



SAS SEND Keyworkers

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Part of the SEND advisory Service

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Role of the SEND key worker

- Work in partnership with families to identify the **family's/C/YP priorities** and concerns and provide holistic emotional and practical support accordingly.
- We work towards empowering families, **not** creating dependency and helping them navigate the world of SEND.
- Provide information and signpost (local services, childcare, charities, housing, finances, education).
- Coordinate services by facilitating Team Around the Child / Young Person meetings and being a single point of contact.
- Promote the use of the One Page Profile and My Support Plan to record aspirations and outcomes as well as the 'voice of the child/young person'
- Attend Multi-disciplinary assessments at the Child Development Centre, providing support to families at the point of diagnosis.
- Sign-post families to access training - Cygnets, Earlybird, Parent workshops.
- Deliver Training to parents – Cygnets, Early Bird, Parent workshops, other training

Making a referral for a SEND Key Worker Via the Stronger Families Hub

- Choose SAS / SEND Keyworker
- Complete as much as you can and get the C/YP and families views.
- Be clear about what outcomes you are looking to achieve
- Attach any supporting documents
- Complete the box with the C/YP's disability or needs if no diagnosis

The child and their family's assessment

What is happening for this family?

Consider all family members including strengths, protective factors and what is going well in addition to the child's developmental needs such as physical and emotional health, education and learning, ability to form a positive sense of self and identity, social, emotional and behavioural development and self-care skills. In addition, whether the child has an Education Health Care Plan or My support plan.

Child is struggling to come into school. The parents have a routine in place but they are struggling to motivate them to get up and get ready for school each day. Both parents work and this is impacting on their jobs and adding stress to their relationship.

They live in a 2 bed house and they share a room with their sibling which can be difficult as they don't sleep well at night and can be awake for long periods. They do both try to be consistent but find it hard sometimes. They want to understand their child more and why they do certain things. They attend all meetings with us and try to follow and any advice we give.

They have a MSP in place and we have regular TAC meetings to monitor and review the outcomes. The child is invited but hasn't attended yet. We are looking at starting a group to promote self esteem and making friends.

What in the family's circumstances is currently impacting on them?

Consider areas such as the family history, Education, housing, income, employment, community resources currently available, social integration and the role of the wider family.

CYP lives with parents and younger sibling. Both parents work. They have supportive grandparents and wider family. Parents understanding of diagnosis and how it impacts on their child. Both parents find it hard to understand why they have the outbursts when they gets home. Why are they so angry They have tried to explain to them about not shouting out in class and are worried he may get excluded.

The parent or carers current capacity to meet the needs of the child and/or children's needs

Consider areas such as the family history, Education, housing, income, employment, community resources currently available, social integration and the role of the wider family.

Parents are trying their best to get them in school every day.

They are putting boundaries in place.

After school they have a calming space at home so that he is safe as can throw himself around and shouts a lot.

They have tried after school activities but this is too over whelming for them.

They have attended Triple P Stepping stones course.

They have regular meetings with the class teacher.

What help and support is required at this time?

Consider the role of the wider family, resources in the local community, the role of the current professionals working with the family as well as other appropriate support services that may be made available.

We need some further advice and strategies about getting C/YP into school and enabling to attend lessons.

We the following in place at school :

TA to meet them each morning before lessons start to go through their day – this is working well

1:1 support in the English lesson to support with reading and comprehension – struggles to stay on task even with support

They have a movement break card for when they need to have some space - doesn't understand when to use it so has usually been sent out of class as shouting out and moving around

They have access to the safe hub at break and lunch times - doesn't always come says they forget – can be vulnerable if outside in playground as easily led by other pupils – no specific friendship group

Offered home work club at lunchtimes as this can cause issues at home - doesn't always come says they forget

Member of staff who they can go to discuss anything - trying to support with talking about how the day has gone but not really saying anything – need ideas of helping them trying zones of regulation

We would like support with:

Consider what support would be beneficial and for who? Someone to observe them in class – can you see triggers?

Parents to have someone visit at home to talk about what's happening, see what they are doing when they have an outburst, give advice about other support available.

Please comment on any specific risks to be considered.

For example, is the child vulnerable as a result of exploitation, grooming, negative peer pressure, offending behaviour, school exclusion, or may pose a risk to others.

C/YP is not achieving to their potential due to missing lessons. Vulnerable when mixing with other pupils

The wishes and feeling of the child, young person and their siblings

I want to be able to stay in lessons without being sent out

I want the teachers to understand why I shout out and find it hard to wait to be asked to answer a question.

The views of parent(s) or carer including what should happen next.

We want them to be able to go to school each day without having to constantly encourage them.

We want them to be able to remain in class

We want to be able to help them control their emotions during the school day so they don't explode when they come home. They are getting bigger and it's getting harder to manage them.

We would like a SEND KW to visit us at home and talk with us about what we can do as parents, what other support is out there for us, how we can help our child understand their feelings more.

How will we know when the family and universal services are able to meet the needs of the child? In other words, what positive change would you like to achieve?

CYP will be coming into school every morning

They will be able to be in the majority of their lessons and working towards being in all lessons

They will be able to express themselves to hopefully lessen their outburst when they get home from school.

They will understand their emotions more, have some strategies to help them cope.