

Leeds Local Offer (SEND)

www.leedslocaloffer.org.uk

The Leeds Local Offer is where children and young people up to 25 years old with special educational needs and disabilities (SEND) and their parents and carers can find information, advice and guidance about support, services and activities that are available to those living in Leeds.

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WELCOME AND INTRODUCTION

Welcome to the Leeds Local Offer, we have produced this booklet to help families of a child with special educational needs and disabilities (SEND) find out about information, help and support available to them in Leeds.

The information in this booklet can be found on the Leeds Local Offer website (www.leedslocaloffer.org.uk), you can email us at LLO@leeds.gov.uk if you need help to find the information you are looking for.

The Leeds Local Offer has a Facebook page, where we provide regular updates about what is happening in Leeds for those with SEND and their families. Just search Leeds Local Offer on Facebook.

What is the Leeds Local Offer?
The Leeds Local Offer is where children and young people up to 25 years old with special educational needs and disabilities (SEND) and their parents and carers can find information, advice and guidance about support, services and activities that are available to those living in Leeds.

The Leeds Local Offer has two key purposes;

- To provide clear, comprehensive, accessible and up to date information about available provision and how to access it.

- To make provision more responsive to local needs and aspirations directly involving children and young people with SEND, their parents and carers and service providers in its development and review.

We are committed to continually working with young people with SEND and their families to make our service better, if you would like to get involved then please contact us at LLO@leeds.gov.uk

WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

A child or young person has SEND (special educational needs / or disability) if they have a learning difficulty or disability which means they need special educational provisions to be made for them.

Your child might need extra support at school or college if they:

- find it harder to learn than other children their age
- have a condition which means their school or setting is not accessible to them
- struggle with social, emotional or mental health difficulties
- have sensory or physical needs
- have speech, language or communication needs, including autism

By law, every school and nursery must provide support for pupils with SEND. This includes state schools, academies and free schools. Speak to your school special educational needs coordinator (SENCO) if you have any questions or concerns.

Schools must contact you if they think your child has any special educational needs. Your child does not need a medical diagnosis first.

Often a person is identified as having SEND early on in their life. If you're worried about your child, you can speak to your doctor or a healthcare professional. If they think your child has SEND, they will share this with the Learning Inclusion Services who will then be able to offer you help and advice.

SEND LAW AND POLICES

Below you will find information about Leeds and National SEND Law and Policies.

SEND Code of Practice 2015
The SEND Code of Practice 2015 sets out the legal framework for SEND services. It describes how education, health, and social care services must provide support for CYP with SEND and their families in line with the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

National SEND and Alternative Provision
In 2023, national government introduced a new national SEND and Alternative Provision Improvement Plan. This plan responds to a national review of the SEND system which was published in 2022: The SEND review: right support, right place, right time.

The review proposed some big changes to the system, including development of new national standards which services will be expected to meet.

Leeds SEND and Inclusion Strategy: Everyone's Included
Leeds published 'Everyone's Included: the Leeds SEND (special educational needs and disability) and Inclusion Strategy' in January 2023. It sets out the shared plans across services to improve experiences and outcomes for children and young people with SEND, and those with additional needs due to their circumstances, including children who are: looked after (by the local authority); in need (of support from a social worker); living with financial disadvantage; and who have experienced trauma.

The plans focus on improving outcomes for these children and reducing any inequalities they may face in relation to their learning, health, and wellbeing.

All policies can be found on the Leeds Local Offer website.

SENDIASS

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION, ADVICE AND SUPPORT SERVICE

Leeds SENDIASS provide Information Advice and Support (IAS) for children and young people age 0-25 and their parents and carers. The service provides IAS relating to children and young people's Special Educational Needs and Disabilities (SEND) in education, and relevant SEND matters in health and social care.

Leeds SENDIASS provide IAS based on law and guidance to support parents and carers children and young people to understand and interpret SEND information and apply it to their own situation. The information, advice and support is free, impartial and confidential and provided at arm's length from the local authority and ICBs (Integrated Care Boards).

The service aims to provide equity of service across the city through a dedicated service offer, supporting early intervention through advice areas such as SEND support in schools through to information advice and support in statutory processes such as Education Health Care needs assessments and SEND tribunal appeal. The team has a service coordinator and 4 full time equivalent SENDIASS officers.

SENDIASS provide information, advice and support on Special Educational Needs and Disability(SEND) topics such as:

- SEND law and legislation
- Local SEND policies and processes
- SEND support in schools
- Education, Health and Care (EHC) needs assessments
- Education, Health and Care plans (EHCPs)
- Mediation and SEND Tribunal Appeals
- Resolving disagreements and complaints procedures
- Being involved in decision making and expressing views
- Where to find further information and support

The team deliver IAS through the Leeds SENDIASS service offer. The offer includes a Leeds SENDIASS website with dedicated parent carer and young people sections, by delivering parent carer and professional information and training sessions, via hosting and attending information events and advice drop-in sessions. The service provides email advice and telephone advice through a telephone consultation advice service and via pre bookable advice calls. IAS is available through our information videos, and via the Leeds SENDIASS YouTube Channel , Leeds SENDIASS Facebook group and Leeds SENDIASS Instagram page. This is supported by information guides, factsheets and resources on SEND topics and processes. The IAS advice we provide is tailored to individual needs and available in different formats.

All Leeds SENDIASS team officers have SEND Legal Advisor training and are trained to support, and work in partnership with parents and carers and children and young people so they can participate in and make informed decisions about their child's or young person's SEND.

Website: www.leedssendiass.co.uk
Email: leedssendiass@leeds.gov.uk
Telephone and advice voicemail service: 0113 3785020

Search 'Leeds SENDIASS' on YouTube, Facebook and Instagram.

EARLY HELP

Early help is the term used in Leeds to describe Leeds' approach on a whole range of individual social, health and educational issues when providing support to children, young people and their families as soon as problems emerge, or re-emerge.

Families should be enabled and supported to have the right conversations, with the right people and at the right time about their needs or concerns, so that statutory interventions can be avoided where this is appropriate.

Early help is voluntary and consent from children, young people and their families to work with them should always be sought.

Intervening as early as possible, regardless of the age of the child or young person, can positively improve their outcomes.

Early Help Hubs
The Early Help Hubs are multi-disciplinary teams in the East, West and South of Leeds. The three hubs were established in the summer of 2019 as a key part of the Leeds early help offer.

The Early Help Hubs provide advice and support to clusters and partners working in the three localities to ensure seamless, co-ordinated and effective early help support and a 'getting it right first time' response.

For more information contact the Families First Team
Telephone: 0113 37 81840
Email: families.first@leeds.gov.uk

LOCALISED CLUSTER SUPPORT

There are 22 clusters in the city, 21 locality based and 1 SILC cluster.

The core purpose of clusters is to identify support for those families, children and young people most in need of help and, to ensure they are offered the right intervention at the right time, by the right people.

Clusters are a partnership with education, health and the Local Authority. Not all schools are in clusters but ask your school or look on the link below.

The cluster works closely with universal, targeted and specialist services for children and families in each local area including schools, health services, Area Inclusion Partnerships, Early Start teams in children's centres, police, social work, the third sector, and other relevant services such as housing.

There are different ways in which children and their families can access cluster early help services: through referrals for support made by the child's school; from others such as the family GP or other services; and directly from families referring themselves. Usually referrals are made through completing a request form available from the cluster or can come through MindMate Single Point of Access (SPA).

The majority of clusters are focused on family support and emotional wellbeing and have directly employed or commissioned services to meet these two key early intervention needs. Equally, most clusters have established proactive partnerships or a traded service with other agencies who are able to meet a range of needs, for example Educational Psychology.

For more information visit the Localised Cluster Support section on the Leeds Local Offer website: www.leedslocaloffer.org.uk.

LEEDS PARENT CARER FORUM

The Leeds Parent Carer Forum is a voluntary organisation led by passionate parents and carers, who are working in partnership with the Local Authority, Education, Health and Social Care services to improve the quality of life for children and young people with additional needs, and their families, across Leeds.

To find out more about the Leeds Parent Carer Forum and to become a member visit their website at www.leedsparentcarerforum.co.uk.

PARENT CARER SUPPORT GROUPS

Parent support groups are a great way to meet other parents for practical and emotional support. Most support groups are set up and run by parents and carers of children with additional needs. Some professionals and organisations, particularly children centres, run their own groups.

You can find out about Leeds parent carer support groups on the Leeds Local Offer website www.leedslocaloffer.org.uk.

A GRADUATED APPROACH

SEND SUPPORT IN SCHOOLS

A child or young person has SEND if they have a learning difficulty or disability which means they need special educational provisions to be made for them.

Your child might need extra support at their educational setting (pre-school, school or college) if they:
·find it harder to learn than other children their age
·struggle with social, emotional or mental health difficulties
·have sensory or physical needs
·have speech, language or communication needs, including autism

The graduated approach allows parents and the setting to get a better understanding of the child's strengths and needs and what support they need to make progress. Key staff will work with parents to make sure that the right level of support is in place. This involves regular reviews of the child's progress.

The graduated approach is a cyclical and ongoing process and there are four stages:

Assess – teachers and key staff, with the support of the special educational needs coordinator (SENCo), discuss and assess your child's current strengths needs so that they can plan suitable support and measure any progress.

Plan - make a plan of specific support and provision to meet your child's needs and agree progress deadlines.

Do - provide the extra support in the plan and measure progress.

Review - your child's progress and decide the next steps with you and your child.

If a setting has taken every possible action available to identify, assess and meet the child or young person's needs but they are still not making expected progress, it may be appropriate to request specialist support from outside agencies to support and/or consider requesting an education, health and care needs assessment.

EHCPS

EDUCATION, HEALTH AND CARE PLANS

An Education, Health and Care Plan (EHCP) is a legal document for an individual child or young person aged 0-25 years with special educational needs and disabilities (SEND), which sets out a description of their educational, health and social care needs and the provision that must be implemented in order to help them achieve key life outcomes. It also includes information about the child or young person's aspirations, and for those in Year 9 or above, information about preparation for adulthood.

EHCPs bring together practitioners from different agencies to contribute to a single assessment and plan for the child or young person. In Leeds, the Special Educational Needs Statutory Assessment.

The majority of children and young people with SEND can have their needs met within their local mainstream school, early years setting, college or training provider through the setting's existing resources without the need for an EHCP.

The SENSAP team is the local authority's Special Educational Needs Statutory Assessment and Provision team.

SENSAP's aim is to enable children and young people with complex Special Educational Needs and Disabilities (SEND) to access the right educational support and provision and to achieve their life aspirations.

The SENSAP team have a number of functions, including:

- creating Education Health and Care Plans
- Monitoring and quality assuring special educational provision within educational settings
- Managing the delegation of funds to educational settings
- Supporting accessibility in educational settings for students with disabilities

For general enquiries and more information about EHCPs, monitoring and quality assurance, you can contact SENSAP.

Email: sensap@leeds.gov.uk
Telephone: 0113 378 5256

The EHCP process
The school should provide the evidence required for an education, health and care (EHC) needs assessment. They should never ask you to make an application for them.

You can request an assessment if you do not want the school to make one. This should always be your decision.

Completing an application
To apply for an assessment, the school will need to complete an EHC1 form and upload it to your child's Leeds City Council record using Synergy Gateway. This should include any evidence gathered through the graduated approach.

Parents or carers of a child wanting to apply for an assessment need to complete an EHC2 form.

If your child is over the age of 16, they can apply for their own assessment. They will need to complete an EHC3 form.

You can ask your child's school for a copy of the forms. You can also ask SENSAP for any of the forms, by calling 0113 378 5256 or emailing sensap@leed.gov.uk.

Assessments
Assessments take around 20 weeks to complete. They focus on a child's educational needs and the support that they need to be able to learn.

- Making a decision - the Local Authority (SENSAP) have up to six weeks to decide if your child needs an assessment. To do this, SENSAP hold a panel to discuss the child's needs and decide if an assessment is needed.

- Gathering evidence - In the six weeks after the decision is made, if SENSAP think your child does need an assessment, they will gather any further evidence from our own teams, the school SENCo (special educational needs coordinator), parents and carers and any healthcare professionals involved.

- Writing a draft plan - Within twelve weeks of the request, if it is agreed that your child needs an education health and care plan (EHCP), SENSAP will start to write a draft. This can take between two and three weeks. SENSAP will send you a copy of the draft EHCP and you will have 15 days to respond in writing.

- Right to request a meeting - Sixteen weeks from the initial request, if it is agreed that your child needs an education health and care plan (EHCP), you have the right to request a meeting. SENSAP will do their best to accommodate your request and arrange a virtual or face to face meeting, depending on capacity.

- Final version of the plan - Within 20 weeks of the request for an assessment, a final version of the plan must be available.

Within 20 weeks of the request for an assessment, if it is agreed that your child needs an EHCP, a final version of the plan must be available.

EHCP's are reviewed at least every 12 months to make sure that they are up to date and still needed. For children under five years old, reviews are at least every six months.

PERSONAL BUDGETS AND DIRECT PAYMENTS

If your child has an EHCP, they are entitled to request a personal budget to help them achieve the aims of their plan. This can include:

- funding for inclusion (FFI)
- direct payments for health and social care

Funding for Inclusion
Funding for Inclusion (FFI) is Leeds' mechanism for delegating funding from Parliament to all schools and settings for children and young people who require additional support for Special Educational Needs (SEN), are a Leeds resident and who are aged between 2 and 25 years of age.
The process of allocation is based on need; those with the highest complex SEN and who require the highest level of provision receive the highest funding.

Direct payments for health and social care
Parents, carers or a young person aged over 16 years old can request information about their personal budget. Personal budgets can be managed either by:

- direct payments - money that is paid into an account for you to buy and manage services yourself

- a virtual budget - the local authority, school or college manages pieces of the personal budget and buys the support identified in your assessment

- a third party budget - a service provider or broker can manage some of the money for you as part of the assessment process, SENSAP will discuss personal budgets with you

EARLY YEARS (0 TO 5 YEARS OLD)

The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old.

Your child's progress will be reviewed when they're between 2 and 3 by an early years practitioner or health visitor.

Their class teacher will assess them at the end of the school year when they turn 5.

The assessment is based on classroom observation - your child won't be tested. It uses the early learning goals, which can be found in the early year's framework.

Support for families
Families are able to access support from their local children's centre to enable them to encourage their child's learning and early development at home.

You can contact your local children's centre to request a 2-year-old home learning pack.

Family Outreach workers can be contacted via the local Children's Centre to provide support on ideas for play & learning in the home.

Finding a nursery of childminder
A full list of childminders in Leeds is available on the Family Information Service website www.familyinformation.leeds.gov.uk.

You can contact the Family Information Service on 0113 378 9700 or by emailing family.info@leeds.gov.uk.

If you are looking for a nursery setting, you can find a full list of nurseries in Leeds on the Leeds Local Offer website www.leedslocaloffer.org.uk.

LEEDS PORTAGE SERVICE

Portage is a home visiting teaching service for families of children 0-3 with additional needs, delivered by the SEN & Inclusion Team (SENIT) which is part of Leeds learning Inclusion Service.

Portage project workers work in partnership with parents to help them become teachers of their own child, working together to identify goals to help children learn in all areas of their development e.g. physical, communication, social, play and learning. A small steps teaching approach is used to achieve these goals.

The service is for children who have a developmental delay of 50% or more in 2 areas of their learning.

Referrals to the team are usually made by health services when your child is first identified with additional needs.

TYPES OF SCHOOLS IN LEEDS

Mainstream Schools
A mainstream school teaches pupils of a wide range of abilities and aptitudes. Mainstream schools are not special schools or pupil referral units.

What is available may differ from school to school, but all schools have a legal duty to support children with SEND and make 'reasonable adjustments' for them.

This means adapting learning approaches and styles and/or physical resources and equipment to support your child to access their education, learn and make progress.

Specialist Inclusive Learning Partnerships (SILCs)
The main site of a SILC will provide teaching to children and young people who have severe and complex difficulties, meaning they can't go to mainstream school.

SILCS are also able to provide access to mainstream, please see information on partnership provisions.

There are five SILC's across each of the five areas of Leeds.

To be offered a place at a specialist provision, a child must have an Education, Health and Care Plan (EHCP). This is because they fall outside of the usual admissions protocol.

Social Emotional and Mental Health Provision
Leeds offers city wide specialist provisions for children and young people with Social Emotional and Mental Health Needs (SEMH).

Specialist Free School
There is one specialist free school in Leeds for young people aged 11 to 19 who have an autistic spectrum disorder (ASD) or related communication disorders.

This school is funded by the government but ran independently (meaning they have more control over how they do things).

Partnership Provisions
Partnership provisions are for children and young people who are working at a higher level and are able to go to some mainstream lessons, but also need specialised support in some areas.

There are mainstream schools that have an agreement with their local SILC to provide additional specialist trained staff and resources. The children are on the roll of the SILC but often wear the uniform and follow the daily routines of the host mainstream school.

Resourced Partnerships
A resourced provision is a mainstream school that has additional resources in a specialist area. These include resource provisions for children with:

- hearing and visual impairments (secondary only)
- physical and medical difficulties
- complex communication disorders (primary only)
- specific learning difficulties (secondary only)
- general learning difficulties

Children are on the roll of and are fully included in the mainstream school, whilst receiving the specialist interventions they need for their individual needs.

Post 16 Specialist Provision
There are citywide foundation learning and supported courses in Leeds, designed to meet the needs of young people aged 16 to 24 who have SEND.

AREA INCLUSION PARTNERSHIPS (AIPS)

These are partnerships of schools in different areas of the city, who work together to support learners who need extra help when they are vulnerable to exclusion from school, or missing time in learning. The local authority (Leeds City Council) works with these partnerships of schools, providing funding to support them to meet their aims. This is an innovative approach unique to Leeds, and has helped us achieve very low levels of permanent exclusion from Leeds schools.

Almost every school in Leeds belongs to an AIP. AIPs have outreach workers who can go into a mainstream school to support the staff where a child or young person is struggling with their learning due to social, emotional and mental health (SEMH) needs. They may work with the child or young person, their family, and the school. Many AIPs have also developed local inclusion bases, which is a place where learning can be offered, often on a temporary basis, outside the mainstream school setting. These bases are always led by a mainstream school and the provision is usually based at, or close to, that school.

If your child's school thinks it would be a good idea for them to access support from their AIP, they will always talk about this with you first. If this hasn't been suggested, but you think it might be a good idea, you can talk about it with any of the staff in their school who you feel comfortable talking to.

You could show them this information to help start the conversation.

ALTERNATIVE PROVISION

Schools can organise and fund alternative provision for children and young people where it is felt that some learning outside the mainstream school setting would be helpful. Alternative provision, is usually a short-term measure that offers intensive support to both the learner and their mainstream school (or a new mainstream school for the learner, in some cases). From the start, the expectation is that the learner will be going back into school ('re-inclusion') and regularly attend school.

The learner may need to learn new skills to manage their SEMH needs and help to catch up, if they are behind in their learning. The family may need help to support their child to develop these skills and enable their attendance at school. The school may need help to make some changes in how they support the learner, or the learning environment they provide. High quality alternative provision will support all these things, with the goal being long-term re-inclusion in mainstream school, and regular attendance.

Not attending school regularly means that children miss out not only on academic learning, but also other benefits, like access to health and well-being services that work around schools, opportunities to make friends, and opportunities to develop skills, like work experience or volunteering in the community.

Alternative provision can be offered in a number of different settings. Some of these are managed by local schools (see AIP), others are offered by independent providers – some who are registered with Ofsted as independent schools or alternative provision academies, and others where they only provide limited hours for learners as part of their overall learning offer.

If your child's school thinks it would be a good idea for them to access support from an alternative provision, they will always talk about this with you first. If this hasn't been suggested, but you think it might be a good idea, you can talk about it with any of the staff in their school who you feel comfortable talking to.

You could show them this information to help start the conversation.

ELECTIVE HOME EDUCATION & EDUCATION OTHER THAN AT SCHOOL

Elective Home Education (EHE)
Teaching your child at home, instead of sending them to school full time is called elective home education.

If your child is of compulsory school age (between 5 and 16 years old) and you want to teach them at home, you need to contact the Local Authority.

You can teach them yourself or employ a tutor to support you. You will be you fully responsible for making sure that they receive a suitable, full-time education for their age, aptitude, skills and special educational needs (if any).

If your child attends a specialist provision or school and you want to teach them at home, you'll need the permission of the Head of Learning Inclusion. You will need to provide a plan that shows how you will meet the EHCP needs at home.

If your child goes to a mainstream school you do not need to ask our permission. If they have an EHCP and you decide to home educate then there will be a review of the EHCP.

Email: EHE@leeds.gov.uk
Tel: 0113 378 5028

Education other than at school (EOTAS)
EOTAS is educational provision for children and young people who cannot attend a mainstream or specialist school.

When a school or setting is not suitable for a child or young person, the local authority can arrange an alternative option (sometimes referred to as alternative provision). For example:

- Home tutoring
- Hospital schooling
- A place at an alternative provision or tutoring centre
- Virtual or on-line schooling

Email: educ.eotas@leeds.gov.uk

CHOOSING THE RIGHT SCHOOL FOR YOUR CHILD

A school's website is a good place to start. It can give you a sense of the school's character. Each school must also have a special educational needs (SEN) policy and information about managing health needs.

The school's website will also include a copy of its most recent Ofsted report or a link to the report on the Ofsted website. Ofsted inspections include looking at how a school is supporting children with SEN.

Visiting a potential school is important. You will be able to see the school environment, meet staff, and see children learning.

Mainstream schools have open days for families of children starting primary or secondary school. The local authority's school admission team sends information about these. You can also find details on school websites.

You can also make an appointment to visit a school at a different time. You should call or email the school to arrange this. You may want to ask to meet the special educational needs coordinator (SENCo) on your visit or speak to them before you go.

Special schools and integrated resources do not tend to have open days. Instead, they show families around by appointment.

CHILDREN'S TRANSPORT

The Children's Transport Team help children and young people to access the transport they need to get to and from school or college. The team follow the rules set out in a document called the Children's Transport policy.

Many young people will receive a pass that allows them to travel on public transport for free e.g. buses, trains etc.

The team support young people to travel on public transport on their own – this is called independent travel training. Independent Travel training gives young people the skills, knowledge and experience they need to be able to make these journeys with confidence and safety.

The team can also offer a 50p mileage allowance, where for every mile travelled, 50p will be reimbursed. This gives you more control with your travel arrangements. Some young people will need extra help getting to and from school this may include minibus, taxi etc.

Travel support for children and young people with SEND
We offer home to school travel support for children and young people who have SEND, disabilities or medical conditions.

The support available will depend on your child's needs and your family circumstances. The types of support available are:

- A bus pass
- Independent travel training
- Mileage allowance
- Personal travel allowance
- A taxi or shared mini bus

Reception to year 11
Check to see if you child meets the eligibility criteria set out in the Children's Transport policy.

Young people aged over 16
We offer eligible young people in post 16 learning a free bus pass where possible. If they need further support, we offer daily travel support to help young people travel to college.

Check to see if your child meets the criteria in the Children's Transport Policy. The Children's Transport Policy can be found at: https://www.leeds.gov.uk/schools-and-education/school-transport/children%E2%80%99s-transport-policy.

Applying for transport
If you think that your child is eligible after reading the transport policy, you should request an application form.

For children of school age between reception and Year 11, you will need the travel application form.

Young people aged over 16 will need to complete a support with home to college travel application form.

Email: sendtransportapplications@leeds.gov.uk
Tel: 0113 535 1990

Independent Travel Training
We help children and young people and children with special educational needs and disabilities (SEND) to travel more independently.

Independent travel training is free for children and young people who are:

- eligible for transport assistance
- children who are looked after

A dedicated travel buddy will join you on public transport to and from school or college. As your confidence grows, we will help you to become more independent and prepare you for adulthood. You will receive a tailored travel plan so that you can track your progress.

You can apply for independent travel training by emailing send.transportapplications@leeds.gov.uk or calling 0113 5351990

SHORT BREAKS AND FUN ACTIVITIES

Leeds City Council is committed to delivering a range of Short Breaks for children and young people with Special Educational Needs and Disability (SEND), their parents/carers and families. Short Breaks are activities for children and young people with SEND that enable them to have fun, spend time with friends and build their confidence and skills in a safe environment.

Who is eligible?
Short Breaks in Leeds are available to children and young people who:
·have a special educational need or disability
·are aged between 0 and 18 years old
·live in Leeds

Types of short breaks
In Leeds there are lots of different short breaks to give children with SEND a chance to try new experiences, have fun and make friends. They also give families the chance to enjoy a break from their caring responsibilities.

Universal Services offer children with SEND the opportunity to join local sport or youth groups etc.

Targeted Short Breaks are for children with specific SEND needs. Short breaks include weekends activities, holiday clubs/play schemes, evening activities and residential opportunities. For more information see the Targeted Short Breaks & Fun Activities Catalogue and complete an Expression of Interest form which can be found on the Leeds Local Offer website).

Specialist Short Breaks are for disabled children with the most complex needs. Packages can comprise of access to additional adult support or residential provision for instance. For Specialist Short Breaks your child must have a Social Worker or a Lead Professional, who will complete an assessment and apply for services based on identified need.

For more information about Short Breaks and Fun Activities email shortbreakscoordinator@leeds.gov.uk

SCOPE - ACTIVITIES FOR ALL

SUPPORTING YOUNG PEOPLE TO ATTEND OUT OF SCHOOL ACTIVITIES, GROUPS AND CLUBS

Scope, Activities for All are commissioned to challenge and develop mainstream activity groups to be welcoming to disabled children in Leeds.

If your child has additional needs or is disabled and would like to access a mainstream activity group, Scope can help.

Scope sessional inclusion workers can support your child to be included when they attend an afterschool, weekend or holiday activity group.

The sessional workers will support the activity group to get to know your child and meet their needs.

To find out more about Scope, Activities for All and their Sessional Inclusion Worker service then email leeds@scope.org.uk.

CHILD HEALTH AND DISABILITY TEAM (CHAD)

The Child Health and Disability Service, often known as CHAD, is made up of a number of teams working with children and young people aged 0-18 with complex health needs and disabilities, where their disability has an impact on their ability to be safe, develop skills for life and be part of their local communities growing up.

The service, which sits with Children and Families Services in the local authority, aims to ensure that every child in Leeds with a complex health need and disability benefits from child-centred, high-quality, flexible and responsive services to help them live a successful and fulfilling life.

Within CHAD there are three locality social work teams, the Regional Specialist Team and the Occupational Therapy Team.

Where are the locality social work teams and what do they do?
The three locality CHAD social work teams cover different areas within the city, East North-East, West North-West and South and work with children with complex health needs and disabilities.

CHAD social workers specialise in working with children and young people who have additional needs, which includes those with difficulties with communicating and/or challenging behaviours. They use a wide range of different communication aids and skills to ensure the child remains the focus and that their voice is heard.

The CHAD social work teams work to the same statutory requirements as other social work teams. Each team undertakes assessments, safeguarding and care management activities. In line with statutory safeguarding procedures and investigations, the teams work directly with children who need help and protection and those subject to care proceedings. They also work with children who are looked after by the local authority.

The teams assess on-going care needs and develop specialist packages of support for these children. This includes assessing the impact of caring responsibilities on the family as a whole, including consideration of the needs of siblings. This is done through Child and Family Assessments, Parent Carers Assessments, regular reviews and attending review panels.

CHAD social work teams work closely with health practitioners, Specialist Inclusion Learning Centres (SILCs) and Early Help leads to provide robust rounded support. The CHAD teams also work closely with the SILC cluster to provide targeted services and interventions.

What is the Regional Specialist Team and what do they do?
The Regional Specialist Team provides emotional and practical support to children and young people with specific medical conditions, and their families.
The children and young people may be from Leeds but the team also work with those from other local authorities who are receiving specialist treatment at Leeds General Infirmary through specialist hospital departments which include the Renal, Oncology, Haemophilia, and Cystic Fibrosis Care and the Paediatric Intensive Care teams.

What is the Occupational Therapy Team?
The Occupational Therapy (OT) Team cover the whole of the Leeds area and assess the long-term needs of children, young people and their parents and carers. They can recommend equipment and adaptations to the home as well as advising families on safe moving and handling techniques.

How are referrals made to CHAD?
Referrals to CHAD are made by practitioners contacting the Duty and Advice Team at the front door. Duty and Advice discuss potential referrals with whoever is making the contact so that it can be demonstrated that the child's identified needs cannot be met by universal or targeted services. If it is felt that a social work response is appropriate, Duty and Advice may refer the child to a cluster social work team, but depending on the level of the child's disability or complex needs, they may decide that a referral to CHAD social work is more appropriate.

Key contacts or for more information

- CHAD WNW Social Work tel: 0113 3784068
- CHAD South Social Work tel: 0113 3784915
- CHAD ENE and OT tel: 0113 3785140
- Regional Specialist Team tel: 0113 5351504 or 0113 5351499

TRANSITIONS TEAM

PLANNING FOR A FUTURE AS AN ADULT WITH SEND

The Transitions Team at Leeds City Council work with young people from 14 to 25 years old who have a diagnosed disability and/or complex health needs.

The Transitions Team are a dedicated group of social workers and health care professionals that work alongside other professionals including health and education.

We work together to develop the right level of social care support, built around the young person's needs. The Transitions Team work with the young person, their family and professionals to increase independence in preparation for adulthood. We also use a strengths-based approach and work to build on and promote existing support within the family and wider community.

The Transitions Team can only work with young people where there is an existing package of care in place, such as a Direct Payment or Respite. Young people should have either an active Early Help Plan, a Social Worker from Children's Social Care or receive funding from Children's Continuing Healthcare.

Contacts:
To make a referral to the Transitions Team for young people who are nearing their 18th birthday, call the Adult's Contact Centre on 0113 222 4401.

If the young person is not eligible for the Transitions Team, the referral will be passed to the relevant adult social care team.

If the young person is under 18 years and has current care needs but no package of care, a referral can be made to the Children's Contact Centre on 0113 222 4403, who will assess and offer support / guidance.

You can also contact the transitions team at transitions.team@leeds.gov.uk.

HEALTH

Children and Young People with SEND may need support from a range of health professionals, they may work for lots of different organisations.

If you are not sure about the role of a health professional or who they work for, please ask them or another health professional you feel comfortable talking to.

If you are accessing any health service and feel you require extra support to be able to access or require reasonable adjustments, please contact the service prior to your appointment to discuss your needs.

Primary care services provide the first point of contact in the healthcare system, acting as the 'front door' of the NHS. Primary care includes general practice, community pharmacy, dental, and optometry (eye health) services.

Find out more about Primary Care at
https://www.healthandcareleeds.org/health/primary-care-services/

Community health services are provided by **Leeds Community Healthcare NHS Trust (LCH).** Provides community healthcare services for the people of Leeds. They deliver services in or close to people's homes and work with the whole family. Their 3,000 strong workforce includes nurses, therapists, pharmacists, non-registered and registered clinical staff - all supported by their corporate head office.

They often work in partnership with other parts of the NHS including social care providers, the criminal justice system and the charity/voluntary sector. They always aim to create joined up services which give people the care and support they need.

Find more information about Leeds Community Healthcare NHS Trust at
https://www.leedscommunityhealthcare.nhs.uk/

Secondary care services are those provided by medical specialists, who in general do not have the first contact with you as the patient. Your GP may refer you to secondary care if you require specialist care, or you may access services in an emergency situation.

Secondary care services are generally provided in hospitals and clinics, rather than at home and in the community. In Leeds, these are:

The Leeds Teaching Hospitals NHS Trust (LTHT)
Provides healthcare through local hospital facilities for the Leeds community and regional and national specialist services covering all ages.

Care and clinical expertise is spread over seven hospitals and medical facilities:

- Leeds General Infirmary
- St James's University Hospital
- Chapel Allerton Hospital
- Leeds Children's Hospital
- Leeds Dental Institute
- Seacroft Hospital
- Wharfedale Hospital

More information about Leeds Teaching Hospital NHS Trust can be found at https://www.leedsth.nhs.uk/

If you are visiting one of the Leeds Teaching Hospitals and have a learning disability and / or Autism diagnosis or you support someone who does, The Learning Disability and Autism Team are available to offer advice and support whilst accessing any of the Leeds Teaching Hospitals services.

Find out more about the support they offer by
visiting https://www.leedsth.nhs.uk/a-z-of-services/learning-disability/

Leeds and York Partnership NHS Foundation Trust (LYPFT)
The trust is the main provider of specialist mental health and learning disability services for adults in Leeds. They are also the provider for the Child and Adolescent Mental Health Service (CAMHS) inpatient unit.

As a trust they also provide specialist services across York, the Yorkshire and Humber region, and some highly specialised national services.

Find out more information about Leeds and York Partnership NHS Foundation Trust at https://www.leedsandyorkpft.nhs.uk/

More information on individual health services can be found on provider trust websites or on the Local Offer in the Health Services in Leeds section (www.leedslocaloffer.org.uk)

Neurodiversity
The neurodiversity information hub hosted on the MindMate website is a one-stop site to support all neurodivergent children, young people and their families in Leeds.

This online resource is designed to provide information and support for those with and without formal diagnoses. Autism and ADHD are the main neurotypes covered.

The site covers a huge range of topics including: https://www.mindmate.org.uk/nd/

MENTAL HEALTH SUPPORT

If you need support with your mental health, as well as national mental health resources, people in Leeds can access a wide range of support including self-help resources, helplines and crisis services.

Find out more information at https://www.healthandcareleeds.org/health/mental-health-services/

The NHS commission two websites in Leeds to support mental health.

MindMate – for people aged 18 and under
https://www.mindmate.org.uk/
MindMate was designed with young people, for young people, to provide a central place for information about common mental health issues and where you can find support for mental health and wellbeing.

MindWell - for people over 18 years
https://www.mindwell-leeds.org.uk/
The website supports finding information about support in the city and different ways to take care of your mental health.

Urgent Mental Health Support in Leeds for young people and families
There are a wide range of services available across Leeds, specific to certain needs and age brackets.

These services include:

- Teen Connect
- Safe Zone
- Dial House
- Night House
- Leeds CAMHS Crisis Call
- Well-Bean Hope in a Crisis Café

You can find out what each service offers, the ages they support and opening times at https://www.mindmate.org.uk/urgent-help-all-services/.

PREPARING FOR ADULTHOOD

Children and young people will experience a number of changes over their life and in education. These are known as transitions.

We want to make sure young people with SEND are prepared for adulthood and are able to:

stay well and healthy
being as physically and mentally healthy as possible in adult life

be a part of the community and have friendships
having friends and supportive relationships, and participating in, and contributing to, the local community

achieve paid employment
exploring different employment options, such as support for becoming self-employed and help from supported employment agencies

live independently and have housing options
young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living

The Mental Capacity Act (MCA) is designed to protect and empower individuals who may lack the mental capacity to make their own decisions about their care and treatment. It is a law that applies to individuals aged 16 and over.

What happens and when?

Education

Transition planning and preparing for adulthood should start at year 9. All annual reviews should focus on the young person's aspirations and ideas for their adult life and how these can be met.

This is an opportunity to look beyond educational needs and to include wider aspects of life such as:

- health needs
- personal and social development
- training and employment
- transport and independent travel
- housing and leisure

It is the responsibility of the school to make sure that the young person, their family and other agencies are informed in good time about the planned annual review meeting and that it will have a focus on transition planning so they can prepare in advance.

Health

It is important the key health professionals involved in the young person's life attend the year 9 review and start discussing with the young person and their family when the key health service provision changes, from children to adult health services, will occur.

Social care

The Child Health and Disability Team will take the lead role in attending year 9 reviews for all young people known to them and will also represent adult social care, providing a range of adult services information to individuals and parents if they wish to receive it at this point.

The review meeting should result in a transition plan which records the actions needed to help the young person achieve their short and long-term goals.

Who else is involved?
The key roles involved in the transition process at this stage are:

Lead practitioner – acts as a contact point and provides additional support as required by the young person and or their family, makes sure assessments and other documents are completed by all agencies and keeps a detailed record of all activity.

SENSAP (Special Educational Needs Statutory Assessment and Provision Team) – makes sure that EHC plans are completed with the young person and their family.

Health transitions – are the most complex and often involve lots of people; a person centred approach is taken based on the specific circumstances of the young person. A health lead professional will be identified as a single point of contact who will liaise with other health professionals.

MAKING A COMPLAINT

Services don't always get it right first time and we welcome feedback on our services so that we can get it right first time, more often.

Feedback on Leeds City Council's Children's Services
If you're unhappy about a service that you have received, then it is your right to complain. It is better to complain than to say nothing because it gives us a chance to make changes and put things right. We will always take your complaints seriously.

You can email your complaint to feedback.childrens@leeds.gov.uk.

Feedback about schools
Schools are self-governing and so you should usually contact them directly in the first instance.

Feedback on Leeds City Council's Adult Social Care services
It's easier and quicker to first raise a complaint directly with the service involved. You should speak to a member of staff as soon as possible before making a formal complaint.

If you wish to make a formal complaint email complaints.SOCS@leeds.gov.uk

Feedback on Health services
If you wish to raise a concern or complaint about Health service, please contact the PALS team for advice.

Telephone: 0113 2066261
Email: patientexperience.leedsth@nhs.net

GLOSSARY OF SEND TERMS

You may find lots of terms, abbreviations and words that you might not know what they mean when you are using this site or any other sites about special needs and disabilities. We have made a list of the most common ones to help.

Additional Learning Support (ALS) - a term used education colleges to describe the special education needs of young people.

Annual Review - all Education Health and Care Plans (EHCPs) are to be reviewed each year.

Appeal – a process for requesting a change to a decision.

Aspirations - the things you hope to achieve.

Assessment - finding out what a child's needs are, what they can do and struggle with, usually through observing them at home, school, and settings and by talking with people who know the child well.

Statutory assessment - documenting advice and evidence of the child or young person's special educational needs and disabilities.

Child and Young People's Mental Health Service (CYPMHS) - offers assessment and help to children and young people with significant emotional and behavioural difficulties (e.g., anxiety, depression, eating disorders) and their families.

Carer - a person who is looking after a child but isn't their birth parent.

Integrated Care Board (ICBs) - the ICSs plans and arrange the delivery of health care provision for people in its area.

Clusters - clusters are what we call the model of locality working / working in the community with children and families in Leeds.

Collaborative - working together to achieve shared goals.

Children Looked After (CLA) - Children Looked After by the Local Authority.

Commissioning - paying someone to deliver a service.

Co-production - equal partnership working between service providers, those in receipt of the service and their families.

Direct Payment (DP) - payments made to individuals who have been assessed as needing services and who would like to arrange and pay for care and support services themselves instead of receiving them directly from their Local Authority or Health Trust.

Disagreement Resolution - arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and a local education authority or a school.

Disability Living Allowance (DLA) - a tax-free benefit for people with disabilities who need help with mobility or care costs.

Disabled Students Allowance (DSA) - a grant to help with any extra study related you may have as a direct result of your disability, including a long-term health condition, mental-health condition, or specific learning difficulty such as dyslexia or dyspraxia.

Early Help - providing support to potentially vulnerable children, young people, and their families as soon as problems start to emerge.

Early Years Foundation Stage (EYFS) - the Early Years Foundation Stage. A statutory framework which covers children both in pre-school settings and in reception classes up to their fifth birthday.

Early Years Settings - all pre-school education provision such as nursery school, day nurseries and play groups.

Educational Psychologist - the person who helps children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning.

EHCP or EHC plan (Education, Health, and Care Plan) - a legal document that sets out a child's needs and the specific help they must receive.

Free Early Education Entitlement (FEEE) - a central government scheme funded through local authorities. The scheme provides up to 15 or 30 hours per week of free childcare for children aged 2, 3 or 4 years old (subject to eligibility criteria) until they reach compulsory school age.

Funding for Inclusion (FFI) - funding for all schools and settings to support children and young people who require additional support for Special Educational Needs (SEN).

Further Education - education after school, it includes education colleges, sixth form colleges, specialist colleges and adult education institutions. It does not include universities.

Higher Education (HE) - higher education is third level education after you leave school. It takes places at universities and Further Education colleges and normally includes undergraduate and postgraduate study.

Impartial - decisions should be based on objective criteria, rather than based on bias, prejudice, or preferring the benefit to one person over another.

Implementation - making something that is set out in law happen.

Inclusion - when anyone, regardless of impairment is welcomed and supported to be involved. Inclusion should mean disabled and non-disabled people are supported to take part in activities together.

Joint Commissioning - working collaboratively across agencies to assess need, identify resources, plan how to use resources and arrange service delivery. This also involves reviewing the services and reassessing need, with the aim of improving outcomes.

Local Authority (LA) - responsible for managing public services in your local area such as social care, libraries, housing benefit and complex needs services i.e. Leeds City Council.

Mainstream School - a school that caters for all pupils, including those with SEN.

Mediation - mediation is a way of resolving disputes between two or more parties. Typically, a third party, the mediator assists the parties to negotiate a settlement.

NEET - refers to someone who is Not in Education, Employment or Training.

OFSTED (Office for Standards in Education) - the organisation that makes sure schools and social care services are meeting set standards.

Occupational Therapist (OT) - help people to develop, recover, improve, as well as maintain the skills needed for daily living and working.

Outcomes - what children and young people achieve and how their lives improve. For example, going to college, learning new skills, living on their own or getting a job.

Personal Budget (PB) - a sum of money that may be available for children and young people who need extra help, above that available to most children and young people through universal and targeted services.

Personal Independence Payment (PIP) - money that can help you with some of the extra costs if you have a long term physical or mental health condition or disability.

Portage - home-based educational support for pre-school children with special educational needs.

Provision - the action of providing a service. The extra or different help given to children with special educational needs.

Preparing for Adulthood - information, advice, and support to prepare young people for adulthood.

Social Emotional Mental Health (SEMH) - a child's ability to understand the feelings of others, control their own feelings and behaviours, and get along with peers.

Specials Educational Need (SEN) - a learning difficulty / disability that makes it harder for a child to learn or access education.

Special educational needs co-ordinator (SENCo) - the teacher with responsibility for co-ordinating special help for children with SEN at their school.

Special Educational Needs and Disabilities (SEND) - a learning difficulty and/or a disability that means they need special health and education support.

SENDIASS - SEND Information, Advice Support Service provides legally based, impartial, confidential, and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities.

Special Educational Needs Inclusion Team (SENIT) - the team provide advice and training to staff, parents and other professionals in schools and further education colleges around all aspects of SEND.

Special Educational Needs Statutory Assessment and Provision (SENSAP) - a statutory local authority service responsible for implementing the legislative framework of the Children and Families Act 2014, including EHCP's.

SEN Support - all additional support provided to students by schools, nurseries, colleagues without an EHCP is called SEN support.

Short Breaks - opportunities for disabled children and young people to spend time away from their family and do something fun. For example, a day, evening, overnight or weekend activity.

Specialist Inclusive Learning Centre (SILC) - the term used in Leeds to describe special school provision.

Social Care - the provision of social work, personal care, protection or social support services to children or adults in need or at risk, or adults with needs arising from illness, disability, old age, or poverty.

Special School - a school which is specifically organised to make special educational provision for pupils with SEN.

Statutory Services - services that are set up and regulated by central government, for example education, health, or social care services.

Strategy - a plan of action designed to achieve a long-term or overall aim.

Specialist services - services for children and young people with complex or specialist needs. This type of need will require a Children and Families Assessment to be undertaken by a social worker following referral to Children's Social Work Services.

Targeted services - services designed to meet the needs of children and young people with a disability where extra support is provided to access a service that is universally provided to all children.

Transition - a period of change for your child or young person that could be starting primary school, leaving secondary school to go to college, changing from children's to adult services.

Universal services - a service that is available to everyone, without assessment.

Voice and Influence - giving children and young people opportunities to have their voice heard and to use that voice to influence the decisions that affect them.