



Section 6 - SEND & Inclusion Toolkit




Useful resources

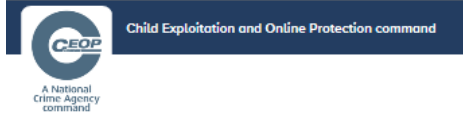
Children and Young People's Services



Useful resources

General SEND & Inclusion

<p>Statutory guidance SEND code of practice: 0 to 25 years</p>	<p><u>SEND Code of Practice 0-25</u></p>
<p>Guidance Equality Act 2010: advice for schools</p>	<p><u>Equality Act - Guidance for Schools</u></p>
	<p><u>Index for Inclusion</u></p> <p>The Index for Inclusion is a set of materials to guide schools through a process of inclusive school development. It is about building supportive communities and fostering high achievement for all staff and students.</p>
	<p><u>Council for Disabled Children (CDC)</u></p> <p>They are the umbrella body for the disabled children's sector bringing together professionals, practitioners and policy-makers.</p>
<p>Guidance Local area SEND inspection: guidance for inspectors</p>	<p><u>Local Area OFSTED Inspection Handbook</u></p>
<p>Statutory guidance Keeping children safe in education</p>	<p><u>Safeguarding</u></p> <p>Keeping children safe in education - statutory guidance for schools and colleges.</p>
	<p><u>Durham Safeguarding Children Partnership</u></p> <p>Provides the Single Assessment Referral Form you need to make a referral. You can also access a range of information including procedures and assessment tools. The links on the left hand side of this page is about sharing information in order to help and assist professionals in safeguarding and promoting the welfare of children and young people.</p>



Child Exploitation and Online Protection



Local Offer

Gives information to professionals of what's on offer in the local area (including support groups) for all children and young people, including those with special educational needs and/or disabilities. Most of the SEND referral forms are in the Templates, Referral forms and Reports section.






National Association for Special Educational Needs











Supporting pupils with medical conditions at school

General Teaching and Learning

<p>Guidance School inspection handbook</p>	<p><u>School Inspection Handbook</u> <u>Early years Handbook</u></p>
	<p><u>The Education Endowment Foundation (EEF)</u></p> <p>Is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents.</p>
	<p><u>The Sutton Trust</u></p> <p>Is a 'do' tank. They commission regular research to influence policy and to inform our programmes to improve social mobility through education.</p>
<p>The Rochford Review: final report</p> <p>Review of assessment for pupils working below the standard of national curriculum tests</p>	<p><u>Rochford review</u></p> <p>The review of statutory assessment arrangements for pupils working below the standard of National Curriculum tests.</p>
<p>Collection National curriculum</p>	<p><u>The national curriculum</u></p>
<p>Statutory guidance 2018 key stage 1: assessment and reporting arrangements (ARA)</p>	<p><u>2018 key stage 1: assessment and reporting arrangements (ARA)</u></p>
<p>Statutory guidance 2018 key stage 2: assessment and reporting arrangements (ARA)</p>	<p><u>2018 key stage 2: assessment and reporting arrangements (ARA)</u></p>
<p>Guidance Disapplying aspects of the national curriculum</p>	<p><u>Disapplying aspects of the national curriculum</u></p> <p>Guidance explaining when and how to dis-apply aspects of the national curriculum to meet pupils' particular needs.</p>
<p>Exam regulation and administration</p>	<p><u>Exam regulation and administration</u></p> <p>Requirements, complaints, apply to be regulated, Ofqual guidance and reports.</p>
 <p>FOUNDATION YEARS Great early years & childcare</p>	<p><u>Foundation years – Great Early Years and Childcare</u></p>

Autism Spectrum

	<p><u>Incredible 5 Point Scale (Mitzi Curtis and Kari Dunn-Buron)</u></p>
<p>Venturing into Play: a play skills profile for children with autistic spectrum disorders</p>	<p><u>Ways of assessing children on the spectrum outside of NC/EYFS:</u> Caroline Smith's VIP Play Skills Profile</p>
	<p><u>Autism Education Trust's Schools Autism Progression Framework</u></p>
	<p><u>'The Explosive Child' and website, Ross Greene</u></p>
	<p><u>Information on girls and autism</u></p>
	<p><u>Info on social stories and comic strip conversations</u></p>
	<p><u>Girls and Autism – Flying under the radar</u></p>
	<p><u>A Box of Ideas – lots of practical tips on executive functioning for all ages</u></p>
	<p><u>Information from Carol Gray on Social Stories</u></p>
<p>Useful books</p>	<ul style="list-style-type: none"> • Lego®-Based therapy by Daniel B. LeGoff • Time to Talk – Alison Schroeder • Can I Tell You About Autism & Aspergers, Jude Welton • Talkabout books, Alex Kelly

Cognition & Learning

If a child/young person has difficulties with an aspect of their learning it is important to develop a clear picture of their individual strengths and weaknesses and implement interventions that meet these needs. Some of the websites below have useful resources and ideas that can be accessed irrespective of any 'diagnosis' or identification.

If, as a school SENCO, you require additional support to understand an individual's learning profile please contact the Educational Psychology or Cognition and Learning team on 03000 263 333.

 <p>3 steps to dyslexia aware teaching</p> <p>INTERVENTION Dyslexia Quest</p> <p>ASSESSMENT Dyslexia Quest</p> <p>ONLINE DYSLLEXIA TRAINING</p>	<p><u>Nessy Learning Programme</u></p>
 <p>SPEECHMARK</p> <p>Practical, trusted resources for practitioners across education, health and social care</p>	<p><u>Speechmark</u></p> <ul style="list-style-type: none"> • Provides a collection of purchasable resources and books designed for educational professionals.
	<p><u>Smartkids</u></p> <ul style="list-style-type: none"> • Contains a range of purchasable teaching & learning materials. • Appropriate for children & young people of all abilities and ages.
	<p><u>ldonline</u></p> <ul style="list-style-type: none"> • American site for teachers, parents and pupils. • Down-loadable articles and tips for teachers. • Free newsletter. • Easy to navigate. • Can be read by text reading software.
	<p><u>Bdadyslexia</u></p> <ul style="list-style-type: none"> • Contains a wealth of information on all aspects of dyslexia. • Information sheets (e.g. on useful resources) can be downloaded and/or printed out. • Colours and fonts can be changed for easier reading. • A text reader is available. • The website is regularly updated.



Iamdyslexic

Designed and ran by Simon, a dyslexic pupil.

- Child and adult friendly – easy to navigate.
- Useful tips for pupils, teachers and parents.
- Resources made by Simon can be purchased on-line.
- Links to other websites.
- Interactive message board and “kid zone” for quizzes (regularly updated).



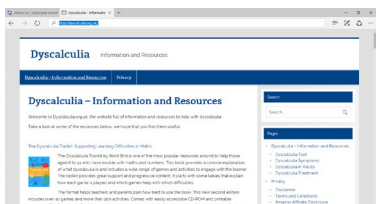
Dyslexia

- Support forum for parents.
- Links to other sites.
- Updates of new research.



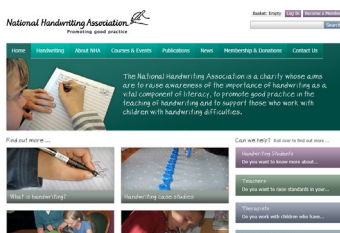
Dyspraxiafoundation

- Advice and information on all aspects of dyspraxia
- Links to local support groups
- Online advice centre
- Newsletter
- Links to other sites.



Dyscalculia

- Information related to dyscalculia
- Links to support resources
- Links to other sites.



Nha-handwriting

- Guidance for teachers, students, therapists and parents
- Wealth of handwriting resources and information
- Provides information related to courses and events
- Links to other sites.



EyeCanlearn

- contains eye exercises to develop visual processing skills.



Information and free downloadable resources related to various aspects of SEN



Cricksoft

- Reading & writing software for all abilities
- Clicker 7 (primary aged pupils)
- DocsPlus (secondary aged pupils and older).



Widgit

- Use InPrint 3 software to create symbolised resources & materials for children of all ages and abilities.



Durham SEND and Inclusion App Resource

- Interactive PDF created by professionals from the SEND & Inclusion Service in Durham
- contains a range of apps which may be beneficial for children & young people with SEND
- designed as a useful starting point to signpost parents, school staff and professionals to appropriate apps.



The Communication Trust

Is a coalition of over 50 not-for-profit organisations. Working together we support everyone who works with children and young people in England to support their speech, language and communication.



I Can – helping children communicate



St. Michael's English Hub, Bishop Middleham



Eiklan – specialist training for Early Years Practitioners

Social, Emotional & Mental Health (SEMH)

Sebda | Promoting the social and emotional well being of children and young people

SEBDA

Is a charitable organisation which exists to promote excellence in services for children and young people who have social, emotional and behavioural difficulties.



Thrivingfutures

Rachel Symons

Thriving Futures, a whole school curriculum response to addressing the social and emotional welfare needs of secondary school pupils

Sheu

Thriving Futures, a whole school curriculum response to addressing the social and emotional welfare needs of secondary school pupils.



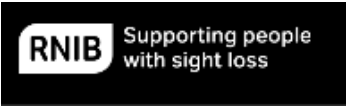












Minded



Annafreud

Visual & Hearing Impairment

	<p><u>Blind Children UK</u></p>
	<p><u>National Deaf Children's Society</u></p>
	<p><u>Royal National Institute of Blind People (RNIB)</u></p>
	<p><u>Royal Blind Society</u></p>
	<p><u>Blacksheepress</u> (Black Sheep Press – language development)</p>
	<p><u>Winslowresources</u> (Winslow Press Literacy Language Resources)</p>
	<p><u>Routledge</u> (Speech Marks - language development resources)</p>
	<p><u>Smartkids</u> (Smart Kids - language development resources)</p>
	<p><u>Superduperinc</u> (An American company - many language development resources which can be bought through UK companies)</p>
	<p><u>Easylearn</u> Easy Learn -(Language development resources)</p>

	<p><u>Natsip</u> (National Sensory Impairment Partnership – a site for information for all teaching hearing and visually impaired pupils).</p>
	<p><u>Signature</u> (Awarding body for British Sign Language Examinations).</p>
<p>The Ear Foundation Hearing & Communicating in a Technological Era</p> 	<p><u>Earfoundation</u> The Ear Foundation - bridging the gap between clinic-based services, where today's exciting hearing technologies, such as cochlear implants & bone conducting hearing implants are fitted, and home, school and work where they are used in daily life.</p>

VI & HI large print/braille, tactile and audio books

R N I B

[Rnib](#)

[Rnibbookshare](#)

An online collection of downloadable learning resources for anyone who has trouble reading print.



[Access2books](#)

Sell children's books in giant print and braille with adapted print images.



[Readingsight](#) a wealth of Information about reading for people with a visual impairment.



[Livingpaintings](#)



[Clearvisionproject](#)



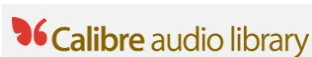
[Tactilebooks](#)

Further information on tactile books and their creation.



[Bagbooks](#)

Produce multisensory stories for people with severe learning difficulties or profound and multiple learning disabilities.



[Calibre](#)

Run a library of audiobooks for anyone who cannot read print, including a special selection for children/young people.



[Audible](#)

Apps for reading books such as the Kindle app.

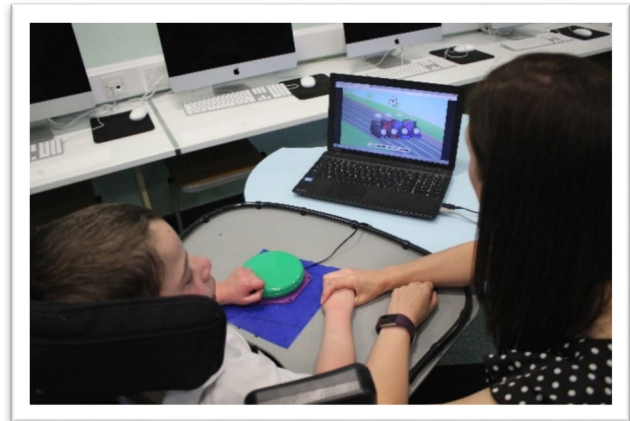
Auxiliary Aids

Requirement to provide auxiliary aids

Currently within County Durham there is a review into the provision of aids and adaptations in schools and settings with the aim of having one common approach to the identification and provision of auxiliary aids. Whilst this review is on-going, the following information should be used in the interim.

Some children and young people with special educational needs and disabilities (SEND) will require auxiliary aids and services in order to attend school, access the curriculum, make progress and achieve their full potential.

Auxiliary aids and services refer to anything that provides additional support or assistance to a disabled pupil, such as a piece of equipment or support from a member of staff. Some children who require these aids may have an EHCP and the auxiliary aid and/or service that is required to meet their needs will be shown on their plan. However, not all children who require auxiliary aids will have an EHCP.



Although there is no legal definition of what constitutes an auxiliary aid or service, the English Oxford Living Dictionary's definition (2018) is a useful starting point and defines auxiliary as *"providing supplementary or additional help and support."*

Many children and young people with SEND will have their needs met by their Early Years provider, school or college through good classroom practice and, in some cases, by making reasonable adjustments, for example by providing:

- routine curriculum resources including writing frames, word banks, writing mats, visual timetables, cue cards, alphabet cards/strips, practical equipment etc.
- coloured overlays to relieve visual stress when reading,
- alternative pens or pencils,
- access to appropriate assistive technology solutions including software and hardware,
- height adjustable desks and postural supportive seating which promotes correct functional positions and ease of access to activities,
- appropriate levels of adult support.

Schools are legally required to make reasonable adjustments for a child or young person with a disability. A summary of this duty is:

- Where something a school does, places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Getting the right equipment in place in a timely manner is important to help a child or young person's learning, development, confidence and promote independence and self-help skills. The SEND & Inclusion Service and Children's Speech and Language Therapy Service have a number of specialist staff who can provide guidance and support regarding the provision of such aids and adaptations.

In County Durham there are currently five pathways for support and advice, dependent on the child's or young person's main area of difficulty and/or their age. Please contact the appropriate team outlined below for further information.

Early Years Team Pathway

This pathway is for children aged 0-5 years with complex needs who:

- access early education entitlement and/or childcare and have a special educational need or disability and have a SEND support plan or EHCP.

The Early Years Team aim to improve the outcomes for young children with SEND by:

- increasing the confidence, knowledge and skills of everyone working with the child in order to remove barriers to learning,
- helping to identify ways of supporting children and their families within their communities,
- promoting best practice within Early Years settings,
- working with partners in education, health and care services.

Early Years Team advisors offer support and advice to settings in Durham in all areas of early years, childcare and education.

For more information contact:

Early Years Development Team

Durham County Council

County Hall

DH1 5UJ

Telephone: 03000 268 921

Email: earlyyears-send@durham.gov.uk

Assistive Technology Pathway

This pathway is specifically for children and young people who are of school age (Reception – Year 11). For children aged 0-5 years, please use the Early Years Pathway. For young people aged 16-25 years, please use the Improving Progression Pathway.

Assistive Technology is an umbrella term used to describe technological aids and adaptations to support individuals with a disability. Assistive Technology can help children and young people who have difficulty speaking, reading, writing, remembering, seeing, hearing, learning and moving. Different disabilities require different assistive technologies.

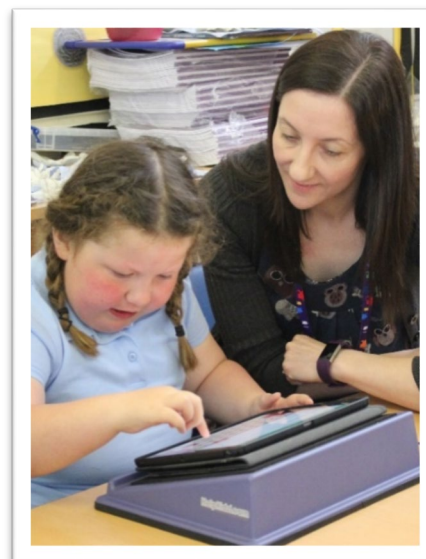
The Cognition & Learning Team has a specialist Advisory Inclusion Teacher (AIT) for Assistive Technology who can offer assessment, advice and support regarding appropriate aids and adaptations for children and young people with **physical difficulties and/or learning difficulties** to support their learning and access to the curriculum.

Following discussions with parents/carers and the child or young person (if appropriate), schools can request Assistive Technology input by completing the '[Cognition and Learning, Movement and Sensory Referral Form](#)' on Durham's Local Offer Website.

The Cognition & Learning Team operate a small library of assistive technology aids to be loaned to schools on a short-term basis for trial and evaluation.

Examples of equipment available for short-term loan include:

- Laptops
- Touchscreen devices and tablets
- Eyegaze device
- Alternative keyboards e.g. Big Keys, Kid Glove
- Alternative mouse device e.g. rollerball, joystick
- Switches
- Switch interfaces
- Specialist software to access the curriculum, enhance learning and support the recording of written work.



For more information contact:

Julie Brown

Advisory Inclusion Teacher for Assistive Technology

Cognition & Learning Team

Education Development Centre, Enterprise Way

DL16 6YP

Telephone: 03000 263 333

Email: Cognitionandlearning@durham.gov.uk

Augmentative and Alternative Communication (AAC) Pathway

This pathway is for all children and young people aged 0-25 years who live in County Durham, or are registered with a County Durham GP and have a recognised speech and language difficulty that requires an assessment to determine the need for equipment to support or replace their spoken communication.

The term Augmentative and Alternative Communication (AAC) covers a wide range of techniques that support or replace spoken communication. AAC techniques use a person's abilities, whatever they are, to compensate for their difficulties with speech and to make communication as quick, simple and effective as possible when speech is impaired. The techniques include; eye pointing, signing, symbol communication boards and books, as well as powered and computerised devices such as voice output communication aids (VOCA's).

The Children's Speech and Language Therapy Service have an open referral system, this means that:

- parents/carers can refer their child without going through their school, GP or any other service
- young people can refer themselves, if they are able to make that decision for themselves
- any professional can make a referral as long as they have consent from parents/carers, or the young person themselves (if appropriate).

Referral forms are available from the Children's Speech & Language Therapy Service website www.nth.nhs.uk/services/speech-language-therapy/children/

For more information contact:

Children's Speech and Language Therapy
Out of Hospital Care Services
University Hospital of Hartlepool
Holdforth Road
Hartlepool
TS24 9AH
Tel: 01429 522 717
Fax: 01429 522 722
Email: nth-tr.sltadmin@nhs.net

Occupational Therapist for SEND & Inclusion Pathway

This pathway is for children and young people age 0 - 25 years who live in County Durham, attend an educational setting and have a physical disability, medical need or functional difficulty.

Some children and young people with medical and physical needs may also require specialist aids and equipment for manual handling, mobility, seating, toileting and to access to buildings. They may also require equipment and aids identified as part of a therapy or rehabilitation programme to strengthen and maintain physical abilities, such as standers, walkers, etc.

The SEND & Inclusion Service has an Occupational Therapist (OT) who can offer assessment, advice and support regarding appropriate aids and adaptations for children and young people with physical disabilities or medical needs. Referrals can be made directly to the OT for SEND & Inclusion via email and/or phone call.

For more information contact:

Gurby Sandhu
Occupational Therapist for SEND & Inclusion
Education Development Centre
Enterprise Way
Durham
DL16 6YP
Telephone: 03000 263 333

Sensory Team Pathway (Visually and Hearing Impaired)

This pathway is specifically for children and young people who:

- have a medical diagnosis of a visual and/or hearing impairment
- are known to the Sensory Team (0-25 years)*
- are identified as having a moderate, severe or profound impairment following an assessment of their needs
- live in County Durham or attend a school, academy or college in County Durham.

* meet the Statutory requirement/ NatSIP eligibility criteria for involvement from the Sensory Team.

The Sensory team comprises of a mix of professionals with additional expertise in working with children and young people with hearing and visual impairment. All teachers have the mandatory qualification for teachers of children with sensory impairment. Other members of staff include a specialist speech therapist, habilitation specialist, communication support workers, deaf worker, social worker and specialist support staff. The Sensory team can offer advice and support regarding appropriate aids and adaptations for children and young people with **a visual impairment and/or hearing impairment**. Individual needs are discussed with children and young people, parents/carers and schools.

HI Equipment- Radio Aids

These are currently provided and maintained by the service following assessment of the child's need.








VI Equipment

Following assessment the VI team will recommend particular pieces of appropriate equipment. They operate a small library of these assistive technology aids to be loaned to schools on a short-term basis for trial and evaluation for example, electronic magnifiers, CCTV, screen readers etc.









For more information contact:

The Sensory team
C/o Belmont C of E Primary School
Buckinghamshire Road
Durham
DH1 2QP
Telephone: 03000 264 530
Email: CYPSSensoryTeam@durham.gov.uk

Preparing for Adulthood

	<u>Preparing for Adulthood</u>
<p>Careers helpline for teenagers</p>	<u>Helpline for Teenagers</u>
	<u>Careers Advice for Parents</u>
	<u>Help4TEENS</u>
	<u>Excellence Gateway</u>
<p>National Careers Service</p>	<u>National Careers Service</u>
	<u>SENDIASS</u>
	<u>UCAS</u>
<p>Apprenticeships, traineeships and internships Hiring and training opportunities, pay and conditions, finding someone for your business, guidance and templates for employers.</p>	<u>National Apprenticeships</u>
	<u>Durham Works</u>
<p>Guidance Providing supported internships for young people with an EHC plan</p>	<u>Supported Internships</u>
<p>Guidance 16 to 19 study programmes: guide for providers</p>	<u>Study Programme Guidance</u>
<p>Guidance High needs funding: operational guide 2017 to 2018 <small>Updated 6 March 2017</small></p>	<u>High Needs Funding</u>

For parents/carers and young people

	<p><u>County Durham Families Information Service</u></p> <p>Gives information about what's on offer in the local area for all children and young people, including those with special educational needs and/or disabilities.</p>
	<p><u>Young Minds</u></p> <p>Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people.</p>
	<p><u>Erase Abuse</u></p> <p>Website can be used for signposting if the young person lives in County Durham and Darlington and they want to find out more information about sexual exploitation.</p>
	<p><u>Talking Point</u></p> <p>Talking Point give parents and carers the information they need about communication and how to help their children develop these skills.</p>
	<p><u>Making Changes Together</u></p> <p>Making Changes Together Durham is for parents and carers of children with disabilities or additional needs.</p>
	<p><u>SENDIASS</u></p> <p>Durham SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.</p>
	<p><u>Contact</u> (Previously known as 'Contact a Family')</p> <p>Supports families with the best possible guidance and information.</p>
	<p><u>MindEd</u></p> <p>Is a new website hoping to transform mental health support for relatives in difficulty and crisis.</p>



The National Autistic Society

We provide information, support and pioneering services, and campaign for a better world for autistic people.



The Charlie Waller Memorial Trust

- Equip young people to look after their mental well being.
- Help people to recognise the signs of depression in themselves and others so they know when to seek help.
- Ensure expert and evidence-based help is available when people need it.