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**SENSS: what do we offer and how does it make a difference?**

**SENSS works in partnership to *secure good outcomes and a positive future* for children and young people (C&YP) with SEN and/or a disability (Autism, Speech, Language & Communication Needs, Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical Disability, Downs and Complex Needs) and ensure efficient and effective use of centrally funded services. SENSS continues to be a centrally funded service for substantive work around C&YP wherever they are on role. This includes training arising from the specific needs of individual C&YP.**

<b>We:</b>	<b>This means:</b>
<p><b>Set very high expectations</b> of achievement and independence for all C&amp;YP we support directly or indirectly, monitor progress carefully and challenge attitudes and practices which do not promote these values.</p>	<ul style="list-style-type: none"> <li>▪ We work with a SENCo and teaching staff to ensure appropriately challenging targets and strategies are in place for the pupils we support.</li> <li>▪ We monitor the National Curriculum progress of a C&amp;YP with the school to ensure the best interventions are in place. If progress is unsatisfactory we will work together to identify what the barriers to learning are and how these can be overcome.</li> </ul>
<p>Provide a specialist work force of <b>advisory teachers</b> with additional specialist/mandatory qualifications in SEN, who are supported by a range of trained and experienced <b>specialist support staff</b>.</p>	<ul style="list-style-type: none"> <li>▪ Teachers, family members, TAs, other staff supporting a C&amp;YP with a particular SEN/disability will have access to the very best advice and support from a SENSS member of staff, in the full knowledge that they are highly trained to national standards.</li> </ul>
<p>Carry out <b>assessments</b> in relation to specialised equipment which would benefit the C&amp;YP in accessing their educational setting and the curriculum</p>	<ul style="list-style-type: none"> <li>▪ When a C&amp;YP needs something specific to change in their learning environment so they can do join in all the same activities as their peers, SENSS specialist staff may recommend particular equipment or adaptations to the environment to ensure the child is not discriminated against.</li> </ul>

<p>Provide <b>comprehensive reports</b> in relation to the C&amp;YP's additional needs/disability which are both informative and advisory</p>	<ul style="list-style-type: none"> <li>▪ After an initial visit a SENSS advisory teacher will write a detailed report which will be sent to everyone who needs to know.</li> <li>▪ There will always be a written record of following visits but these may be brief hand written notes with the key contact, written and photocopied on the spot, summarising the key advice and strategies, <b>or</b> an email follow up, with key points.</li> </ul>
<p><b>Empower</b> staff in schools and settings to have a comprehensive understanding, and be able to meet the needs of C&amp;YP with SEN so that:</p> <ul style="list-style-type: none"> <li>▪ C&amp;YP fully access the teaching and learning environment and make good progress <b>and</b></li> <li>▪ A range of C&amp;YP have confidence in the adults working with them and overcome existing barriers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ When our involvement has been requested for a C&amp;YP, we may offer training, coaching &amp;/or modelling, observation, support advice &amp;/or suggestions as needed to ensure that the school community develop the skills and knowledge they need to enable the pupil to access the full curriculum and learn as effectively as possible.</li> </ul>
<p>Provide a continuum of <b>direct support</b>, based on the assessed needs of the C&amp;YP, ranging from occasional sessions over the academic year to fulltime educational provision in one of our resource bases.</p>	<ul style="list-style-type: none"> <li>▪ We provide regular teaching sessions for some C&amp;YP in their mainstream school, linking closely with the class curriculum and teaching objectives.</li> <li>▪ Some C&amp;YP are on the roll of schools where we have one of our SENSS resource bases and receive a higher level of specialist interventions as well as support from our staff in any mainstream lesson they attend as needed.</li> </ul>
<p>Raise awareness, <b>increase understanding</b> and further knowledge of particular SEN/disability in the wider work force, community and society.</p>	<ul style="list-style-type: none"> <li>▪ We respond to requests for training/talks/workshops in wider community and whole school community. For instance a workshop for architects in an understanding of autism friendly environments, disability awareness training for OCC staff, OnLine Inset on motor co-ordination difficulties, using ICT to support curriculum access for pupils with SEN. Unless this relates directly to a pupil there will be a charge for this provision.</li> </ul>

Ensure that the <b>views, wishes, perspectives and experiences of the C&amp;YP</b> are fully reflected in the provision which is made in consultation with them, which will mean different things for different C&YP in different contexts	<ul style="list-style-type: none"> <li>▪ We use a variety of communication methods, selecting that most suited to a C&amp;YP's need, to canvass their views about their aspirations and preferred method of support. This informs the teaching, advice and training we offer.</li> </ul>
Support C&YP to develop an understanding <b>understand their SEN/disability</b> and take responsibility over time for their own learning and developing independence over time.	<ul style="list-style-type: none"> <li>▪ SENSS staff directly give C&amp;YP information about their disability and teach, encourage and support them to communicate their needs to improve understanding.</li> </ul>
Support C&YP through <b>key transitions</b> and changes in their condition during their life. This includes participation in reviews/planning meetings which place the additional needs of the C&YP at the centre.	<ul style="list-style-type: none"> <li>▪ We are proactive in supporting key transitions which may place increased demands on a C&amp;YP, liaise with key adults to identify and find positive solution to reduce difficulties.</li> </ul>
Provide <b>family focused support</b> that continues from confirmation of SEN/disability and its impact on everyday life to a point where the service is no longer needed.	<ul style="list-style-type: none"> <li>▪ Ensure the opinions and perspectives of families are at the heart of our work; whilst taking account of the age and views of the C&amp;YP.</li> </ul>
Ensure that our support, advice and guidance is practiced to achieve the best outcomes for the C&YP in a <b>holistic, multi-agency</b> way. Where necessary take on the lead professional role or work through the lead professional.	<ul style="list-style-type: none"> <li>▪ Always make links with key professionals who have a role in supporting the C&amp;YP, to ensure that they have an integrated and coherent experience of support from the professionals who have a role to play.</li> </ul>

How do we make a difference?	Community	Head teacher and governors and staff in schools	Parent/Carer
<b>Key messages:</b>	Although we primarily work in schools, we also work with children and young people and their families in their homes and a variety of community settings. We are committed to working with C&YP holistically which means we address their SENs in the context of their whole lives.	We will support the teaching and learning of pupils with SEN/D and ensure parents have confidence in your school's provision to improve outcomes for C&YP with SEN. We will help ensure your school meets the requirements of the Equality Act and contribute to improved outcomes for all children with an additional vulnerability.	We will be there to support your child through their developmental journey and will be easily accessible to you. We work collaboratively with you and other professionals in a joined up way so you receive an efficient and timely service.

**To contact us:**

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