



DSPL 9

SEND Guide

Academic year 2022-23

(All info correct when published in September 2022)

Local information and contacts for SENCOs within DSPL 9

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DSPL 9 Administrator	Jen Thomson	admin@dsplarea9.org.uk	07376 394324
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For ISL support and services please use:

<http://www.thegrid.org.uk/leadership/isl/index.shtml>

What support are you looking for?

DSPL | Delivering Special Provision Locally
Achieving quality outcomes



For all DSPL referral forms and more information please go to:

<http://dsplarea9.org.uk/>

Speech, Language and Communication Needs (SLCN):

Tier1:

- Quality first teaching and learning to support SLCN pupils.

Tier 2:

- Primary and Secondary Top tips document
- Three pre-recorded SLCN webinars available in the DSPL 9 website (<http://dsplarea9.org.uk/information-for-schools/>) to support the development of staff knowledge in the following area:
 - Intro to SLCN
 - Expressive Language
 - Vocabulary

Tier 3:

- Termly SLCN network meetings (via MT) to provide an opportunity for mainstream staff to discuss concerns and SLCN provision on an unnamed child basis with Tammy leading the meetings and providing support, strategies and resources:
 - Tues 22nd Nov 10-11am
 - Thurs 16th March 10-11am
 - Tues 16th May 10-11am

Contact Tammy Perry, SLCN Outreach
Lead: perryt@central.herts.sch.uk

Triage:

- Dedicated service to support families, children and young people (aged 0-25) in all settings with multi complex needs including Special Education Needs, Disabilities, Additional Needs and Social Emotional & Mental Health (pre and post diagnosis)
- First point of call for all enquiries within DSPL 9: (Parents, Carers and Professionals)
jancrook@dspl9.org.uk
07715 415894
- Signposting service for support
- <http://dsplarea9.org.uk/triage-team/>
- Workshops and training for parents, carers and staff
- Specialist Transition outreach support
- SEND and SEMH (parent, carer, child and young person) liaison and outreach 0-25 years
- Liaison with partner agencies including health services

Behaviour:

Tier 1: Within school including:

- In-house support
- Herts Steps training received and implemented

Tier 2: Peer support

- Generic support e.g. ECT, Teacher/TA/MSA training, transition times, routines in class, implementation of behaviour strategies in class (not specific to one particular child)

Tier 2 referral to be emailed to

admin.acorn@warrendell.herts.sch.uk

Tier 3: Specialist Outreach: Chessbrook

- Support for children with significant needs who continue to need additional support after tier 1 and tier 2
- <http://dsplarea9.org.uk/behaviour-partnership/>
- Information for Primary support can be found using the following link:
<https://www.chessbrook.herts.sch.uk/extended-roll/primary-outreach>
- Information for Secondary support can be found using the following link:
<https://www.chessbrook.herts.sch.uk/extended-roll/secondary-outreach>

Behaviour:

Tier4/5: The Acorn Centre/Hub base

- Tier 4: children at significant risk of exclusion
- Tier 5: children who have been permanently excluded
- Referrals emailed to admin.acorn@warrendell.herts.sch.uk
- Acorn Centre/hub base providing in reach and intensive outreach for up to 3 terms

Further information regarding the referral process and procedures for the Acorn Centre can be found at the following website:

<https://www.theacorncentre.co.uk/>

SEND:

Support with:

- DSPL 9 introduction
- LHNF and EHCP applications and paperwork
- Signposting to services
- Herts Benchmarking Toolkit
- All Quality Offers

For information regarding training contact

gemmahall@dsplarea9.org.uk
07376 394191

Networking and good practice sharing:

- DSPL 9 SENCo email groups
- DSPL 9 Weekly newsletter
- DSPL 9 SENCo Coffee Mornings
- DSPL 9 SENCo/INCo Termly Forums
- SEND Review Group Termly Meetings
- LHNF monthly panel meetings

If you would like to attend any of the above meetings please contact Gemma Hall on gemmahall@dsplarea9.org.uk

All SEND information including dates of events and network meetings can be found at:

<http://dsplarea9.org.uk/information-for-schools/>

Colnbrook Outreach Service

Colnbrook is the county-selected special school offering Outreach provision to all primary and secondary schools in DSPL9.

We work with schools by focusing on child centred approaches that can apply to both primary and secondary settings.

We can support children with a range of additional needs or a diagnosis that impacts on their learning. They do not need to have an EHCP to access our support.

There are three main types of support that we offer:

- Pupil-focused support
- School-focused support
- Inreach (visits to Colnbrook School)

Pupil-focused support may include:

- Observations of a pupil in class
- Support with adapting the curriculum to meet the individual pupil's needs
- Sharing or creating resources to support learning
- Strategies to assist with inclusion
- Advice on differentiation
- Support with transition

School-focused support may include:

- Whole-school staff meetings on requested topics such as differentiation
- Training for designated staff

Colnbrook Outreach Service

- Training at Colnbrook School on a range of topics such as sensory processing needs
- Question and answer sessions

Inreach visits may include:

- Visits to Colnbrook School to observe practice
- Visits to Colnbrook to borrow resources
- Attendance at training events held at Colnbrook

Please contact Clare Slack

cslack@colnbrook.herts.sch.uk for further details.

The referral form for Outreach can be found here:

<http://www.colnbrook.herts.sch.uk/Outreach/index.asp>

Additional projects from DSPL 9:

DSPL 9 SELF Project

For any information regarding the projects above please contact Gemma Hall on

gemmahall@dsplarea9.org.uk

DSPL 9 Triage SERVICE

Tier 1 Triage—Enquiries—does not include direct casework Levels 1 & 2

Level One Enquiry - general enquiries from parents, carers, young people, settings and partner services, subject unidentified. Advice, signposting and guidance provided

Level Two Enquiry—as level 1 but requiring consent so specific information and advice can be sought and shared to meet the needs of the individual, often used by Parents., Carers, Young People and professionals with consent

Tier 2 Triage - Direct Support to Enquirer—includes brief direct casework

Consent required from subject family or young person. Available to parents, carers, young people, partner agencies and settings. Signposting, advice, guidance, consultation, support and attendance of meetings, networking, supported referrals to appropriate services—short term intervention. Parents and Carers invited to join email contact group

Tier 3 Triage and Transition — direct casework with consent Levels 1 & 2

Level 1. Consent required, interim casework with families, children and young people to support access to appropriate services and ensure best outcomes.

Level 2. Consent required, intensive casework provided to support families, children and young people with multi-complex, high level needs to connect with appropriate services

Tier 4 Triage Crisis Support to Schools, Colleges, Parents, Young People, Partners

Immediate response to families, children and young people in crisis, supporting schools, settings and partner services who have identified extreme concerns around significant challenges.

Contact Lines

Name	Contact Number	Times Available
SEND Team Duty Line (for queries about your EHCP)	01442 453300	Monday to Thursday: 9.00am-5.30pm Friday: 9.00am-4.30pm
Educational Psychology Service	01992 588574	Wednesdays: 2pm-4.30pm
SpLD Contact Line (Specific Learning Difficulties)	01442 453920	Thursdays: 9.30am-12pm Term time only
SLCA Contact Line (Speech, language, communication and Autism)	01442 453920	Tuesdays and Wednesdays: 1.30pm-4pm Term time only
Early Years SEND Contact Line	01442 453920	Wednesdays: 9am-12pm Thursdays: 1.30pm-4pm Term time only
Physical and Neurological Impairment	01442 453920	Mondays: 1.30pm-4pm Term time only
ESMA (Education Support for Medical Absence) esmaenquiries@hertfordshire.gov.uk	01442 454802	School hours, term time only
CYP Therapies Advice Line (Advice from occupational therapists, physiotherapists and speech and language therapists)	01923 470680	Select Option 3 for the therapy service. Callers then choose to use the service Advice Line (select 1) or to speak to an administrator (select 2).
School Nursing Duty Line	0300 123 7572	The HCT school nurse duty line is available every weekday and can support with any concerns you may have about a child's or children's physical and emotional wellbeing.

Directory of Services: County Wide

Agency	Area of Need	Who	How	Additional Info
Cognition and Learning				
ISL (Integrated Services for learning) Educational Psychologist (EPS)	Advice can be given on all areas of SEND that impact on cognition and learning.	SENCo	Talk to link Educational Psychologist. Send through the SR Form and ISL baseline form to arrange a consultation with EP, class teacher and parent. Implement strategies and then review with the EP after an agreed period of time. If no progress, EP may agree to assess.	Educational Psychology: https://thegrid.org.uk/send-and-additional-needs/educational-psychology https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/educational-psychology-service.aspx The EPS can also provide support with: <ul style="list-style-type: none"> • Bereavement Support: • http://dsplarea9.org.uk/download/bereavement-resources-for-schools/ • Returning to school: Wellbeing Document http://dsplarea9.org.uk/download/returning-to-school-wellbeing-document/ • School support during self-isolation http://dsplarea9.org.uk/download/school-support-during-self-isolation/
SpLD (Specific Learning Difficulties) SEND SAS (ISL)	Dyslexia, Dyscalculia	SENCo	Talk to link SpLD link teacher. Send SR Form and ISL baseline form through HertsFx to the school link SpLD link teacher. You should also include the SpLD assessments carried out, see next column.	SpLD Team: https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/specific-learning-difficulties.aspx The Herts Word Reading and Spelling Assessment https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-primary-baseline-word-reading-and-spelling-assessment.pdf The Herts SpLD Baseline Number Assessment https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-baseline-number-assessment.pdf Prior Information Form https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/spld-prior-information-form.pdf

ESMA (Education Support for Medical Absence)	Provides teaching access in conjunction with a school support plan for pupils with health needs impacting significantly on attendance	SENCo	How to refer: Referrals must be made by the young person's school. Referrals can be made by the family if the young person does not have a school place and must have supporting medical evidence. Referrals are completed using a service request form (and the ISL Baseline Assessment Form for School Staff only). Referrals must be sent to the relevant ISL area email address on the service request form.	Education support for medical absence: https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/get-help-to-access-learning/education-support-for-medical-absence.aspx Further information: https://thegrid.org.uk/send-and-additional-needs/medical-absence
EYs SEND SEND SAS (ISL)	Advice can be given on all areas of SEND that impact on cognition and learning	SENCo	Referrals are made by completing the SR Form and ISL baseline form via Hertsfx following at least one cycle of ADPR.	Early Years SEND Team: https://www.hertfordshire.gov.uk/microsites/local-offer/early-years-0-5/early-years-send-specialists.aspx ISL SEND Specialist Advice and Support (SEND SAS) Offer for Children in the Early Years (0-7): https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/overview-of-the-send-sas-offer-for-children-in-the-early-years-pdf-354kb.pdf Specific roles within the EYs SEND Team: <u>Specialist Development Team:</u> <u>Specialist Inclusion Worker</u> Support provided to train staff around the young person <u>Advisory Teachers</u> Support specific to child including adaptations, resources and provision
Communication and Interaction				
SLCA (Speech, Language Communication and Autism) SEND SAS (ISL)	Autism and Social Communication difficulties (which may be diagnosed or not diagnosed but particularly around Communication, Sensory Processing and Self-Regulation) Understanding Speech and Language needs in the classroom and in school	SENCo	Talk to link Autism SAT Then send SR Form and ISL baseline form through Hertsfx	Speech, Language, Communication and Autism Team (SLCA): https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/communication-and-autism-team.aspx https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas

Speech and Language Therapy Team	Speech sound difficulties, expressive and receptive language	School Parents GP	Talk to the link SaLT if school has one, or ring the Therapies Advice Line (see below) Ask the GP or the parent to make a referral through the online portal	Information regarding referrals, resources and training https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/				
Social, Emotional and Mental Health (including behaviour)								
School Nursing service (Tier 1)	Early intervention for a range of emotional difficulties including mild anxiety and anger management	Parents SENCo	Make an online referral through the portal https://www.hct.nhs.uk/our-services/school-nursing/					
Mental Health Support Team (MHST) (Tier 1)	The MHST Watford provides support for those CYP who do not meet thresholds for CAMHS but who nonetheless require support with their mental health. Schools will also work closely with MHST Watford to develop and promote whole school wellbeing practices throughout the curriculum and school environment.	MHL	Specific interventions in schools: <ul style="list-style-type: none">• Group work for Primary pupils around emotions and confidence• Group work/workshops for parents/carers around anxiety and low mood• Group work/workshops for Secondary pupils• One-to-one intervention for Primary parents around helping their child’s anxiety• One-to-one interventions for Secondary pupils around mild to moderate mental health issues• Drop-in sessions for Secondary pupils to discuss worries/issues affecting their mental health• Supporting ‘peer mentoring’ programmes• Signposting children with higher needs to access the right support• Training and consultation to school staff• Building on schools’ whole school approach	<p>In order to access this service, schools would need to email Aarti Rajdev (aarti.rajdev@nhs.net) expressing their interest, following this a ‘memorandum of understanding’ would need to be signed which mentions that MHST staff member would be based at the school one day a week. A room would need to be allocated on that day. There also has to be a Mental Health Lead in the school. The MHST would not be able to work with school that have not signed up for the service.</p> <p>Schools currently accessing this service:</p> <table><tr><td>Primary</td><td>Secondary</td></tr><tr><td>Grove Academy Laurence Haines Warren Dell Cherry Tree Primary School Watford Field School Infant and Nursery Beechfield School Holywell Primary School Chater Infant School St Joseph’s Primary School Greenfields Primary School</td><td>St Michael’s Catholic High School Watford Girls Grammar School Watford Boys Grammar School Parmiter’s School Chessbrook ESC Futures Academy Watford The Grange Academy</td></tr></table>	Primary	Secondary	Grove Academy Laurence Haines Warren Dell Cherry Tree Primary School Watford Field School Infant and Nursery Beechfield School Holywell Primary School Chater Infant School St Joseph’s Primary School Greenfields Primary School	St Michael’s Catholic High School Watford Girls Grammar School Watford Boys Grammar School Parmiter’s School Chessbrook ESC Futures Academy Watford The Grange Academy
Primary	Secondary							
Grove Academy Laurence Haines Warren Dell Cherry Tree Primary School Watford Field School Infant and Nursery Beechfield School Holywell Primary School Chater Infant School St Joseph’s Primary School Greenfields Primary School	St Michael’s Catholic High School Watford Girls Grammar School Watford Boys Grammar School Parmiter’s School Chessbrook ESC Futures Academy Watford The Grange Academy							
SWHP Family Support Workers (Tier 1)	School Family Workers, Counsellors and Mentors can support with a wide range of needs	SENCo Parents can also self-refer and buy into support	Schools pay a nominal sum to access the Core package of support but can also buy into mentoring and counselling services as needed. For further information please click on the link to the website below: https://www.southwesthertspartnership.org.uk/					

Step 2 (Tier 2)	Mild to moderate mental health difficulties ADHD pre-screening 1:1 or group intervention	Professionals working with the child	CYP must have already accessed Early help either through school nurse, CWP or school based counsellors. Online referral form https://www.hct.nhs.uk/our-services/step-2-camhs/	
Services for Young People Watford Access Point (Tier 1)	Emotional wellbeing and resilience programme for 11-17 yr olds who don't meet CAHMS criteria	Self-referral Parents Professionals	Online referral https://www.servicesforyoungpeople.org/about-services-for-young-people/make-a-referral/	
CAMHS (Child and Adolescent Mental Health Services) (Tier 3)	Interventions for moderate/severe emotional and behavioural difficulties in children and adolescents. Specialist interventions for other mental health difficulties including anorexia	SENCo Professionals GP	Referrals to CAMHS are made through the Single Point of Access (SPA) – guidance for referrals can be found on the website https://healthyyoungmindsinherts.org.uk/professionals/making-referral https://www.hpftcamhs.nhs.uk/professionals/i-am-a-professional-working-with-children-and-young-people/ Please note: If GP makes the referral, they will also need to include the School Information Form which can be found following the link above.	
PALMS (Positive behaviour, Autism, Learning Disabilities and Mental Health Services) (Tier 4)	Support for CYP with a diagnosis of Autism who show additional challenging behaviours or a mental health need that cannot be met by CAMHS	SENCo Professionals GP	Referrals to PALMS can be made through the Single Point of Access (SPA) or completing the referral form in Appendix (36) and emailing it to hct.palms@nhs.net – guidance for referrals can be found on the website https://www.hct.nhs.uk/our-services/palms/	
Sensory and Physical				
ISL Sensory impairment SEND SAS (ISL)	Support for CYP with hearing, visual and multi-sensory impairment	SENCo	Talk to the lead teacher of the team you wish to refer to (see ISL contact sheet) Then send SR Form and ISL baseline form through Hertsfx	Visual Impairment Team: https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/visual-impairment-team.aspx Deaf and Hearing Support Service Team: https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/deaf-and-hearing-support-service.aspx Multisensory Impairment Team: https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/multisensory-impairment-team.aspx
Physical and Neurological Impairment (PNI)	Support for CYP with a physical disability and neurological impairment such as hemiplegia	SENCo		

SEND SAS (ISL)				Children & Young People's Therapies Service: https://www.hct.nhs.uk/our-services/children-young-peoples-therapies-service/
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Top Tips

- The majority of services will expect schools to evidence at least ADPR cycle within the application. This will enable settings to demonstrate the interventions, support and provision already tried and the success and outcomes of this.
- When making an application please ensure there is a clear outline of need including examples.
- Where there is a tiered approach to support, tier 1 relates to the skill set and in house knowledge that all settings have. This should also be evidenced in referrals.
- If you are referring at a specific level within the tiered approach it is important to follow that referral through and use the advice, guidance and support at that level for at least one term before moving onto a higher tiered referral. These services will be looking for evidence that support at a lower tier has been acted on and despite this further support is needed.
- Consider the skillset within the staff you have any specific training that your staff have accessed. Do you have the skills within your setting though CPD to support CYP or upskill additional members of staff with?

The SENCo role

It is important that the details laid out in this section of the guide are considered in conjunction with the SENCo job description provided by your setting. It is also essential to mention that many colleagues will hold this role under a different title (INCo, deputy SENCo).

The SENCo role in schools can be one of the most demanding but rewarding positions. As a SENCo, you are likely to be an experienced teacher with a passion for supporting pupils with SEND.

The SENCo role is statutory and all schools **must** ensure they designate a qualified teacher, and provide sufficient time and resources to allow them to fulfil their responsibilities, including sufficient admin time.

SENcos have an important role to play in determining the strategic development of school SEN policy and provision. Alongside day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision for individual pupils with SEN, the SENCo provides professional guidance to colleagues and works closely with staff, parents and external agencies.

It is beneficial for the SENCo to develop a strategic plan for SEND which maps out the activities and tasks that need to be completed during the year. The Benchmarking and Planning Toolkit can support with this and help to identify strengths and areas for development (pages 123 and 140 of the SEND Toolkit).

Detailed information about the SENCo role, statutory responsibilities and policies can be found in the Herts SEND toolkit pg 15-42.

What does Herts expect schools to have in place?

In Herts, all schools are expected to have:

- A behaviour lead
- A mental health lead and deputy lead who will be a key point of contact for emotional wellbeing/ mental health in the school
- An Autism lead
- A designated teacher for CLA This has to be a qualified teacher

These should be different members of staff, but it is recognised that in a small school, all roles are likely to be covered by the SENCo. It is possible for a TA to take one of the lead roles.

All staff in schools should be given training in:

- Herts Steps – the LA's preferred behaviour policy
- HAT: Hertfordshire Autism Training
- Level 1 Mental Health training, including 2 modules from MindEd courses <https://www.minded.org.uk/>
- Attachment and Trauma training (see Virtual School training materials)

School websites should display: there are statutory regulations related to a school's website. From an SEND view there must be:


- The school SEN Information report which must answer the standardised questions and be updated annually (see pg 51-55 of the SEND Toolkit)
- Hertfordshire Quality Offer statement (link on pg 15)
- Accessibility plan
- It is not statutory to upload the school SEND policy

Supporting children and young people with SEND

The 4 Broad Areas of Need from the Code of Practice (DfE 2015)

Types of Need


Communication and Interaction



This includes:

- o **Speech, language and communication needs (SLCN).** Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- o **Autistic Spectrum Condition (ASC),** including Asperger's Syndrome


Cognition and Learning



Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:


- o **Moderate learning difficulties (MLD)**
- o **Severe learning difficulties (SLD)** where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- o **Profound and multiple learning difficulties (PMLD)** where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- o **Specific learning difficulties (SpLD)** affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**.

Sensory and/or Physical Needs



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- o **Visual impairment (VI)**
- o **Hearing impairment (HI)**
- o **Multi-sensory impairment (MSI)** (a combination of vision and hearing difficulties)
- o **Physical disability (PD)**

Investigating needs

When investigating reasons why a child may be falling behind, it is important to consider whether there are other factors acting as barriers to learning, as well as whether they may have SEND.

High quality teaching, differentiated for individuals, is the first step in responding to pupils who have or may have SEN (SEND Code of Practice 6:37). There are a number of useful checklists in the SEN Toolkit on p116 to provide a framework for both lesson observations and discussions with teachers to check that appropriate strategies are in place to identify and support vulnerable pupils or identify staff training needs.

The ISL Targeted Services Offer to SEND has useful guidance to help teachers provide high quality classroom support for all areas of SEND.

If, despite adjustments to QFT and/or targeted intervention, there is limited or no progress and concerns still remain, further investigation into SEND is likely.

Suggestions for initial assessments – see also the Targeted Services Offer to SEND

Area of need	Initial assessment tool
Unidentified need	<p>Neurodiversity checklist quickly screens for possible dyslexia, dyscalculia, dyspraxia, ADHD, ASD, and developmental language disorder</p> <p>Useful checklists are included in Glynis Hannell's book 'Identifying Special Needs – Diagnostic Checklists'</p>

Working Memory	Digit Span Test Herts SpLD Outreach working memory and processing checklists (Appendix 22) Pearson Working Memory Rating Scale (WMRS) https://www.pearsonclinical.co.uk/Education/Assessments/WorkingMemory/WorkingMemoryRatingScale(WMRS)/WorkingMemoryRatingScale(WMRS).aspx
Dyspraxia	Checklists for Developmental Co-ordination Disorder (DCD but more commonly known as dyspraxia) - See Glynis Hannell book Dyspraxia foundation has good information for schools including a classroom checklist to help identify issues with clear strategies. https://dyspraxiafoundation.org.uk/wp-content/uploads/2013/10/classroomguidelines.pdf
Dyslexia See ISL and EP overview of Dyslexia here	Herts SpLD outreach Literacy assessments - Baseline word reading and spelling (see links in directory) - Phonological skills - Reading book band level or PM benchmark https://www.hertfordshire.gov.uk/microsites/local-offer/resources-for-parents-and-professionals/send-documents-and-resources.aspx?searchInput=SpLD&page=1&resultsPerPage=10&view=card SpLD Contactline (see info on pg 14) GL Dyslexia assessments - Dyslexia Screener - LASS Dyslexia (£250/year) https://www.gl-assessment.co.uk/support/dyslexia-support/
Dyscalculia See ISL and EP overview of Dyscalculia here	Herts SpLD outreach - Maths baseline assessments (gives a very clear indication of the gaps in basic maths skills) (see links in directory) GL Dyscalculia assessment https://www.gl-assessment.co.uk/products/dyscalculia-screener-and-guidance/
Executive functioning difficulties	The Educational Psychologist can provide an assessment called the BRIEF 2, a questionnaire completed by both school and home. Analysis of the responses can identify whether there are any Executive Functioning difficulties which are impacting on learning
Auditory processing difficulties	The Children's Auditory Processing Scale (CHAPS) can be used as a screening device to help identify children who are experiencing listening difficulties due to hearing loss or to identify children who are at risk for auditory processing disorders https://www.phonakpro.com/content/dam/phonakpro/gc_hq/en/resources/counseling_tools/documents/child_hearing_assessment_childrens_auditory_performance_scale_chaps_2017.pdf

Receptive and expressive language difficulties	<p>The 'What's Typical Talk' series can help identify if language skills are age related https://ican.org.uk/media/2082/whats-typical-talk-at-primary.pdf https://ican.org.uk/media/2081/whats-typical-talk-at-secondary.pdf</p> <p>Other useful resources: https://ican.org.uk/</p>
ADHD	<p>SNAP IV questionnaire should be completed by home and school initially.</p> <p>The ADHD iceberg overview is also a useful checklist for identifying additional behaviours not always associated with ADHD</p>
ASD	<p>Neurodiversity checklist (see above) ASD checklist in 'Identifying Special Needs' (see above)</p> <p>AET support and resources: https://www.autismeducationtrust.org.uk/ AET Progression Framework (available through the above link)</p>
Sensory Processing Disorder (SPD)	<p>Sensory checklist for ASD https://www.sensorysmarts.com/sensory-checklist.pdf</p> <p>Sensory Processing difficulties https://www.sensorysmarts.com/StudentSPD.pdf</p>
SEMH Anxiety/Low mood Not related to ASD	<p>Mental Health Leads Toolkit: Level 1 - When to worry questionnaire Schools Anxiety Toolkit Other mental health advice and resources Accessed through the Mental Health Leads School Portal https://www.healthyyoungmindsinherts.org.uk/</p> <p>Strengths and Difficulties questionnaire (SDQ) http://sdqinfo.org/ RCADS https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-and-subscales/</p> <p>Other useful resources: https://www.annafreud.org/ http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/</p>

SEN support

'A pupil has SEN where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age.' (CoP).

Once initial screening has been carried out, or a diagnosis given, if additional support is needed, pupils will then be placed onto SEN support. A clear overview of the SEN support cycle can be found in the SEND Toolkit on pg 91 and on the Local Offer [here](#). The LA has also produced a useful leaflet for parents which can also be found on the Local Offer [here](#). Parents should receive a written record of an SEN support meeting, but the format of this is open to individual schools to devise.



One page profiles

A one page profile provides a simple summary of what is important to a student and how they would like to be supported in school. They are a practical way of recording and sharing information about an individual and provide an 'at a glance' way of knowing what really matters to the CYP.

Schools can develop their own template, and there are many examples online. See the [Helen Sanderson](#) website for ideas.

Interventions

Interventions are often used by schools to support lower attaining pupils and pupils with SEND. However, there are a number of things to consider, particularly if the intervention takes place outside of the class.

- Is the quality of instruction as good as the pupil would receive if they remained in class?
- Will the short-term intervention target a specific gap in learning?
- Is the class-teacher aware of what is being delivered in the intervention? The teacher retains responsibility for learning and progress, even when outside of the classroom
- Is the pupil given opportunities back in the classroom to put into practise what is learned in the intervention?
- What is the level of communication between the class-teacher and the intervention leader – are both aware of the pupil's targets?

If it is decided that an intervention is needed to close a learning gap, it must be evidence based. An appropriate, well-delivered intervention should aim to show double the rate of expected progress. There are a number of publications to advise on the best evidence based interventions.

- Greg Brooks – [What works for Children with Literacy Difficulties \(5th edition\)](#)
- The Education Endowment Foundation (EEF) has produced a range of [guidance documents](#) for supporting EY, KS1, KS2 and secondary pupils in Literacy, Maths, Science, Behaviour and SEMH
- The Communication Trust has developed a [What Works](#) database of evidence based interventions to support CYP with speech, language and communication needs.
- There are a range of intervention activities on the Local Offer [here](#).

However, for some pupils on SEN support, targeted intervention may not be enough and parents and professionals may consider that greater levels of support are needed from external agencies, local high needs funding or that an EHCP is needed.

Provision Maps

Provision maps help show **provision** that is provided through QFT, which is additional to and different from what's offered through the main school curriculum and any reasonable adjustments. Schools are not required to have one, but the SEND Code of Practice (see para 6.76) recommends them for helping keep an overview of programmes and interventions for different groups of pupils.

Effective provision maps should:

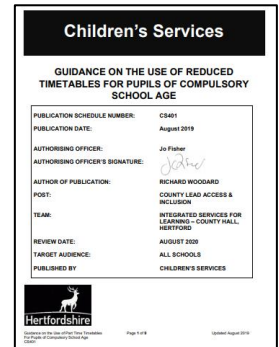
- Audit the provision, including all interventions that are additional to and different from the school's differentiated curriculum.
- Collect baseline and exit data so that progress can be tracked and measured
- Provide an illustration of the school's graduated approach to support

- Identify strengths in provision and areas for development
- Cost provision which will highlight ineffective resources

There is no standard proforma for a provision map and schools can develop their own. There are a number of online provision mapping tools, but they can be expensive to purchase.

Use of Part-time Timetables

There may be times when a CYP cannot attend school full-time either as part of a recovery from illness, or experiencing severe behavioural difficulties and finding it difficult to cope with full-time attendance. Where appropriate to meet the needs of the child, the law allows the short term use of a part-time/reduced timetable. The parents of the child must agree to any part-time arrangements. Guidance on the use of reduced timetables can be found [here](#). Part time timetables are a way to reintroduce the CYP back to full time education and should not be used for long periods of time without careful planning and consideration.



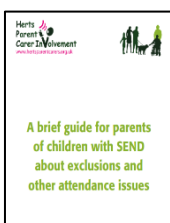
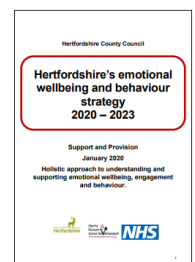
Attendance Team

Attendance Improvement Officers (AIOs) work directly with children, their families and schools assessing difficulties and helping to develop practices and strategies to improve pupils' participation in education. The central team carries out statutory functions in relation to children of compulsory school age including Children Missing Education and Elective Home Education. Schools are required to inform the local authority of any pupils who are regularly absent from school, have irregular attendance, or have 10 or more consecutive day's absence without the school's permission. Schools are also under a safeguarding duty, under section 175 of the Education Act 2002 to investigate any unexplained absences. This applies to any children who are school refusing or unable to attend because of poor mental health. The 10 day absence guidance can be found [here](#).

CYP with SEND and Exclusions

This is always a tricky area to navigate, particularly for children with SEND. There is clear guidance on the Local Offer [here](#) and The Grid [here](#).

Before exclusions, schools must demonstrate that they have followed the steps outlined in the [Emotional Wellbeing and Behaviour Strategy 20-23](#)



[HPCI](#) have updated their guide for parents about exclusions, attendance, part-time timetables and elective home education (EHE) this year (2021) which is worth SENCos reading so they are familiar with the legal side. Please also note that websites are constantly changing and it is good practice to always check for more up to date information.

Top-up High Needs Funding (HNF) in Mainstream Schools

The Hertfordshire Descriptors of Need for Mainstream are used to consider the level of funding for special educational provision for children and young people in a mainstream school or early years setting.

Schools and settings are asked to familiarise themselves with the descriptors so that decisions can be made about the kind of support a child or young person may require to meet their needs. The descriptors can also be downloaded in the form of simple booklets that will act as a quick reference guide.

Descriptors of need:

Universal (U)

Universal Plus (U+)

Targeted (T)

Targeted Plus (T+)

Specialist (S)

Specialist Plus (S+)

The descriptors will be used from 1st June 2022 to identify the level of support for CYP in a variety of circumstances:

- CYP whose needs can be met from a school's own resources (Universal and Universal+)
- CYP who are going through an Education, Health and Care Needs Assessment (EHCNA)
- Schools and settings making an application to the LHN panels.

The Provision tool which will sit alongside the banding descriptors is due to be published on October 1st 2022 and will also be available on the HNF page of the Herts Grid.

For all information from Hertfordshire regarding HNF click [here](#).

Local High Needs Funding

The local high needs funding system replaces the previous ENF top up funding system here in Hertfordshire. It is a system to support CYP with emerging needs or for CYP who have needs that fall outside the EHCP process. To help explain the new system, the following information is available to access:

- The application form and supporting guidance/videos is located on the Grid [here](#).

Applications (for up to one year's funding) can be made for:

- A pupil entering the education system for the first time who has significant needs at Targeted+
- A pupil within the education system who has suffered a life-changing event that significantly impacts on their ability to access education
- A pupil for whom a short term level of funding would enable progress to be made
- A pupil without an EHCP now displaying significant needs at Targeted+
- A pupil from another LA moving into Herts with an EHCP and needs at Targeted+

Monthly panels

The monthly panels consist of representation from ISL, SENCos from each phase and members of staff from Colnbrook Outreach/Primary Behaviour partnership/ESC.

Month	Date of panel	Deadline for applications
September	Thursday 22 nd September	13.09.22
October	Thursday 20 th October	11.10.22
November	Thursday 24 th November	15.11.22
January	Thursday 26 th January	17.01.23
February	Thursday 23 rd February	14.02.23
March	Thursday 23 rd March	14.03.23
May	Friday 19 th May	09.05.22
June	Thursday 15 th June	06.06.23
July	Thursday 13 th July	04.07.23

Applications MUST be sent securely through SchoolsFx to dspl9lhnf@bournehall.herts.sch.uk

If you have any questions around LHNf please contact Gemma Hall at gemmahall@dsplarea9.org.uk

Education, Health and Care Plans (EHCPs)

The majority of children and young people with special educational needs or disabilities will have their needs met within local mainstream early years settings, schools or colleges. 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. (SEND Code of Practice 9:1)

Useful information on completing an application for EHCP assessment can be found in the SEND Toolkit on pg 76 and on the Local offer [here](#).

All documents required for an EHCP including guidance can be found on the Hertfordshire Grid:
<https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/education-health-and-care-plan>

As part of the EHCP process, a descriptors of need exercise is carried out by ISL, the SEND team, the school and the parent to decide whether additional funding should be attached to the plan.

HCC EHCP email addresses

Assessment: new requests, communication relating to the first 20 weeks
ehcneedsassessment@hertfordshire.gov.uk

Reviews: queries relating to arranging a review, sending review paperwork and response to draft EHC plans
annualreviewswest@hertfordshire.gov.uk

Anything else EHCP related:
ehcp@hertfordshire.gov.uk

Single duty line for SEND: 01442 453300

EHC co-ordinators (DSPL 9):

Below year 9:

Tamara Palmer-Charles: Tamara.palmer-charles@hertfordshire.gov.uk

Year 9 or above:

Rita Lathia: Rita.lathia@hertfordshire.gov.uk

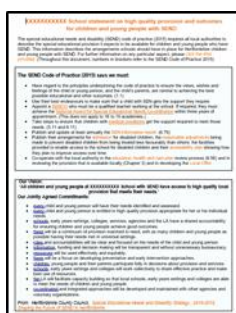
Key Documents

HFL Education (formally known as Herts for Learning) and ISL have produced a number of resources to support SENCOs in their role and to support delivery of the strategic aims.

SEND Toolkit

The SEND toolkit was developed by ISL, HFL Education and parents and is the ‘**go to**’ resource for SENCOs in Herts. Now in its fourth edition, it is designed to help SENCOs find their way around the Code of Practice, gives guidance on statutory information, signposts to other Herts documents, provides tools to support staff development and provides links to information and guidance.

The fourth edition can be downloaded [here](#).



Quality Offer

The Herts SEND Quality Offer underpins the vision that all children and young people with SEND have access to high-quality local provision that meets their needs, and describes the provision that families can expect to be available. It is statutory in Herts for schools to display the Quality Offer statement on their Website. Click [here](#) for an electronic copy of the offer.

Benchmark and self-evaluation tool

This toolkit supports schools to self-evaluate their SEND practice against the Quality Offer set of standards. It is expected that the document is updated annually and HfL collects data by DSPL area through a survey monkey each July. This then informs the training and support from HfL and from DSPL9 during the next academic year. Please contact Gemma Hall if you have not seen or used this document or if you require any support with it.

Hertfordshire Schools' SEND Benchmark and Planning Tool	
School Name: _____	
This innovative tool will provide Hertfordshire schools with a framework for discussion about their policy and provision for children and young people with special educational needs (SEND). This is set within the statutory guidance of the SEND Regulations 2014 and the SEND Code of Practice: 0 to 25 years 2015.	
Using a collaborative, solution-focused approach, schools can identify strengths in current practice and plan next steps.	
The Benchmark and Planning Tool has been developed to help schools:	
<ul style="list-style-type: none">• Work with children and young people with SEND, their families and colleagues within and beyond the school to identify current practice using a 'best-fit' model• Strengthen their knowledge and understanding through the use of incremental statements• Plan manageable next steps towards exemplary practice• Explore practice within the five outcomes from the Hertfordshire SEND Quality Offer	
Key dates: _____	

Hertfordshire's SEND Strategy 2022-25



The SEND Strategy 2022 - 25 sets out how we will support families in Hertfordshire across education, health and social care, for the next 3 years.

Our ambitions

Our strategy is made up of 5 ambitions that underpin how we will deliver services and support across education, health and social care over the next 3 years:

- **Tailoring**
Plan and deliver services that are flexible, respect individual wishes and meet individual needs.
- **Enabling**
Continue to develop a skilled, learning workforce that strives for excellence and staff are proud of their own achievements and celebrate those of others.
- **Supporting**
Provide sufficient and appropriate provision in Hertfordshire and within their community to meet children and young people's wishes and needs.
- **Collaborating**
Work in partnership with other organisations to deliver the right services at the right time to prevent problems escalating.
- **Succeeding**
Support all children and young people with SEND to achieve success in all areas of life, understand the impact of the pandemic and work to ensure our young people achieve their potential.

The full strategy can be read [here](#)

Working with Health

Through the diagnosis pathways schools and settings should be working effectively with our partners at health to ensure the needs of CYP are met and the correct provision and support is in place.

The referral pathways can differ across Herts depending on which quadrant schools are in, particularly where health services are involved.

Please note that the DSPL 9 Triage Service will support parents in effectively representing their child's needs to health partners including a pre-assessment needs profile. Contact Jan Crook for further details:

jancrook@dspl9.org.uk

Area of Need	Where	Who	How
Early and general health concerns	School Nursing	School Parent GP	The Service brings children's centres, health visiting and school nursing together to provide a more joined up service for children, young people and their families from pregnancy through to when a child reaches 19. https://www.hct.nhs.uk/our-services/school-nursing/ https://www.hertsfamilycentres.org/professionals-area/family-centre-professionals-area.aspx
Unidentified needs having a significant impact on learning	Community Paediatrician –Child Development Centre	GP	Parents should visit the GP and ask for a referral to the paediatrician. It is useful for parents to take a letter from school outlining concerns.
ASD	Community Paediatrician –Child Development Centre	GP	All information regarding the process, paperwork to complete (parents and schools) can be found using the link below: https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/autism-spectrum-disorder-asd-referral-pathway
ADHD Note – the ADHD diagnosis pathway is being reviewed	Initial referral to Step 2 for pre-screening. Referral will then be passed onto CAMHS ADHD clinic for full assessment.	Professionals working with the family GP	Download referral form and guidance from Step 2 website. Once pre-screening is done, CAMHS will send out an online questionnaire prior to the assessment appointment (sometimes DAWBA or Healios)
Dyspraxia/DCD	Children's Occupational Therapy team	GP or other health professional, school staff, parents can self-refer	Online referral form from OT website. On receipt of referral, parents will be directed to the OT website to carry out a range of exercises for up to 10 weeks. If no improvement, then they should phone for an appointment. For Sensory processing needs, parents may be invited to a workshop initially. An OT may then send a questionnaire into school and possibly carry out an observation in class.
Gross or fine motor difficulties			
Sensory Processing disorder			

Hearing (including auditory processing)	Children's Hearing service	GP or other health professional, school staff	https://www.hct.nhs.uk/our-services/childrens-hearing-service/ Referrals should be emailed to HCT.CYPspecialistServices@nhs.net
Speech and language needs	Speech and Language Therapy Team	School Parents GP	Talk to the link SaLT if school has one, or ring the Therapies Advice Line (page 12) Ask the GP or the parent to make a referral through the online portal
Vision	Children's Eye service Optometrist If dyslexia is being considered as a need, then a visual stress assessment should be carried out	GP or other health professional, school staff Parents	https://www.hct.nhs.uk/our-services/eye-service/ Referrals should be sent to: Referral Admin Hub, Peace Children's Centre, Watford, WD17 3EW

Working with Parents

The Code of Practice (DfE 2015) states that 'parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.'

Strong home-school collaboration is one of the most effective ways of supporting vulnerable learners. There are a number of key elements which help develop good working relationships with parents.

- good communication which works both ways
- a thorough understanding of the needs of the child
- thoughtful wording of what you want to say

Be positive - parents of children with additional needs can, unfortunately, be used hearing a lot of negative feedback. Start conversations with something positive - with what the child can do, not what they can't. This can also be useful when planning and supporting pupils' learning.

Be sensitive - the SEND process can have a significant and sometimes unrecognised effect on the emotional wellbeing of parents, some of whom may feel they have had to battle to first gain formal recognition of their child's difficulties, and then to gain the support that they feel the child needs. Family and friends can sometimes lack understanding, or don't accept that the child has any problems at all, and in some cases even blame the parents. There can also be a detrimental effect on siblings, as parents may feel they lack the time or resources to meet the emotional and social needs of their children all of the time. It is helpful not to speak about difficulties in the presence of the child or young person, this is evidenced as having a negative impact that can develop in to a trigger for poor self-esteem, negative thoughts and feelings resulting in challenging behaviours, we are often advised that 'no trigger' for a behaviour was identified as the effect of this on the child/young person is not considered.

DSPL 9 Triage Service

The Triage Service provide support to Children, Young People (0-25 years) & Families in Early Years, Schools, Colleges, in the Community and at Home in Watford, Three Rivers, Bushey & Radlett using a 'no wrong door and solution focused' approach

The Triage Team is a service dedicated to supporting Families, Children & Young People with Special Educational Needs, Disabilities, Mental Health & Emotional Well-being multi-complex needs to access appropriate services with confidence (with or without diagnosis)

For signposting and support parents, carers and professionals should contact Jan Crook (DSPL 9 Triage Lead):

jancrook@dspl9.org.uk

07715 415894



South West Herts Partnership (SWHP)

South West Herts Partnership is a family focussed/needs-led partnership working alongside children and their families to ensure access to a wide range of early support with a non-judgemental friendly approach. Our ethos is underpinned by principles of choice, flexibility and respect.

We offer a free and confidential family support service to families whose children attend any of the 69 schools that currently buy into our services.

Parenting can be one of the most difficult and challenging roles we undertake, especially in times of hardship or crisis. We work with families by helping them overcome social, emotional and physical barriers by giving them practical advice, support and the right tools and strategies. This enables them to feel more confident, improve self-esteem and achieve positive relationships. We believe that by supporting parents/carers with parenting skills, this will improve a child/young person's behaviour in the home and at school helping them to achieve their full potential and remove any barriers to learning.

You can access our service by approaching your child(ren)'s school. They will then make a decision on whether to refer to the Family Support Service.

We are an early intervention service and aim to prevent needs escalating to require intervention by more specialist services.

Referrals are through allocated schools only.

For further information please follow the link below:

<https://www.southwesthertspartnership.org.uk/home>

Herts Parent Carer Involvement (HPCI)

[HPCI](#) is a parent carer forum recognised by the Department for Education, HCC, Herts Valleys CCG and East & North Herts CCG as the parent carer forum for Hertfordshire. It began in 2010. HPCI work with education, health and social care services and providers to make sure the services they plan and deliver meet the needs of children/young people with SEND and their families. There is 1 HPCI members on the DSPL 9 board.



SENDIASS

Hertfordshire's Special Educational Needs and Disabilities Independent Advice and Support Services ([SENDIASS](#)) support CYP with SEND and their families on any issues relating to SEND. They provide unbiased information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools and other settings. Their [information zone](#) contains a wealth of information about anything relating to SEND within Herts.



For free impartial, professional SEND information, advice and support contact SENDIASS on 01992 555847

Families First


[Families First](#) is the term used in Hertfordshire for services that work together to support families who need extra help. Families First is available to all Hertfordshire families with children under 18 (25 if they have a learning need or disability). Families First Assessment (FFA) is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way. FFAs are voluntary, and require consent from parents or carers before they can begin.



Appendix 1

Integrated Services for Learning (ISL)

All statutory local authority SEND services are delivered through ISL, with integrated area teams for each quadrant. SEND officers, Educational Psychologists, the Attendance Team, Specialist Advisory teachers, ESMA and behaviour and integration support can all be found within ISL.




Integrated Services for Learning

Working together locally

We work closely with the Delivering Special Provision Locally (DSPL) partnerships. The map:

DSPL Areas

- 1) Hitchin, Letchworth, Baldock, Royston
- 2) Stevenage
- 3) Bishops Stortford, Sawbridgeworth, Buntingford, Watton at Stone, Hertford, Ware
- 4) Hoddesdon, Broxbourne, Cheshunt
- 5) Welwyn Garden City, Hatfield
- 6) Potters Bar, south Hatfield villages, Borehamwood
- 7) St Albans, Harpenden
- 8) Hemel Hempstead, Tring, Berkhamsted, Kings Langley
- 9) Watford, Three Rivers, Bushey, Radlett




Compliments and complaints

Compliments are always welcome and valued. They help us to plan service development. If you would like to pay a compliment to a member of one of the teams in ISL please do contact that member of staff. If you would like your compliment to be shared more widely then please contact the Team Manager of the particular ISL team that has been supporting your child or young person.

If you have a concern about the process or the service you have received please discuss directly with the member of staff who has been working with you in the first instance. If this does not resolve the issue please contact the Team Manager of that particular team.

SEND Services Survey

Your feedback is extremely important to us and will be used to help shape the services that you can access. If you would like to provide feedback on any SEND service that you have received please do so here: - <https://surveys.hertfordshire.gov.uk/s/SENDfeedback/>



Integrated Services for Learning

Working together locally


East Herts, Broxbourne, Welwyn & Hatfield

Spring 2020


ISL aims to provide an outstanding service to schools, settings and families so that children and young people succeed in their learning and are well prepared for adult life.

Working together locally in integrated teams we provide services for children and young people aged 0-25 who experience significant difficulties accessing or participating in learning. Our work includes direct intervention with individuals as well as advice and systemic support.


ISL Senior Management Team




Jennie Newman, Head of ISL
01438 845074
jennie.newman@hertfordshire.gov.uk




David Butcher, Area Manager
East Herts, Broxbourne, Welwyn and Hatfield
County Lead for Strategy, Performance and Quality Assurance
01992 556733
david.butcher@hertfordshire.gov.uk




Sally Glossop, Area Manager
North Herts and Stevenage
Strategic Lead for Statutory SEND 0-25
01462 453531
sally.glossop@hertfordshire.gov.uk



Richard Woodard, Area Manager
Watford, Three Rivers and Hemel Hempstead
County Lead for Access & Inclusion
01462 453224
richard.woodard@hertfordshire.gov.uk



Patricia Walker, Area Manager
St Albans and Dacorum
County Lead for SEND Specialist Advice and Support Service
01992 555552
patricia.walker@hertfordshire.gov.uk



ISL Integrated Services for Learning
working together locally

<http://www.hertfordshire.gov.uk/localoffer>

All schools within DSPL 9 should have a named link with a professional in each of the ISL teams that they can contact about specific issues. The ISL flier identifying the team that supports within DSPL9 can be found [here](#). Further information regarding each of the services and support within DSPL 9 can be found in the directory of support section of this handbook. To make a referral to one of the ISL teams, you should complete the Service Request (SR) form and the ISL Baseline Assessment form. These can be found by clicking [here](#) along with guidance notes. (Note - although the SR form is a PDF, it can be typed into directly.)

Appendix 2

HFL Education (Previously known as Herts for Learning)



HFL Education works with 99% of Hertfordshire schools, providing a broad range of education and business services, which support schools and settings in delivering improved outcomes for children. HFL Education staff come from different backgrounds and have different skill sets, but all share the belief that every young person, through access to a great education, should be able to realise their potential, regardless of where they live or their circumstances. <https://www.hertsforlearning.co.uk/>

SEND advisers offer extensive training to school staff across all phases, enabling them to secure expertise in supporting children and young people with special educational needs and disabilities.

The Lead HFL Education SEND Adviser is Louise Barrell.



Louise Barrell
Achievement Adviser, SEND

Email: louise.barrell@hertsforlearning.co.uk

From September 2022 three new SEND advisers are joining the team: Felicity Nichols, Natalie Fogden and Becky Rothwell.

The SEND training events for Autumn 2022 can be found [here](#).

HFL Education also works with the Eastern Partnership (SEND) to enable SENCOs in Herts schools and settings to access a range of training opportunities, including the [National Award for SEND Coordination](#) and the [EY CERTSEY award](#).