

Royal Borough of Greenwich SEND Services - Handbook for schools

October 2023



APPENDIX

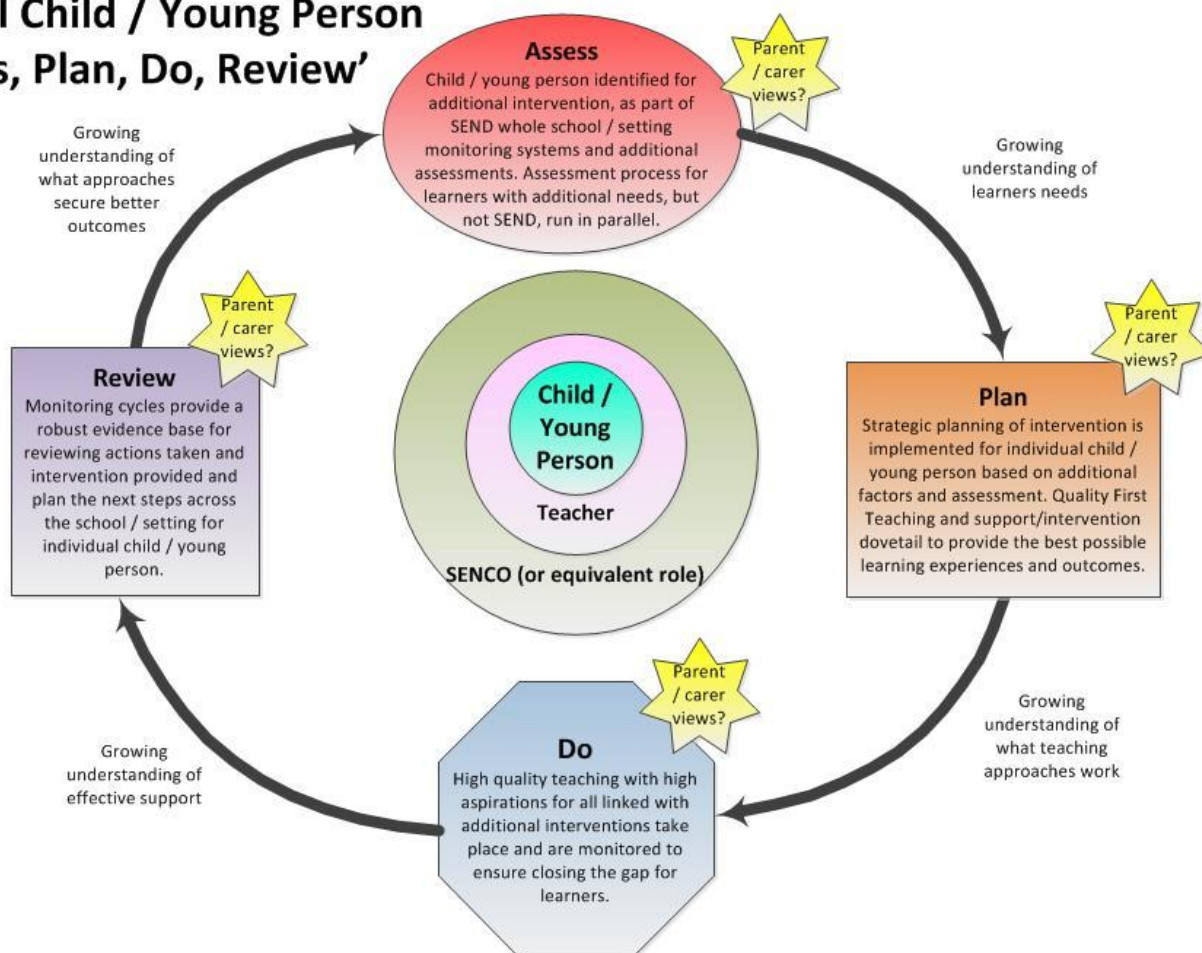
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THE GRADUATED APPROACH

Teaching children and young people who have special educational needs and disabilities (SEND) is part of the daily experience of most mainstream teachers and the Special Educational Needs and Disability Code of Practice 0-25 years (Department for Education and Department of Health, 2015) makes teachers accountable for the teaching and progress of children and young people who have SEND. The Code states that schools should use a four-part cycle (Assess, Plan, Do and Review) and ‘should involve specialists if a CYP continues to make little progress or work at substantially lower levels than expected’ (sections 6.72 and 6.73).

The graduated approach for children and young people who have SEND involves a method of regular and personalised assessment, targeted action and review. SEN Support is the system by which members of school staff should assess the needs of children and young people who have SEND, with this informing the provision of appropriate support. The graduated approach comprising the Assess, Plan, Do, Review (APDR) cycle is summarised below:

Individual Child / Young Person ‘Assess, Plan, Do, Review’



Assess

The class teacher, working with the SENCo (or equivalent), discusses a CYP or young person’s (CYP’s) needs and establishes a baseline against which progress will be measured.

This baseline discussion and associated assessment should involve parents / carers and take account of their views and aspirations. A specific date for the next review should be set.

Plan

A plan of additional support is drawn up for a CYP, and this is shared with parents / carers together with all relevant adults in school. The school and parents / carers should agree what progress they hope will be made (outcomes), and by what date.

Do

Extra support is offered to the CYP, and this is delivered under the supervision of the class teacher.

Review

Parents / carers should be fully involved in all reviews. The Code of Practice does not specify expectations regarding the frequency of reviews, but as class teachers usually meet with parents / carers each term, termly reviews would fit in with existing school processes.

In terms of the nature of intervention, the graduated approach should reflect a process of moving through the following levels:

1. 'Quality First' teaching, where good quality teaching, thorough differentiation and high expectations takes account of the needs of all CYP.
2. More targeted intervention for CYP who have SEND. This might include access to specialist resources within the school (for example interventions – including therapeutic interventions - that are already run and some additional adult support). This would form part of subsequent cycles of the graduated approach.
3. An external specialist may be asked to advise on more specialised support, generally where a CYP has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

Although specialists can be brought in at any point to offer advice about intervention offered at SEN Support, when APDR shows that a CYP is making little or no progress or when their attainment / other areas of development remain/s significantly below expected levels, a school should approach supporting agencies whose members have more specialist knowledge or expertise (such as those based with outreach services or the educational psychology service).

Job title: PRIMARY ASD OUTREACH TEACHER/SALT

What team am I in?

ASD Outreach team which is a part of the SEND Outreach Services

A little bit about my role and why I might be visiting your school?

ASD Outreach Teachers/ SALT are Specialist Teachers who have worked in a specialist setting before starting with the ASD Outreach team. They will have postgraduate qualifications and experience in ASD, typically acquired over many years of practice.

They are always involved immediately after a CYP has received an ASD diagnosis and will write an initial report which will set the priorities for intervention. They will then review all the reports that your school ASD Outreach Worker writes and keep track of the progress that children make. ASD Outreach teachers/ SALT are also on SEN panels and admissions panels to provide specialist expertise to the decision-making processes and if there is a Tribunal happening. They typically work with children who have a confirmed diagnosis of ASD but occasionally see children without a diagnosis if other external professionals have already been consulted such as EPs and the SALT service. Teachers will typically work through the ASD Outreach workers who will be involved in any interventions so they can be implemented in the school setting.

Teachers will also provide advice if a CYP is going through specific challenges after discussion with the ASD Outreach service, particular when behaviour is challenging.

Teachers also support the delivery of our training programme at the PDC which offers lots of opportunities to you to develop your understanding of ASD and ASD specific interventions.

<https://servicestoschools.royalgreenwich.gov.uk/courses/sen>

What might I do when I visit your school / setting?

Some of the many things that an ASD Outreach teacher/SALT might do include:

- Observe the CYP within a range of settings, including the classroom, withdrawn interventions and in the playground.
- During the initial visit to the school talk to the CYP (where appropriate) to obtain their CYP's views or interact/play with the CYP if the CYP is pre-verbal/has limited use of spoken language.
- Meet with the family to find out about the CYP at home and support with ideas.
- Meet with a range of school staff including teaching assistants, teachers, SENCo and sometimes the SLT.
- Deliver whole school ASD Awareness training.
- Problem-solve specific difficulties with you.
- Support with writing ASD friendly behaviour plans (PBS plans) and lead on them where children are at risk of exclusion etc..
- Provide feedback on specific intervention groups that you might be running like Attention Autism and also help you to set them up.
- Direct staff to the wide range of training opportunities that are available within the Borough and parents to the parent training offer.

- Help you to set aims for children.
- Deliver a coffee am session for families of children with an ASD.
- Attend TAC meetings.

How will school / setting staff be involved and what would be helpful to prepare ahead?

ASD Outreach teachers will need to meet with a range of staff to understand the CYP's needs and are helped by being given:

- Copies of other professional reports
- The school information gathering sheet sent by ASD Outreach
- Formative notes
- Behaviour plans or logs.
- Photos of the children showing what they like to do.

BUT most importantly it's time for discussion with us about the CYP and any challenges you have with meeting their needs that is the most important thing so we understand the CYP as well as we possibly can.

How will parents or carers be involved?

Parents are always invited to come into school to meet with the teacher /SALT at this initial intervention or contacted at home by phone or a virtual platform to gain their views.

We will copy all reports to families.

We also run parent courses that families can attend at our base.

How will you know what next steps are and what records will there be of the work I / we have done?

- All our visits will be accompanied by a report or sheet of strategies.
- All children will have an initial report which is written by a teacher and other reports can be written as needed to support decision making, including NA 2 reports as requested.

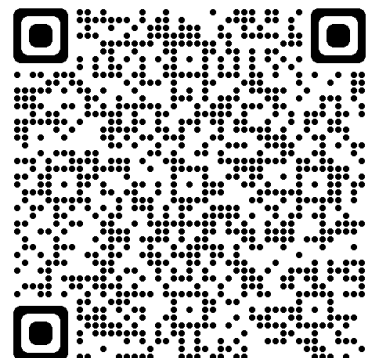
Will I be working with the same CYP when I visit?

No... I will visit your school more often, so you will see me around quite often seeing other children on the caseload, but please do ask me when you see me if you are having any particular problems.

How to find out more about my team

You can find lots more information on the Local offer using the link/QR code below

[ASD Outreach Services | Greenwich Community Directory](#)



Job title: PRIMARY ASD OUTREACH WORKER

What team am I in?

ASD Outreach team which is a part of the SEND Outreach services

A little bit about my role and why I might be visiting

ASD Outreach Workers are attached to every mainstream school in Greenwich, so your school will have a specific person who visits them regularly so you can build up a relationship with them. ASD outreach workers are typically highly skilled ASD practitioners who have worked in a specialist setting before starting with the ASD Outreach team.

They can support you in many different ways and are also always up for suggestions to do things differently to suit your specific school. They **ONLY** work with children who have a confirmed diagnosis of ASD.

What might I do when I visit your school / setting?

Some of the many things that an ASD Outreach worker might do include:

- Model specialist interventions to you like visual supports, PECs and Lego therapy /Social Skills Groups
- Problem-solve specific difficulties with you.
- Support with writing ASD friendly behaviour plans (PBS plans) seeking advice from teachers as needed.
- Provide feedback on specific intervention groups that you might be running like Attention Autism and also help you to set them up.
- Provide training for staff on things like PECS.
- Help you to set aims for children.
- Deliver a coffee am session for families of children with an ASD!
- Support you with making materials and sign posting to things that might be useful.
- Deliver a block of intervention on an issue like “Discussing Diagnosis”.
- Support with transition
- Advise on and prepare visuals to support learning in school.
- Attend TAC meetings and CIN and other safeguarding meetings as needed.
- Attend Annual Reviews
- ASD OT Referral / support with sensory needs / Sensory Circuit training / Food for fun
- Clicker Intervention/advice
- Setting up workstations / TEACCH
- Writing Comic Strip Conversations/ Social Stories
- Zones of regulation
- Referrals to other agencies
- Positive behaviour support/support school with behaviour plans

How will school / setting staff be involved and what would be helpful to prepare ahead?

ASD Outreach Workers always want to work through school-based staff as any intervention needs to be in place all of the time/ regularly to be successful, so we always want a member of staff to be working with us.

It's always useful for school staff to provide any information available to inform assessment which could include:

- Formative notes
- Behaviour plans or logs.
- Photos of the children showing what they like to do.

BUT most importantly it's time for discussion with us about the CYP and any challenges you have with meeting their needs that is the most important thing so we understand the CYP as well as we possibly can.

How will parents or carers be involved?

Parents are always welcome to come into school to meet with us at any time and also see sessions.

We will also copy all reports to families, and at the start of seeing the CYP we will ensure we link with them to understand their needs as well.

When we begin our work with a CYP ASD Outreach will meet with parents/carers to ensure we receive all the information we need to support our understanding of the CYP's needs.

We also run parent courses that families can attend at our base, although these may be delivered by someone different to your school-based ASD Outreach Worker.

How will you know what next steps are and what records will there be of the work I / we have done?

- All our visits will be part of a block of intervention and aims will be set at the start of this evaluated when the block is finished.
- All children will have an initial report which is written by a teacher and other reports can be written as needed to support decision making including NA2 reports and for Tribunals.
- Other reports will be written, as required by your school-based Outreach Worker to support further input, including at the end of blocks of intervention.

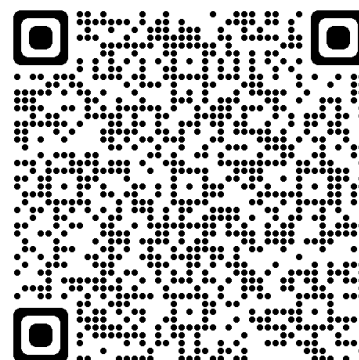
Will I be working with the same CYP / same children when I visit?

No... I will visit your school more often, so you will see me around quite often seeing other children on the caseload, but please do ask me when you see me if you are having any particular problems.

How to find out more about my team

You can find lots more information on the Local offer using the link/QR code below

[ASD Outreach Services | Greenwich Community Directory](#)



Job title: SOCIAL COMMUNICATION OUTREACH WORKER

What team am I in?

Social communication part of the ASD Outreach team which is a part of the SEND Outreach services.

A little bit about my role and why I might be visiting

Social Communication Outreach Workers are part of a “bought in” service where schools purchase additional input from the ASD Outreach service to meet the needs of children who may/may not have an ASD diagnosis. These children could be:

- in the process of being assessed
- have some social needs but may never get a diagnosis.
- children where families do not want a referral to the core ASD service but will accept this social communication service.
- may have an ASD diagnosis but the school want to add to the input that is provided by the core ASD service where there is a high degree of concern.

Schools focus this service according to their individual needs, so some will focus entirely on EYFS and other will spread the service across the school.

If your school buys this service, you will have a specific person who visits your school weekly so you can build up a relationship with them. Social Communication outreach workers are typically highly skilled ASD Outreach Workers who have typically worked in a specialist setting before starting with the ASD/Social Communication Outreach team.

They can support you in many different ways and are also always up for suggestions to do things differently to suit your specific school.

What might I do when I visit your school / setting?

Some of the many things that a Social Communication Outreach worker might do include:

- Model specialist interventions to you like visual supports, PECs and Lego therapy /Social Skills Groups
- Problem-solve specific difficulties with you.
- Support with writing ASD friendly behaviour plans (PBS plans) seeking advice from teachers as needed.
- Provide feedback or run specialist intervention groups that you might be running like Attention Bucket (Autism) and also help you to set them up if staff have been on an accredited course.
- Provide training for staff on things like PECS.
- Help you to set aims for children.
- Deliver a coffee am session for families of children with a Social Communication need.
- Support you with making materials and sign posting to things that might be useful.
- Advise on and prepare visuals to support learning in school!
- Support with transition
- Attend TAC meetings and CIN and other safeguarding meetings as needed.
- Attend Annual Reviews

- Support with sensory needs / Sensory Circuit training / Food for fun
- Clicker Intervention/advice
- Setting up workstations / TEACCH
- Writing Comic Strip Conversations/ Social Stories
- Zones of regulation
- Referrals to other agencies
- Positive behaviour support/support school with behaviour plans

How will school / setting staff be involved and what would be helpful to prepare ahead?

Social Communication Outreach Workers always want to work through school-based staff as any intervention needs to be in place all of the time/ regularly to be successful, so we often want a member of staff to be working with us, although at times we will also run interventions ourselves.

It's always useful for school staff to provide any information available to inform assessment which could include:

- Formative notes
- Behaviour plans or logs.
- Photos of the children showing what they like to do.

BUT most importantly it's time for discussion and/or joint working with us around a CYP and any challenges you have with meeting their needs that is the most important thing so we understand the CYP as well as we possibly can.

How will parents or carers be involved?

Parents are always welcome to come into school to meet with us at any time and also see sessions. We will also copy all reports to families, and at the start of seeing the CYP we will ensure we link with them to understand their needs as well.

When we begin our work with a child, Social Communication Outreach may meet with parents/carers to ensure we receive all the information we need to support our understanding of the CYP's needs.

How will you know what next steps are and what records will there be of the work I / we have done?

- All our visits will be part of a block of intervention and aims will be set at the start of this evaluated when the block is finished.
- All children will have initial aims shared with one of the team's advisory teachers or a Speech and Language Therapist.

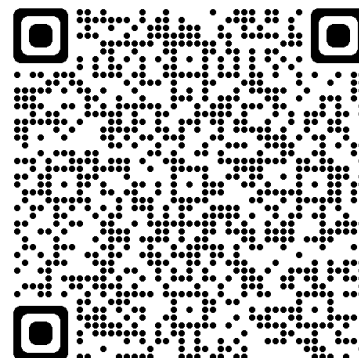
Will I be working with the same CYP / same children when I visit?

No... I will visit your school more often, so you will see me around quite often seeing other children on the caseload, but please do ask me when you see me if you are having any particular problems.

How to find out more about my team

You can find lots more information on the Local offer using the link/QR code below

[ASD Outreach Services | Greenwich Community Directory](#)



Job title: SECONDARY ASD OUTREACH TEACHER

What team am I in?

ASD Outreach team which is a part of the SEND Outreach services

A little bit about my role and why I might be visiting?

ASD Outreach teachers are specialist teachers who have worked in a specialist setting before starting with the ASD Outreach team. They will have postgraduate qualifications and experience in ASD, typically acquired over many years of practice.

They are always involved immediately after a CYP has received an ASD diagnosis and will write an initial report which will set the priorities for intervention. They will then review all the reports that your school ASD Outreach Worker writes and keep track of the progress that children make. ASD Outreach teachers/ SALT are also on SEN panels and admissions panels to provide specialist expertise to the decision-making processes and if there is a Tribunal happening. They typically work with children who have a confirmed diagnosis of ASD but occasionally see children without a diagnosis if other external professionals have already been consulted such as EPs and the SALT service.

Teachers will also provide advice if a CYP is going through specific challenges after discussion with the ASD Outreach service, particularly when behaviour is challenging.

Teachers also support the delivery of our training programme at the PDC which offers lots of opportunities to you to develop your understanding of ASD and ASD specific interventions.

<https://servicestoschools.royalgreenwich.gov.uk/courses/sen>

What might I do when I visit your school / setting?

Some of the many things that a secondary ASD Outreach teacher might do include:

- Have a short interview with the CYP to gain their views.
- Meet with/contact the family to find out about the CYP at home and support with ideas.
- Meet with a range of school staff including teaching assistants, teachers, SENCo and sometimes the SLT.
- Deliver whole school/department/faculty ASD Awareness training.
- Problem-solve specific difficulties with you
- Support with writing ASD friendly behaviour plans (PBS plans) and lead on them where children are at risk of exclusion etc..
- Provide feedback on specialist intervention groups that you might be running like Social Skills Group or Lego Therapy Group and also help you to set them up
- Direct staff to the wide range of training opportunities that are available within the Borough and parents to the parent training offer.
- Help you to set aims for children.
- Attend TAC meetings.

How will school / setting staff be involved and what would be helpful to prepare ahead?

Secondary ASD Outreach Teachers will need to meet with a range of staff to understand the CYP's needs and are helped by being given:

- Copies of other professional reports
- The school information gathering sheet sent by ASD Outreach
- Formative notes
- Behaviour plans or logs

BUT most importantly it's time for discussion with us about the CYP and any challenges you have with meeting their needs that is the most important thing so we understand the CYP as well as we possibly can.

How will parents or carers be involved?

Parents are always invited to come into school to meet with the teacher at this initial intervention or contacted at home by phone or a virtual platform to gain their views.

We will copy all reports to families.

We also run parent courses that families can attend at our base.

How will you know what the next steps are and what records will there be of the work I / we have done?

- All our visits will be accompanied by a report or sheet of strategies.
- All children will have an initial report which is written by a teacher and other reports can be written as needed to support decision making.

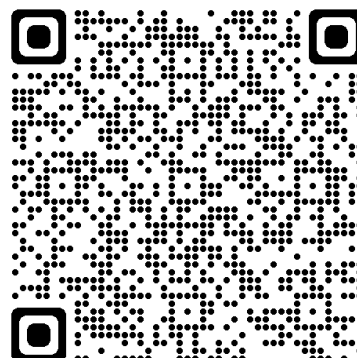
Will I be working with the same CYP / same children when I visit?

No... I will visit your school more often, so you will see me around quite often seeing other children on the caseload, but please do ask me when you see me if you are having any particular problems.

How to find out more about my team

You can find lots more information on the Local Offer using the link/QR code below

[ASD Outreach Services | Greenwich Community Directory](#)



Job title: SECONDARY ASD OUTREACH WORKER

What team am I in?

ASD Outreach team which is a part of the SEND Outreach services

A little bit about my role and why I might be visiting?

ASD Outreach Workers are attached to every mainstream school in Greenwich, so your school will have a specific person who visits them regularly whom you can contact so you can build up a relationship with them. ASD outreach workers are typically highly skilled ASD practitioners who have worked in a specialist setting before starting with the ASD Outreach team.

They can support you in a range of different ways such as supporting a CYP to understand their diagnosis, anxiety, behaviour, exams and transition to Post 16 and are also always open to suggestions to do things differently to suit your specific school. They ONLY work with children who have a confirmed diagnosis of ASD, parental consent and are attending school. The service is not able to deliver home based support, except when this is linked to a formalised plan to get the young person back into school.

Support for the student is delivered 1:1 in blocks of between 1 and 5 sessions depending on what is needed. We can also provide support to small groups on topics such as exam preparation or stress relieving techniques linked to ASD.

What might I do when I visit your school / setting?

Some of the many things that an ASD Outreach worker might do include:

- Model specialist interventions to you like Lego therapy the use of visual checklists or ASD specific techniques
- Problem solve specific difficulties with you
- Support with writing ASD friendly behaviour plans (PBS plans) seeking advice from teachers as needed.
- Provide feedback on specialist intervention groups that you might be running like Lego Therapy and social skills groups and also help you to set them up.
- Provide training for staff on ASD specific interventions.
- Help you to set aims for children.
- Signposting you to services or information that might be useful.
- Deliver a block of intervention on an issue like "Discussing Diagnosis".
- Support with transition
- Attend TAC meetings and CIN and other safeguarding meetings as needed.

How will school / setting staff be involved and what would be helpful to prepare ahead?

ASD Outreach Workers always want to work through school-based staff as any intervention needs to be in place all of the time/ regularly to be successful, so we always want a member of staff to be working with us.

It's always useful for school staff to provide any information available to inform assessment which could include:

- Formative notes
- Behaviour plans or logs

BUT most importantly it's time for discussion with us about the CYP and any challenges you have with meeting their needs that is the most important thing so we understand the CYP as well as we possibly can.

How will parents or carers be involved?

We will also copy all reports to families, and at the start of seeing the CYP we will ensure we link with them to understand their needs as well.

We also run parent courses that families can attend at our base, although these may be delivered by someone different to your school-based ASD Outreach Worker.

We can help signpost families to other services which might be helpful.

How will you know what next steps are and what records will there be of the work I / we have done?

- All our visits will be part of a block of intervention and aims will be set at the start of this and evaluated when the block is finished.
- All Children will have an initial report and other reports can be written as needed to support decision making.

What does 'Review on Request' mean?

It means that the CYP is doing well and that we will only visit the CYP, do a block of interventions, or attend a meeting at the specific request from school or parents.

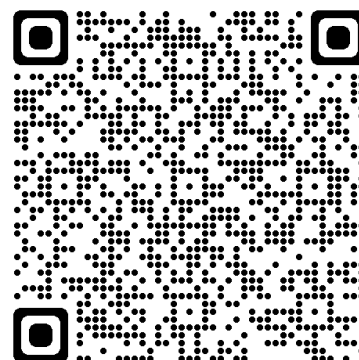
Will I be working with the same CYP / same Children when I visit?

No, I will often see other Children on the caseload, but please do ask me when you see me if you are having any particular problems.

How to find out more about my team

You can find lots more information on the Local offer using the link/QR code below

[ASD Outreach Services | Greenwich Community Directory](#)



Job title: EDUCATIONAL PSYCHOLOGIST

What team am I in?

Educational Psychology (Royal Borough of Greenwich – Children’s Services)

A little bit about my role and why I might be visiting?

The purpose of Educational Psychologist (EP) involvement is to improve outcomes for Children and Young People (CYP), especially those who are experiencing difficulties in their learning and their social & emotional development. EPs work with schools and settings to help children and young people:

- Make better progress with learning and their ability to manage learning situations.
 - Manage and understand their emotions.
 - Develop their social skills, including building and maintaining friendships.
 - Reduce their risk of being excluded from school.
 - Manage change, including transition.
- And much more ...

EPs do this by working with school staff, other professionals, parents/carers, and CYP themselves. I am probably visiting your class or working with a CYP in your class because the SENCo of your school (or somebody else who coordinates the input for CYP who have special educational needs - for example Inclusion Manager or Head of Inclusion) is concerned about the progress that is being made despite the support already in place.

What might I do when I visit your school / setting?

Through discussion with the SENCo there will have been consideration of factors (such as what the concern/s are, discussions that have taken place with parents / carers – and their views, other people already involved as well as what has already been tried – and how this has or has not helped). Such discussion will result in agreement regarding the type of EP input that is most likely to help, which might include:

- Observing the CYP across different contexts in their school /setting.
- Talking with adults in school who know the CYP.
- Meeting with the CYP, which might involve talking with them and exploring their views and perceptions (using a variety of approaches) and / or completing assessment activities.

How will school / setting staff be involved and what would be helpful to prepare ahead?

In primary school a CYP’s teacher or other members of their class team are probably the adults who know them best in school and so be in the best position to help them make progress. In secondary school it might be their form tutor, head of year or other members or another key adult (for example Learning Mentor). It is therefore really important for EPs to be able to meet with these adults so that we can:

- Share information – including what adults in school know about the CYP, what has or has not already been tried and how much this has helped as well as what the EP has learnt during their observation of and / or meeting with the CYP.

- Try and work out what might be preventing progress.
- Plan together about what might be done to help.

In preparation for this it would be helpful for school staff to think about what is already helping – and why, what has been tried and has not really worked – and why and what you would like to work on during our discussion.

How will parents or carers be involved?

The SENCo will have discussed my involvement with a CYP's parents or carers who will have signed consent forms which enables such involvement. Sometimes I will meet with parents or carers at the start of involvement to find out a bit more about a CYP's history or how they are at home – as well as to establish the perspective of parents or carers. Depending on the circumstances of a CYP, this initial meeting might also involve members of school staff or other agencies offering support. However, this is not always the case and sometimes it might be agreed that I will work with school or setting staff. It might be decided that I (probably with members of staff) meet with parents or carers after interventions that have been agreed with school staff have been tried. The SENCo will ensure that parents or carers are kept updated about my involvement.

How will you know what next steps are and what records will there be of the work I / we have done?

During our discussion we will agree on what different people will do next. This might be actions that adults in school will take – including interventions that will be delivered – or information or resources that I will send through. This discussion will also involve consideration of if we will meet again – and the timeframe regarding this. Often members of school staff will want to take their own notes to remind them of what has been agreed. Different types of records might be completed by the EP (including handwritten consultation records or a typed service visit record – SVR - of what has taken place during a visit – and what has been agreed) and this depends upon the type of work that has been done. A copy of all records will be left with or sent to the SENCo who will share them further with parents / carers and members of the school team.

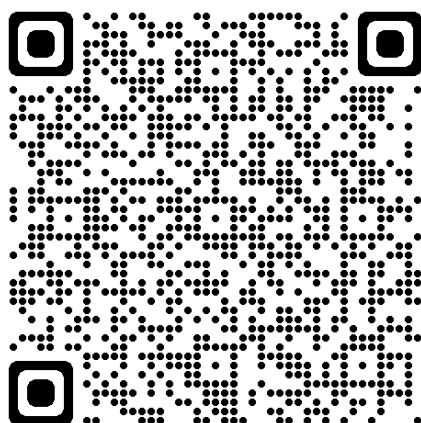
Will I be working with the same CYP when I visit?

Not necessarily - and this will be agreed with the SENCo. Ideally there will be opportunity for EPs to review with class teams agreements that have been made regarding CYP but owing to time available the SENCo might decide that EP time would better be spent offering support in relation to different CYP. In these situations, the SENCo will continue to monitor intervention/s that have been agreed with class teams about individual CYP and ask me to be involved again if concerns remain despite such intervention/s.

How to find out more about my team

Together with work which focuses on individual CYP, EPs can undertake lots of other activities (including working with groups of CYP, facilitating different types of meetings and working to support adults in school or parents of CYP). EPs are involved in the Education, Health and Care (EHC) Needs Assessment process. If an EHC Needs Assessment is agreed for a CYP or young person, EPs are asked to provide advice to contribute to this assessment and this might be another reason that the EP visits your school. There is a lot more information about the EP Service available at:

[Educational Psychology - Families and Young People | Greenwich Community Directory](#)



Job title: ASSISTANT EDUCATIONAL PSYCHOLOGIST (AsEP)

What team am I in?

Educational Psychology (Royal Borough of Greenwich – Children’s Services)

A little bit about my role and why I might be visiting?

Assistant Educational Psychologists (AsEPs) have a degree in psychology and are hoping to become Educational Psychologists (EPs) in the future. AsEPs support EPs in the work that they do and in doing so gain knowledge and experience before applying for a place on a Doctoral course to become an EP.

Within the Royal Borough of Greenwich (RBG) Educational Psychology Service, AsEPs are an important part of the team. AsEPs are not employed to replace EPs. AsEPs do however supplement and enhance the work that EPs do in their work with children or young people (CYP), schools, parents or carers together with other RBG teams.

What might I do when I visit your school / setting?

There is no set list of activities that AsEPs undertake, but within RBG the following are examples of what I do, or might to do in the future:

- Support the delivery of projects that have already been agreed (for example the Emotional Literacy Support Assistant intervention)
- Assist the EP by working with individual CYP (for example gathering information through structured observation or completing structured assessments with individuals)
- Deliver training, mentoring, coaching
- Complete research tasks
- Support the delivery of specific interventions for which I have been trained (for example Circle of Friends, Zones of Regulation).

I might work with a CYP if an EP will be working them in the future. This will be helpful as I might be able to do some preparatory work (for example observing the CYP in class or meeting with them individually) which will generate information to share with the EP. This will help the EP understand the CYP’s situation and will help the EP decide about further work that would prove helpful. I might also work with a CYP if he / she is part of an activity that the I am or will be leading with a group of children, for example to help with learning or to help with friendships.

The EPS recognises that although AsEPs have valuable knowledge and skills, they are not qualified EPs. I receive regular, planned support from maingrade and senior EPs. This includes opportunities to shadow qualified EPs and discuss observed activities and opportunities to engage in professional development activities. Any work that AsEPs do will be agreed with and monitored by a qualified EP. I also receive weekly supervision.

How will school / setting staff be involved and what would be helpful to prepare ahead?

This will very much depend upon they type of work that I will be doing, and it is likely that this will have been discussed between the SENCo (or member of staff assuming the SENCo role) and EP who supports the school. I will keep in close contact, and let you know what to

expect from their involvement and anything that it might be useful for you to do in preparation.

How will parents or carers be involved?

The SENCo will have discussed my involvement with a CYP's parents or carers who will have signed consent forms which enables such involvement. Although possible, it is unlikely that I will meet with parents direct. The SENCo will however ensure that parents or carers are kept updated about my involvement.

How will you know what next steps are and what records will there be of the work I / we have done?

In most situations, although I might visit more than once (for example to deliver an intervention which takes place over several sessions), it is unlikely that my involvement will be on-going. If any next steps are agreed, the EP who supports the school and SENCo will agree how to record and share such agreement. Similarly, any records will depend on the type of work that has taken place, and the completion – and circulation - of these will be discussed at the start of the piece of work.

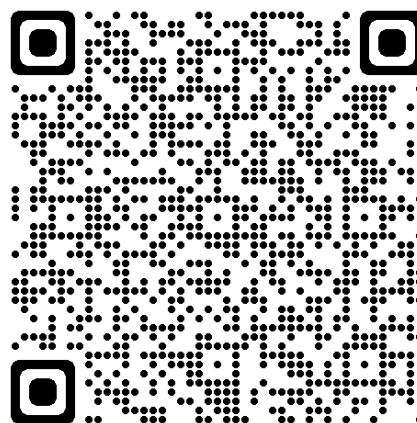
Will I be working with the same CYP when I visit?

Not necessarily - and this will depend on the work that I will be doing.

How to find out more about my team

The role of the AsEP is quite new for RBG – and is evolving! More information can be found at:

[Educational Psychology - Families and Young People | Greenwich Community Directory](#)



Job title: STEPS Initial Assessors

What team am I in?

STEPS Outreach Team which is a part of the SEND Outreach Services

A little bit about my role and why I might be visiting

STEPS Initial Assessors include:

- Complex Needs Team Lead
- Complex Needs Advisory Teachers
- Senior Outreach Workers
- Specialist Teachers and
- Specialist Tutors

These assessors have experience in a specialist setting and post-graduate and/or additional qualifications in supporting children with complex needs.

Schools may request help from STEPS if they have concerns about a child's learning. The school can request help by completing a referral, together with the parent/carer. An assessor will arrange a visit with the school once the referral is received. It is not unusual for there to be a waiting list of children.

Assessors often work with other professionals, such as the ASD Outreach Team, to ensure that recommendations are consistent across all services supporting the child.

Assessors also provide training to school staff. Training includes specific reading and writing interventions, assessing, supporting inclusion, maths and assistive technology.

These training sessions can be accessed here:

<https://servicestoschools.royalgreenwich.gov.uk/courses/sen>

What might I do when I visit your school/setting?

In order to provide the right support to help children access learning, assessors use a range of methods to gather important information. They may do some or all of the following:

- Observe the child in school;
- Gather the child's views;
- Reading and writing activities with the child;
- Offer a consultation meeting with teaching assistant, class teacher, SENCO, parents/carers and/or child;
- Attend relevant meetings such as annual reviews or team around the child meetings;
- Deliver training;
- Model activities;
- Provide advice on appropriate strategies;
- Write reports with targets and recommendations; and/or
- Provide a programme and follow up support.

How will school/setting staff be involved and what would be helpful to prepare ahead?

It is helpful for the school to:

- Be clear about the reasons for referral;
- Provide recent copies of professionals' reports;
- Ensure the child is prepared for the visit;
- Ensure lesson observations and suitable space for assessments are organised; and
- Arrange a feedback meeting with relevant adults such as the class teacher, teaching assistant and parents/carers.

How will parents or carers be involved?

Parents must give written permission for a STEPS referral to be made and there is space on the referral form for parents' views. Following an assessment, schools are requested to invite parents/carers to a feedback meeting. Feedback meetings can be arranged in-person or remotely (either by phone or by virtual platform) to suit parents'/carers' schedules.

How will you know what next steps are and what records will there be of the work I have done?

All children will have an initial report which is written by the assessor and other reports can be written as needed to support decision making.

Will I be working with the same child/same children when I visit?

The support following an initial assessment is typically done by a STEPS Outreach Worker who is assigned to each school. However, there are some occasions when a child may be seen by the assessor more than once. The assessors are able to provide additional support if there are any particular difficulties.

How to find out more about my team

You can find more information on the Local offer using the link/QR code below

[STEPS Greenwich Community Directory](#)



Job title: STEPS OUTREACH WORKER

What team am I in?

STEPS Outreach team which is a part of the SEND Outreach services

A little bit about my role and why I might be visiting

Most mainstream schools in Greenwich have an allocated STEPS Outreach Worker who is responsible for monitoring children on the STEPS caseload. Some of the Outreach Workers have specialist qualifications and targeted areas of interest (i.e. Assistive Technology and Down Syndrome); all Outreach Workers receive ongoing training to ensure high quality support.

The STEPS Outreach Workers often work together and with other professionals, such as the Initial Assessors, Specialist Teachers or the ASD Outreach team. They provide support in a multitude of ways to suit the needs of the service users.

What might I do when I visit your school/setting?

Some of the many things that a STEPS Outreach Worker might do include:

- Monitor caseloads via caseload review meetings;
- Review children's targets and monitor progress following STEPS interventions through one to one reassessments;
- Write reports based on assessments, reviews, observations and discussions with school staff;
- Write literacy programmes to support children's reading, writing, comprehension and handwriting;
- Provide strategies for engagement, independence, attention and listening, memory and transference of skills;
- Support the delivery of programmes through modelling demo lessons, providing in-house training, creating tailored, individual resources, and sign-posting for further support;
- Support children with the transition to secondary school;
- Provide specialist advice and training on a variety of assistive technology and for children with Down Syndrome;
- Attend professionals' meetings (such as annual reviews, team around the child, and or safeguarding meetings) to provide input; and
- Deliver coffee mornings for parents on a range of topics related to SEND and learning.

How will school/setting staff be involved and what would be helpful to prepare ahead?

It is helpful for the school to:

- Identify concerns and prioritise the children's needs in the caseload review;
- Ensure reports and programmes are shared with relevant school staff;
- Ensure staff have the required training to deliver programmes;
- Ensure staff have the necessary resources and scheduled time to deliver the programmes as recommended;

- Organise STEPS outreach visits so the child, TA and/or class teacher are prepared and a suitable space is organised if required; and
- Provide recent copies of professionals' reports.

The STEPS Outreach Workers work flexibly to respond to your needs. It is important that you share your concerns, challenges and questions with the team so we can work together to resolve issues. We welcome feedback on how we can improve our support for children with complex needs.

How will parents or carers be involved?

Parents must give written permission via a signature on the referral form before a STEPS Outreach Worker can provide support for a child. Outreach workers may attend feedback meetings, and annual reviews or TAC meetings to discuss the child's progress. We encourage schools to invite their Outreach Worker to coffee mornings.

How will you know what next steps are and what records will there be of the work I have done?

STEPS Outreach Workers work closely with the Initial Assessors to follow up regularly with reports and programmes; this includes reassessment reports, observation reports and/or target reviews. All involvement is recorded on a 'Record of Involvement' events diary.

Will I be working with the same child/same children when I visit?

No, the STEPS Outreach Worker will schedule visits to ensure all children on the caseload are supported. If concerns arise, please let us know so we can prioritise.

How to find out more about my team

You can find more information on the Local offer using the link/QR code below.

[STEPS Greenwich Community Directory](#)



Job title: STEPS Specialist Teachers/Tutors

What team am I in?

STEPS Outreach Team which is a part of the SEND Outreach Services

A little bit about my role and why I might be visiting

We are Specialist Teachers/Tutors who have experience in a mainstream and/or specialist setting and hold post-graduate and, often, additional qualifications in assessing and supporting children with specific learning difficulties (dyslexia).

Schools may request help from STEPS if they have concerns about a child's literacy and can screen a child informally for dyslexia with our support. The school can request a diagnostic assessment by completing a referral, together with the parent/carer. We will arrange a visit with the school for a diagnostic assessment once the referral is received. It is not unusual for there to be a waiting list of children. We are available to meet with parents/carers and school staff following an assessment.

We make recommendations about the support the child should receive and often for referrals to other relevant professionals, such as the Complex Needs Team, Autistic Spectrum Disorder Outreach Team, Speech and Language Therapy and Occupational Therapy for further investigation of need.

We plan and deliver specialist literacy support for children with the most severe reading difficulties. We invite school staff to observe us modelling specialist teaching.

We carry out assessments for access arrangements for examinations at secondary school.

We also provide training to school staff, including training about what dyslexia is and how to support children with literacy and maths difficulties, access arrangements and assistive technology.

These training sessions can be accessed here:

<https://servicestoschools.royalgreenwich.gov.uk/courses/sen>

What might I do when I visit your school/setting?

In order to provide the right support to help children access learning, we use a range of methods to gather important information, including:

- gathering the child's views;
- carrying out assessments including reading and writing activities with the child;
- offering a feedback meeting with the teaching assistant, class teacher, SENCO and parents/carers;
- attending relevant meetings such as annual reviews or team around the child meetings;
- delivering training;
- modelling teaching;
- providing advice on and assessments for access arrangements;
- writing reports with targets and recommendations; and/or
- providing a programme and follow up support.

How will the school/setting staff be involved and what would be helpful to prepare ahead?

It is helpful for the school to:

- be clear about the reasons for referral;
- ensure that the child has had a recent eye test;
- provide recent copies of professionals' reports;
- ensure the child is prepared for the visit;
- ensure a suitable quiet space for assessments or teaching is organised;
- arrange a feedback meeting with relevant adults such as the class teacher, teaching assistant and parents/carers;
- support specialist teaching by arranging for follow up work to be done in school;
- be aware that the aims of assessment are to ensure that appropriate support is provided by the school, as well as to assess for dyslexia.

How will parents or carers be involved?

Parents/carers must give written permission for a STEPS referral to be made. There is space on the referral form for parents'/carers' views. Following an assessment, schools are requested to invite parents/carers to a feedback meeting. Feedback meetings can be arranged in-person or remotely (either by phone or by virtual platform) at a mutually convenient time.

How will you know what next steps are and what records will there be of the work I have done?

All the children we assess will have a report which is written by the assessor. This will include short-term targets and recommendations.

Will I be working with the same child/same children when I visit?

We usually assess a child only once. The support following an assessment is typically carried out by a STEPS Outreach Worker who is assigned to each school. Some children may receive a short block of specialist teaching from us.

How to find out more about my team

You can find lots more information on the Local Offer using the link below

[STEPS Greenwich Community Directory](#)



GLOSSARY OF TERMS

ASD	Autistic spectrum Disorder
CYP	Child/Young Person
EHC	Education, Health and Care Plan
PECS	Picture Exchange Communication System
SALT	Speech and Language Therapy
SENCO/SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SVR	Service Visit Record
TAC	Team Around the child
TEACCH	Treatment and Education of Autistic and related Communications Handicapped Children (an approach to supporting children with an ASD)