



Information Report 2017 - 2018

Key School Information

URN	8122005
Local Authority	North East Lincolnshire
Type of School	Primary
School Category	Academy
Age Range	3 - 11
NOR	350

Executive Principal	Mrs Julie Saunders
Vice Principal & SENCO	Mrs Lisa McCall
Chair of Governors	Mr Mark Rushby

At Weelsby Academy, we strive to support all children to enable them to achieve to their very best. In order to achieve this, many steps are taken to support children through their learning journey. Weelsby Academy ensure all groups of children, regardless of their specific needs make the best possible progress in school and are fully prepared to achieve the next goals in their learning career. We believe in a fully inclusive environment where the needs of children with special educational needs or disabilities are met within the mainstream setting where appropriate and possible.

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Glossary of Terms

ASC	Autistic Spectrum Condition	This is the name for a range of similar conditions , including Asperger syndrome, that affect a person's social interaction, communication, interests and behaviour.
AfL	Assessment for Learning	The judgements and assessment techniques used within the classroom to ensure progress.
CAMHS	Child and Adolescent Mental Health Service	This is a service you have to be referred to by either your GP, school nurse or school
CIN	Child in Need	A child is placed in CIN if they are at risk of imminent or sustained neglect.
Code of Practice		This is the code in which all teachers work within with children with SEN.
EHCP	Education, Health & Care Plan	This is a plan provided by the local authority. It replaced the Statement of Special Educational Needs in the Code of Practice 2014.
EP	Educational Psychologist	This is the person the SENCO can refer children to when there are barriers to learning.
IPP	Individual Provision Plan	An individual plan that has agreed targets to remove the barrier to learning.
MAP	Multi-Agency Pathway	This is where other professionals (including health and social care) meet to discuss provision for a child.
SALT	Speech and Language Therapy	This is available in school and through the hospital.
SENCO	Special Educational Needs Coordinator	This is the person who coordinates the school's SEN policy on a day-to-day basis.
EHA	Early Help Assessment	Completed for families needing extra support – replaced CAF
SLT	Senior Leadership Team	This is the Principal, Vice Principal and Directors of Learning.

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A: WHAT DECISIONS ARE MADE WHEN A CHILD IS SUSPECTED AS HAVING ADDITIONAL SPECIAL EDUCATIONAL NEED?

Key Question	People	Summary of Responsibilities
<p>How does the school know if a child needs additional resources?</p>	<p>SENCO / Class teachers</p>	<p>At Weelsby Academy, children are identified as having additional special educational needs in a variety of ways including the following:</p> <ul style="list-style-type: none"> • Liaising with previous school / setting to ensure all stakeholders are aware of the needs and ensure the resources are put in place to minimise any delay of deliverance of support. • Foundation Stage Assessment: We believe the earlier an additional need is identified the quicker we can take action and prevent any further disruption through the children’s learning. • Conversations with parents: Weelsby Academy have an open door policy and believe parents know their children the best and therefore liaise with parents where difficulties may be identified. <ul style="list-style-type: none"> • Conversations with staff. Accurate assessment is crucial in school and rates of progress in line with national expectations and their peers are closely monitored. • Pupil progress meetings are held termly (and at times half termly) and children who are not making expected progress are discussed with the SLT (Senior Leadership

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		<p>Team), the SENCO (Special Educational Needs Coordinator) and teaching staff.</p> <ul style="list-style-type: none"> • Cause for Concern forms are to acknowledge that there may be some issues in progress or learning difficulties. • Liaison with external agencies such as the Learning and Cognition Team, CAMHS (Child and Adolescent Mental Health Service), Education Psychology etc. • Identification through SA, CIN or MAP meetings.
<p>How is the decision made about individual support for pupils?</p>	<p>SLT / SENCO / Class Teachers</p>	<p>The decision is usually made through consultation with the class teacher, teaching assistant, the school’s SLT including the SENCO, parents and your child.</p> <p>The class teacher constructs a Cause for Concern form where initial difficulties are flagged up. This is presented to parents to discuss to find underlying issues that may be affecting children’s learning performance. A short intervention period where programmes or booster sessions will take place in an attempt to bring progress back in line to expectation.</p> <p>Parents are involved in all aspects of the identification and programme of support for your child. As parents, you will be invited to contribute to the targets set in a plan and advice given so you can support your child at home.</p> <p>Your child is also involved in the support programme that is to be delivered so they are aware of any barriers to learning and empower them to overcome them through set and agreed targets.</p>

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<p>How does the school support pupils with special educational needs?</p>	<p>SLT / SENCO</p>	<p>After meetings with parents and other stakeholders, the school will map out the individual needs and then an appropriate course of action will be taken to support your child.</p> <p>The school's intervention team is headed by the SENCO. The school has a Pastoral Team who support children with social, emotional and behavioural difficulties.</p> <p>The school has a variety of support networks to support your child within the classroom such as specialised teacher support through quality first teaching and deployment of teaching assistants.</p>
<p>Who are the best people to talk to in school about my child's difficulties with learning? How can I talk to them about my child if I need to?</p>	<p>Class teacher</p>	<p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good / outstanding teaching practice and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on progress of your child and identifying, planning and delivering any additional support your child may need. This could be focussed and targeted teaching, additional resources in the classroom and any other additional support other than quality first teaching. • Setting targets your child needs to achieve in order to access the next steps in their learning journey. These will be monitored and reviewed at least every term. A review may be earlier should your child make more/less progress than expected. • Ensuring that all staff working with your child in school are supported in delivering the planned work so they can achieve the best possible progress. These adults may be teaching

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	<p>The SENCO</p>	<p>assistants, other supporting adults or outside specialist support.</p> <ul style="list-style-type: none"> • Ensuring the school’s SEN policy is followed in their classroom and for all children they teach with additional SEN. <p>To discuss any concerns regarding your child’s learning or progress, appointments can be made through the school office.</p> <p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating support for children with additional SEN or disabilities and developing the school’s SEN policy to ensure all children receive a consistent, high quality response to meeting their needs in all areas of the curriculum. • Ensuring that you are: • Involved in supporting your child’s learning • Kept informed about the support your child is receiving • Involved in reviewing how they are doing • Part of planning ahead for them • Liaising with all other children who may be coming in to school to help your child’s learning e.g. Speech and Language Therapy, Educational Psychologists etc. • Updating the school’s SEN register (a system for all the special educational, physical and sensory needs of pupils are known and understood) and making sure your child’s records are comprehensive and up to date. • To provide specialist support for teachers and support staff in the school so they can help your child to achieve their potential.
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B: HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in School will get support that is specific to their individual needs. This may be delivered by the class teacher or may involve other staff in the school such as teaching assistants, services from the Local Authority (such as the Specialist Advice Service or ASC outreach) or staff from outside agencies such as Speech and Language Therapy.

Initially, the school will map out your child’s needs and then identify an appropriate programme of support

	Types of support provided showing the stage of the Code of Practice children will be at when receiving this input	What does this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with additional SEN and / or disabilities in our school?	Class teacher via high quality teaching	<ul style="list-style-type: none"> • The class teacher will have the highest possible expectation for your child within the classroom. • All teaching is based on what your child already knows, can do or can understand through thorough and accurate assessment and good assessment for learning techniques. • Adopting the best and appropriate teaching style that best suits your child to learn. These techniques might be using visual and kinaesthetic approaches by providing practical resources or learning; 	All children will receive quality first teaching regardless of their need.

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<p>What are the different types of SEN?</p>		<ul style="list-style-type: none"> • Communication and Interaction needs - this includes students who have speech, language and communication difficulties, slower processing difficulties and includes students with autism spectrum conditions • Cognition and Learning needs - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia • Social, Emotional and Mental Health needs - this includes pupils with difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. • Sensory and/or Physical needs - this includes students who have visual or hearing needs, or a physical disability that affects their learning. 	
<p>How do we work with parents?</p>		<p>We will always contact parents/carers if we have a concern that their child may have a special educational need.</p> <p>We work closely with students with SEN and their parent/carers to agree outcomes, how we will all work towards these and then to review progress. We do this by review</p>	

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		<p>meetings, parent evening meetings, using home/school diary, (scheduled) phone call and email contact when appropriate.</p> <p>There are also opportunities for parents/carers and students to contribute to our policies on SEN and Equality. We do this by:</p> <ul style="list-style-type: none"> • Inviting feedback link on school website • Discussions with staff from the SEN team • Half termly drop ins with SENDCo and SEN consultant 	
<p>What are the arrangements in school for meeting SEN needs?</p>	<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> ○ In or outside the classroom ○ Run by a teacher or reaching assistant who has had appropriate training for running these groups. <p>These groups are usually called intervention groups.</p>	<ul style="list-style-type: none"> • Your child’s teacher will have carefully monitored your child’s progress and will have decided that your child has a gap or misunderstanding in their learning and needs some extra support so the rest of the curriculum can be accessible. • Groups will be planned as per your child’s learning need (multi sensory, audio, visual or kinaesthetic). • The leader of the group (the teacher, the teaching assistant or any other agency) will report back the progress 	<p>Any child that have specific gaps or misconceptions in an area of learning.</p> <p>Any child where the class teacher deem it necessary to support on a</p>

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	<p style="text-align: center;"><u>Stage of SEND Code of Practice</u></p> <p>Part of quality first teaching through appropriate differentiation.</p>	<p>the group / children have made in order to build on this progress.</p> <ul style="list-style-type: none"> • A Cause for Concern log will be created and discussed with parents if the class teacher has any other concerns that are not met through HQT. 	<p>more intensive basis.</p>
<p>How is the curriculum adapted?</p>		<ul style="list-style-type: none"> • We offer a broad and balanced curriculum for all children including those with SEN. Details of the curriculum can be found on our website. • We use a range of interventions that may be within the class learning time or small group work. All intervention information derives from reports from specialists whom set clear recommendations to work towards to close the gap between your child and their peers. • We use gaps analysis to support our teaching and learning. Where your child may have gaps in their understanding or learning, these are identified by our rigorous assessment cycles. Some interventions are crafted and designed that are bespoke to your 	

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		<p>child to ensure those gaps are accommodated for and worked upon.</p> <ul style="list-style-type: none"> • If your child has a specific need, the school are constantly reviewing and updating their staff knowledge base and offer development opportunities and training to ensure our teaching teams are well knowledgeable and qualified to meet your child's needs. 	
<p>How do we know our systems are effective?</p>		<p>The progress of your child is tracked throughout the school through teachers' progress reviews, three times each year. The SENCO monitors your child's progress towards the outcomes set</p> <p>In addition, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations.</p> <p>When we run special intervention programmes for groups of students we assess how successful they have been and use that information to decide on how best to continue with support in the future, this is analysed by the SENCO.</p>	

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<p>How is your child able to access wider opportunities?</p>		<p>All our children are included in activities and trips (with risk assessments, where needed) and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and students when planning trips so that everyone is clear about what will happen and offer support when needed.</p>	
	<p>Specialist groups run by outside agencies e.g. Speech and Language Therapy, Occupational Health or the Specialist Advice Service.</p> <p style="text-align: center;"><u>Stage of SEND Code of Practice</u></p> <p>Children with additional SEN.</p>	<ul style="list-style-type: none"> • If your child is identified as having more specialist input instead of high quality teaching from the class teacher and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are being made, you will be asked to attend a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your written consent for the school to seek external, specialist support. • The specialist professional will work with your child to understand their needs and make recommendations which may include 	<p>Children with specific barriers to learning that cannot be overcome through high quality teaching and differentiated support groups.</p>

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		<ul style="list-style-type: none"> - Making changed to the way your child is supported e.g. some individual support or changing some aspects of teaching to support them better. - Support to set targets which will include the involvement of their specialist expertise 	
	<p>Specified Individual Support</p> <p>This is usually provided via an Education, Health and Care Plan.</p> <p>This means your child has been identified as having a particularly high level of individual and small group teaching that cannot be provided from the resources already designated to the school.</p> <p>Also, this might mean your child may need a high level of specialist support from professionals outside the school. This may be from the</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find out more about this in the Local Authority based Local offer on the North East Lincolnshire website. • After the school has sent in the request to the Local Authority, they will decide whether they think your child’s needs (As described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to provide evidence outlining their involvement and reaffirming your child’s needs. If they do not deem the request for statutory assessment as complex enough, your child will 	<p>Children whose learning needs are severe, complex and life long.</p>

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	<p>Local Authority central services such as the ASC (Autistic Spectrum Condition) outreach service or other outside agencies such as occupational therapy, physiotherapy or CAMHS. (Child and adolescent mental health service)</p>	<p>continue support at Additional SEN level unless an appeal is lodged. (See below).</p> <ul style="list-style-type: none"> • The Education, Health and Care Plan will outline the number of hours of individual / small group support your child will receive from the LA (local authority) and how the support should be used and what strategies must be in place. This will follow your child wherever they go during their time in education. 	
<p>How does my child access emotional and pastoral support?</p>		<p>All students have the opportunity to share their views through</p> <ul style="list-style-type: none"> * Conversations with their class teachers and from teaching and support staff. *We have an excellent pastoral team and children can consult with them or the SENCO. <p>We listen to the views of students with SEN and to parents/carers, by:</p> <ul style="list-style-type: none"> * The interaction of SEN teachers and Teaching Assistants 	

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		<p>* Through meetings and SEN reviews, where the 'voice' of the student and parent/carer is expressly sought and noted</p> <p>* Conducting regular student voice for learners with SEN</p> <p>We take bullying very seriously, and monitor incidents on bullying according to Protected Characteristics, including disability related discrimination.</p>	
<p>How do I request for an assessment for an Education, Health and Care plan ?</p>		<ul style="list-style-type: none"> • Requests for EHCP are usually dealt with and coordinated by the school's SENCO and parents and are usually in agreement to the identification of the need. • If you are unsatisfied that the school doesn't support the request for Statutory Assessment, you are entitled to make the request yourself by applying to the North East Lincolnshire Special Educational Needs Advisory Team (SENART) who will review the application. • For impartial advice, you can contact your local Parent Partnership Service and they will support you through the process. 	

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<p>What if the application for EHCP is unsuccessful?</p>		<ul style="list-style-type: none"> Your first port of call should be to the school and will act as a vehicle to possible disagreement resolution services or to support on an appeal. Similarly, parents should be in touch with Parent Partnership to seek impartial advice. 	
<p>What mechanisms are in place for supporting pupil's overall wellbeing?</p>	<p>The Pastoral Team SENCO Executive Principal SLT Fortis</p>	<ul style="list-style-type: none"> The school has a designated pastoral team who work with children on an individual basis or as a small group. We also but in a play therapist to work with particularly vulnerable children. All staff have access to CPOMs – an electronic system which logs any SEN, behaviour, child protection, parent contact, general incidents in school or the community. The school has designated personnel to administer medicines to children under the direction of parents or health professionals. Parents are required to complete a consent form specifying the type of medication and the dosage and agree for a member of staff to administer. First Aiders are available throughout the school day and at lunchtimes. A first aider will always be in the 	

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		children's entrance during lunchtimes and playtimes.	
How will we support your child with identified special needs starting at school?	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around the building and meet necessary personnel including the head teacher and the SENCO. • If other professionals are involved, a multi-agency meeting may be held to discuss your child's needs; share strategies and ensure provision is available and put in place before your child starts school. • Those children starting in our Nursery or Reception classes will be visited at home by the class teacher or Nursery Nurse to discuss successful strategies used at home to gain an understanding of your child's strengths and interests. 		
How can I let the school know I am concerned about my child's progress at school?	<ul style="list-style-type: none"> • If you have concerns you should speak to your child's class teacher initially. • If you are not happy that the concerns are not being addressed or managed effectively, you should speak to our Vice Principal • If you are still unsatisfied, you can speak to the Principal or the SEN governor. 		
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the information will be logged on a referral form and referred to the SENCO where specialist advice can be given and share ideas to tackle and barriers to learning. • Our school has termly pupil progress meetings each term where each class teacher and senior member of staff meet to ensure all children are making good progress. This is another way your child may be identified as not making as much progress. • If your child is identified as not making progress, the teacher will focus on this child through their quality first teaching or may set up intervention groups. • If your child is still making limited progress, we will discuss with you <ul style="list-style-type: none"> - any concerns you have - discuss any further interventions or referrals to outside agencies to support your child's learning; - To discuss how we could work together to support your child at home and at school. 		

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<p>How are extra resources allocated and matched to pupils with additional SEN?</p>	<ul style="list-style-type: none"> • The school receives an annual school budget in which the SEN budget is included. • The principal decides on the budget for Special Educational Needs on the basis of the needs of the children currently in school. From this, teaching assistants, practical resources, training and some agencies will be funded. • From pupil progress meetings and regular SEN reviews, funding will be allocated and matched according to the complexity of the needs of the children in school. • The school may have access to other specialist services such as health, therapy and social care through involvement in SA, MAP, CIN or Child Protection Meetings 	
<p>Who are the other people providing services to children with SEN in our school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> ○ Learning Mentors ○ Teaching Assistants ○ Additional SEN support service (e.g. External Consultant) ○ Educational Psychology Service ○ Fortis ○ Internal Speech and Language
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ○ Autism Outreach Service ○ SAS
	<p>c. Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> ○ School nurse ○ Occupational Therapy ○ Child Development Centre Service ○ CAMHS ○ Physiotherapy ○ Speech and Language at the hospital
<p>How will we measure progress of your child through school? How will you know about this?</p>	<ul style="list-style-type: none"> • Your child is continually monitored by his/her class teacher. • His/her progress is reported at the end of each term and is recorded in terms of steps progress in accordance with PIVATS 	

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	<ul style="list-style-type: none"> • At the end of each term, IPPs will be reviewed in line with pupil progress meetings and parents and your child will be invited to discuss progress being made through parent's evening, reports or IPP update cycles. • If your child has a statement of Special Educational Needs or and EHCP, an annual review will be held with all professionals involved to review progress and assess targets set. • Class teachers and the SENCO are available at any time to discuss progress or any further issues.
<p>What are the arrangements if I want to complain?</p>	<ul style="list-style-type: none"> • If you have any concerns about your child's progress or would like to speak to somebody about any complaint, please contact Mrs McCall (SENCO) or Mrs Saunders (Executive Principal). Our door is always open for you so please do not hesitate to get in touch!

C: ACCESSIBILITY

<p>How accessible is our school?</p>	<ul style="list-style-type: none"> • All areas of the school building are accessible to children who have a physical disability or are in use of wheelchair. • The school has a wheelchair accessible washroom with a built in changing bed. • The playground is accessible to children who have a physical difficulty. • Adaptations to the classroom environment can be made as and when such resources are required. • The school ensures that children with poor fine motor skills have the required equipment such as pencil grips, scissors and sloping desks. • For EAL children or for children whose parents have English as an additional language, bilingual support can be provided.
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D: TRANSITION

<p>How will we support your child when they are leaving our school or moving to another class?</p>	<p>We recognise that moving on can be difficult for a child with additional SEN and we take steps to ensure any transition is as smooth and seamless as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> - We will contact the new school’s SENCO and ensure that special arrangements can be made to support the transition. - Records about your child will be passed on as early as possible to ensure your child’s new school is fully equipped and ready for their arrival. - Staff from the new school will be invited to discuss any special arrangements that need to be made. • If your child is moving classes, <ul style="list-style-type: none"> - Information will be passed on to the new teacher and, in some cases; a planning meeting will take place to discuss provision in the new classroom. - All children will take part in transition days with the new teacher at regular intervals in the final term. • If your child is in Y6: <ul style="list-style-type: none"> - The SLT will arrange for Primary Transition days to be regular so your child will become used to the environment of the new secondary school. - The SENCO and class teacher will meet with SEN staff of your child’s new school to inform them of provision that has taken place in school and advise on historical background of your child. - If necessary, Personal Passports can be made for the new teacher that informs them of personal facts about them and create a dialogue between your child and their new school. - Where possible, extra transition days can be arranged to fully support the transition.
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School Contacts	<p>SENDCO – Mrs McCall (01472 342554) Executive Principal – Mrs Saunders (01472 342554)</p>
Key Contacts	<p>Communication & Interaction (Autism) - the Academy works with Barnardo’s outreach team. All referrals for support for pupils with autism should be sent by the Academy to the Barnardo’s office via email using their referral form.</p> <p>If you are concerned about your child, you should see your GP.</p> <p>Physical & Medical Difficulties – the Academy works with Barnardo’s outreach team.</p> <p>All referrals for support for pupils with physical difficulties should be sent by the Academy to the Barnardo’s office via email using their referral form. For any queries please contact the office on 01472 342554</p> <p>Severe & Complex Communication Difficulties - provided by the Speech and Language Therapy Service. Service Managers: Fiona Clawson and Sarah Howard - Tel: 01472 302591</p> <p>All referrals will need to be completed by the referring Academy and sent directly to the relevant service as above. Access to the specialist SALT service is determined by the LA and SALT and is not open to direct referral from schools and settings.</p> <p>Education Team for Hearing (ETH) 01472 323465 officeethv@nelincs.gov.uk Contact: Karen Jacklin karen.jacklin@nelincs.gov.uk Admin: Fiona.neilson@nelincs.gov.uk</p> <p>Education Team for Vision (ETV) Tel : 01472 323465 Contact: Su Burgess su.burgess@nelincs.gov.uk Admin: michelle.popkin@nelincs.gov.uk</p>

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Behaviour Support Service: Tel: 01472 323688

Nathan Heath

Portage Team:

Contact Maggie Smith Maggie.smith@nelincs.gov.uk Tel: 01472 323177

Health Care

CAMHS- <http://www.lpft.nhs.uk/our-services/camhs/north-east-lincolnshire>

Community Nursing Team-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215708/dh_124900.pdf

Children's Occupational and Physiotherapy Therapy

The Children's Therapy Team has two Managers:

Fiona Clawson and Sarah Howard, who are based at the Diana, Princess of Wales Hospital Tel: 01472 302591

Children's Speech and Language Therapy

Please see our website: www.nlg.nhs.uk or contact our Department (01472 302591) for a copy of the referral form.

Child Development Centre (CDC)

Diana, Princess of Wales Hospital, Scartho Road, Grimsby DN33 2BA
(01472) 874111 ext. 7100/7102

Core offer for children:

Assessment, advice and support for families and carers of children from birth to 5 years' old who have severe or complex additional needs.

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Educating children with health needs

<http://www.education.gov.uk/aboutdfe/statutory/g00219676/health-needs-education>

Health Visiting Service

Health Visitors Manager, Molson Centre, Kent Street, Grimsby, North East Lincolnshire, DN32 7DJ Telephone: 01472 323660

School Nursing

You do not require a referral, you just need to contact the school nursing team at: Children's Health Provision, Molson Centre, Kent Street, Grimsby, North East Lincolnshire, DN32 7DJ Telephone: 01472 323660

Wheelchair Services

For eligibility criteria and categorization schedule please contact Wheelchair Services Department, Diana, Princess of Wales Hospital, Scartho Road, Grimsby, DN33 2BA or Tel: 01472 874111.

Social Care Support

If you are concerned about the welfare of a child or young person, please contact our Children's Assessment and Safeguarding Service (CASS) on 01472 325555.

Vulnerable Young People support

If you require any further information please contact: Sandra Snell at the VYPP, Tel: 01472 325421.

Children's Disability Service

If you wish to know more about what support is available for a child or young person with additional needs, please contact the Children's Disability Service (CDS) on 01472 325607

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The Carers' Support Service (The NEL Keyworker Service, part of the Children's Disability Service)

If you are a Carer in North East Lincolnshire, please register with the new service by calling 01472 242277 or e-mailing info.nel@carerssupportcentre.com

Early Years Support

Parents or professionals can contact the Social Care Duty Team

Multi-Agency Developmental Assessment

Referral for this assessment is usually through the Early Support Pathway after the completion of a Early Help Assessment form by a professional involved with a family.

Children's Centres/Family Hub

The FIS Team Tel: 0800 18 303 17

Educational Outreach Support

This service is accessed by educational settings by contacting the Early Years Teacher: Paul Cook: paul.cook@nelincs.gov.uk or paul.cook6@nhs.net, Child Development Centre , Diana, Princess of Wales Hospital, Scartho Road, Grimsby DN33 2BA. Tel: 01472 874111 ext.7102

This is a selection of support available- see LA offer for more details

What are the contact details of support services for supporting children with SEN in transferring between phases of education?

Refer to individual schools concerned in the transfer.

Where is the Local Authority's Local Offer and school's Local Offer published?

<https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>



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	SENDIASS (previously Parent Partnership) Barnardos N E Lincolnshire SENDIASS 11 Dudley Street GRIMSBY South Humberside DN31 2AW. Phone: 01472 355365
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