

Leicester City: Graduated approach and support for pupils with SEND needs
City Psychology Service, CEIPS & EWE teams

- Link EPs for all specialist settings/ DSP EP / INA EP
- Complex casework – EPs, EWE, CEIPs
- Emergency Reviews for Placement at-risk – support & challenge providers representing child/young person's best interests
- Critical Incident – CDOP, staff injury
- Training offer for all specialist settings – EPs, CEIPS & EWE
- EP Youth Justice casework in Youth Offending Institutions
- EP Post-16 / complex casework up to 25 years
- EWE SEP/APs complex casework across residential/out-of-area

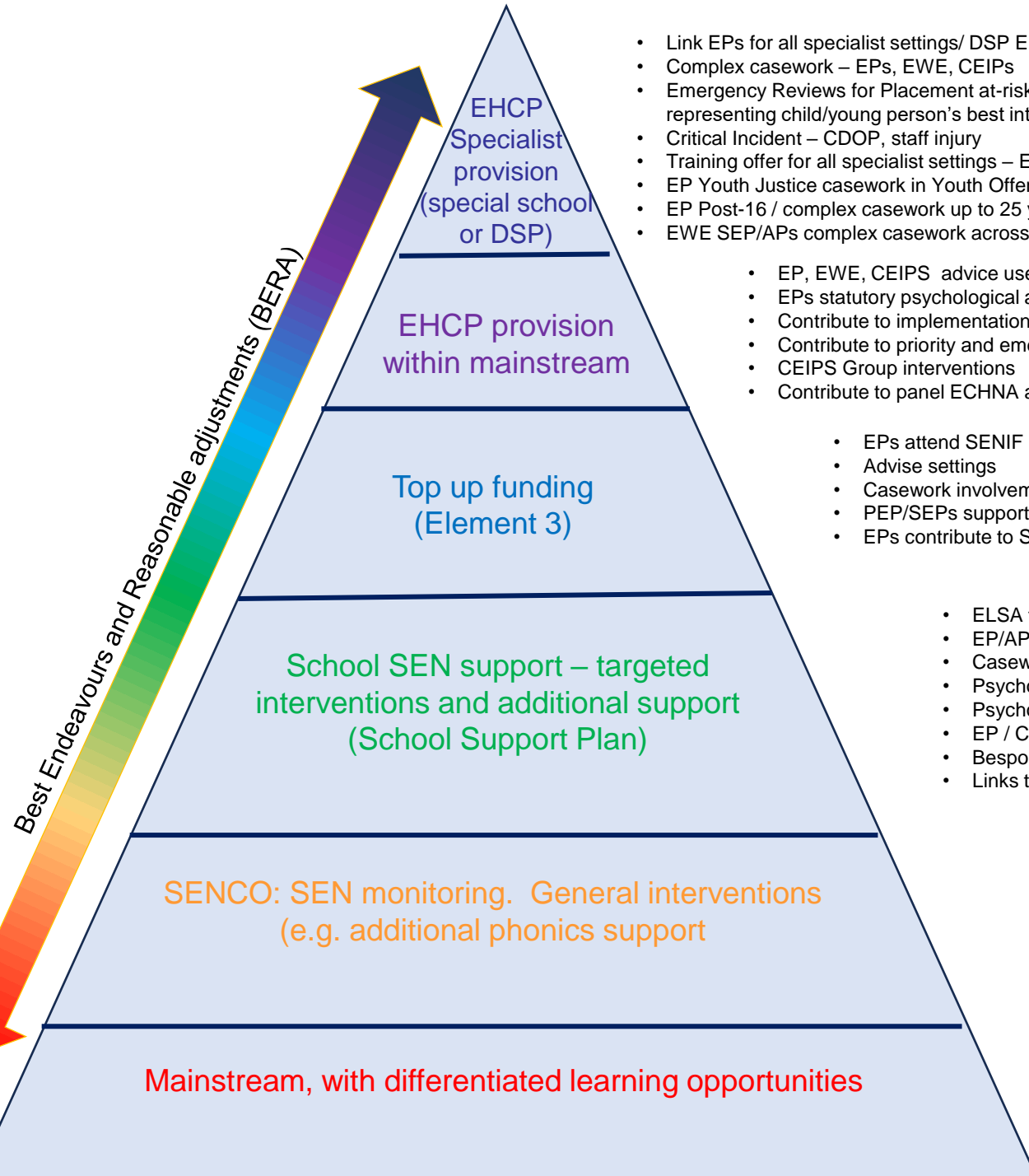
- EP, EWE, CEIPS advice used for EHCNAs,
- EPs statutory psychological advice,
- Contribute to implementation meetings for settings and schools,
- Contribute to priority and emergency annual reviews
- CEIPS Group interventions
- Contribute to panel ECHNA and RAP

- EPs attend SENIF & E3 funding panels
- Advise settings
- Casework involvement provide advice – EP, CEIPS, EWE, INA EP
- PEP/SEPs support LA Way Forward meetings
- EPs contribute to SEND Tribunal when necessary to represent case

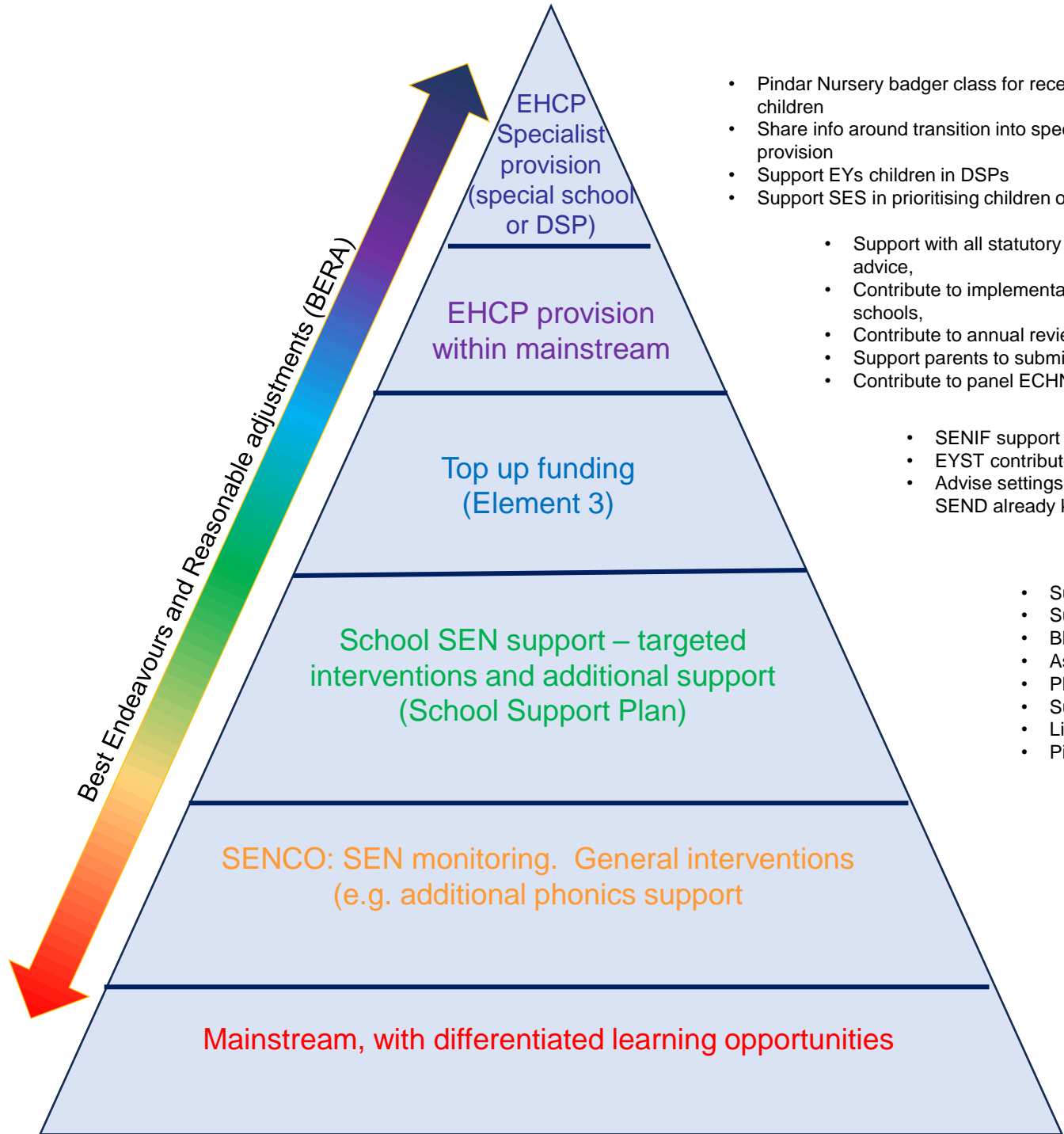
- ELSA training and supervision by EPs
- EP/APs group psychological interventions – e.g. anxiety, exam stress
- Casework consultations
- Psychological assessment
- Psychological interventions individual / group / family-based
- EP / CEIPS / EWE psychological interventions across home and education settings
- Bespoke school-based staff training – CPS Training Offer & bespoke e.g. self-harm
- Links to 16+ Prep for Adulthood (for SEND Support)

- Link EPs – Joint Planning Meetings to help prioritise whole school & casework
- Training on psychological models/approaches – Precision Teaching, Emotion Coaching
- Staff drop-ins
- EP initial consultation to help inform referrals for CEIPS
- EP consultations, Parent/carers workshops, Information evenings for parents/carers
- Early Help consultations

- Contributions to local area SEND events & multi-agency staff briefings about SEND
- Collaborative Action Research on What Works in special education teaching and interventions & psychological therapeutic interventions.



Leicester City: Graduated approach and support for pupils with SEND needs
[Early Years Support Team](#)



- Pindar Nursery badger class for reception children
- Share info around transition into specialist provision
- Support EYs children in DSPs
- Support SES in prioritising children on SSPP

- Support with all statutory processes, RSAs, statutory advice,
- Contribute to implementation meetings for settings and schools,
- Contribute to annual reviews
- Support parents to submit views.
- Contribute to panel ECHNA and RAP

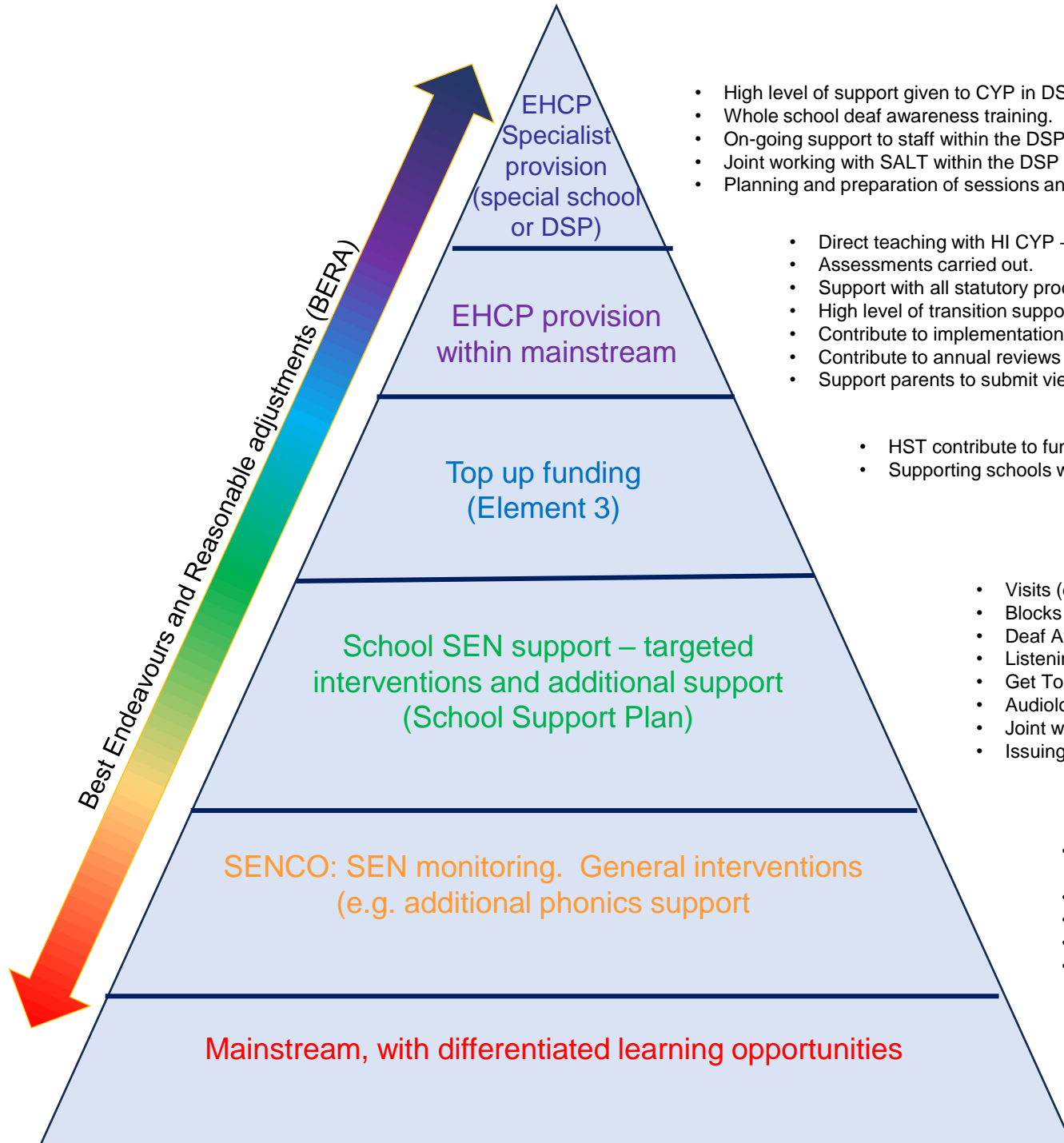
- SENIF support drop in sessions
- EYST contribute to funding panels
- Advise settings re new children with SEND already known to EYST

- Support for settings and schools around provision mapping
- Support around target setting for young children
- Blocks of home teaching for children who do not access pre-school,
- Assessments and advice for young children at settings or schools.
- Play and stay groups for children with SEND in localities within Family Hubs
- Support around transition into settings and schools
- Liaison and referrals to other agencies, education, health and social care
- Pindar Nursery

- JPMs with schools
- Planning meetings with settings
- Support around identification of emerging needs
- SEN monitoring of children on caseload
- Information around general interventions (e.g. additional phonics support)

- Inclusive provision document in the Early Years (Ordinarily available provision)
- SENCO training for new setting-based SENCOs
- Level 3 accredited SENCO training for experienced SENCOs.
- Early Years SEND advocate training for schools

Leicester City: Graduated approach and support for pupils with SEND needs
Hearing Support Team



- High level of support given to CYP in DSP.
- Whole school deaf awareness training.
- On-going support to staff within the DSP.
- Joint working with SALT within the DSP
- Planning and preparation of sessions and direct teaching with HI children

- Direct teaching with HI CYP – weekly/bi-weekly sessions
- Assessments carried out.
- Support with all statutory processes, RSAs, statutory advice,
- High level of transition support.
- Contribute to implementation meetings and to panel meetings e.g. ECHNA and RAP,
- Contribute to annual reviews
- Support parents to submit views.

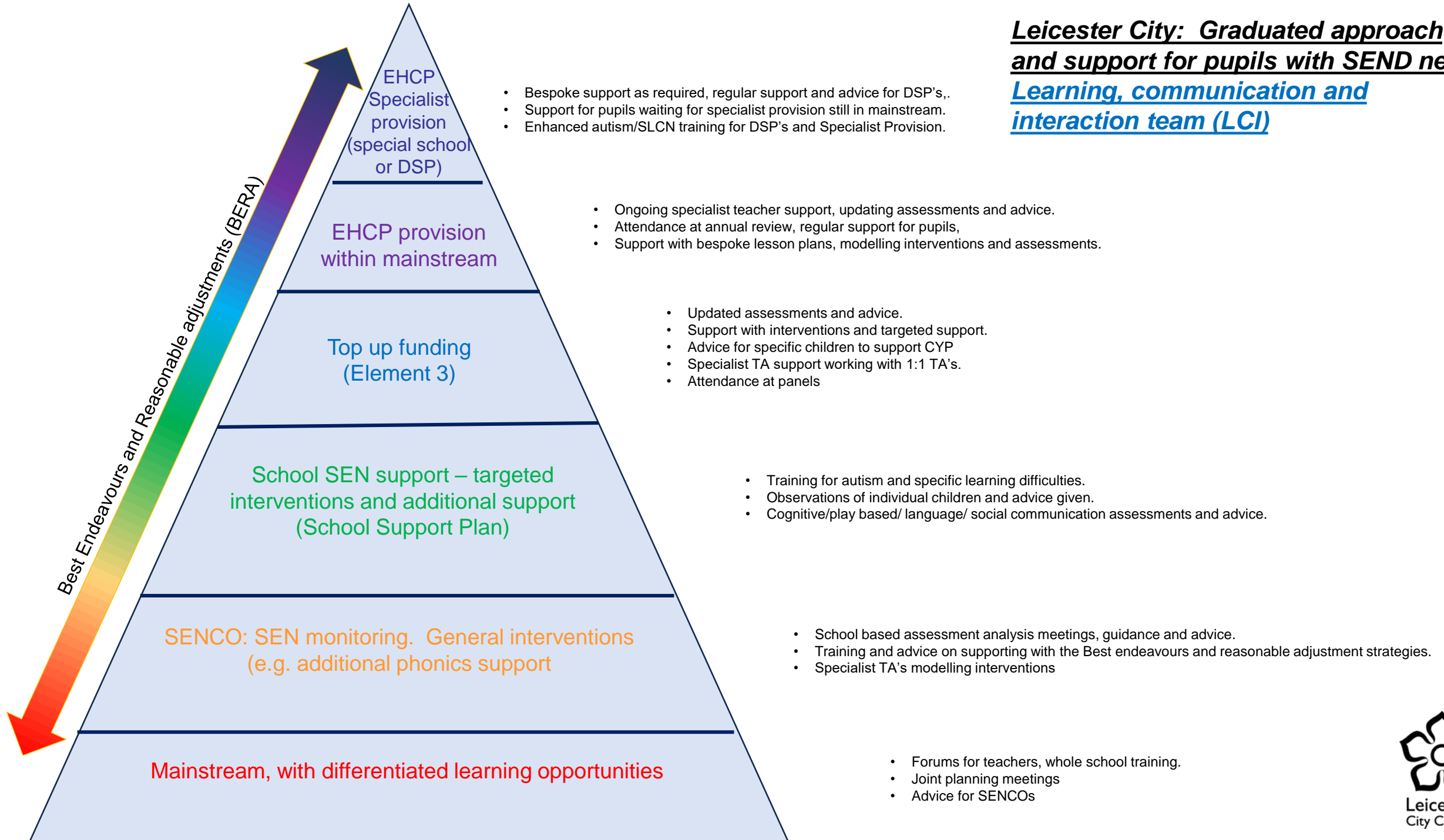
- HST contribute to funding panels
- Supporting schools with applications.

- Visits (depending on level of loss) to all HST CYP.
- Blocks of direct teaching sessions
- Deaf Awareness training to staff – understanding hearing loss and management of equipment.
- Listening questionnaires with all students to ensure best listening conditions for HI CYP.
- Get Together Days offered to HI CYP.
- Audiological support with equipment (hearing aids, CIs, ALDs).
- Joint working with local SALT.
- Issuing and management of ALDs (Assistive Listening Devices)

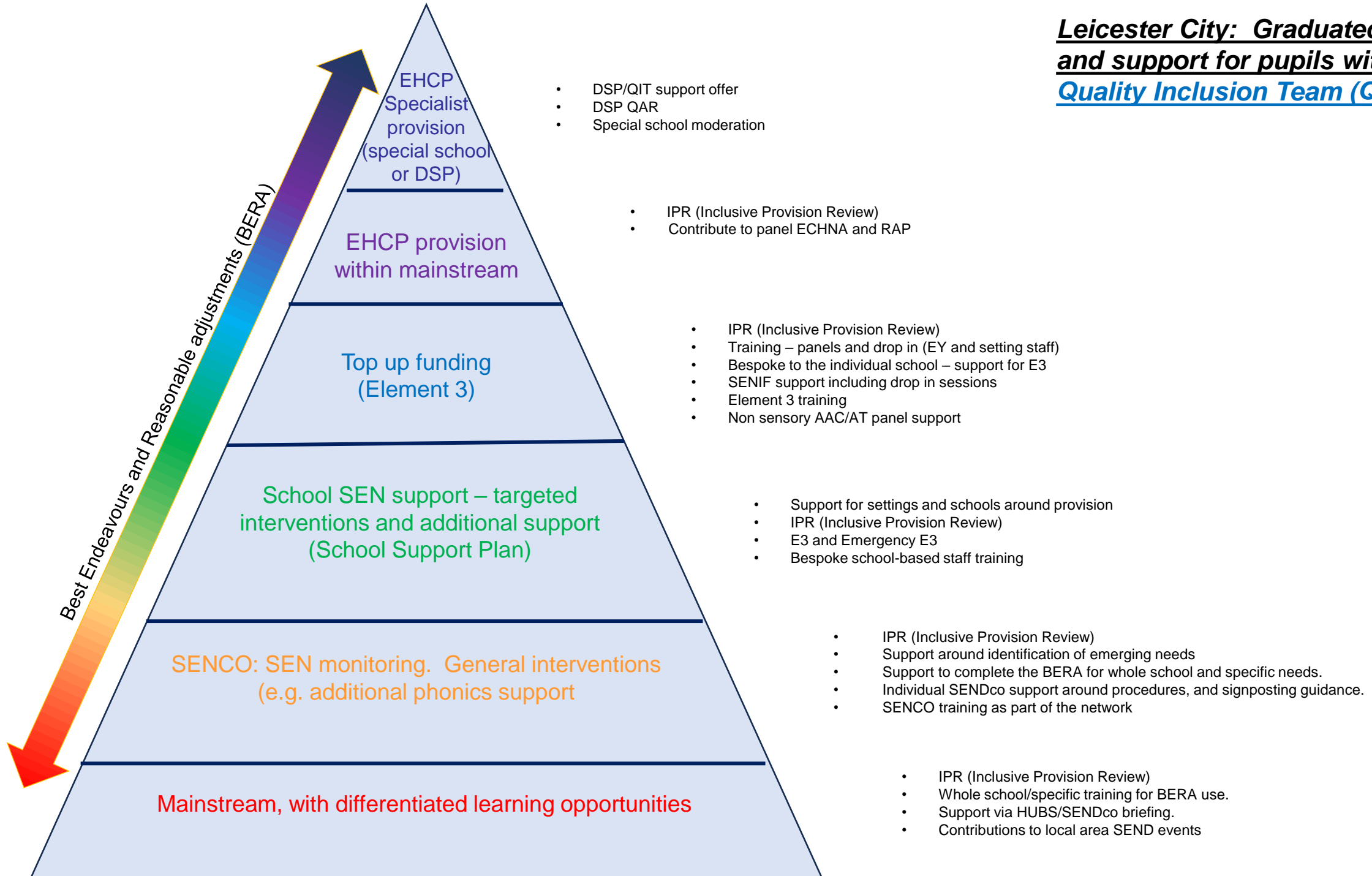
- Deaf Awareness training to staff – understanding hearing loss and management of equipment.
- HST PFA curriculum - independence
- Attend JPMs
- Liaise with families and hospital audiology.
- Exam Arrangements advice given.

- Hearing screens offered to all schools.
- Offer deaf awareness training to all schools.
- Acoustic measurements/assessments offered.

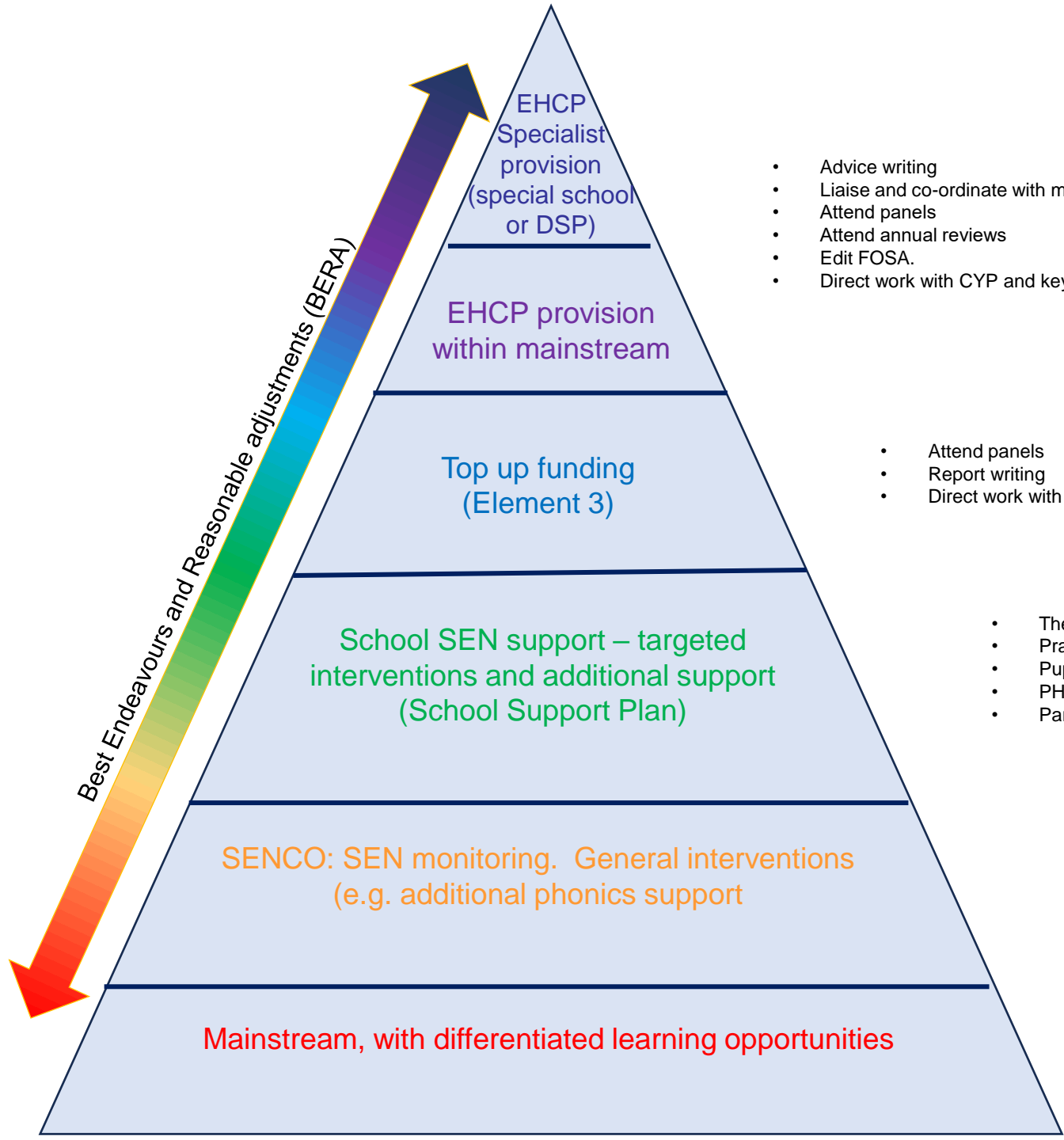
**Leicester City: Graduated approach
and support for pupils with SEND needs**
Learning, communication and
interaction team (LCI)



**Leicester City: Graduated approach
and support for pupils with SEND needs**
Quality Inclusion Team (QIT)



Leicester City: Graduated approach and support for pupils with SEND needs
Social, emotional, mental health team (SEMH)



- Advice writing
- Liaise and co-ordinate with multi-agencies
- Attend panels
- Attend annual reviews
- Edit FOSA.
- Direct work with CYP and key adults

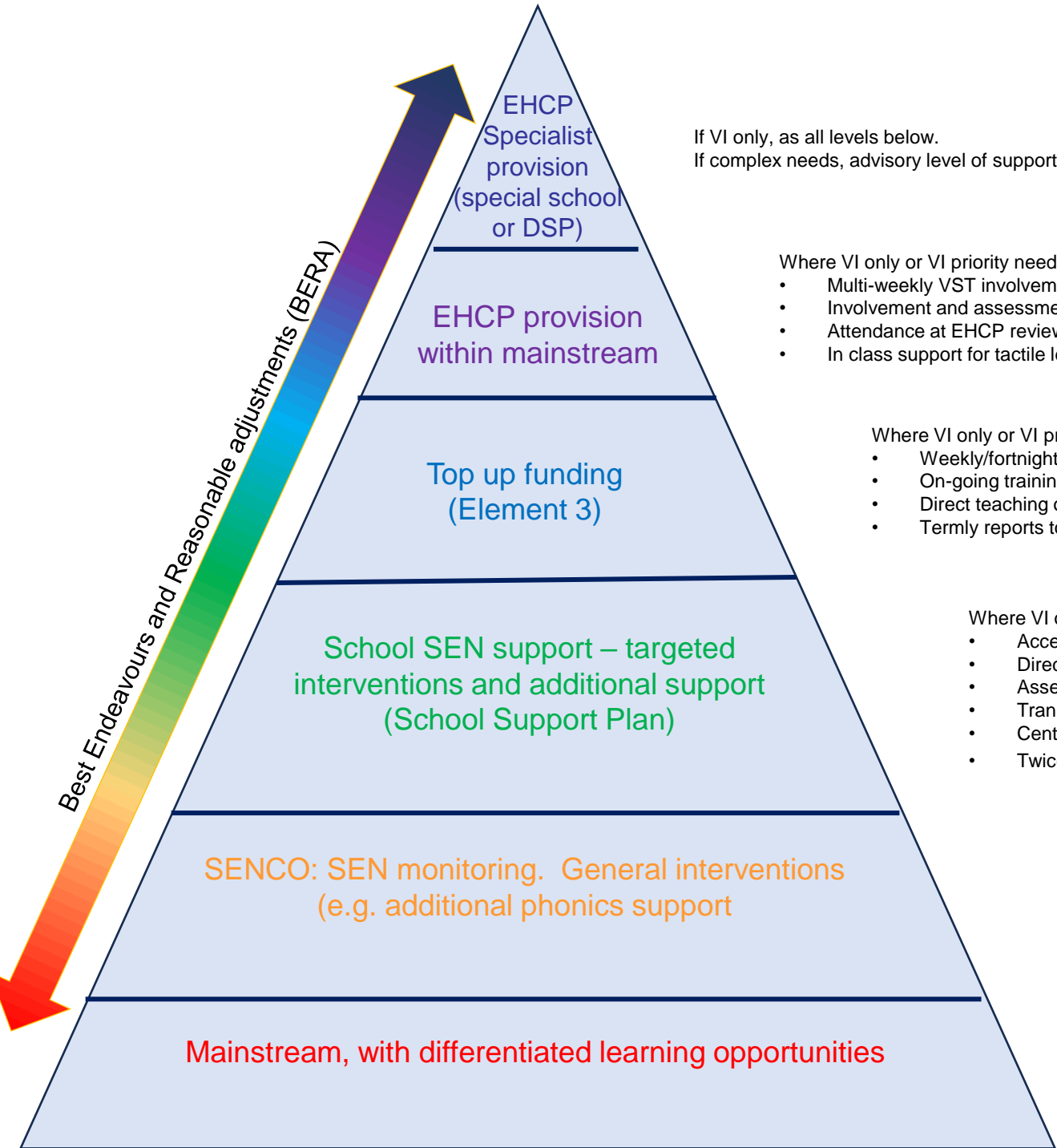
- Attend panels
- Report writing
- Direct work with CYP/key adults

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| <ul style="list-style-type: none"> • Theraplay informed practices • Practitioner work • Pupil Voice • PHP • Parent Contract | <ul style="list-style-type: none"> • Group Interventions • Circle of adults • Solution focused circles • Drawing and talking • Review Meetings • Assessments , |
|--|--|

- Assessments e.g Boxall Profile
- Practitioner work
- Pupil Voice
- BERA support specific to individuals

- BERA guidance to apply whole school.
- Training, workshops, forums and CPD
- Theraplay informed practices

Leicester City: Graduated response and support for pupils with SEND needs
Vision Support Team



If VI only, as all levels below.

If complex needs, advisory level of support including some provision below, where appropriate.

Where VI only or VI priority need, as all levels below, plus:

- Multi-weekly VST involvement
- Involvement and assessment for EHCNA
- Attendance at EHCP review, with report as needed.
- In class support for tactile learners in technical subjects, e.g. maths, science, food tech.

Where VI only or VI priority need, as all levels below, plus:

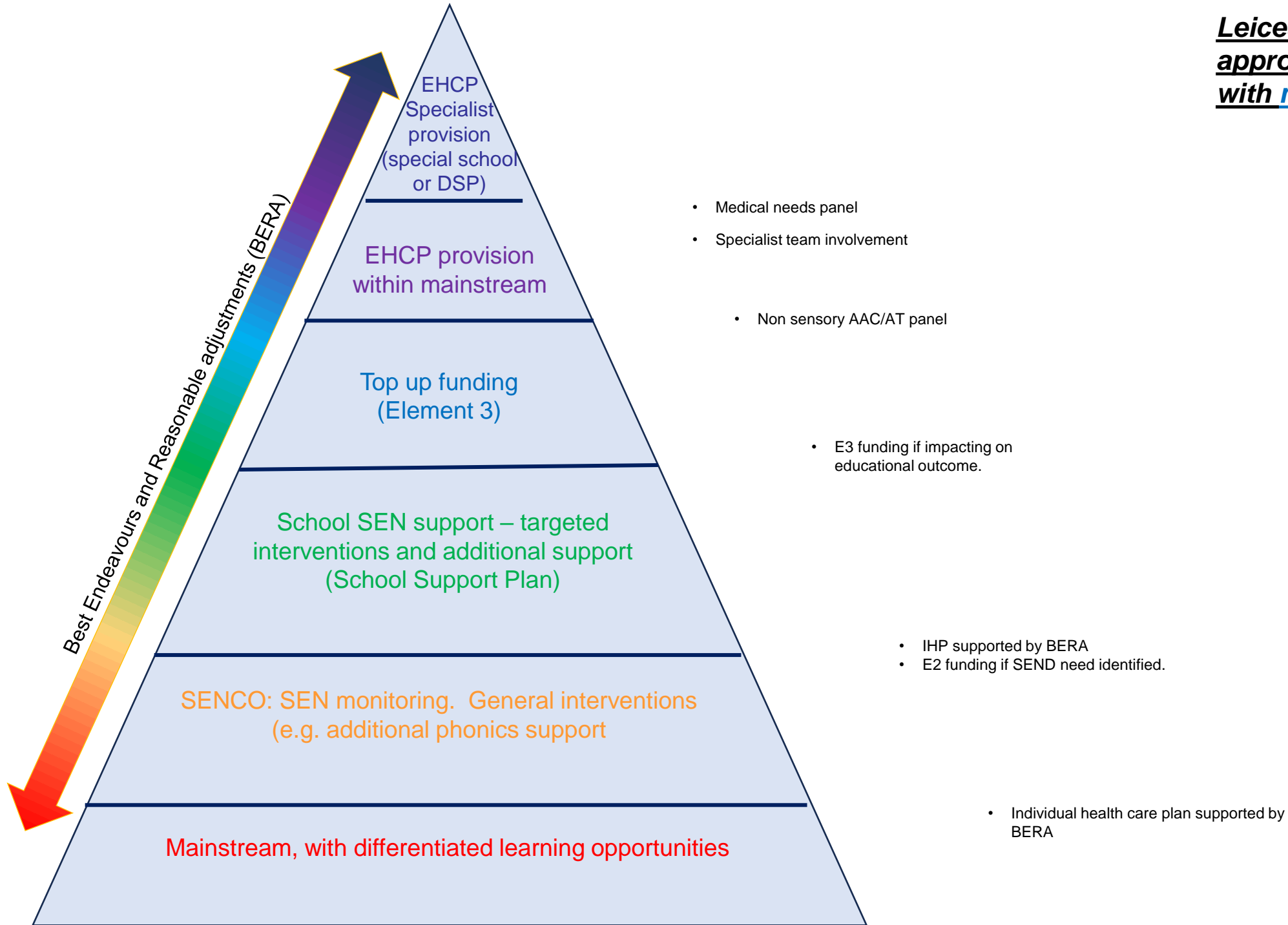
- Weekly/fortnightly VST involvement
- On-going training for school staff within the setting.
- Direct teaching of vision and communication skills in school/college, the home and EY settings
- Termly reports to parents/settings detailing progress and targets for specialist skills.

Where VI only or VI priority need, as all levels below, plus:

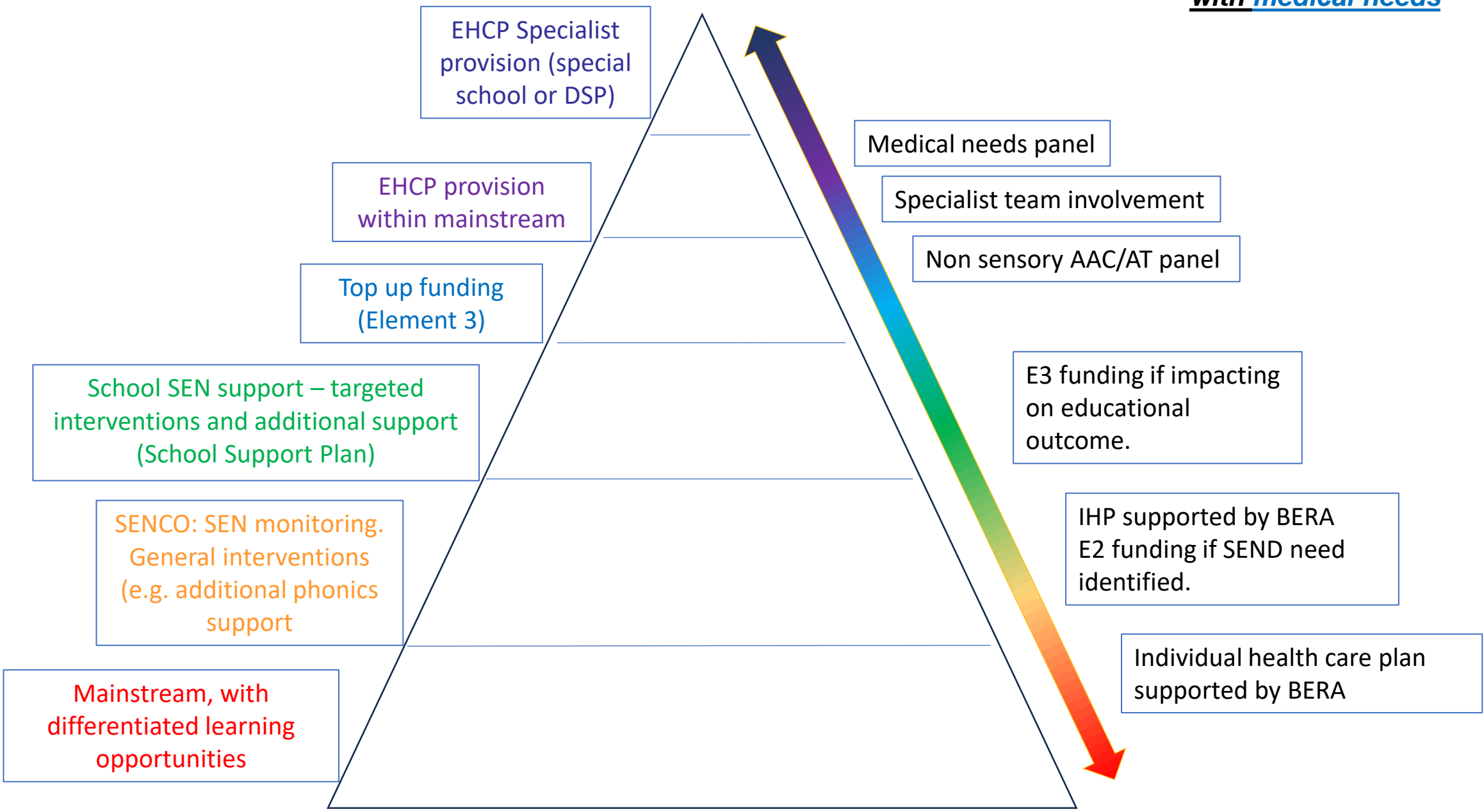
- Access to VST taught habilitation programmes, i.e. ITT, ILS, long cane.
- Direct teaching: touch-typing, braille, self-advocacy, specialist IT, careers.
- Assessment and loan of specialist VI assistive technology.
- Transition support including school and college visits.
- Central SATs modification service
- Twice yearly reports to parents/settings detailing progress and targets for specialist skills.

- Functional vision assessments
- Annual access advice (written in line with CFVI and BERA)
- Central training offer
- School visits to advise on curriculum access with report
- Provision of modified resources
- Access to habilitation support, i.e. environmental audits and reports, sighted guide training
- Signposting families to other organisations
- Provide opportunities for CYPVI and families to meet and network beyond school
- Regular communication and support for families at all levels: email/phone/home visits, reports, termly newsletters
- VST SENCO update Newsletters (termly)
- Assessment for exam access arrangements and liaison with exams officers.
- Joint working with all health professionals throughout

Leicester City: Graduated approach and support for pupils with *medical needs*



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The Three-tier Model for Alternative provision

