

Who are we?

The Communication and Interaction (C&I) Team is part of SENSS, the Special Educational Needs Support Service. We work across Oxfordshire in all LA schools, free schools and academies and can support children and young people of all ages from Foundation 1 through to VI form.

The C&I team includes:

Specialist Manager	Alison Blaylock
Area Team Managers	North: Lorraine Davies Central: Nina Stone South: Ryan Bradley and Sarah Vincent
Specialist Advisory Teachers	Every school has a designated SAT
Advisory Support Workers	ASWs are allocated by SATs to support targeted and specialist work in schools with individuals and groups
SEMH Practitioners	Rachel Newsham and Rosie Kilpatrick

What do we Do?

We offer advice, support and training to schools to support you to meet the needs of Children and young people with special educational needs relating to communication and interaction

We can help with:

Receptive Language:	Attention; listening; understanding language; following instructions; memory, processing difficulties,
Expressive Language:	Vocabulary, word finding, grammar; conversation.
Autism Spectrum Conditions:	Sensory processing; social interaction; executive functioning, flexible thinking, transitions; emotional regulation; peer interactions

How to Make a Referral

Before making a referral – you need to work through the **OCC SEN Guidance** for children with C&I Needs

Complete a pupil checklist and implement the suggested strategies, using the assess – plan – do review model. Keep a record through observation and progress reviews of the impact of your interventions.

Persist with these strategies if they do not work straight away and talk to your SAT about how to implement them if you are unsure. You can discuss support for any child without the need to make a referral on a 'no names' basis.

If further advice is required, or if it is anticipated that the pupil may require a statutory assessment, the SENCo should discuss a possible referral with their named C&I Advisory Teacher. The SAT may suggest further support or training under the universal offer or will recommend a formal referral to the service.

If a referral is agreed you will need to make parents aware, though specific consent is not required.

Completed referral forms, with all requested accompanying written evidence and should be e-mailed to: communicationandinteractionteam@oxfordshire.gov.uk

We may also signpost you to other services for advice and support, for example, if the young person's **primary** special need is not Communication and Interaction.

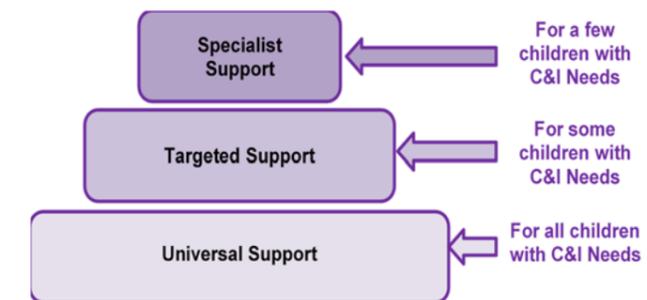
Whilst there may be some overlap, the team do **not** support children whose primary needs are **Social, Emotional Mental Health** such as behavioural issues relating to mental illness, ADHD, self-harming, OCD, attachment, depression: **Specific Learning Difficulties** such as Dyslexia, Dyspraxia **Speech difficulties** such as sound production, articulation, stutter, lisp: **Cognition and Learning** such as global cognitive delay and learning difficulties: **English as an Additional Language**

The Graduated Approach – What SENSS Offers

From September 2019 the SENSS Communication and Interaction (C&I) Support Service will be changing the way in which we work to provide advice, training and specialist support to schools.

We will be adopting a graduated approach which has been developed by SENSS advisory staff in discussion with school leaders and SENCOs. This is designed to ensure that specialist C&I Support Service advice is as effective as possible in empowering school staff to meet the needs of your child with confidence and in a timely way.

This is what the Graduated Approach looks like:



Universal Support	The focus at this level is on empowering school staff to adopt universal best practice for all children
At this level, SENSS offers training, support and advice on effective strategies that will work across the whole school. We help with adapting the school environment to meet sensory needs, with adapting teaching to be more suited to the learning style of children with Autism, with putting consistent visual supports in place across the whole school, and with how to measure progress for children with Autism.	
All children will benefit from these approaches, but we do not work with individual children, at this level so there is no need for a referral to our service. The input is vital, however to ensure that schools make the adjustments that are needed to allow children with C&I needs to be fully included.	
Targeted Support	The focus at this level is on using targeted support and advice to address identified areas of need.
Children at this level are on the school SEN register and may or may not have an Education, Health and Care Plan. They typically need more input, including some specifically targeted support. Both Advisory Teachers and SENSS Advisory Support Workers may be involved, offering further advice and further training for schools including bespoke, training planned to address the needs of one or more students, informal 'on the job training' and modelling strategies for key staff.	
We will support the school to run groups to help children overcome their difficulties and SENSS staff may also attend meetings such as Annual Reviews.	
These children will be referred individually to the service after a conversation with the Advisory Teacher and although parental consent is not required, schools are asked to fully involve parents in the referral	
Specialist Support	The focus here is on the individual student, advice and interventions tailored to address individual need.
A higher level of individualised support is needed, the child may or may not have an EHCP, but their C&I needs are presenting significant barriers to learning and inclusion. The SAT will visit the child for observations, assessment and advice, a rolling advisory report will be provided for the school and shared with parents. At this level we can also work one to one with children on issues such as understanding their diagnosis, personalised transition support or support with emotional regulation.	
Typically, young people may be offered termly visits, but this will vary according to need. Advisory teachers will respond flexibly to the needs of your child at any given time.	

What can you expect from us?

- A high-quality professional service with a prompt response to agreed referrals.
- Specialist advice and training
- A named specialist advisory teacher for each school.
- Clear information, advice and recommendations about teaching strategies and resources to use in school.
- Verbal or written advice at each contact.
- Attendance or written contributions to key meetings such as TAFs, EHCP Outcomes planning meetings and Annual Reviews
- Liaison with other supporting agencies on request of the school such as for statutory assessments, diagnostic assessments and multiagency planning
- Liaison with parents on request of the school
- Regular school visits as agreed with the school according to level of need
- Our service is provided free of charge to all maintained settings although there will be pre-agreed fees for some training.

How you can help us to be as effective as possible

It helps us if you can ensure the following:

- Access to a suitable work space for SENSS staff
- Opportunities to speak with key staff supporting the young person
- Access to pupil SEN records, including any risk assessments and reports from other professionals
- Access to photocopying and Wi-Fi
- Staff, parents and if appropriate target pupils, are informed of any planned visits in advance
- As much notice as possible for attendance at meetings, if meetings are cancelled or if the young person is not in school
- A named member of staff who will ensure that any written reports are copied and sent to parents and shared with all relevant staff
- Access to whiteboards and speakers for training

Please note:

We are a school-based service. We are not able to support students in the home or those who are not attending school, unless as part of a planned reintegration plan.

Any advice given to parents will primarily relate to the child's inclusion and functioning in the school context.



SENSS Communication and Interaction Team

Information for Schools



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E-mail:

communicationandinteractionteam@oxfordshire.gov.uk

