things I find difficult...**



The child to be asked questions to gain an in depth view of what they feel they struggle with, both in school with their learning and/or behaviours, and out of school and what feel helps them, and could potentially help them more.

**Professionals that help and support me think...**



Update this section with any new information from outside professionals such as Community Paediatrician, STT, WTT, Social Care. Adoptive Services including the date.

**The school thinks...**



The school's view on the child's difficulties should be made explicit in this section, along with a view on impact of support from school, home and the engagement from the child.

**My attainment & learning...**



Please detail which year group expectations are relevant for each assessed area, including phonics, times tables and spellings :

**My parents think...**



The parents' view on the child's difficulties should be made explicit in this section, along with a view from on impact of support from school, home and the engagement from the child. Parents should rate the effectiveness of the provision.

**Review Of School Provision & Support**

How effective do you think the provision and support given to your son/daughter is? Please give details and then rate the effectiveness of the provision and support below..


Please rate by indicating which number on the scale below:

1	2	3	4	5
Poor	Needs Improvement	Okay	Good	Excellent

If you have any concerns about the SEND process, please contact the Complaints Coordinator at [enquiries@malcolmsargent.lincs.sch.uk](mailto:enquiries@malcolmsargent.lincs.sch.uk).

**Other views and comments about home life and difficulties**



Targets/Outcome	Things that help me...	Who helps me...	Review of things that help My new targets will be...
<p>Write a smart target, which should reflect the small step needed next based on assessments, be achievable by the next review, time-related and measurable.</p>	<p>Write the strategies used to support the class with this target. There could be a range of support strategies used including:</p> <p><b>First Quality Teach</b> strategies that are small adjustments made to the day to day teaching, like position in class, repeating instructions, overlays, alphabet arc, number tiles, concrete resources, time related marks, sticker charts, anger management plan, behaviour strategies etc.</p> <p><b>Specific Targeted Intervention</b> including the entry and ongoing assessment information, for programs such as Catch-Up and Nessy, Anxiety Gremlin or Anger Stop Cards, tailored support from services and providers outside of school.</p> <p><b>Enhanced Support For Profound Needs</b> would be rare in a mainstream setting, but would include the need for significant intensive 1:1 support for a child with complex and profound physical, cognitive and mental difficulties.</p>	<p>Who helps, when and for how long, for each strategy listed.</p> <p>Detail how much this provision will cost where applicable.</p>	<p>A review of the success of the target, Has this been achieved.</p> <p>A review of the strategies used. What has been successful? Include and ask for views on each strategy in the meeting from the child (in blue), the parents (in green) and the school (in red).</p> <p>Write new target which will be copied straight into Target section of new profile</p>
	<p><u>First Quality Teach</u></p>		
	<p><u>Specific Targeted Intervention</u></p>		
	<p><u>First Quality Teach</u></p>		
	<p><u>Specific Targeted Intervention</u></p>		
	<p><u>First Quality Teach</u></p>		
	<p><u>Specific Targeted Intervention</u></p>		
<b>Signatures</b>			
<b>Child</b>			
<b>Parent</b>			
<b>Teacher</b>			

*Please ensure the plan has been signed, has included pupil's views on the success of what we do to help them in the review section, and that parents have graded the provision and support given.*

## Appendix 4

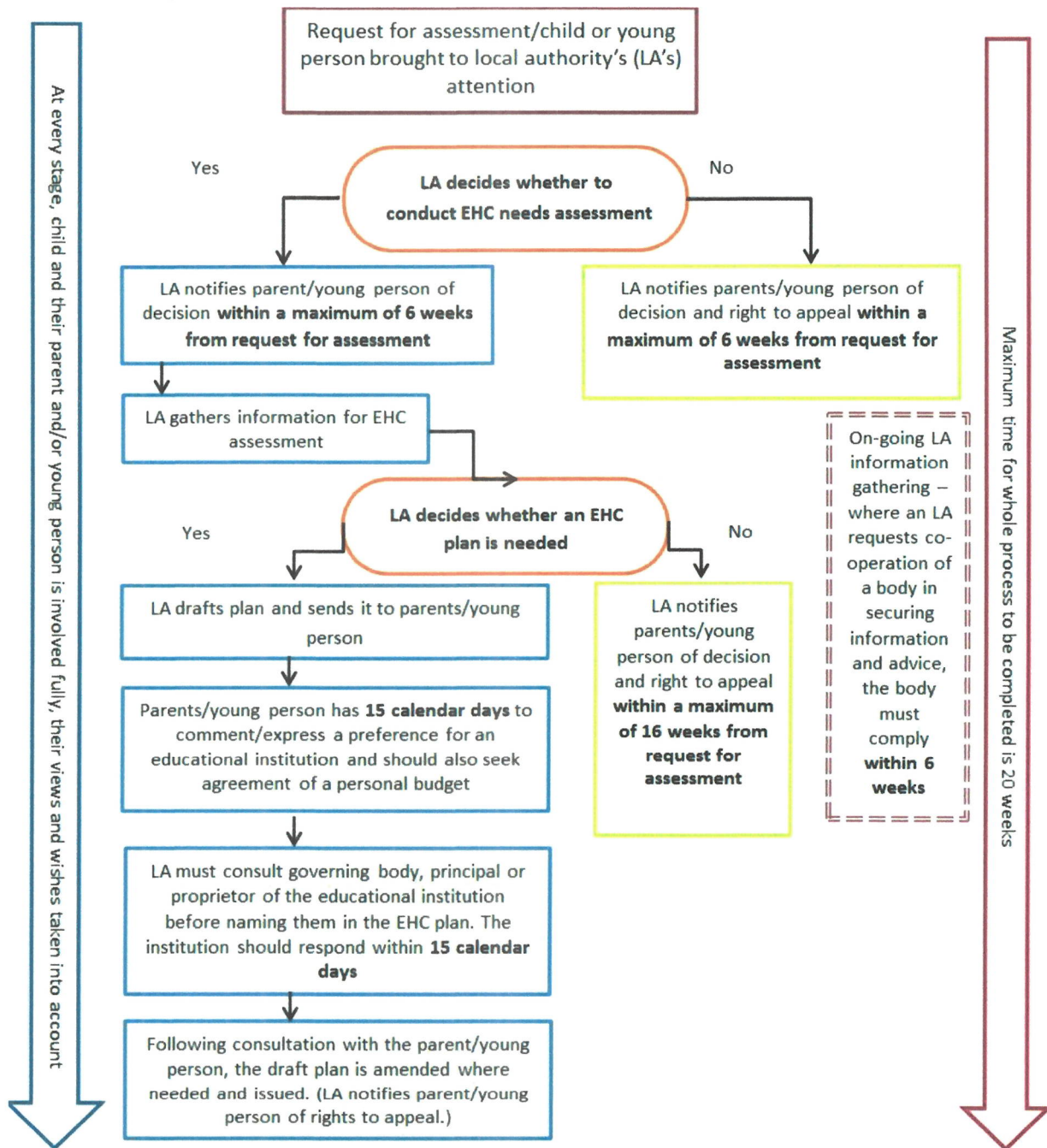
Minimum requirements and evidence needed for a request to be made for an Education, Healthcare Plan:

1. Engagement with an external professional who is providing advice or recommendations to the school.
2. A minimum of three reviews of a SEN Plan (this takes one academic year)
3. Evidence across at least one review that recommendations made by external professionals have been implemented and reviewed.

A request for an Education, Healthcare Plan is supported to have a higher chance of success being agreed at the first Panel, if:

1. A Lincolnshire Value-SEND has been used to assess the needs of the child at least twice.
2. An Early Help Assessment has been conducted with the family to ensure the needs of the child are not being created solely by environmental concerns or parenting capacity.
3. ASK SALL has been contacted to ensure the school is undertaking all that it can from Lincolnshire SEN Support.
4. The child's attendance is above 95% to ensure the child's needs are not being created by inconsistent or poor attendance at school.
5. Parents are doing all that they can to support the child both in and out of school.

## Statutory timescales for EHC needs assessment and EHC plan development





# MALCOLM SARGENT PRIMARY SCHOOL

*Love To Learn*

## Appendix 5

### INDIVIDUAL HEALTH CARE (IHC) PLAN

Name of Your Child:	
Date of Birth of Your Child:	
Address of Your Child:	
Your Home Telephone Numbers:	
Your Mobile Numbers:	
Your Work Numbers:	
Your GP's Name and Surgery Details:	
Your Consultant's Name and Hospital Details:	
Name of Condition/Diagnosis	

Please describe your child's medical needs, symptoms, triggers, treatment, facilities/  
equipment/devices requires, any environmental factors etc:

Medication required:

Medication Name:

Dosage:

Frequency:

In addition to medication, is any other daily care required? Please describe if so:

Are there any additional factors to consider when your child is out of school ie on a trip?

Is any specific additional care required for your child's educational, social or emotional needs?

Action to be taken in the event of an emergency (NB: Access for pupils with disabilities has been reviewed and considered (along with any necessary action points)):

Any Other Information (ie is an audit required by parents/class teachers/qualified professionals to ensure the pupil's access to the curriculum, physical environment and information):

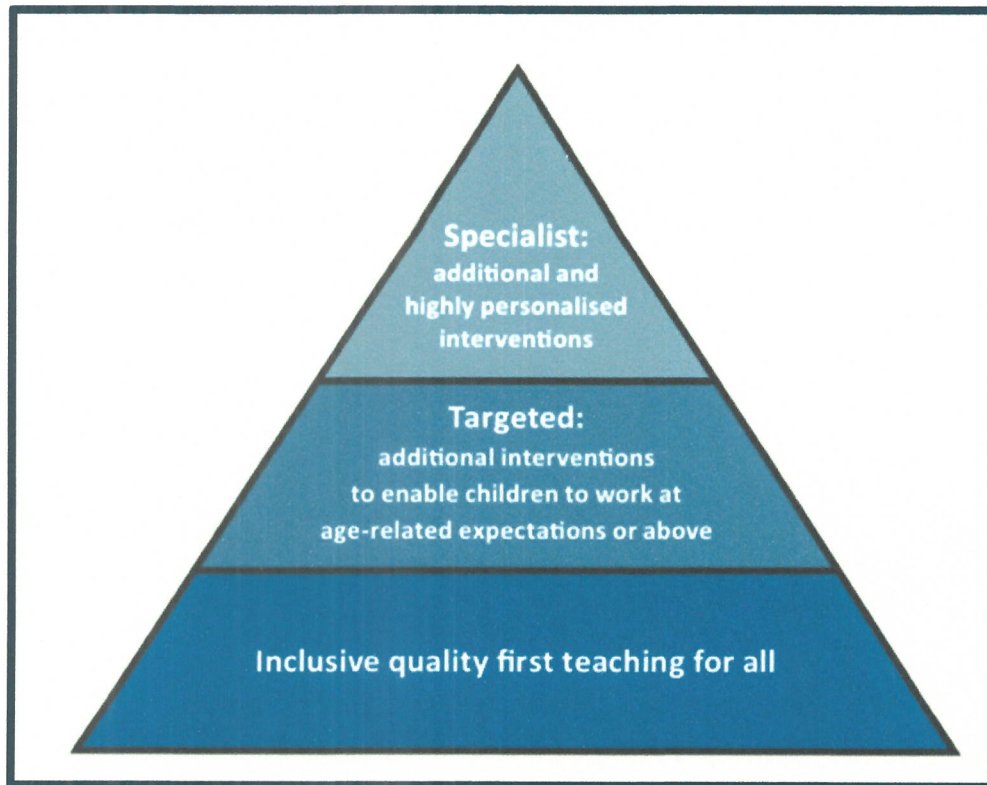
Signed: \_\_\_\_\_ (Parent/Guardian)

Dated: \_\_\_\_\_

**For school use only:**

- On receipt of form, check for missing information and obtain as necessary from parent
- Notify Carole for Critical Illness List/Medical Group for attendance reports
- Update medical information on Integris
- Update Parental Consent on Integris
- Send scanned copy to Class Teacher and Play Leader
- File scanned copy in confidential Z drive
- Send scanned copy to SENCO to consider whether specialist training and/or equipment required/any further action required including TA allocation/TAC/EHC etc
- Original to pupil file

## APPENDIX 6 - Our Special Educational Needs Provision



All children, including Special Needs children are supported through our Inclusive Quality First teaching. Quality First teaching, (also known as universal provision), is the most effective and most important way in which children with special educational needs are supported. It offers inclusive, day-to-day support and adjustments within the classroom, from adults that are embedded within our teaching and learning approaches, routines and systems. It facilitates success for children with special educational needs, but also supports all children through making adjustments to the style and ways in which we deliver education that are beneficial to learning. These approaches are well researched evidence-based strategies that are recommended by expert professionals, and commonly called 'best practice'. Our universal strategies are shown below:



## OUR SPEECH & LANGUAGE-FRIENDLY CLASSROOM

- ✓ We are shown new vocabulary before we start to use it, on the wall or in a list.
- ✓ We are reminded about what we have learned before that links with the new topic or ideas
- ✓ When we learn new words, we say them in a sentence, out of a sentence and break them down to learn how they are put together
- ✓ We have our names said before the instruction is given
- ✓ We have instructions broken down into small steps
- ✓ We are asked to repeat instructions back out loud
- ✓ We are given ten seconds to think before answering
- ✓ We are asked to repeat back what we need to do before we start work
- ✓ We use lots of visual examples and pictures to help us understand instructions and tasks
- ✓ We use lots of visual ways of recording information to help us organise our ideas
- ✓ We have expectation made clear by simple colour-coded behaviour systems
- ✓ We are encouraged to speak as much as possible, praised and rewarded for our involvement
- ✓ Words and phrases are repeated back, especially when they are less familiar
- ✓ Vocabulary is corrected by an adult sensitively, by re-framing the sentence again, with the correct word, but not drawing undue attention to it



## OUR DYSPLEXIA-FRIENDLY CLASSROOM

- ✓ We use coloured paper and screens to help reading
- ✓ We say instructions out loud as well as writing them down
- ✓ We use a clear large font on the whiteboard and on sheets
- ✓ We allow plenty of time to read and understand words and sentences
- ✓ We check that the instructions and work have been understood and repeat instructions
- ✓ We encourage notetaking and organising ideas into clear bullet points
- ✓ We have systems to make sure we are well-organised
- ✓ We give clear time frames and countdown warnings
- ✓ Whenever we can, we use practical resources or pictures and diagrams to show what we mean
- ✓ We use alphabet arcs to help us remember spellings
- ✓ We use syllable and phoneme boxes to help us build words with counters
- ✓ We use 'make and break' to help us build and take apart words
- ✓ We have word mats to support our writing and the spelling of common words, special vocabulary and vocabulary builders
- ✓ We use 'prepared reading' when we need help to focus on decoding words when we are reading
- ✓ We can use ACE dictionaries to help us spell
- ✓ We use cursive script to ground our letter formation



## OUR DYSCALCULIA-FRIENDLY CLASSROOM

- ✓ We say instructions out loud as well as writing them down
- ✓ We talk about our maths as much as possible
- ✓ We explore different ways of exploring the same problem
- ✓ We use concrete answers to demonstrate how it works
- ✓ We use pictures and diagrams to represent maths
- ✓ We use our pencils/pens to draw and note down how maths works
- ✓ We are taught the key skills and basic facts little and often
- ✓ We are given support so that we only have to think of one thing at a time
- ✓ We use number files to represent our number sentences
- ✓ We have daily practice to help us understand number quantity, number order, counting and seeing patterns in number bonds



## OUR DYSPRAXIA-FRIENDLY CLASSROOM

- ✓ We help hand-eye coordination by:
  - Practising handwriting in multi-sensory ways
  - Using pencil grips, writing lines and stencils
  - Using writing slopes to raise the page
  - Allowing loose fit, easy-on and easy-off, clothing and Velcro fastenings
  - Providing easy to use equipment such as easy-grip cutlery and scissors
- ✓ We help with attention and concentration difficulties by:
  - Planning activities which appeal to a child's interests
  - Trying to avoid disturbing a child who is on task
  - Using natural light as much as possible and avoiding flickering bulbs
  - Keeping environment as low-arousal as possible
  - Giving children their own workspace and equipment if needed
- ✓ We help children understand new concepts by using visual representations
- ✓ We help children to organise themselves by:
  - Having visual step-by-step lists on their desks which they can tick off
  - Giving children personal visual timetables if needed
  - Giving step-by-step instructions, one at a time, if needed
- ✓ We help children communicate clearly by:
  - Saying their name before giving instructions
  - Using simple language and visual prompts
  - Giving children time to process information
  - Having a multi-sensory approach to learning, using demonstrations
- ✓ We help children to explain and re-tell by:
  - Drawing pictures or comic strips to help sequence events
  - Using closed questions rather than open-ended questions
- ✓ We help children develop social skills by:
  - Labelling personal belongings
  - Using role play scenarios with social scripts
  - Having consistent classroom and playground rules
  - Using social stories to explain social rules and expected behaviour
- ✓ We help children be creative and imaginative by:
  - Using role play and drama to explore different scenarios
  - Using visual timelines to fix events in children's minds
  - Teaching 'concrete and abstract' by making them relevant to experience
- ✓ We teach children to be flexible by:
  - Using visual timetables
  - Giving them lots of notice and explanation of any changes
- ✓ We refer children to our Sensory Circuits provision to help develop motor coordination



## OUR AUTISM-FRIENDLY CLASSROOM

- ✓ We smile, and are friendly and approachable
- ✓ We know each child as an individual, and their needs
- ✓ We do not shout in our classrooms; we speak gently to reassure and encourage children to respect and trust us
- ✓ We are kind, understanding, patient and flexible
- ✓ We have clear and consistent boundaries and consequences
- ✓ We display the daily timetable on the wall and talk about it each day
- ✓ We display the child's routine or timetable on their desk
- ✓ We prepare children for any changes to their routine
- ✓ We use visual tools to help children understand their tasks and school day including a timer and handouts
- ✓ We use plain language, breaking tasks into short chunks and giving instructions one at a time with examples
- ✓ We allow children time to process information
- ✓ We use social stories and 'socially speaking' to help introduce children to social skills and understand those skills
- ✓ We make the environment more comfortable by:
  - Blacking out background noise with ear defenders
  - Making the area around the child low arousal
  - Giving the child their own desk space and equipment
  - Having a quiet and safe space into which the children can retreat
- ✓ We allow children to have time out when they are feeling anxious using a non-verbal cue such as a time-out card
- ✓ We help children explain their problems using pictures, comic strips and puppets, working through incidents in the third person
- ✓ We appeal to the children's intense interests in lessons as much as possible
- ✓ We use daily behaviour and reward charts to understand trigger points and modify difficulties
- ✓ We use scales to turn the abstract into concrete ie noise, stress, emotions
- ✓ We work together with parents to find what works best for each individual child
- ✓ We teach all children to understand and accept autism
- ✓ We spend extra time preparing children for big changes such as a new classroom through a planned transition approach



## OUR CONCENTRATION-FRIENDLY CLASSROOM

- ✓ We have classroom rules which are clear and easy to read and understand
- ✓ We keep instructions short and clear, one step at a time
- ✓ We say the name of the child first, before they are given the instruction
- ✓ We repeat back rules, expectations and other instructions to make sure we have been understood
- ✓ We sit near to the teacher and away from distractions
- ✓ We are given feedback very often, and immediately, to help us to concentrate
- ✓ We are praised for what we do well
- ✓ If our teacher finds us making a good choice, that feedback is immediately
- ✓ We ignore negative and disruptive behaviour
- ✓ We have a range of rewards and incentives which are personal to us and which keep changing
- ✓ We have rest breaks whilst we do something different for a short time, particularly using exercise as this works well
- ✓ We break up work into smaller chunks, and only complete one piece of work before the next piece is introduced
- ✓ We have a card taped to our desk which shows us reminders on rules, checklists on required tasks and when they need completing
- ✓ We have a quiet working atmosphere or soft music as a background noise as appropriate
- ✓ We give people eye contact when they are talking to us
- ✓ We have something to fidget with, but it is small, noiseless and tactile
- ✓ We are not punished for behaviour we cannot help, especially by reducing our free time
- ✓ Our teachers have a position, upbeat but firm approach, understanding and acknowledging our difficulties

Children with special needs are supported through our Targeted Support as follows:

- Small group support required for a majority of the day, with teacher input at higher ratios
- Additional interventions for specific areas of learning, delivered through planned sessions with teachers and teaching assistants before or after school
- Pre-Teach – Responsive first line intervention where children who have been assessed as not grasping concepts quickly, (targeted or SEN), will attend a short, focused session with the class teacher, to look at the concepts and skills prior to them being taught that day
- Post-Teach - Responsive first line intervention where children who have been assessed as not grasping concepts quickly within the lesson, or on prior assessments, (targeted or SEN), will attend a short, focused session with the class teacher, to reinforce the skills and concepts delivered in the lesson that day
- Tailored use of language, scaffolding and cues that are 1:2:1 in nature.
- A range of interventions and programs that are delivered within the school, or after and are specialist in nature and tailored via ongoing assessments to focus on needs such as speech and language, vision, memory and processing, movement, maths, literacy, behaviour, social skills and self-esteem:
  - Taught by a teacher/teaching assistant in a small group or 1:1 situation
  - Based on careful assessment of the child's needs
  - Highly structured so that steps in learning are achievable
  - Time-limited
  - Designed to boost progress and help the child close the gap between themselves and their age group.
- The menu of school led, and external agency recommended provision types are listed below. Many of these programs are evidence based, with research indicating they have a positive impact on children who undertake them, according to the Education Endowment Fund (EEF), Best Evidence Encyclopedia (BEE) and Evidence4Impact (E4I). These are shown below as Evidence Based Interventions or Evidence Based Approaches.

Area Of Difficulty	Specialist Support Short Term Evidence Based Programs	Implementation Details / Evidence Base
Reading & Spelling – Phonics & Decoding <i>(Dyslexia)</i>	Nessy Reading & Spelling (Orton Gillingham Approach)	<p><i>EBI – 40% increase in student average reaching expectations in 2.5 years of use</i></p> <p>Y1 to Y6 / 4 x 20 mins a week / independent work with 5 minutes follow-up with a class teacher per child / ongoing program until completed</p> <p>Recommended by STT/EP</p>
	IDL Online Program (Orton Gillingham Approach)	<p><i>Lifting Barriers (2014) - +10 months progress over 26 weeks</i></p> <p>Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions</p> <p>Recommended by STT/EP</p>
	Fresh Start Phonics	<p>Year 5&amp;6 only</p> <p><i>EEF: +3 months</i></p> <p>15 mins /daily</p>
	Bulldog Letter Reversals	Recommended by STT
	TRUGS	Recommended by STT
	Word Wasp	Recommended By STT where Phonics programs do not work
Reading – Fluency & Comprehension	Accelerated Reader (EEF)	<p><i>EEF +6 months progress each year the program is run</i></p> <p>20 minutes reading time a day with follow up regularly from an adult on boom choices and impact</p>
	Comprehension Intervention Using EEF Reading Approach	<p><i>EBA +5 months in each year</i></p> <p>20 mins a week</p>
	Paired Reading	<i>Olaoluwa &amp; Ebey (2022) +32% in reading ability over 1 year</i>

		Recommended by STT
Vocabulary	Pre-Teaching Vocabulary – Pip St.John Language For Thinking Word Aware	Recommended by STT Recommended by STT Recommended by STT
Writing	Write Away Together	Y2 to Y6 / 1-2-1 or small group / 20 mins x 2 per week / 10 week minimum program  <i>EBI +8 months over 10 weeks</i>
	Colourful Semantics	Recommended by STT/EP
	Dictate Pro	Recommended by STT/EP
	Clicker 8	Recommended by STT/EP
	Handwriting Intervention	Recommended by STT/EP
	Talk For Writing	Recommended by STT/EP
Maths (Dyscalculia)	IDL Maths Online Program	<i>Lifting Barriers (2014) - +10 months progress over 26 weeks</i> Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions  Recommended by STT/EP
	TT Rockstars	Daily for 10 mins
	Plus 1	Recommended by EP 10 mins daily
Recall, Recognition and Visual/Auditory/Receptive Processing Difficulties Of Specific Skills & Facts	Precision Teach	5 minutes a day per skill/fact with a CT or TA  <i>All research measures positive impact (Murton &amp; McGeowen 2000)</i>  <i>Recommended by STT and EP Services</i>
	Memory Fix	<i>Recommended by STT Services</i>
Coordination / Gross & Fine Motor Skills	1 <sup>st</sup> Move and/or	2 x 20 mins sessions a week / TA / Ongoing

(DCD / Dyspraxia)	Recommended Physiotherapist, or Occupational Therapist Program	
	Take Time	2 x 10 mins /week
Visual Processing / Discrimination / Tracking	Recommended Ophthalmic Tracking Program	Rainbow Readers or as recommended
	EyeCanLearn	10 mins per day / TA / Ongoing <i>Recommended by STT and EP Services</i>
Speech & Language / Receptive and Expressive Language	1 <sup>st</sup> Call and/or Recommended Program by SALT/ECLIPS	2 x 20 mins sessions a week / TA / Ongoing <i>Recommended by STT and EP Services</i>
Early Years Language	Early Communication Support Pathway NELI	Early years only <i>3x30 with a group then 2 x 15 1:2:1 for 20 weeks</i> <i>DfE Accredited Phonics Intervention</i>
Social Skills - Friendships / Communication & Understanding Of Social Interactions	Socially Speaking Program	2 x 20 mins sessions a week / TA / Ongoing <i>Recommended by EP Services &amp; WTT</i>
	Social Coaching	1 x 30 min session per week / Pastoral Team
	Lego Therapy	1 x 30 min session per week / Pastoral Team
	Social Stories & Comic Strip Conversations	1 x 30 min session per week / Pastoral Team <i>Recommended by WTT</i>
	Talkabout	1 x 30 min session per week / Pastoral Team
	ELSA Therapy	1 x 30 min session per week / Pastoral Team

Emotional Regulation (Including Anxiety & Anger)	Feelings Detectives	2 x 20 mins / week <i>Recommended by EP</i>
	Volcano In My Tummy Program	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS</i>
	Mindfulness Journal	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS</i>
	Zones Of Regulation	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	The Incredible 5 Point Scale	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	The Hidden Chimp	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	The Feelings Artbook	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	Language For Behaviour & Emotions	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	ELSA Therapy	1 x 30 min session per week / Pastoral Team
Self-Esteem & Trauma	Drawing & Talking	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; Care2Learn</i>
	The Feelings Artbook	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	ELSA Therapy	1 x 30 min session per week / Pastoral Team
Bereavement	Drawing & Talking	1 x 30 min session per week / Pastoral Team

	Grief Encounters	1 x 30 min session per week/ Pastoral Team
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If these strategies do not support children in reaching their potential (or if the cause of the difficulties a child may be facing, could be due to an underlying medical or specific learning difference), they will then have access to additional specialist support. The main providers in Lincolnshire are listed below, although this list is not exhaustive:

Service	Support Offered	Referral Process / Waiting Times	LCC Funded / Bought-In By School
Ask SALL (SEN Advice Line Lincs)	Advice line for professionals offered by Lincolnshire NHS – signpost the next steps for confidential cases brought to them. Educational Psychology advice and consultations can also be arranged with school professional. <a href="https://www.lincolnshire.gov.uk/support-education/ask-sall">https://www.lincolnshire.gov.uk/support-education/ask-sall</a>	Contact made by school. Approx 2 week waiting time.	Funded by Lincolnshire County Council
ESCO (Early Support Care Coordination)	Advice on the coordination of targeted support for children with complex and/or significant needs. <a href="https://www.lincolnshire.gov.uk/childrens-social-care/early-support-care-coordination">https://www.lincolnshire.gov.uk/childrens-social-care/early-support-care-coordination</a>	Referral via EHA	Funded by Lincolnshire County Council
Lincolnshire Education Psychology Service (EP)	Assessing children's behavioural, social, emotional and academic difficulties and making recommendations. <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=ChwtZ1FYdpo">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=ChwtZ1FYdpo</a>	Requested by Lincs SEN Team if EHCP request has been successful	Funded by Lincolnshire County Council
Successful Psychology (EP)	Private EP service, assessing children's behavioural, social, emotional and academic difficulties and making recommendations.	Triaged and referred by school. Approx. 12 month waiting time.	Bought-in
Sensory Services Team (SEST)	Lincolnshire service for children with a diagnosed sensory impairment, through professional service to schools. <a href="https://www.lincolnshire.gov.uk/directory-record/63945/sensory-education-and-support-team">https://www.lincolnshire.gov.uk/directory-record/63945/sensory-education-and-support-team</a>	Referral by school. Approx 4 week waiting time.	Funded by Lincolnshire County Council
Working Together Team (WTT)	Lincolnshire service for children with Autism Spectrum Differences, (ASD). Offers training for professionals and parents, help-line and in-school assessments with recommendations. <a href="https://www.wtt.org.uk/">https://www.wtt.org.uk/</a>	Triaged and referred by school. Approx. 6 month waiting time.	Funded by Lincolnshire County Council

Specialist Teacher Team (STT)	Offers professional assessments for dyslexia, dyscalculia, processing and memory differences, with recommendations. Parent advice.  <a href="https://www.lincolnshire.gov.uk/directory-record/63946/specialist-teaching-team">https://www.lincolnshire.gov.uk/directory-record/63946/specialist-teaching-team</a>	Triaged and referred by school. Approx. 18 month waiting time.	Bought-in
Specialist Teacher Team – Dyslexia Outreach (STTDO)	Offers professional advice and training, and support for parents with children who have dyslexia.  <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=ie4CIKC2ygw&amp;familychannel=0">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=ie4CIKC2ygw&amp;familychannel=0</a>	Help-line access by school or parents	Funded by Lincolnshire County Council
Lincolnshire NHS Therapy Services – Occupational Therapy (OT)	Support for schools and families for children with significant physical difficulties requiring further assessment, support, recommendations and training for those involved.  <a href="https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-occupational-therapy">https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-occupational-therapy</a>  <a href="#">Contact us :: Lincolnshire Children's Therapy Services</a>	Anyone can refer. Approx. 6 month waiting time.	Funded by Lincolnshire NHS
Lincolnshire NHS Therapy Services – Physiotherapy	Support for schools and families for children with physical difficulties requiring further assessment, support, recommendations and training for those involved.  <a href="https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-physiotherapy">https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-physiotherapy</a>  <a href="#">Contact us :: Lincolnshire Children's Therapy Services</a>	Anyone can refer. Approx. 6 month waiting time.	Funded by Lincolnshire NHS
Lincolnshire NHS Therapy Services – Speech & Language (SALT)	Support for schools and families for children with speech and language difficulties requiring further assessment, support, recommendations and training for those involved.  <a href="https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-speech-and-language-therapy">https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-speech-and-language-therapy</a>  <a href="#">Contact us :: Lincolnshire Children's Therapy Services</a>	Anyone can refer. Approx. 6 month waiting time.	Funded by Lincolnshire NHS
Extended Communication & Language Impairment For Students (ECLIPS)	Further support for schools and families for children with significant or longer term speech and language difficulties requiring further assessment, support, recommendations and training for professionals involved.  <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=eDrdaX7yaV4">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=eDrdaX7yaV4</a>	Referred only by SALT. Approx 4-6 week waiting time.	Funded by Lincolnshire NHS
Pupil Reintegration Team (PRT)	Early support via a multi-agency Pastoral Support Plan (PSP) for children who have distressed behaviour and where school support has not been sufficient to meet the needs of the child. Part One of the Inclusive Lincolnshire Ladder of Behaviour Support.	Referred by school as part of support within Behaviour & Exclusions Policy. Approx 1 month waiting time.	Funded by Lincolnshire County Council

Behaviour Outreach Support Service (BOSS)	Further support for children who have distressed behaviour and where school support has not been sufficient to meet the needs of the child, leading to further advice and support being required. A multi-agency Behaviour Implementation Plan is formulated, (BIP) with a caseworker.. Part Two of The Inclusive Lincolnshire Ladder of Behaviour Support.  <a href="https://www.family-action.org.uk/what-we-do/children-families/lincs-boss/">https://www.family-action.org.uk/what-we-do/children-families/lincs-boss/</a>	Referred by school as part of support within Behaviour & Exclusions Policy.  2-4 week waiting time.	Funded by Lincolnshire County Council
Emotional Based School Refusal Support (EBSA PSP)	Support for children, schools and families where a child is not able to attend school due to anxiety. Early support is coordinated through a case worker and a Pastoral Support Plan with the Pupil Reintegration Team (PRT).  <a href="https://professionals.lincolnshire.gov.uk/downloads/file/1922/ebspa-ppsp">https://professionals.lincolnshire.gov.uk/downloads/file/1922/ebspa-ppsp</a>	Referral via EHA. Approx 2 week waiting time.	Funded by Lincolnshire County Council
Lincolnshire Healthy Minds (LHM)	NHS Clinical support for children with mental health difficulties such as anxiety, self-esteem, low mood, school refusal. Includes workshops, group and 1-2-1 support, training for schools, children and families.  <a href="https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/healthy-minds-lincolnshire">https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/healthy-minds-lincolnshire</a>	Referral by professionals. Approx 3 month waiting time.	Funded by Lincolnshire NHS
Children & Adult Mental Health Services (CAMHS)	NHS Clinical support for children with mental health difficulties such as anxiety, self-esteem, low mood, school refusal. Includes workshops, group and 1-2-1 support, training for schools, children and families.  <a href="https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/child-and-adolescent-mental-health-service-camhs">https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/child-and-adolescent-mental-health-service-camhs</a>	Referral by professionals. Up to 8 week waiting time	Funded by Lincolnshire NHS
Community Paediatric (CP)	NHS Clinical support from a specialist <b>children's</b> doctor or consultant to assess children for underlying medical conditions such as ASD, ADHD, Development Delay and Cerebral Palsy.  <a href="https://www.ulh.nhs.uk/services/community-paediatrics/">https://www.ulh.nhs.uk/services/community-paediatrics/</a>	Referred by professionals. Service prefers to have had EHA to explore parenting capacity and Ask SALL advice prior to referral.  24 month waiting time	Funded by Lincolnshire NHS
Early Assessment Help (EHA)	Early support to provide intervention and support for the welfare of children. An initial assessment identifies the needs of the child and family to signpost and coordinate a multi-agency approach to improve the welfare of children at home.  <a href="#">Emotional based school avoidance (EBSA) – Lincolnshire EBSA pathway - Lincolnshire County Council</a>	Referred by professionals. Up to 6 week waiting time.	Funded by Lincolnshire Safeguarding Partnership

Team Around the Child (TAC)	<p>Following on from an EHA, the single agency or multi-agencies work together with the child and family to devise and review an ongoing action plan for the family to undertake, drawing on expertise and advice.</p> <p><a href="https://www.lincolnshire.gov.uk/keeping-children-safe/team-around-child">https://www.lincolnshire.gov.uk/keeping-children-safe/team-around-child</a></p>	Initiated via an EHA. Up to 6 week waiting time.	Funded by Lincolnshire Safeguarding Partnership
Education, Health Care Plan (EHCP)	<p>A legal plan of support written by professionals and families, for children with significant educational, health or social care needs, with additional funding offered to schools to support the needs of the child.</p> <p>An assessment to the Local Authority would only be successful if, irrespective of who has made the referral, the education setting is able to evidence:</p> <ul style="list-style-type: none"> <li>• <i>The child requires more support (due to their significant needs) than can be provided by the school's SEN funding.</i></li> <li>• <i>External professional advice has been sought and acted upon over at least 3 planning and review cycles.</i></li> <li>• <i>The child is not reaching their potential and/or the gap is widening between them and their peers to a significant extent.</i></li> <li>• <i>What the school has offered is not working.</i></li> </ul>	<p>Anyone can refer.</p> <p>20 weeks at the point of assessment being received by Local Authority.</p>	Funded by Lincolnshire County Council
Lincolnshire Local Offer Of Support	<p>The local offer in Lincolnshire lists all available support for schools and families. This list is a directory of charities, organisations, NHS and local government support, for children with SEN. It is kept up to date regularly by Lincolnshire and is used by schools to signpost services to families. It is a good starting point to explore support and services for children with SEN.</p> <p><a href="https://www.lincolnshire.gov.uk/send-local-offer">https://www.lincolnshire.gov.uk/send-local-offer</a></p>	Anyone can access	Funded by Lincolnshire County Council
Parent/Carer Forum	<p>The Lincolnshire Parent/Carer forum is an organization set up to support families with children who have SEN. They offer support via networking, training and signposting to events.</p> <p><a href="https://www.lincspcf.org.uk/index.php#">https://www.lincspcf.org.uk/index.php#</a></p>	Anyone can access	Funded by charity

### Evaluation Of Specialist Provision:

The success of each provision is measured through an entry and exit level assessment, many of which are built into the programs delivered. Records are kept for each child undertaking these provisions, so that individual impact can be seen. The success is then recorded on the EHCP and SEN Needs Profiles. Should a program not have made a positive impact on the child, an alternative will be found.

Strategic evaluation of the provision given to children with SEN is met through analysis of the intervention's impact for all children who undertake it, Changes to

whole school provision programs are made when new evidence indicates an improved resource could be available, or when the provision type is not having the desired outcome for a majority of children undertaking it.

## Appendix 7

### Special Educational Needs Acronym Glossary

**3 R's – Regulate, Relate, Reason**

**ABI – Acquired Brain Injury**

**ACES – Adverse Childhood Experience**

**ADD – Attention Deficit Disorder**

**ADHD – Attention Deficit Hyperactivity Disorder**

**AET – Autism Education Trust**

**APD – Auditory Processing Disorder**

**ASD – Autism Spectrum Disorder**

**C&L – Cognition & Learning Needs**

**CAF – Common Assessment Framework (same as TAC)**

**CDD – Child's Disintegrative Disorder**

**COP – Code Of Practice**

**CT – Class Teacher**

**DLD – Developmental Language Delay**

**ECLIPS – Extended Communication & Language Impairment Service**

**EHA – Early Help Assessment**

**EHC – Education & Health Care**

**EHCNAR – Education & Health Care Needs Assessment Request**

**EHCP – Education Health Care Plan**

**ELD – Expressive Language Disorder**

**ELKLAN – Early Literacy & Language Support**

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**HI – Hearing Impairment**

**IEP – Individual Education Plan (Known as SEN Plans at this school)**

**IHC – Individual Health Care Plan**

**OCD – Obsessive Compulsive Disorder**

**ODD – Oppositional Defiance Disorder**

**P&S – Physical & Sensory Needs**

**PACE – Playful, Accepting, Curious, Empathy**

**PDA – Pathological Demand Avoidance**

**RLD – Receptive Language Disorder**

**SALT – Speech & Language Therapy/Therapist**

**SEMH – Social, Emotional & Mental Health Needs**

**SEN – Special Educational Needs**

**SEND – Special Educational Needs & Disabilities**

**SENDco – Special Education Needs & Disabilities Coordinator**

**SLCN – Speech, Language & Communication Needs**

**SPCD – Social Pragmatic Communication Disorder**

**SPD – Sensory Processing Differences**

**SPLD – Speech & Language Disorder**

**SRD – Sensory Regulation Differences**

**TA – Teaching Assistant**

**TAC – Team Around The Child**

**TAF – Team Around Family (same as TAC)**

**TBI – Traumatic Brain Injury**

**VI – Visual Impairment**

**VPD – Visual Processing Disorder**

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## SEN Training Pathway

## APPENDIX 8

Year

Date

			Year	Date
<b>Mandatory</b>	WTT	Early Years Making Sense Of Autism OR Schools Making Sense Of Autism	1 - Induction (Needed To Access WTT)	
	BOSS	Understanding Behaviour As A Communication	1 - Induction (Needed To Access PRT)	
	BOSS	Regulation & De-Escalation	1 - Induction (Needed To Access PRT)	
	WSS	Restorative Practice	1 - Induction (Needed To Access PRT)	
	WSS	Sensory Integration & Processing Difficulties	1 - Induction (Needed To Access WTT)	
	In-House	Introduction To SEN	1 - Induction	
	In-House	Speech, Language & Communication	1 - Induction	
	In-House	Cognition & Learning	1 - Induction	
	In-House	SEMH	1 - Induction	
	In-House	Sensory & Physical	1 - Induction	
<b>ECTs</b>	NASEN	SEND Mainstream For ECT's (Only For ECT's)	1	
<b>Core Training On 5 Year Pathway</b>	WTT	AET Anxiety	1	
	WTT	Autism & Masking	1	
	BOSS	ADHD	1	
	BOSS	Relational Awareness	1	
	In-House	How To Complete A SEN Profile	1	
	NASEN	Speech, Language & Communication	1	
	NASEN	Dyspraxia	1	
	NASEN	Dyslexia	1	
	NASEN	Dyscalculia	1	
	BOSS	Trauma Awareness / Trauma Informed Practice	1	
	WTT	AET – Developing Plan In The Early Years	2	
	WTT	AET Awareness Of A Profile Of Demand Avoidance	2	
	WTT	AET Good Autism Practice	2	
	WTT	Autism & Emotions	2	
	WTT	AET Progression Framework	2	
	BOSS	De-escalation and Regulation	2	
	WTT	AET – Developing Toileting In The Early Years	3	
	WTT	Supporting Transitions For Autistic CYP	3	
	WTT	Supporting Sensory Differences In Autism	3	
	WTT	SPELL	3	
	WTT	Autism & Executive Functioning	3	
	BOSS	Profile of Demand Avoidance	4	
	BOSS	Young Carers – How to Recognise and Support Their Behaviours in School	4	
	WTT	Using Social Stories & Comic Strips	4	
	WTT	Attachment and Trauma	4	
	WTT	Autism & Eating Challenges	4	
WTT	Autism & ADHD	5		

C2L	Compassion Fatigue & Recovery Against Stress	5	
C2L	Relational Repair For ACES	5	

**Booking:**

WTT online courses searched for and then booked through the following address with an order requisition to the finance team:

<https://www.wtt.org.uk/page/?title=Training+workshop+Overview&pid=80>

BOSS online courses now provided through SENDco Tim Cox

Caring2Learn booked online via booklet available from Tim & Katie.

NASEN courses on NASEN website (see Tim for log-in details)

**All Courses:**

WTT	Early Years Making Sense Of Autism OR Schools Making Sense Of Autism
BOSS	Understanding Behaviour As A Communication (Every Two Years)
BOSS	Regulation & De-Escalation
SWD	Restorative Practice - Tier 1
SWD	Sensory Integration & Processing Difficulties - Tier 1
In-House	Introduction To SEN
In-House	Speech, Language & Communication
In-House	Cognition & Learning
In-House	SEMH
In-House	Sensory & Physical
NASEN	SEND Mainstream For ECT's (Only For ECT's)
WTT	AET Anxiety
WTT	Autism & Masking
BOSS	ADHD
In-House	How To Complete A SEN Profile
NASEN	Speech, Language & Communication
NASEN	Dyspraxia
NASEN	Dyslexia
NASEN	Dyscalculia
WTT	AET Awareness Of A Profile Of Demand Avoidance
WTT	AET Good Autism Practice
WTT	Autism & Emotions
WTT	AET Progression Framework
BOSS	Relational Awareness (Every Two Years)
WTT	Supporting Transitions For Autistic CYP
WTT	Supporting Sensory Differences In Autism
WTT	SPELL
WTT	Autism & Executive Functioning
BOSS	Profile of Demand Avoidance
BOSS	Young Carers – How to Recognise and Support Their Behaviours in School
WTT	Using Social Stories & Comic Strips
WTT	Attachment and Trauma
WTT	Autism & ADHD
C2L	Mindfulness
C2L	Compassion Fatigue & Recovery Against Stress
C2L	Relational Repair For ACES
WTT	Supporting A Profile Of Demand Avoidance
WTT	Down Syndrome & Social Communication

WTT	Structured Teaching TEACCH
WTT	Autism & Puberty
WT	Autism & Toileting
	Autism & Eating Challenges
WTT	Autism & Developing Play
WTT	Adapting The Foundation Stage Environment For Autistic Children
WTT	Creating Resources For Autistic Students
WTT	A Sensory Circuit Approach
WTT	A Sensory Circuit Approach In Action
WTT	SPELL Approach In The Classroom
WTT	Exam Adaptations & Revision Techniques
WTT	Teaching Inference To Autistic Children
WTT	WTT Whole Setting
WTT	WTT Modelling
NASEN	Autism
NASEN	ADHD
NASEN	Acquired Brain Injury
NASEN	Downs Syndrome
NASEN	Visual Impairment
NASEN	Physical Disability
NASEN	Hearing Impairment
NASEN	SEMH
BOSS	Young Carers – How to Recognise and Support Their Behaviours in School
BOSS	Transition to Primary School
BOSS	Transition from Primary School to Secondary School
BOSS	Supporting Pupils with SEND
C2L	Trauma Awareness
C2L	Social Pedagogy (Social & Emotional Development)
C2L	Supporting Sleep, Nightmares & Night Terrors
C2L	Supporting Greif, Loss & Positive Endings
C2L	Kids Skills (Resilience Approach)
C2L	Time2Talk (Early language and communication ECLIPS
NASEN	Creating An Emotionally Safe Environment - Unit 1
NASEN	Creating A Socially Safe Environment - Unit 2
NASEN	Creating A Physically Safe Environment - Unit 3
NASEN	An Introduction To Speech, Language & Communication Needs - Unit 4
NASEN	Identifying & Supporting Speech, Language & Communication Needs - Unit 5
NASEN	Supporting The Development Of Speech, Language & Communication Needs - Unit 6
NASEN	Creating An Environment That Supports The Development Of Speech, Language & Communication - Unit 7
NASEN	Understanding Behaviour as a Communication - Unit 8
NASEN	Experiences Affect Development, Intersectionality - Unit 9
NASEN	Anxiety - Supporting A Calm, Alert State - Emotional regulation - Unit 10
NASEN	Supporting Good Mental Health - Unit 11
NASEN	Understanding Sensory Profiles - Unit 12
NASEN	Understanding Physical Needs - Unit 13

NASEN	Behaviour For Learning - Unit 14
NASEN	Memory - Unit 15
NASEN	Reading & Writing - Unit 16
NASEN	Maths - Unit 17
NASEN	Person Centred Learning - Unit 18
NASEN	Independence - Unit 19
NASEN	Understanding Transition - Unit 20
STE	Sensory Processing Difficulties & How To Set Up A Sensory Circuit
TalkingP	Speech, Language & Communication - Support & Strategies
In-House	Nessy
In-House	IDL
In-House	Shine Interventions
FutureIM	ELSA Practitioner
FRIENDS	FRIENDS Practitioner
FD	Feelings Detectives
Private	Art Therapy
Private	Lego Therapy
Private	Bereavement, Separation & Loss
DfE	NAS-SEN
DfE	NAS-MHL
LCC	Lincolnshire SEN Graduated Approach Briefings x 6 per year
MHA	MHFA
WTT	AET Leadership, Inclusion & Structural Adjustments
WTT	AET Exclusions
BOSS	Transition to Primary School
BOSS	Transition from Primary School to Secondary School
BOSS	Supporting Pupils with SEND
SWF	Induction Tier Training - SEN Alliance
SWF	Tier 1 Training - SEN Alliance

## Training & Awareness

**Working Together Team**—Supporting families where a child is having frequent 'meltdowns', has anxiety, is very fixed in their thinking or doesn't like change, has issues around noise, light, clothing or food.

Complete the six steps on this link.

<https://www.wtt.org.uk/page/?title=Families&pid=8>

Explore free training on this link:

<https://www.wtt.org.uk/page/?title=WTT+Workshops+for+Parents%2FCarers&pid=78>

**Lincolnshire Healthy Minds**—Supporting families where a child has anxiety, low mood, low self-esteem, is often angry or does not like change. Complete the free parent workshops on this link:

<https://www.lpft.nhs.uk/young-people/online-workshops>

## Lincolnshire Behaviour Outreach / Family

**Action**—a YouTube Channel full of videos aimed at professionals but also suitable for families wanting to find out more about anger management, demand avoidance, regulating and calming and support in the home.

<https://www.youtube.com/playlist?list=PL6xsKIWYsK5pKtYtMdYNgYKHGsVjKQ9KA>

**ADHD Foundation**— For families who have children that can be impulsive, aggressive and hyperactive, disorganized, inattentive and frustrated, free webinars are available for parents on how to support them. <https://www.adhdfoundation.org.uk/events-and-webinars/read-reflect-connect/>

**ParentTalk Helpline**— Action For Children have a support line to offer help for parents on a range of problems. <https://parents.actionforchildren.org.uk/>

**School Website**— The Parent section of our website has a large and growing number of links to support services for parents to access regarding a wide range of support for children. <https://www.malcolmsargentschool.co.uk/page/?title=Special+Educational+needs+and+disability+20+SEND&pid=87>

## Crisis

If you or your child is at crisis and at risk of seriously harming themselves or others, get help:

**Telephone:** 0808 802 6666

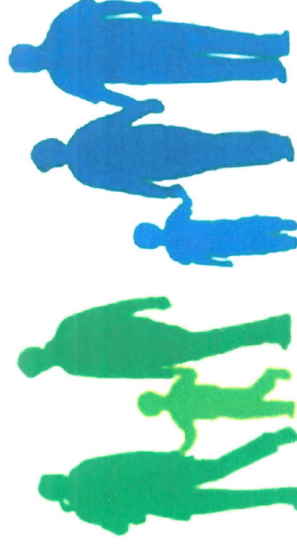
**Text message:** 07537 404 282

**Email:** [familyline@family-action.org.uk](mailto:familyline@family-action.org.uk)

## Helping You To Help Your Child At Home



Tips, information, local services and training



## Tips

### Sleep

When your child is not getting enough sleep, they will not cope with every-day life and quickly 'burnout', avoid demands being placed on them and be more emotional. It is common for children to try to avoid sleep at bedtime! Have a good routine in place at least 1 hour up to 'sleep time'. This should involve the same things, in the same order every night—and not involve technology or competitive games. Dim the lights. Read or listen to a story or calming music. Spend time helping your child to feel secure and ready for sleep.

### Routine

Have a clear, repeated and easy to follow routine. Have this on a timetable that is displayed. Reward your child for following the routine and becoming independent in any of the steps and jobs they need to do within the routine. Give plenty of warning when a routine needs to be changed.

### Technology

Evidence suggests technology can create challenging behaviour in children. Reduce your child's reliance on technology and replace with practical hands-on activities such as crafts, construction, games, going outside and exercising. Using technology time as a reward instead of the main activity may work to support good behaviour.

### Soft Landing

Some children need to 'decompress' their day at school and adjust from one environment to another. Provide them with space and time to adjust without lots of questions and demands. Allow them time to 'relax' and engage them in things they enjoy doing before attempting to ask them to undertake tasks they will not enjoy doing! A part of the soft landing could also involve grazing on a healthy snack and having a drink as this may also help them to regulate..

### Consistent Boundaries

Children need the security of clear, consistent boundaries and expectations. Keeping the boundaries the same every day can be exhausting for parents! But a confused child who has gained ground on those expectations will inevitably be more exhausting in the long run.

### Be Kind

Whilst remaining firm and clear, always be kind and respectful, even if your child is not able to demonstrate these qualities themselves in the moment. Try not to get drawn into an argument. Have a system and a space to allow them to calm down and be ready to think about what they need to do next to repair and restore. Help your child to develop strategies to regulate their emotions.

### Reward

Good behaviour needs to be taught by you and learnt by your child. Rewarding good choices encourages good behaviour.

## Services

### Look through the Family Services Directory

There are lots of services in Lincolnshire to support families. The directory is the first place to look and can be located here: <http://search3.openobjects.com/k65/lincs/fsd/results.action?familychannel=100&sr=0&mh=10>

### Sign Up To The Lincolnshire Parent/Carer Forum

Training, events and meetings are all advertised by this excellent service, supporting families who have children with additional needs, whether they are diagnosed, identified or not. <https://www.lincspcf.org.uk/>

### See Your GP

Always talk to your GP about your child and their challenges at home.