



## **Woodlands Federation**

[www.dallington.e-sussex.sch.uk](http://www.dallington.e-sussex.sch.uk)

[www.punnettstown.e-sussex.sch.uk](http://www.punnettstown.e-sussex.sch.uk)

## **SEND and Inclusion Policy**

### **2021- 2022**

Woodlands Federation

Chair of Governors: Mrs Monica Pell

SEND Link Governors: Mrs Alison Doig

Mrs Bintou Sy Romano

Inclusion Manager/SENDCo: Susan Conaway

Punnetts Town Acting Headteacher , Mrs C Kinsella

Dallington Acting Headteacher, Mr P Cox

## **Our mission**

To empower children

- To provide the very best education and learning experiences for all pupils in the Federation
- To provide professional development and support for our staff to ensure every child leaves with everything they need for the next stage of their education
- To significantly improve the quality of learning and life experiences of pupils particularly those pupils who are vulnerable or have a special educational need or disability
- To provide an inclusive curriculum to ensure the best possible outcome for all our pupils whatever their need or disability

## **Our commitment**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

## **Data Protection**

Records and information on pupils will be kept securely and only accessed by persons authorised.

## **Statutory Duty**

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014. Special Educational Needs (SEN)

Definition from SEN Code of Practice p15

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them;

A child of compulsory school age or young person has a learning difficulty or disability they have: significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

It is a statutory requirement that each school outlines their personalised Special Education Needs and Disability Procedure in their **SEN Information Report**, published on the school's website. (6.79)

This SEND policy outlines expectations for the provision of special educational needs and disability.

## **Objectives**

- All our pupils have an entitlement to quality first teaching in order to make good progress;
- A rich and varied curriculum accessible to all abilities and needs;

- Partnership with parents/carers and children in developing those abilities and meeting needs;
- Early identification of a pupil's additional needs and response to ensure progress is made;
- Professional development for staff to feel confident working with pupils with additional needs;
- All teaching staff and Teaching Assistants (TAs) actively use the SEND Matrix to improve the quality of teaching and learning and increase range of provision for pupils with SEND and vulnerable pupils;
- East Sussex SEND Matrix is actively shared with parents in decision making about strategies and provision to meet current needs and to understand the incremental level of a pupil's need;
- MHEW policy offers clear guidance to address related issues for pupils and families so that all are clear on their rights and responsibilities (available in hard copy and on the school website);
- Reasonable adjustments will be made to support any pupil with a protected characteristic.

## Admissions

Following guidance from East Sussex County Council on admissions arrangements and the accessibility policy and plan outlines how we will consider any issues which may be a barrier to pupils' participation in school life.

## Specific responsibilities include

Policy	Governors and Acting Headteacher
Appropriate staffing	Governors and Acting Headteacher
Monitoring SEND and holding staff to account for the progress of pupils with SEND	Governors and Acting Headteacher
Day to day operation of agreed policy	Inclusion Manager/SENDCo

## Roles and responsibilities (SEN Code of Practice reference in brackets)

### Acting Headteacher

Expectations:

- Have regard to Special Educational Need and Disabilities 2014 Code of Practice in school planning;
- Determine the use of financial resources, staffing levels and staff deployment;
- Support the SENDCo in compiling the SEN Information Report and ensure it is updated at least annually and published on the school website;
- Ensure staff professional development, in-service planning for Governors, teachers and all staff;
- Data analysis, in particular against performance management targets and report back to Governors;
- Ensure that the SENDCo is a trained teacher and member of the senior leadership team.

### Governors

Our Governing Board fulfils its statutory duty towards children with SEN or disabilities in accordance with guidance set out in the SEN Code of Practice. In particular, the governing board, ensures:

- arrangements are in place in school to support pupils with medical conditions (3.66)
- SEN Information Report is published annually (6.79)
- qualified teacher designated as a SENDCO for the school. (6.84)

In addition, our governing board works with members of the senior leadership team in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school. The governing board also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi )

Other expectations of governors:

- Appoint a governor to support and challenge provision and impact of provision for SEND pupils, particularly pupils eligible for pupil premium and on SEND register and report back to governing board;
- Have regard for the Code of Practice in all decisions;
- Appoint the person responsible for SEND and ensure the resources to carry out the strategic role;
- Agree offer for pupils with special educational needs and disability (SEN Information Report);
- Monitor performance regularly of pupils with special educational needs or a disability;
- Have in place arrangements for dealing with complaints from parents with children who have SEND;
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability.

### **Inclusion Manager/SENDCo**

The Inclusion Manager/SENDCo has responsibility for the day to day operation of SEN policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care plans.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies; ensures the East Sussex SEND Matrix is actively shared with parents in decision making about strategies and provision to meet current needs and to understand the incremental level of a pupil's need.

The SENDCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching. (6.88, 6.89)

Other expectations of Inclusion Manager/SENDCo:

- Ensure a consistent whole school approach to special needs and disability – strategies and resources to help teaching staff to differentiate for pupils and ensure effective delivery of interventions;
- Ensure parents, carers are fully involved in the decision making process about their child's education;
- Ensure high quality teaching is differentiated and personalised to meet the needs of pupils;
- Monitor quality of teaching, impact of interventions, quality of learning and achievement standards;
- Support all staff in the identification, assessment, planning and evaluation process;
- Maintain an appropriate SEND register and share with staff and Governors;
- Review the SEN Information Report which outlines the support and provision available in the for pupils identified with special educational needs or disability in each Federation school, at least annually;
- Present SEND data and evidence of impact of provision *on* pupil outcomes to Governors;
- Seek advice and support from other agencies to meet the needs of pupils with SEND;
- Ensure SEND pupils participate in a full range of activities, including extra-curricular opportunities;
- Attend and participate in events to ensure consistent approach, up-to-date knowledge on theory and provision informed by evidence based practice;
- Have regard for the Code of Practice in all decisions.

### **Teachers**

Teachers have high expectations for all pupils whatever their prior attainment. Teachers use assessment to set targets which are ambitious and deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12). Teachers' planning makes reference to individual pupil's SEN support plans /Additional Needs Plans (ANP) and individual targets.

Other expectations of teachers:

- Take responsibility for the needs of all the pupils in the class;
- Take responsibility for initial identification, assessment, planning and evaluation to meet needs;
- Plan for the needs of all pupils in the class; use of strategies and resources to differentiate within their classroom and ensure effective delivery of interventions;
- Meet every term with leaders to monitor the progress of pupils with a special educational need or disability and act upon the findings to close the gaps in learning;
- Lead reviews of progress including consulting and planning with parents (liaising with the SENDCo);
- Have regard for the Code of Practice in all decisions.

#### Parents/carers

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the child's teacher;
- Fulfill their obligations under home-school agreement which sets out expectations of all parties.(6.20)

### Identification of SEND

When considering if a pupil has special educational needs any of the following may be evident:

- Little or no progress despite teaching approaches to target a pupil's area of weakness;
- Signs of difficulty in developing literacy or mathematics skills which result in poor attainment;
- Sensory or physical problems results in little or no progress despite targeted provision (6.28-6.35);
- Communication and /or interaction difficulties results in little or no progress despite an appropriate differentiated curriculum;
- Social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite a behaviour support programme;
- SEND that requires additional specialist equipment or regular input by a specialist agency;
- Communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.(6.15, 6.17, 6.23, 6.45)

### Four main areas of need outlined in the SEN Code of Practice 2015

**Communication and Interaction** - this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC)

**Cognition and learning** - this includes children with learning difficulties, including children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

**Social, emotional and mental health difficulties**- this includes children with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

**Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical disability. (6.28-6.35)

### Graduated approach

The progress of learners on the SEND register is carefully monitored. Their progress will be tracked and the impact of provision reviewed to ensure that it is effective in meeting planned outcomes following a graduated approach with four stages of action **Assess, Plan, Do, Review**. (6.44). All provision should be informed by evidence based practice and planning and review of provision to be agreed between learners, parents, carers and staff. (6.43, 6.53). For more information about how we support *children* with SEND please also see **SEN Information Report** on the schools website. (6.43, 6.48, 6.73, 6.83). Where, despite taking relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress, consideration will be given to requesting an **Education, Health and Care** assessment. This request can be made by the school or by parents. (6.63). In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's needs through **SEND Support**. An EHC needs assessment will not always lead to an EHC plan. (6.63). The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social

care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. (9.2)

## Assessing and reviewing outcomes

A wide range of assessments tools are used to identify barriers and learning gaps and learners have regular opportunities to evaluate their own performance.

An **SEN Support Plan** can be used to implement the graduated approach (**assess, plan, do, review**) to assess, plan for, provide and review impact of provision on pupil progress. This document can be used to record and evidence specific inclusion strategies for a child as well as the SMART targets. A **School Based SEND Plan** includes input from outside agencies. For example Speech & Language, Educational Psychology Service

An **EHC needs assessment** is a detailed exploration to find out what your child's special educational needs are and what provision should be put into place to meet them. It is the step before an Education, Health and Care **Plan**. The SEND Code of Practice says that **EHC plans should** be based on decisions made openly, and with parents, children and young people and describe what the child or young person **can do**. The EHCP must be reviewed as a minimum every 12 months with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. (9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with **social care reviews**. (10.20)

We record evidence of pupil progress with a focus on outcomes, as part of the monitoring and evaluation of provision and any SEND support provided. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. (6.72, 6.73 6.43, 6.53).

## Transition

The great majority of children/young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our **SEND support** includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children/young people so that they are included in social groups and develop friendships. This is particularly important when children/young people are transferring from one phase of education to another. (6.57, 8.7, 8.8)

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

## Curriculum and learning environment

All pupils have access to a broad and balanced curriculum and in the information provided in each year, we include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN. (6.12, 6.82, 1.34).

Teaching staff are trained to provide a core offer of evidence based support in every class and assess impact on pupil progress. Strategies are developed to enable children to make good flexible use of varied resources available in each classroom and pupil independence is an element of each target or planned outcome.

When required we will make referrals and follow advice from outside agencies and introduce personalised provision in order to improve access to the curriculum and learning environment. We take account of access arrangements e.g. reader, scribe additional time

## Expectations:

- An environment in which all pupils can learn and where every child feels safe, calm and happy
- Commitment to eliminating discrimination, promoting equality of opportunity, fostering good relationships
- Provision for pupils' spiritual, moral, social and cultural development
- Support for the emotional, mental and social development of children
- Regular and good communication between parents, teachers, and support staff
- High expectations of behaviour and achievement which are communicated to the child
- Listening to the child and really hearing what they communicate
- Being positive, building self-esteem, praising small strides as well as giant leaps
- Support for self-awareness and self-belief and the intrinsic reward of achieving your personal best
- Responsibility, no matter how small
- Flexibility – trying different techniques or new approaches, as well as tried and trusted methods
- Ignoring (as far as possible) attention-seeking behaviour
- Responding to and praising appropriate behaviour
- Having clear routines and helping plan for changes to routine
- Making sure instructions are clear, precise and understood
- Allowing a child time to think and to process responses to questions/instructions
- Not letting 'no' be an option but trying to offer choices
- Make sure all who come into contact with the child, e.g. lunch-time supervisors, support staff et al, understand child's needs and how to respond to secure a positive outcome for the child
- Focused learning environment - too busy and the child may be easily distracted, too minimal and the child may find the environment lacks stimulation
- Provide a quiet area or time out place for children who may become stressed during the day
- Be consistent when applying rules and remind and rehearse them regularly

Communication & Interaction	Cognition & Learning	Social Emotional Mental Health	Physical & Sensory
Correct models of language	Visual timetable	Extra processing time	Zones of regulation
Additional time to respond	Small group teaching	Nurture	Additional technology
Language & speech Link screening language sessions	Multi-sensory (do it kinaesthetic, see it visual, hear it auditory, say it)	Worry Buster! Boris Can Beat It!	Brain/sensory breaks
Additional method of communication - Makaton	First/Then/Next visual Task Boards	Talk About Me - identity self-awareness	Wobble cushion Chair band
Cue attention	Personalised word/maths mat	Play Therapy	Handwriting without tears
Chunk instructions	Alphabet and number strips	Circle time	Shaped pen/pencil grip
Visuals to support spoken	Pre teaching	Worry Box	Seating and position in class
Pre teach vocabulary	Precision teaching /Bullseye	Emotions board	Sand Timer
Social stories	ICT equipment and software/ ipad	Rewards/sanctions	Pandora's Box (motor skills)
Role play	Mind mapping	Circle of friends	Work station
Mind mapping	Memory therapy/Black Sheep Press resources for auditory memory	Staff and peers model appropriate behaviours	Sensory circuits – alerting, organising, calming
Practical Pragmatics	Touch Typing	Empowerment	Headphones
Preparation for change	Coloured overlays	Boxall Profile	Fizzy Training Programme
Speech & Language Prog	Topic /high frequency word lists	Reparation	Calming & sensory cards
Concept check list	Writing scaffolds	Safe place	Writing slope
Wigit – Communicate In Print	Visuals for letter/number reversal	Calming visuals	Putty for finger exercises
Cued articulation	Reduce copying from text/board	Calming scripts	Work station
Phonological & semantic cues	Alternatives to writing		Sensory Circuits
Communication Book	Sentence openers		Touch Typing

- Reinforce oral instructions and communication with visual support
- Use visual prompts where possible

- Think about how child will access teaching and learning and style of delivery, facilitate appropriate support,
  - Use a practically-based curriculum supported by multi-sensory teaching and learning which addresses the needs of all types of learners
- 
- Regularly revise and reinforce learning – repetition to establish in memory
  - Pre teaching and overlearning
  - Help children build friendships; peer mentoring, buddies, friendship benches etc.
  - Provide good role models - other children and staff
  - Encourage communication between children and adults and between children themselves
  - Celebrate differences and help other children to recognise and celebrate those differences too
  - Support should facilitate independence, not impede it

## **Evaluating the effectiveness and impact of SEND provision**

We maintain an overview of the programmes and interventions used with different groups and individual pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.77) .We will publish an annual SEN Information report on the school website. (6.79)

## **Inclusion**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not, and are encouraged to participate fully in the life of the school and in any wider community activity. (xix, 8.8)

We support the emotional, mental and social development of children with SEN and disabilities (SEND) by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. (4.32).

We make provision for pupils’ spiritual, moral, social and cultural development.

## **Involving specialists**

Parents are always involved in any decision to involve specialists where a child makes little or no progress over a sustained period. We may involve specialists at any point to advise on the early identification of SEND and effective support and interventions. (6.59) We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child’s progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support. Records of involvement of specialists are kept and shared with parents and teaching staff. (6.59, 6.62, 3.7, 3.25) Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child’s life as a consequence of being looked after (10.7). We work closely with the East Sussex and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (6.61, 3.13)

## **Funding for SEN**

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. It is not based on pupils on number of pupils on the school’s SEND register, but on a formula. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium. (6.96, 6.97)

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (6.99).



In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. (9.95, 9.98)

This SEND Policy takes account of policies and procedures which describe our regulatory responsibilities including:

*Accessibility Plan*

*Admissions Arrangements*

*Safeguarding and Child Protection policy and procedures*

*Complaints procedures*

*Early Years Foundation Stage*

*Equality Information*

*Data Protection*

*Health & Safety*

Relationships and sex education (RSE) and health education

*Home-school agreement document*

*Behaviour*

*Supporting Children with Medical Conditions*

*Intimate Care*

**SEN Information Report**

Government guidance about SEN can be found on the DfE Website

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Department for Education's statutory guidance publications for schools and local authorities for SEN.

[Education for children with health needs who cannot attend school](#) - 17 May 2013 Statutory guidance

[SEND code of practice: 0 to 25 years](#) - 1 May 2015 Statutory guidance

[Supporting pupils with medical conditions at school](#) - 16 August 2017 Statutory guidance

The **Local Offer** is a **Local** Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have **SEND**."

Local Authority: [eastsussex.gov.uk](http://eastsussex.gov.uk)

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### **School re-opening and SEND provision from September 2020**

We have used government guidance to re-open school in September and how education will be delivered in the Autumn 2020 term. In relation to SEND provision we have made changes to ensure the education environment is as safe as possible from the risk of coronavirus, but our [statutory duties](#) for children with SEND remain the same. This means using best endeavours to secure the special educational provision called for by the pupil's special educational needs is made and have regard to [SEN and Disability Code of Practice 2015](#).

Government guidance confirms that: '**School and college attendance will again be mandatory from the beginning of the new academic year. For parents and carers of children of compulsory school age, this means that the legal duty on you as a parent to send your child to school regularly will apply.**' Parents' duties under [Education Act 1996](#) apply and this means that if your child is on the roll, regular attendance is expected.

We will put in the right support to address potential concerns of pupils, parents and households who may be reluctant or anxious about returning to school. We will work to contextualise feelings of anxiety, stress or low mood in response to COVID-19, as normal in abnormal situation.

We will be undertaking reviews of pupils at the beginning of the autumn term to try to identify gaps in learning and barriers to learning arising from their prolonged periods of absence. There will be *catch up* programmes and provision for pupils who are at risk of disengagement.

If you have questions about your child's return to school or how SEN Support will be delivered on return in September, please speak to the Acting Headteacher, Paul Cox.

### **Government guidance on shielding August 2020**

**“The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list”**. Therefore, discussions with the specialists supporting you/your child are necessary and consideration about whether or not the child or young person can return to school will be best guided by them.

### **Local Lockdown**

If there is a local lockdown (check ESCC and [government websites](#)) then clinically extremely vulnerable people are advised to shield. In these circumstances, if a child or young person is on the shielded list they should receive education at home through the school or college's programme. It is not clear what should happen in a local lockdown where the child or young person is not themselves on the shielded list but a member of their family is. Until further guidance is received, we advise that parents and carers speak with their doctors to discuss whether or not it is clinically advisable for the child to attend. If the clinical opinion is that they should not, then we would expect to authorise the absence and provide home-learning in line with our policies until attendance can begin again.

[Department for Education Guidance for full opening: schools Updated 7 September 2020](#)

[www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools](http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)

[www.gov.uk/coronavirus-taxon/education-and-childcare](http://www.gov.uk/coronavirus-taxon/education-and-childcare)

Coronavirus/COVID-19

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Universally Available Provision – Information for settings and Parent/carers

Child Disability Team Children's disability social care – East Sussex County Council

Speech & Language Therapist Service – East Sussex Healthcare NHS Trust ([esht.nhs.uk](http://esht.nhs.uk))

Occupational therapy Service Occupational Therapy – East Sussex Healthcare NHS Trust ([esht.nhs.uk](http://esht.nhs.uk))

Physiotherapy Service Physiotherapy – East Sussex Healthcare NHS Trust ([esht.nhs.uk](http://esht.nhs.uk))

School Health Service, including School Nursing East Sussex School Health/Kent Community Health NHS Foundation Trust ([kentcht.nhs.uk](http://kentcht.nhs.uk))

Community Paediatricians: Community Paediatrics- East Sussex Healthcare NHS Trust([esht.nhs.uk](http://esht.nhs.uk))

SPOA Single Point of Access – Referral for Child and Adolescent Mental Health Services (CAMHS)

SENDIASS Special Educational Needs and Disabilities Information Advice and Support Service

ESCC SEN Matrix The Matrix- Czone([eastsussex.gov.uk](http://eastsussex.gov.uk))

East Sussex Healthcare NHS Trust([esht.nhs.uk](http://esht.nhs.uk))