



Cambridgeshire and Peterborough Expects SEND is Everybody's Business

How we work with and care for children and young people
with Special Educational Needs and/or Disability (SEND)

Our Pledge

Our Vision

Cambridgeshire and Peterborough have a shared vision which is for children and young people to:

- lead happy, healthy and fulfilled lives, having choice and control over decisions about their health, education, employment, friendships and relationships
- achieve in line with, or better than, expectation in their early years, school, further education and training
- successfully participate in the community and access meaningful occupation, employment and life-long learning opportunities

In summary this means children and young people will be able to:

'Dream big, achieve well, have choice, control, and lead happy, fulfilled lives'

Contents

	Page
Introduction	3
Outcomes:	
Aspirational	4
Confident	5
Healthy	6
Included	7
Respected	8
Safe	9
Successful	10
Appendices:	
Appendix 1: Where to find out more	11
Appendix 2: Glossary	18



Introduction

Families, support services and educational settings are working together to agree the attitudes, values and practices we expect from each other when working with or caring for children and young people with special educational needs and/or disabilities (SEND).

A number of commitments that underpin how we all work together and how we think about the ways in which we provide support and services have been put forward. They describe a culture that it is agreed is crucial to the success of the delivery of the SEND strategy (SEND is Everybody's Business) and vital in enabling us to achieve the best possible outcomes for children and young people aged 0 - 25 years with Special Educational Needs and/or Disabilities (SEND.)

The commitments form our pledge to a way of working. They are based on 7 important outcomes. These are that everyone will be able to be:-



We will ensure that these commitments underpin how we all work together and how we think about the ways in which we provide support and services. We believe that they are vital in enabling us to achieve the best possible outcomes for children and young people aged 0 - 25 years with Special Educational Needs and/or Disabilities (SEND.) The child/young person must be at the centre of our thinking.

Overview

Our commitments for each outcome are described in more detail in this document. Quotes from children and young people and parents/carers that describe their views about achieving each outcome are included.

A number of reflective questions are provided for each outcome to prompt thinking about how and to what extent we are achieving each commitment as individuals, educational settings or services.

Aspirational

Actively work towards achieving the ambitions, hopes and dreams of children and young people

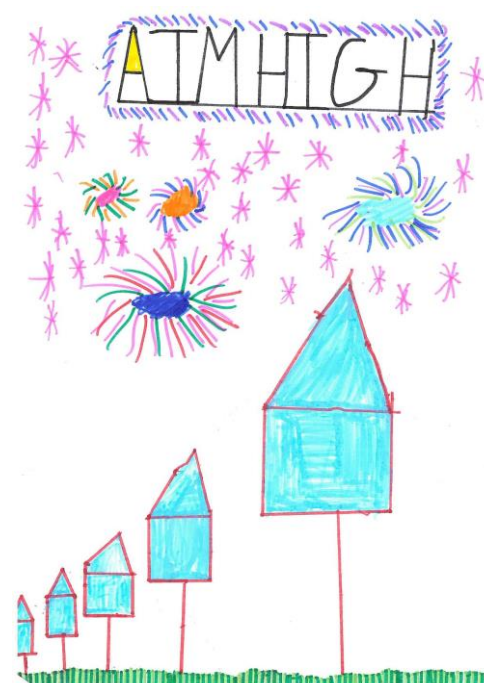
Children and young people:	To help me to be aspirational I need people to “help me to be brave with new experiences”
Parents / Carers:	“The school should help him to believe in himself and have a positive outlook in life.”

Together we will:

- Have high expectations
- Build on strengths
- Build resilience and self confidence
- Have a “can do “ approach
- Provide a range of opportunities and experiences
- Stay hopeful
- Work creatively together to ensure the best possible life outcomes

Jonah’s story (A young person’s story)

Jonah, a young man who came with his family to Peterborough as part of a refugee resettlement commitment from the Council, has raised his aspirations for his career and future life after receiving a range of support from local health and SEN and Inclusion Services. He was found to have a significant hearing loss. He received a cochlear implant operation and has since returned to college. He said “I am very happy and optimistic about going to college. I want to become a dentist. Before my cochlear implants I was worried about the future. Now it’s different.”



Key questions to help review the current practice

- How do we ensure that all children/young people are achieving steps to independence, preparing for adulthood and getting a job?
- How do we involve children and young people in planning for the future?
- How do children and young people find out how they can achieve their aspirations, for example through career advice, etc?
- How are parents/carers involved in planning support for their child/young person?
- How do we represent a child/young person’s views in their plans?
- How do we know that we are keeping our expectations high?
- How do we inform everyone about the support we provide for our social, emotional and mental health so aspirations can be achieved?

Brave enough to try new things

Children and young people:	To help me to be confident I need people to “understand and encourage me”.
Parents / Carers:	“Build confidence by supporting families. Services should come together for our family to be supported as unit.”

Together we will:

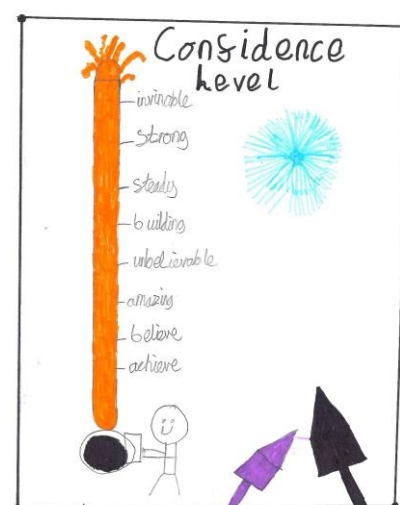
- Listen to each others’ views and work together in decision making
- Plan support that is individual and encourages the development of skills and confidence
- Work together in ways that build trust
- Smile and reassure children and young people so that they feel safe
- Demonstrate a positive and encouraging ethos
- Celebrate successes and achievements
- Seek and respond to feedback, sharing how the views of others have changed / improved the ways we work.
- Enable children and young people to be brave and take part in new experiences

Paula’s story (A Special Educational Needs Co-ordinator’s story)

A local primary school wanted to improve the confidence of parents and school staff in working together to improve children’s behaviour. They held a discussion time about supporting positive behaviour at home, inviting parents and a local specialist teacher. The Special Educational Needs Co-ordinator in the school explained: “we sat in a circle, shared biscuits and shared strategies that have worked. The parents who came wanted another session to keep learning from each other”.

Key questions to help review the current practice:

- How do we contribute to the review of support for children and young people with SEND, using the ‘tell-it-once’ approach?
- How do we know staff are confident in their roles supporting all children and young people?
- How is a ‘can-do’ approach demonstrated?
- What do you do to ensure your approaches are family-centred?
- How are people kept informed about developments in the achievement, progress and support of specific children / young people?
- How do we ensure people are confident through all transitions?
- How do senior staff and the governing body (or equivalent) build and support confidence between parents, staff and children/young people?



Physical and emotional wellness, free from disease

Children and young people:	To help me to stay healthy I need people to “teach me to look after myself”
Parents / Carers:	“As a parent, I need access to good information and to know that professional advice and support is available when we need it”

Together we will:

- Ensure physical and mental health needs have the same status
- Encourage a good work/school - life balance
- Identify and support mental health as needs arise
- Adopt a holistic approach to supporting well being
- Stay as well and healthy as we can; acknowledging the challenges for many
- Build physical and emotional resilience
- Make sure everyone has a chance to enjoy positive experiences in life (have fun)

Zack's story

Zack is a young man diagnosed with Autism. Due to severe food aversion when he was young, the dietitian recommended that the family consider a feeding tube. This was to ensure that his nutritional needs were met. Tube feeding also took the pressure off him and over the years the dietitians have worked with his family to support him to try new foods. He is now eating a range of foods and really enjoying them. Zack has a new-found enthusiasm for food and the dietitians are currently working on appropriate portions and increasing physical activity levels so that a healthy weight can be maintained as he approaches adulthood.

Key questions to help review the current practice:

- Is our partnership working effective in promoting positive mental health?
- Are staff suitably trained in mental health awareness, knowing where to go/direct others for advice e.g. Emotional Health and Wellbeing Service, Keep Your Head website.
- Are staff and families confidently requesting support from other health professionals as appropriate, including Speech and Language Therapy, Occupational Therapy, Physiotherapy.
- How are we ensuring that help and support is available when it is asked for?
- What do people say about their experiences of using local health services?
- How do we ensure a positive experience when changing from one service to another?
- What do we do to ensure that we think long term and plan for healthy life outcomes?



Being part of and involved in local activities

Children and young people:	To make me feel included I need people to “ask me to join in with things”.
Parents / Carers:	“ Instead of putting everyone into one box fits all , make another box which works for each child.”

Together we will:

- Make everyone feel welcome and valued
- Have a positive ethos and culture of acceptance and equality, respecting and responding positively to diversity in all senses
- Expect that all children and young people should be able to live, learn and work in their local community
- Support individuality within a wider community
- Work together with the local parent forum for the continuous improvement of support to educational settings and staff
- Listen and respond to the views of children and young people, parents and carers at a strategic level
- Use a range of approaches to help learning and achievement e.g. use of multimedia teaching tools, small group and individual tuition, structured teaching programmes such as Reading Recovery, Precision Teaching
- Enable access to a broad range of activities that are tailored to individual needs and interests
- Work in a flexible way to suit family needs



Maryam's story (A child's story)

In a local infant school, pupils with special educational needs and disabilities are encouraged to take part in extra-curricular activities, including the school choir which performs in local care homes. This year a girl in the choir who has communication and interaction needs overcame several personal barriers to perform a solo in front of the audience.

Key questions to help review the current practice:

- How do we know whether or not a child or young person feels included?
- What do our records show about how person centred our planning processes are?
- How do we demonstrate a culture of acceptance and equality?
- Are the views of children, young people and their parents/carers included when target setting and reviewing progress/support?
- How do we ensure our work is co-produced with parents/carers, education, health and care services?

“Nothing about me without me”

Children and young people:	I feel respected when “People ask for and listen to my views ”
Parents / Carers:	“To show them respect , lead them down the right path .”

Together we will:

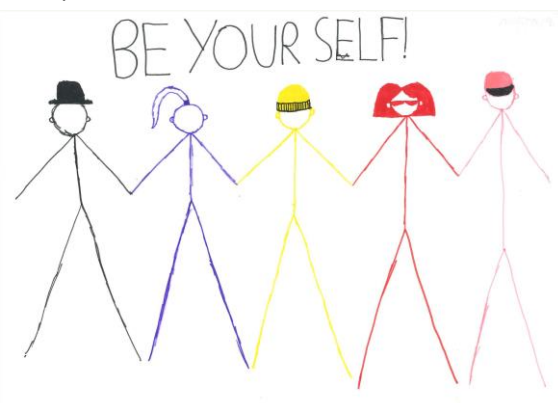
- Enable everyone to express their own views, using a range of media
- Ensure that everyone is listened to, heard and able to influence decisions that affect them
- Include children and young people in thinking about changes or improvement to services
- Promote and demonstrate a culture of mutual respect
- Adhere to the principles of equality, dignity, respect, non discrimination and participation
- Encourage curiosity not criticism
- Model and nurture an attitude that celebrates success and emphasises the benefits and satisfaction of learning

Peter’s story (a young person’s story)

Peter is in Year 8 of his local mainstream secondary school. He has an Education, Health and Care Plan. The assessment identified his main needs as being in the area of social communication. He has recently said to his parents that he is being bullied by a couple of boys in his tutor group. He started taking himself home at lunchtimes and not returning. The school have an explicit anti-bullying strategy and explored the issues and took actions to resolve the issues. At his most recent feedback session Peter said that things were better: *“They actually listen to me here. The teachers care about what I think and feel. They want me to be part of making this school even better. Like when they realised there’s much more bullying going on here than they knew. Now they’re really trying to do something about it.”* Peter is now part of a group of students who are working with teachers to improve how bullying is identified and addressed.

Key questions to help review the current practice

- What do children and young people say when asked if they were respected?
- Do children and young people say that their views had been listened to and acted on?
- Do parents/ carers say that their views are important to those who work with them?
- How do we make good use of and demonstrate respect of expertise by experience?
- What support is available for a child or young person where bullying is suspected/reported?
- What approach is taken when there is a difference of professional opinion in how to support children and young people?



We all have a right to safety, wellbeing and freedom from harm

Children and young people:	To help me to be safe I need people to “be kind, caring and show me how to be safe”
Parents / Carers:	“ Give them direction as well as keep harm away.”

Together we will:

- Make sure that personal safety and wellbeing are a priority for all
- Protect children and young people from harm, violence, neglect and prejudice
- Enable everyone to be confident in sharing concerns about someone’s safety
- Ensure strong relationships between parent/carers, children and /young people and their local services
- Communicate regularly with each other
- Recognise and build on positive relationships
- Ensure all staff are aware of, follow and are regularly trained in the local area safeguarding procedures

Charlie’s story (a child’s story)

Charlie joined the school in Year 3. Very early on he showed challenging, anxiety-led and often dangerous behaviours. A combination of providing a safe space within the classroom for him to withdraw to, adapted teaching strategies and individualised rewards, as well as emotional coaching for him and support for his parents, meant that his experience of the school environment changed. This led to him being able to access learning and make progress, but more importantly, be a happier, more confident boy who is able to respond to his emotions.

A whole school approach

At our school, a great deal of our work about helping children to feel safe involves teaching them to recognise their own feelings. Classroom routines, PSHE lessons and Collective Worship and our Whole School Shine Values all support this. We work hard to develop a community of caring and compassionate staff that quickly recognise when a child is feeling vulnerable and act upon it. We have a well-established safeguarding team that have clear roles and responsibilities, as well as a group that meets regularly to discuss how we Support Children with Additional Needs (SCAN). Our Child Well-Being Champion and Family Well-Being Champion work closely together to support children and their families.



Key questions to help review the current practice

- Are all staff compliant with the requirements of completing mandatory training (eg, safeguarding)?
- Where has the service/education setting clearly stated its policy on eliminating discrimination?
- Who in the setting/service is responsible for providing support on emotional health and well being?
- What are you doing to enable positive emotional health and well being?
- Does your setting SEN Information Report or other policy reflect how children and young people are kept safe?

To get the best possible out of life

Children and young people	To help me achieve my goals “ I need my friends and family to support my dreams and guide me on the right track and to encourage me to try new things and to always work hard”
Parents / Carers:	“I want to be clear about what the plan is to help my child progress. I want to be involved in developing and reviewing that plan.”

Together we will:

- Treat everyone in a fair and equitable way that ensures that everyone will
 - experience excellent support
 - have the life skills to achieve to their best
 - be part of the local community throughout their life
 - be as healthy and well as they possibly can be
- Provide support that enables positive change
- Recognise and celebrate individual achievements e.g. in schools, broader than the standard Progress 8 measures
- Publicise available training and resources

Kathy's story (a practitioner's story)

Kathy who works in a local nursery attended an Early Years Outcomes Conference. She found the day very inspiring. She commented that “I personally found the mark making session really interesting. It allowed me to reflect on our practice and ask if we give children all the mark making opportunities possible. I took a great deal of ideas away from the conference and was excited to make changes.”

Back at the nursery, Kathy and colleagues made sure they improved opportunities for children to engage in pulling, pushing, hanging and balancing to encourage the physical development needed to be able to mark make. They set up a mark making den which proved extremely popular. The children were keen to show their work and parents asked more questions about what they can do to support their child's development in this area.



Key questions to help review the current practice

- How do we tell people what is done to ensure children and young people experience success, for example through the SEN Information Report or equivalent?
- When were families last involved in planning the support for their child/young person?
- How are children and young people's views included in planning their goals?
- What do we do to celebrate individual successes and achievements?
- How do we know whether parents/carers are happy with our support for their child or young person?
- How well are we working together to ensure the best possible outcomes?

Appendix 1 – Where to find out more

Appendix 1a - Peterborough local services

Appendix 1b - Cambridgeshire local services

Appendix 1c - National resources

1a.

Peterborough Local services	<ul style="list-style-type: none"> • Peterborough Local Offer website (www.peterborough.gov.uk/localoffer) - a source of local information and services for Special Educational Needs and Disabilities • 0 - 25 service - the social care team responsible for supporting children and young people with SEND (http://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-5&loboolean=1) • Family Voice Peterborough and seldom heard groups https://www.familyvoice.org/ Government Designated Parent carer forum for Peterborough, who also work with targeted support and empowerment groups. CONTACT DETAILS • Special Educational Needs and Inclusion Services (SENI services) - The collection of education services in Peterborough city Council that support school, families and young people with their SEND, including the assessment for Education, Health and Care Plans, specialist teaching for Autism, ADHD, physical disability, hearing and/or vision impairment, educational Psychology, and others. • SENCO Network - a network of SENCOs working together in partnership with the Local Authority to support, represent and improve SENCO practice. • Specialist Hubs - emerging centres of expertise in Peterborough Schools, working in partnership with the local authority to help support the development of supporting pupils of all ages and abilities across peterborough • Multi Agency Safeguarding Hub (MASH) • SEND Partnership Service - an impartial information, advice and support service for parents/carers and children/young people with SEND. http://fis.peterborough.gov.uk/kb5/peterborough/directory/service.page?id=E1PbUit6ObU&familychannel=8 01733 863979 / pps@peterborough.gov.uk • Patient Advice and Liaison Service (PALS) provides Peterborough Hospital users, carers and families with help, information and support to resolve concerns. 01223 219444 pals@cpft.nhs.uk http://www.cpft.nhs.uk/about-us/pals.htm • Keep Your Head brings together reliable information on mental health and wellbeing for children, young people and adults across Cambridgeshire & Peterborough. www.Keepyourhead.com
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	<ul style="list-style-type: none"> • Project for Schools https://www.keep-your-head.com/assets/1/project_for_schools_updated_leaflet.pdf a mental health service aimed at supporting and planning interventions with Peterborough primary school staff for children experiencing emotional difficulties and distress/ 01733 777939 / cpm-tr.projectforschools@nhs.net • Emotional Health and Wellbeing Practitioner Team http://fis.peterborough.gov.uk/kb5/peterborough/directory/service.page?id=8FXbzRQNCw a mental health service aimed at signposting, advising, and supporting referrals or children, young people and families of young people • CHUMS - http://chums.uk.com/camb-pborough-services/ offers support for children and young people with mild to moderate mental health difficulties such as anxiety and low moods, as well as those with significant emotional well being difficulties from life events eg bereavement. 0330 0581 657 • Support and advice for home education, http://fis.peterborough.gov.uk/kb5/peterborough/directory/service.page?id=CtV_nfjZ4VU the Elective Home Education Service offers support and guidance to families in Peterborough who choose to educate their children in other ways than school. • Virtual school for children in care - The school works strategically across the local authority and in partnership with school and agencies to improve standards of achievement for children in care whether they are placed in or out of Peterborough. https://www.teachpeterborough.co.uk/schools/virtual-school/ 01733 864097 • Key contacts for planning school adaptations for reasonable adjustments (schooleffectivenessadmin@peterborough.gov.uk) • Occupational Therapy for advice on adaptations in settings for children's needs - works in partnership with families and/or teachers to help children and young people who are experiencing significant delay as a result of learning or physical disabilities, neurodevelopmental disorders, sensory and auditory processing disorders motor co-ordination disorders. http://www.cpft.nhs.uk/training/peterborough-childrens-occupational-therapy-service.htm 01733 847166
Laws and formal guidance	<ul style="list-style-type: none"> • SEND Code of Practice 2015 (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) • Supporting pupils with medical needs (https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) • Equality Act 2010 https://www.gov.uk/guidance/equality-act-2010-guidance • Care Act 2014 https://www.gov.uk/government/publications/care-act-

	<p>statutory-guidance/care-and-support-statutory-guidance</p> <ul style="list-style-type: none"> • Human Rights Act 1989 https://www.legislation.gov.uk/ukpga/1998/42/contents • UN Convention on the Rights of the Child 1989 https://www.unicef.org.uk/rights-respecting-schools/the-rsa/introducing-the-crc/ • Mental Capacity Act 2005 https://www.legislation.gov.uk/ukpga/2005/9/contents <ul style="list-style-type: none"> ○ https://www.nhs.uk/conditions/social-care-and-support/mental-capacity/ • Children and Families Act 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted • Working Together to Safeguard Children 2018 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
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Appendix 1b.

Cambridgeshire Local services	<ul style="list-style-type: none"> • Cambridgeshire Local Offer website (www.Cambridgeshire.gov.uk/localofferr) – A single point of entry for information about provision for Special Educational Needs and Disabilities across Education, Health and Social Care 0-25 years • SEND Services (0-25 years) Provide a range of professional services and support for children and young people, young people and families in a wide range of settings, including home, educational and community settings. https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/send-service-0-25/ It includes: <ul style="list-style-type: none"> ○ SEND District Teams. There are 7 District Teams. These comprise of Educational Psychologists, Specialist Teachers and Specialist Practitioners. The teams work in schools and settings with children and young people (0-25 years) and their parent/carers providing targeted support and training in all aspects of SEND. ○ Sensory Support Team ○ Access and Inclusion/ Alternative Provision Team ○ Additional Needs Team (14-25 years). Provides specialist information, advice and support around education, employment and training (EET) to young people with SEND their families and others working from Cambridgeshire who attend or have attended specialist provision both within in and outside the county. Email 14-25ANT@cambridgeshire.gov.uk <p>Early Help Hub. The point of contact where access to targeted early help services in Cambridgeshire is coordinated. https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/</p>
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- **Children's Disability Social Care Team**
The Disability Social Care work with disabled children and young people 0-18 years who meet the eligibility criteria in order to assess their needs and provide social work support, care management and intervention.
<https://www.cambridgeshire.gov.uk/residents/children-and-families/children-s-social-care/disability-social-care-0-25/>
- **Pinpoint Parent Carer Forum** Government Designated Parent carer forum for Cambridgeshire. <https://www.pinpoint-cambs.org.uk/>
- **SENDIASS (Special Educational Needs and Disability Information, Advice and Support Servicer)** - an impartial information, advice and support service for parents/carers and children/young people
<https://www.cambridgeshire.gov.uk/SENDIASS>
- **SENCo Briefings** - Special Educational Needs Coordinators (SENcos) and SEND Leads from Further Education working together in partnership with the Local Authority to support, represent and improve knowledge and skills. Promoting the most up-to-date and evidence-informed practice.
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-education-and-training-5-18/>
- **Early Years SEND briefings and networks.** Early Years practitioners working together in partnership with the Local Authority to support represent and improve knowledge and skills. Promoting the most up-to-date and evidence-informed practice.
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-early-years-and-childcare-0-5/>
- **Multi Agency Safeguarding Hub (MASH)**
MASH is the point of contact for all safeguarding concerns regarding children and young people.
<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/>
- **Support and advice for home education**, the Elective Home Education Service offers support and guidance to families in Peterborough who choose to educate their children in other ways than school.
<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/education-your-rights-and-responsibilities/home-education/>
- **Virtual school for children in care** - The school works strategically across the local authority and in partnership with school and agencies to improve standards of achievement for children in care whether they are placed in or out of Peterborough.
<https://www.cambridgeshire.gov.uk/residents/children-and-families/children-s-social-care/looked-after-children/virtual-school-for-looked-after-children/>
- **Planning school adaptations.** Key contacts for planning school

adaptations for reasonable adjustments.

- **Accessing transport.** Accessing specialist transport. Free and Subsidised transport <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-preparing-for-adulthood-14-25/travel-and-transport/>
- **Accessing leisure activities and short breaks.**
<https://www.cambridgeshire.gov.uk/residents/children-and-families/children-s-social-care/disability-social-care-0-25/short-breaks-offer/> and <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/leisure-activities/>
- **Occupational Therapy Service** For advice on adaptations in settings for children's needs - works in partnership with families and/or teachers to help children and young people who are experiencing significant delay as a result of learning or physical disabilities, neurodevelopmental disorders, sensory and auditory processing disorders motor co-ordination disorders. <http://www.cpft.nhs.uk/training/>
- **Speech and Language Therapy Service 0-19 years**
Support for speech, language and communication needs
Cambridgeshire
<http://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/specialist-services/childrens-speech-and-language-therapy>
<https://www.youtube.com/watch?v=6Y-jqvl-UqU>
- **Child and Family Mental Health Service (CAMHS)**
- **Keep Your Head** brings together reliable information on mental health and wellbeing for children, young people and adults across Cambridgeshire & Peterborough. www.Keepyourhead.com
- **Emotional Health and Wellbeing Team** A mental health service aimed at signposting, advising, and supporting referrals or children, young people and families of young people.
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/health-services>
- **CHUMS** - <http://chums.uk.com/cambs-pborough-services/> offers support for children and young people with mild to moderate mental health difficulties such as anxiety and low moods, as well as those with significant emotional well being difficulties from life events eg bereavement.
- **Patient Advice and Liaison Service (PALS)** provides Cambridgeshire Hospital users, carers and families with help, information and support to resolve concerns. 01223 219444 pals@cpft.nhs.uk
<http://www.cpft.nhs.uk/about-us/pals.htm>
- **Community Paediatrics** provides a wide range of medical advice, assessment, diagnosis, treatment and support services
- **Children's Physiotherapy** - assessment and support of infants , children and young people from birth to 18 years (19 years for some young

	<p>people in specialist education). Paediatric physiotherapists bring their specialist skills as physiotherapists, with the addition of expert knowledge and experience of child development and childhood disabilities https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/health-services</p> <p>For more information and Cambridgeshire Local Authority contact details, see Who We Are and What We Do. https://camweb-live.storage.googleapis.com/upload/camweb.cambridgeshire.gov.uk/our-organisation/people-and-communities/Who%20we%20are%20and%20what%20we%20do%20%20Feb%2018.pdf?inline=true</p>
Laws and formal guidance	<ul style="list-style-type: none"> • SEND Code of Practice 2015 https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) • Supporting pupils with medical needs https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) • Equality Act 2010 https://www.gov.uk/guidance/equality-act-2010-guidance • Care Act 2014 https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance • Human Rights Act 1989 https://www.legislation.gov.uk/ukpga/1998/42/contents • UN Convention on the Rights of the Child 1989 https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/introducing-the-crc/ • Mental Capacity Act 2005 https://www.legislation.gov.uk/ukpga/2005/9/contents https://www.nhs.uk/conditions/social-care-and-support/mental-capacity/ • Children and Families Act 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted • Working Together to Safeguard Children 2018 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Appendix 1c - National resources

National Services and Resources	<ul style="list-style-type: none"> • SEND Gateway The one stop shops for all things SEND provided by the National Society for Special Educational Needs. (NASEN) https://www.sendgateway.org.uk// • Special educational needs and disability (SEND) - Gov.uk Information about Special educational needs and disability (SEND). ... From:
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Department for Education, Department of Health and Social Care.

<https://www.gov.uk/topic/schools-colleges.../special-educational-needs-disabilities>

- **Council For Disabled Children** An umbrella organisation made up of over 200 voluntary and community organisations and practitioners across education, health and social care sectors, providing a collective voice to champion for the rights of children, young people and families. They provide national guidance and lobbying, as well as published resources and supporting events/training.
<https://councilfordisabledchildren.org.uk/>
- **The Communication Trust.** A coalition of over 50 not-for-profit organisations. Working together to support everyone who works with children and young people in England to support their speech, language and communication
<https://www.thecommunicationtrust.org.uk//>
- **NHS Transforming Care.** Improving health and care services so that more people can live in the community, with the right support, and close to home. <https://www.england.nhs.uk/learning-disabilities/care//>
- **Preparing for adulthood** - <https://www.preparingforadulthood.org.uk/> a national programme of support and sharing best practice in helping children and young people with SEND prepare for adult lives. They organise training and practice sharing events as well as publish helpful resources and guidance on their website.
- **Rights Respecting School Award** <https://www.unicef.org.uk/rights-respecting-schools/> Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.
- **National Society for the Prevention of Cruelty to children (NSPCC)** - A national independent charity that recognises that ‘each of us has a responsibility to keep childhood free from abuse, and we must do everything possible to protect children and prevent it from happening. So if a law needs to change, or if more needs to be done to protect children, they demand it.’ If you are worried about a child call 0808 800 5000 or email help@nspcc.org.uk If you are under 18 and want free, confidential advice and support, call 0800 1111 <https://www.childline.org.uk/>
- **Childline** - a national, free private and confidential service for children and young people to help anyone under 19 years old in the UK with any issue they’re going through. 0800 1111 or <https://www.childline.org.uk/locker/email/> or through the 121 counsellor chat found at <https://www.childline.org.uk/about/about-childline/>
- **Inclusion Press** publish a range of resources to promote and improve the inclusion of all people and organise www.inclusion.com

Appendix 2 - Glossary

AWPU	Age Weighted Pupil Unit (the formula used to calculate the funding per pupil in schools)
CCG	Clinical Commissioning Group - the body responsible for funding / commissioning of health services in an area
CQC	Care Quality Commission - the inspectorate responsible for the health and social care services
CPD	Continuing Professional Development - the continued training and opportunities for professionals to improve their skills, knowledge, understanding and expertise
DAF	Disability Access Fund (funding to aid access to early years education)
DASS	Director for Adult Social Services
DCO	Designated Clinical Officer - clinical professional responsible for ensuring health services are meeting SEND requirement (can also be a Designated Medical Officer depending on the individual background)
DCS	Director of Children’s Services
DfE	Department for Education - Government department responsible for education
DMO	Designated Medical Officer - clinical professional responsible for ensuring health services are meeting SEND requirement (can also be a Designated Clinical Officer depending on the individual background)
DSG	Dedicated Schools Grant (funding for education settings from government)
EHCP	Education, Health and Care Plan
FE	Further Education
FSM	Free School Meals
NHS	National Health Service
KS	Key Stage of the National Curriculum in schools
OFSTED	Office for STandards in EDucation (the inspectorate responsible for education)
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
Setting	This phrase is often used to refer to education settings such as early years nurseries, pre schools, schools and colleges.
SFA	Skills Funding Agency (providing some of the funding for young people to access education)

Wellbeing	The overall state of mental and physical health of individuals
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For a broader glossary, please see document on Local Offer websites:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/advice.page?id=SNpdtfS7gEo>