



Who are we?

We are specialist teachers and teaching assistants with additional qualifications and experience in working with children and young people with a range of special educational needs aged from 0 -19.

The Service comprises of four specialist teams:

- Early Years
- Communication and Interaction
- Cognition and Learning
- Sensory – Hearing and Visual Impairments.

Four specialist teams:

The Early Years Team

The Early Years Team's remit is for children with a range of complex special educational needs and disabilities from birth to the end of key stage 1 (approximately 7 years of age). The team comprises specialists who work with children with complex learning needs, communication and interaction needs/autism spectrum Condition.

The Communication and Interaction Team

This team works with children and young people in Key Stages 2-5 (approximately 8 - 19 years of age) with severe and complex communication and interaction needs/autism.

Work is primarily undertaken in mainstream schools to support children, including where a placement is at risk.

The Cognition and Learning Team

The Cognition and Learning team work primarily in mainstream schools with children and young people in Key Stages 2-5 (approximately 8 -19 years of age) with a range of complex learning difficulties. The team also includes Senior Teachers for Dyslexia and ICT.



The Sensory Team

This team consists of Qualified Teachers of the Deaf and Visually Impaired, specialist teaching assistants, an Habilitation Officer and a resource technician. The team works with children and young people aged from 0—19 years of age with sensory impairments.



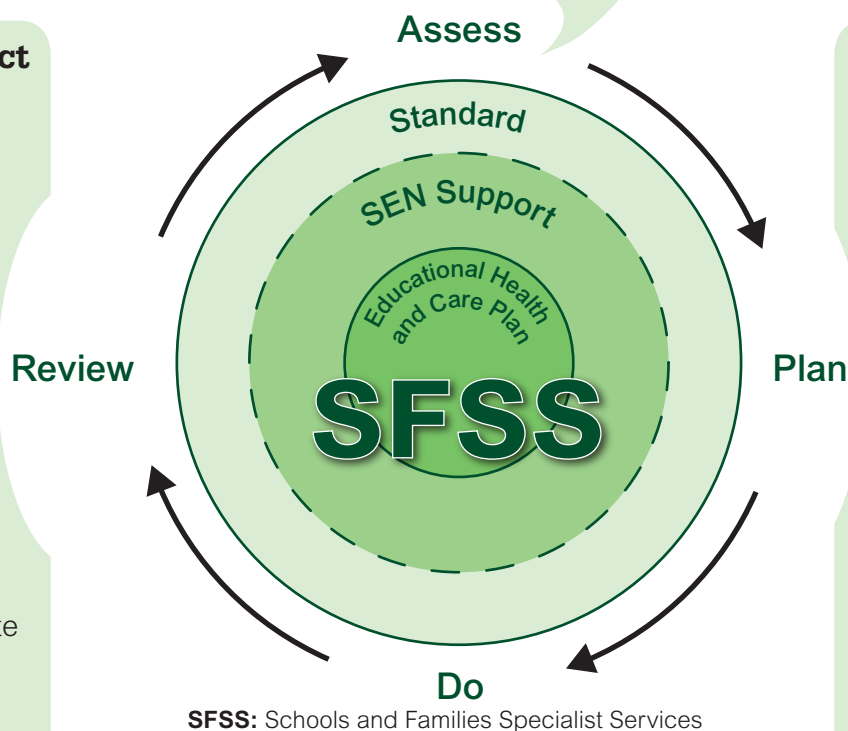
Schools and Families Specialist Services

Assessment and Gathering Information

- Advice and training, for schools and early years settings, in a range of learning needs (e.g. Down Syndrome, rare cognitive disorders, dyslexia)
- Training for schools and early years settings in autism and hearing and visual impairments
- Holistic approach to assessment
- Advice re particular tools for assessment
- Support to develop personalised outcomes
- Observation and feedback.

Reviewing Impact

- Support with measuring and monitoring progress
- Support to review personalised outcomes
- Advice and support to parents and carers
- Support to measure and monitor the impact of interventions
- Advice re appropriate next steps and signposting to other agencies if needed.



Planning and Preparation

- Support with individualising the curriculum to address children's needs
- Advice and training to staff in schools and early years settings
- Information regarding appropriate specialised interventions available
- Support with developing appropriate curriculum to address children's needs.
- Transition planning.

Provision

- Wide range of training for schools and early years settings in meeting the educational needs of children and young people
- Regular home teaching for children before they attend school
- Support in developing and delivering appropriate interventions and resources, including ICT to offer reasonable adjustments
- Advice, support and training in independent living skills
- Specialist advice and support on alternative communication and access modes.

What do we do?

With pre-school children we may work in the family home and or early years setting. Once children reach school age our focus shifts to offering advice, information and support to schools to make suitable provision for children and young people with complex special educational needs.

Most requests for our support are made at termly Family Springboard meetings, although referrals are also accepted at any time from other professionals,

parents and schools for Early Years children and those with a sensory impairment.

For more information please contact:

Schools & Families Specialist Services

To contact the Senior Practitioners for the teams:

Communication & Interaction Team,
Cognition & Learning Team,
Sensory Team
Tel: 0115 8546464

Early Years Team
Tel: 0115 8041232