

Referrers Guide to Services

INTRODUCTION

The Referrers Guide to Services has been produced in response to requests from School SENCOs for a more comprehensive and easy to understand reference guide for services available and the criteria to access support.

The development of the guide has been taken on as a project to collate information available and also to provide a link between services and the level of need being supported. The outcome has been that services are mapped to levels and there is an agreed description of levels to be used across Children's Services.

The Guide has been developed from the perspective of the child and his or her need and is intended to be used by a referrer or someone with a concern to assist with decision making and to assist with targeting the most appropriate service for advice or support.

The aim is to include the contents of this file on the wightchyps website for professionals so the information can be accessed offsite.

The plan will be for service information to be updated and circulated on a termly basis with any changes.

This publication is also available on request on audiotape, in large print, or in Braille. If you would like this service please call 533523.

LEVELS OF NEED DESCRIPTIONS

Level 1		Level 2	Level 3	Level 4	
All children/young people and families		Children/young people and families needing additional support	Children/young people and families needing intensive intervention	Children & families in crisis needing urgent intervention	
Sustaining Inclusion		Realising Potential	Diversion	Safety & Protection	
Advice and support accessible through relevant and appropriate universal service, such as health, education or the voluntary sector.		Short-term, reviewed additional support, guidance or intervention required to help realise their potential and maintain their expected standard of health, development and learning.	More intensive, specialised or longer-term additional support, guidance or intervention required to support complex or persistent disorders or divert the child or family from things that might result in harm or put the individual or others at risk, therefore threatening their health, development and life chances.	A multi-agency assessment and a plan of services will be made with the family and the child(ren) in order to protect them as they may be at risk of harm or be experiencing a breakdown in their care. Their behaviour may be unsafe, dangerous to themselves or others; they may have committed a serious crime.	
		School Action	School Action Plus	Statemented/intensive support	Safeguarding
Comparable Primary Health Care Descriptors	Tier 1 (Priority 4, Below threshold)	Tier 2 (Priority 3, Routine)	Tier 3 (Priority 2, Soon)	Tier 4 (Priority 1, Urgent)	
	A primary level of care	A service provided by specialist individual professionals relating to primary care	A specialised multi-disciplinary service for more severe, complex or persistent disorders	Essential tertiary level services such as day units, highly specialised out-patient teams and in-patient units.	

The Guide to the Guide

Concern about child/young person					
What is the level of need?					
Level 1		Level 2		Level 3	Level 4
All Children /young people & families		Children/young people & families needing additional support		Children/young people & families needing intensive intervention	Children/young people & families in crisis needing urgent intervention
School Action		School Action Plus		Targeted additional Support/ Statement	
What resources/ strategies can we use?		What services/ agencies can support?		Do we need a Multi Professional meeting? Is a specialist assessment required?	Are you worried about possible abuse? Follow LSCB guidance. Is this a Specialist CAMHS Priority 1?
<p>What is the Primary Need or area of difficulty?</p> <ul style="list-style-type: none"> ◆ Communication and Interaction ◆ Cognition and Learning ◆ Sensory or Physical ◆ Behavioural, Emotional, Social 					
⇒ Check out SEN Profiles at the appropriate level for suggestions and appropriate services to contact.					
⇒ Share decisions with parent and child/young person					
⇒ Follow referral routes or signpost accordingly.					

<u>Abbreviations</u>	<u>Full description</u>
ACE	Advisory Centre for Education
AcfE	A Curriculum for Excellence
ACPC	Area Child Protection Committee
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AEN	Additional Educational Needs
AENCo	Additional Educational Needs Co-ordinator
AfL	Assessment for Learning
AGT	Able, Gifted, Talented
AI	Access & Inclusion
ALS	Additional Learning Support
AoL	Assessment of Learning
AQA	Assessment and Qualifications Alliance
ASD	Autistic Spectrum Disorder
ASDAN	Award Scheme Development and Accreditation Network
ASL	Additional Support for Learning
ASN	Additional Support Need
ASRC	Autistic Spectrum Resource Centre
AST	Advanced Skills Teacher
AUT	Autism
BDD	Body Dysmorphic Disorder
BECTA	British Educational Communications Technology Agency
BESD	Behaviour, Emotional and Social Difficulties
BEST	Behaviour and Education Support Teams
BIP	Behaviour Improvement Programmes
BPVS	British Picture Vocabulary Scale
BSL	British Sign Language
BSS	Behaviour Support Service
BSU	Behaviour Support Unit
BTS	Behaviour Therapy Service
C & L	Cognition & Learning
CAF	Common Assessment Framework
CAFCASS	Children and Family Court Advisory Support Services
CAMHS	Child and Adolescent Mental Health Service
CAT	Cognitive Ability Test
CCTV	Close Circuit Television
CD	Conduct Disorders
CDT	Children's Disability Team
CF	Cystic Fibrosis
CFS	Chronic Fatigue Syndrome
CFS	Children & Family Services
ChYPS	Children & Young People's Services
CI	Communication Interaction
CLASS	Curriculum, Language and ASD Support Service

<u>Abbreviations</u>	<u>Full description</u>
CoP	Code of Practice
CP	Cerebral Palsy
CPC	Child Protection Case
CPLO	Child Protection Liaison Officer
CPP	Child Protection Plan
CRE	Commission for Racial Equality
CSC	Children's Service Centre
CSCI	Commission for Social Care Inspections
CSD	Children's Services Directorate
CSP	Coordinated Support Plan
CX	Connexions
	Deficits in Attention, Motor Control and Perceptual Abilities
DAMP	
DCD	Development Co-ordination Difficulties (Dyspraxia)
DDA	Disability Discrimination Act
DED	Disability Equality Duty
DELLS	Department for Education, Learning and Lifelong Skills
DEST	Dyslexia Early Screening Test
DfCSF	Department for Children, Schools & Families
DfES	Department for Education and Skills
DLA	Disability Living Allowance
DRC	Disability Rights Commission
DS	Downs Syndrome
DSP	Dedicated Specialist Provision
DST	Dyslexia Screening Test
DVD	Developmental Verbal Dyspraxia
DYSC	Dyscalculia
DYSP	Dyspraxia
EAL	English as an Additional Language
EAT	Eating Disorders
EBD	Emotional and/or Behavioural Difficulties
ECM	Every Child Matters
EIS	Early Intervention Service
ELBs	Education and Library Board
EOTAS	Education Other than at School
EP	Educational Psychologist
Epi	Epilepsy
ERA	Education Reform Act
ESA	Education Support Assistant
EWA	Education Welfare Assistant
EWO	Education Welfare Officer
EYA	Early Years Action
EYDCP	Early Years Development and Childcare Partnership
EYES	Early Years Easy Screening
EYP	Early Years Action Plus
EYS	Early Years Service

<u>Abbreviations</u>	<u>Full description</u>
FIZ	Family Information Zone
FRS	Family Resources Service
FRX	Fragile X
G & T	Gifted and Talented
GLD	General Learning Difficulties
GTC	General Teaching Council
HI	Hearing Impairment
HMCI	Her Majesty's Chief Inspector (of schools)
HMI	Her Majesty's Inspectorate
ICT	Information Communication Technology
IDP	Individual Development Plan
IEP	Individual Education Plan
ILP	Individual Learning Plan
INCO	Inclusion Coordinator
ISS	Intensive Support Service
IT	Information Technology
IW	Isle of Wight
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
LACES	Looked After Children Education Service
LCG	Language & Communication Group
LDD	Learning Difficulties & Disabilities
LM	Learning Mentor
LSA	Learning Support Assistant
LSC	Learning Skills Council
MAGS	Multi Agency Group Services (Youth Service)
MD	Muscular Dystrophy
MDT	Multi-Disciplinary Team
ME	Myalgic Encephalomyelitis
MLD	Moderate Learning Difficulties
MND	Motor Neurone Disease
MSI	Multi Sensory Impairment
NCY	National Curriculum Year
NHS	National Health Service
NMSS	Non Maintained Special School
NSF	National Service Framework for Children, Young People and Maternity Services
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiance Disorder
Ofsted	Office for Standards in Education
OT	Occupational Therapist
PCTs	Primary Care Trusts
PD	Physical Difficulties/Disabilities
PDA	Pathological Demand Avoidance Syndrome
PDD	Pervasive Developmental Disorder

<u>Abbreviations</u>	<u>Full description</u>
PECs	Picture Exchange Communication System
PEP	Personal Education Plan
PFSCo	Parenting & Family Support Co-ordinator
PFSW	Parenting & Family Support Worker
PLASC	Pupil Level Annual School Census
PMD	Physical and Medical Difficulties
PMLD	Profound and Multiple Learning Difficulties
PNI	Physical and Neurological Impairment
PPO	Parent Partnership Officer
PPS	Parent Partnership Service
PRU	Pupil Referral Unit
PSI	Physical and Sensory Impairment
PSP	Personal Support Plan
PSST	Primary Strategy Support Team
PT	Physiotherapist
QCA	Qualifications and Curriculum Authority
QFT	Quality First Teaching
RAD	Rapid Attachment Disorder
RAP	Reasonable Adjustment Project
RAT	Referral & Assessment Team
REAP	Risk Education for Accident prevention
RoN	Record of Need
RP	Regional Partnerships
SA	School Action
SALT	Speech and Language Therapy/Therapist
SAP	School Action Plus
SCD	Speech, Communication Difficulties
SEAL	Social and Emotional Aspects of Learning
SEBD	Social, Emotional and Behavioural Difficulties
SEF	Self Evaluation Form
SEF	Self Evaluation Form
SENAG	Special Educational Needs Advisory Group
SENATS	SEN Advisory and Teaching Service
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SENDIST	Special Educational Needs and Disability Tribunal
SENIMS	Special Educational Needs in Mainstream Schools
SENJIST	Special Educational Needs Joint Initiative for Training
SEO	Senior Education Officer
SI	Sensory Impairment
SIP	School Improvement Partner
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SMA	Spinal Muscular Atrophy
SP & LD	Speech and Language Difficulties
SPD	Semantic Pragmatic Disorder

<u>Abbreviations</u>	<u>Full description</u>
SpLCN	Specific Language and Communication Difficulties
SpLD	Specific Learning Difficulties
SSA	Special Support Assistant
SSEN	Statement of Special Educational Needs
TA	Teaching Assistant
TDA	Training and Development Agency
TEACCH	Treatment and Education of Autistic and related Communication handicapped CHildren
TLR	Teaching and Learning Responsibility
TS	Tourette's Syndrome
VCS	Voluntary & Community Sector
VI	Visual Impairment
WISE	Workshop Initiative Supporting Education
YOF	Youth Opportunities Fund
YOT	Youth Offending Team