

Support Services
for Education



Packages and
services for
supporting
Vulnerable
Learners

Support Services For Vulnerable Learners

Service Brochure

supportservicesforeducation.co.uk

Somerset
County Council



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Introduction

Support Services for Education (SSE)

Support Services for Education (SSE) is a traded unit within Somerset County Council that offers a wide variety of support services to all education providers, including schools, academies, Further Education colleges, Early Years providers, childcare settings, Local Authorities and other establishments. As a public sector trading unit we provide the right balance between public sector ethos and commercial practice.

Here at SSE we have no financial shareholders and operate a not for profit business model; any surplus that we generate is reinvested to improve outcomes for children and young people. This ensures that we deliver great value services that are continually improving.

Support Services for Children and Young People with Special Educational Needs (SEN) and Other Needs

SSE has extensive experience and expertise in delivering specialist support services for children and young people with special educational needs (SEN) and other needs.

This brochure provides a brief overview of our specialist services and the ways in which we can support EY settings, Schools and colleges/Further Education establishments with students with SEN and/or other needs.

How to Get in Touch

If you would like further information regarding any of the services within this brochure, please contact us using the details listed under each service entry, or alternatively you can contact us using the details below:

Telephone: 01823 348266

Email: SSE@somerset.gov.uk or SSE.SEN@somerset.gov.uk

Website: www.supportservicesforeducation.co.uk

Autism and Communication Service



Contact Details

Angela Williams – Team Leader

Tel: 01749 822 800

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Introduction

The Autism and Communication Service provides support for children and young people with autism and communication difficulties, their parents/carers, and educational establishments.

Benefits

What we do:

- We promote an autism and communication friendly approach in schools and other settings
- We support settings to help children and young people with autism and communication difficulties to achieve in all areas, including communication and social and emotional development
- We meet pupils, parents/carers and teachers to discuss ways of addressing the needs of these pupils, whether academic, or personal and social
- We provide training for parents/carers in collaboration with the Children's Autism Outreach Team and other agencies

More Details

We can provide:

- Training for staff specific to:
 - ASC
 - SLCN (as intros)
 - Social Communication (SC)
 - Sensory
 - Anxiety
- Staff specific training packs, such as:
 - AET (Autism Education Trust do training on intros as well as post-16)
 - Elklan (specific in Post-16, autism, SLCN, supporting language and communication in the classroom)
- Appropriate Assessments for:
 - ASC
 - SLCN
 - SC
 - These include: Emotional Literacy, Talkabout (a Social Communication questionnaire), Talc (Test of Abstract Language Comprehension) and Yarc (York Assessment of reading Comprehension)
- Audit checklists specific to:
 - Pupils
 - Environment
 - Sensory
 - Anxiety
 - ASC
 - SLCN
 - SC
- Integrated Therapy Service (ITS) Fact File Book – how to use it (ITS provides a Fact File book to support needs; we use this as part of our response initially if appropriate to the student's on-going need/interventions/ strategies)

Early Years SENCO Service



Contact Details

Jane Barnett - Team Leader

Tel: 01823 334475

Introduction

Early Years Area SENCOs are Advisory Teachers with a high level of experience of working with young children with special educational needs and/or disabilities (SEND) and their families.

Benefits

Our work includes:

Liaising with and signposting to a wide range of other professional colleagues from within Education and Health and Social Care to ensure appropriate early provision for children with SEND and to facilitate their transition to compulsory schooling.

Providing advice and practical support for Early Years providers about early identification and support for young children with special educational needs and/or disabilities.

Providing initial training and on-going support for SENCOs in Early Years settings through visits to settings, training and local SENCO workshops.

Working closely with the Specialist Early Years Educational Psychologists within the “Multi Agency Identification and Support in the Early Years” (MAISEY) process.

Working in partnership with parents/carers through our visits to Early Years settings and multi-agency meetings for individual children, such as Family Service Planning meetings.

Attending Personal Education Plan meetings for children in preschool settings in our role as the designated teachers for Early Years children who are in the care of Local Authority.

More Details

We can provide:

- Initial SENCO training for SENCOs from Early Years settings
- “Behaviour is Communication” training
- Traded package of SENCO workshops on a wide variety of themes, including local and national updates
- Inclusive Communication training to support settings to develop effective communicative learning environments
- Advice for Early Years settings on SENCO systems and processes

Educational Psychology Service



Contact Details

**Kate Lee – Senior Educational Psychologist
(Mendip and South Somerset)**

**Julia Severn – Senior Educational
Psychologist (Mendip and South Somerset)**

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**Guy Clayton – Senior Educational
Psychologist (Taunton and West Somerset
and Sedgemoor)**

**Kayleigh Partt – Senior Educational
Psychologist (Taunton and West Somerset
and Sedgemoor)**

Tel: 01823 334475 Email: SSE.SEN@somerset.gov.uk

Introduction

The Educational Psychology Service (EPS) provides a wide range of services to schools and other educational providers promoting educational excellence for all the children and young people (CYP) of Somerset:

The EPS provides services to:

- Children and young people in Somerset aged from 0 to 25 with special educational needs and disabilities (SEND)
- Early years settings, pre schools, schools and colleges
- Families of children with SEND

Benefits

The aim of the EPS is to improve outcomes for children and young people with SEND.

In order to achieve this the EPS :

- Delivers a core non statutory service to all Somerset schools and Early Years settings based on an index of need operating through consultation and using an Assess Plan Do Review (APDR) process; this supports settings to meet the needs of vulnerable children and young people.
- Delivers a service to the local authority to support the statutory processes of assessing and addressing the needs of Somerset children and young people aged from 0 to 25, working to the Preparation for Adulthood outcomes when appropriate.
- Offers the opportunity for Somerset schools and other providers to commission additional and bespoke services from the EPS as appropriate.

- The service takes a holistic approach to assessing SEND taking account as appropriate of:
 - Communication, language and interactional skills
 - Cognition and learning skills
 - Social, emotional and mental health needs
 - Sensory and physical and/or medical needs
 - Environmental factors

More Details

We can provide:

- Consultation discussions based on a process of joint planning, implementation and review to ensure that all intended outcomes are clear and achieved.
- Whole school systems work, for example research projects, reviewing policies.
- Clinical supervision for education-based setting staff, PFSA's, ELSA's, mental health practitioners and others.
- A wide range of training packages including, for example:
 - Emotional Health and Wellbeing
 - Cognitive Behaviour Therapy based approaches
 - Supporting anxious students
 - Managing challenging behaviour
 - Attachment and resilience
 - Impact of trauma
 - Sensory needs
- Programmes and interventions including, for example:
 - Playing Up!
 - Time Together Plus, Portage Moving into School and Portage Setting Support
 - ELSA (Emotional Literacy Support Assistants)

Ethnic Minority Achievement & Traveller Education Service (EMATES)



Contact Details

Ian Fisher – Administrator for the Ethnic Minority Achievement & Traveller Education Service

Tel: 01823 356644

Email: ema-tes@somerset.gov.uk

Introduction

The Ethnic Minority Achievement & Traveller Education Service team members have specialist training and work with schools, children, young people, families and communities to enable good communication and to support a range of work.

Benefits

Our specialist knowledge and provision supports:

- Building capacity
- Improving outcomes for minority groups
- Key transition points
- Other professionals working with minority groups

More Details

Our service can offer a range of training for staff that can be tailored to meet your needs. Some recent examples of training offered include:

- Differentiation for EAL learners
- Assessing EAL using the DfE census codes
- Working with more able EAL students
- Supporting new EAL arrivals
- Understanding Traveller Culture
- Supporting Refugees and Asylum Seeking students

Our service can also offer direct support to staff and students. Some examples include:

- EAL student assessments
- One to one support with literacy and grammar needs
- Raising awareness and offering activities around Gypsy Roma Traveller History Month
- Promoting inclusivity through student workshops
- Individual or small group support for EAL students with structuring written answers
- Ensuring differentiation in schemes of work
- Study skills for EAL learners
- Assessment to identify specific learning difficulties in EAL learners
- Review of your EAL provision
- Support with transition from Secondary school
- Behavioural and emotional support for vulnerable students

Hearing Support Team



Contact Details

Jacqui Gardiner – Team Leader/Educational Audiologist

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Janice Bramhall – Team Leader

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Introduction

The Hearing Support Team provides educational support to children and young people with a diagnosed hearing loss, their parents/carers and families, from birth to 25. We have been established for over 50 years and comprise of qualified teachers of the deaf with mandatory qualification in the teaching of deaf students.

Benefits

What we do:

- We visit children and young people in their homes, pre-school settings and schools
- We assess young people for a range of learning needs as part of a plan-do-review process
- We provide information to parents about hearing aid management and the effects of hearing loss on language development and access to learning
- We work closely with audiologists, ENT consultants, cochlear implant teams, educational psychologists, speech and language therapists and voluntary agencies such as NDCS to provide direct support/training for staff in order to be sure the needs of the child and young person are planned for in all settings
- We provide advice to teachers, teaching assistants and SENCOs about meeting the needs of hearing impaired children
- We plan together with schools/nurseries and other settings to meet a child's needs through Focused Intervention plans (FIPS), which set objectives to monitor and evaluate their progress on a regular basis

More Details

We can provide:

- Advice regarding personal and assistive equipment, which the pupil uses/needs in order to access the learning environment
- Training in use and checking of personal and assistive equipment and guidance as to what to do in case of equipment failure
- Training - Deaf Awareness, teaching and support strategies to ensure the student is able to access the curriculum
- Acoustic audits – looking at the learning environment and ensuring that it is robust in providing a good listening experience for the student
- Access to accredited training scheme run by the HSS
- Direct one to one teaching with the student to help support specific areas of identified difficulty associated with hearing loss
- Observation of teaching sessions to offer advice and support to college staff about ensuring the curriculum is accessible to the student

Learning Support Service



Contact Details

Lynne Herrington

– Team Leader/Senior Advisory Teacher

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Introduction

The Learning Support Service consists of a team of specialist advisory teachers who support schools and SENCOs to develop and maintain effective SEN systems to ensure positive outcomes for pupils with learning needs. Our Learning Support Advisory Teachers have postgraduate qualifications in SEN and specific learning difficulties and additional training and knowledge, such as in dyslexia, dyscalculia and developmental coordination difficulties.

Benefits

As a service we can:

- Support settings and work with staff to develop and maintain effective SEN systems to ensure positive outcomes for young people with learning needs
- Support to raise standards of achievement through the provision of high quality specialist support to settings and individual young people, such as support with problem solving or mentoring
- Support your setting in building your capacity to meet a wide diversity of learning needs through assisting in the implementation and development of SEN policies which reflect the guidance in the SEN Code of Practice and local and national initiatives
- Support your setting in the identification of pupils with learning difficulties through individual assessment and advice
- Provide a range of training opportunities to develop capacity to meet the needs of vulnerable learners and improve outcomes for young people

More Details

We can provide a wide range of training packages, such as:

- Dyslexia Training
- Level 7 Specialist Assessor for Access Arrangements Qualification Training
- Study Skills
- Assessment 1 - An opportunity for SENCOs who have completed a certificate or diploma in Specific Learning Difficulties and who are already familiar with diagnostic assessment to refresh and enhance their knowledge
- Assessment 2 - An opportunity for SENCOs to gain confidence in the administration of diagnostic assessment using a number of tests available to schools (WRAT 4, SWST, YARC) and to develop their skills in the analysis and interpretation of data
- Working Memory - Introducing the different types of memory and in particular working memory; an area which can be overlooked or misunderstood in the classroom
- Asking Effective Questions - From theory to practical tips, this session explores various approaches to help check learners' understanding, encourage engagement and focus their thinking on key concepts and ideas

Physical Impairment and Medical Support Team (PIMST) and Special Educational Needs Assistive Technology Advisory Service (SENATAS)



Contact Details

Viv Sharland – Team Leader

Tel: 01823 334475

Email: VSharland@somerset.gov.uk

Introduction

The Physical Impairment and Medical Support Team provides support to young people with a diagnosed physical impairment or medical need up to the age of 25. We also support their parents/carers and families. We visit young people in their homes, EY settings, schools, colleges and vocational settings and provide information about how their condition affects their access to learning. We also provide strategies to support access to the curriculum and promote independence. We work closely with occupational therapists in health and social care, physiotherapists, speech and language therapists, specialist colleagues within the health service e.g. community nurses, colleagues in other Somerset support services e.g. learning, behaviour, property services, educational psychologists, and voluntary agencies.

Benefits

We provide:

- Direct support/training for pre-school, school and college staff
- Advice to teachers, teaching assistants and SENCOs
- Direct teaching sessions for some young people and staff e.g. communication and recording
- Joint planning with colleges/schools to meet the young person's needs through a Focused Intervention Plan (FIP), which sets objectives to develop, monitor and evaluate the young person's progress on a regular basis
- Support with transition from Primary to Secondary and Secondary to Further Education and onwards
- Social networking days for young people and parents e.g. communication days
- Regular assessment to identify needs and monitor progress
- Information/training about the young person's needs for staff in new settings
- IT assessment and recommendation on suitable hardware/software through SENATAS

More Details

Support the PIMST can provide:

- Student Centred planning
- Developing communication skills
- Differentiation of curriculum
- Medical care plans
- Moving and handling training
- Risk assessments
- Personal Emergency Evacuation Plans (PEEPS)
- Physical access to and around the site
- Advice on suitable PE adaptations
- Medical conditions awareness
- Information about physical impairments i.e. Cerebral Palsy
- Transitions
- Specialist communication aid software

- Augmentative and Alternative Communication needs (AAC)
- Specialist technology needs and ICT software
- Toilet management plans
- Advice and guidance regarding transport
- Advice and guidance regarding trips
- Wheelchair Proficiency Award
- Advice and guidance regarding physical access to equipment

We also offer a variety of training, including:

- Personal and Intimate Care Training
- Moving and Handling

- Children and Young People with Augmentative and Alternative Communication needs
- Specialised SEN ICT Training
- There is a range of other training offered, and specific requests are considered

Vision Support Service



Contact Details

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Introduction

The Somerset Vision Support Team provides support to children and young people who have a visual impairment. They aim to help remove barriers to learning, ensuring that all pre-school children, children and young people achieve their full potential.

Benefits

What we do:

- We provide support from Qualified Teachers of Visual Impairment (QTVIs), Higher Level Teaching Assistants (HLTAs) and a Mobility and Independent Living Skills Worker
- Our staff visit children and young people in their homes, pre-school settings, schools and colleges; the QTVIs assess functional vision, which consists of a range of visual assessments, and information is provided about the effects of visual impairment and strategies to support access to learning and independence
- The team offers direct support, teaching, training and advice, in order to be sure the requirements of the child or young person are in place in all settings and at transition
- We liaise with schools, settings and families to provide focused support
- The service works closely with Ophthalmologists, Orthoptists, Sensory Loss colleagues, Therapists, Educational Psychologists and Voluntary Agencies, such as RNIB and Somerset Sight
- The team supports transitions between settings; we conduct environmental audits and provide mobility orientation

More Details

The Somerset Vision Support Team can also provide telephone advice and a series of useful leaflets, for example:

- Where glasses correct the vision loss and no other visual diagnosis exists
- Where perceptual problems are suspected or have been diagnosed and no vision loss exists
- Where children are being patched for corrective purposes or have monocular vision