



## Introduction to SEND services in Leeds

The Leeds Local Offer is where children and young people up to 25 years old with special educational needs and disabilities (SEND) and their parents and carers can find information, advice and guidance about support, services and activities that are available to those living in Leeds.



[www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)



@Leeds Local Offer



LLO@leeds.gov.uk



<https://tinyurl.com/LLOWhatsApp>

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# Contents

Welcome and Introduction	Page 3
What are special education needs and disabilities (SEND)?	Page 4
SEND Policies and Plans	Page 5
SENDIASS – special educational needs and disabilities information, advice and support service	Page 6
Early Help and Family Hubs	Page 7 & 8
Localised Cluster Support	Page 9
Leeds Parent Carer Forum	Page 10
Parent Carer Support Groups	Page 10
SEND support in settings: a graduated approach	Page 11
SEND support in settings: SEND services and teams	Page 12
Education, Health and Care Plans (EHCPs)	Page 13 & 14
Funding Education, Health and Care Plans	Page 15
Personal Budgets and Direct Payments	Page 16
Financial Advice and Support	Page 17
Early Years (0 to 5 years)	Page 18
Early Years SEND Home Visiting (portage)	Page 19

# Contents

Types of schools in Leeds	Page 20 & 21
Choosing the right school for your child	Page 22
Alternative Provision (AP)	Page 23
Area Inclusion Partnerships (AIPs)	Page 24
Elective Home Education (EHE)	Page 25
Education Other Than in School (EOTIS)	Page 26
Home to School Transport	Page 27 & 28
Short Breaks and Fun Activities	Page 29
Child Health and Disability Team (CHAD)	Page 30 & 31
Health Services in Leeds	Page 32, 33 & 34
Mental Health Support	Page 35
Transitions - planning for a future with SEND	Page 36 & 37
Preparing for Adulthood	Page 38
Making a Complaint	Page 39
Useful information	Page 40
Glossary of SEND terms	Page 41, 42, 43 & 44

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# Welcome and Introduction



The Leeds Local Offer booklet helps families who have a child or young person with special educational needs and disabilities (SEND).

It explains the information, help, and support that are available in Leeds.

## Where to Find the Information

All the information in this booklet is also on the Leeds Local Offer website [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)

If families cannot find what they are looking for, they can email [LLO@leeds.gov.uk](mailto:LLO@leeds.gov.uk)

## Staying Up to Date

The Leeds Local Offer also shares updates on:

- A Facebook group.
- A WhatsApp channel.

## What Is the Leeds Local Offer?

The Leeds Local Offer is a place where children and young people up to 25 years old with SEND and their parents and carers can find clear information, advice, and guidance.

It covers support, services, and activities for people who live in Leeds.

## What the Leeds Local Offer does

The Leeds Local Offer has two main aims.

- Share clear information: It provides clear, easy-to-understand, and up-to-date information about the support available and how to access it.
- Listen and improve services: The views of children, young people, parents and carers improve services so they better meet local needs.

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# What are special educational needs and disabilities (SEND)



## What is SEND?

A child or young person has SEND if they have a special educational need or a disability. This means they need extra help to learn or take part in education.

## When a child or young person may have SEND

A child or young person may need extra support at school, nursery, or college if they:

- Find learning harder than others their age.
- Have a disability that makes it hard to access the school or setting.
- Have social, emotional, or mental health needs.
- Have physical or sensory needs, such as hearing or sight loss.
- Have speech, language, or communication needs, including autism.

## Support in education settings

By law, all schools and nurseries must support pupils with SEND.

This includes:

- State schools
- Academies
- Free schools

Families can speak to the school's Special Educational Needs Co-ordinator (SENCO) if they have questions or worries.

## How SEND is identified

Schools must contact families if they think a child or young person has SEND. A child does not need a medical diagnosis before getting support.

## Getting help and advice

If families are worried about a child, they can speak to:

- A doctor
- Another healthcare professional

If SEND is suspected, this information can be shared with Learning Inclusion Services. These services can offer help, advice, and support.

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# SEND Policies and Plans



This section shares information about SEND policies and plans in Leeds and across England. These documents explain how services work together to support children and young people with SEND.

## **SEND Code of Practice 2015**

The SEND Code of Practice 2015 explains the law for SEND services. The Code of Practice follows the Children and Families Act 2014 and the SEND Regulations 2014.

It tells education, health, and social care services how to support:

- Children and young people with SEND
- Their parents and carers

## **National SEND and Alternative Provision Plan**

In 2023, the government shared a national SEND and Alternative Provision Improvement Plan. This plan looks at how SEND support can work better across the country. It was created after a national review of SEND published in 2022, called right support, right place, right time.

## **Leeds Children and Young People's Plan 2023–2028**

This plan explains what Leeds wants for all children and young people. It focuses on helping them feel safe, healthy, and able to do well in life.

## **SEND and Inclusion Strategy**

The SEND and Inclusion Strategy explains how services work together to improve experiences for children and young people with SEND and support children and young people with extra needs.

## **The 3 A's Plan: Attend, Attain, Achieve**

The 3 A's Plan focuses on five key areas: reading, attendance, SEND, wellbeing and moving between education settings (transition). This plan helps the local authority use resources to support schools and settings.

## **Future in Mind Strategy**

The Future in Mind Strategy explains how services work together to improve mental health and emotional wellbeing. It supports children and young people across Leeds.

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# SENDIASS

*special educational needs and disabilities information, advice and support service*



Leeds SENDIASS provide free and confidential information, advice and support (IAS) on matters relating to Special Educational Needs and Disabilities (SEND) to children and young people (aged 0-25), to their parents and carers and to professionals supporting children and young people with SEND.

The team is legally trained to provide accurate information and impartial advice on matters such as:

- What SEND means and what it can include.
- SEND Law and Guidance.
- SEND support in mainstream schools and settings.
- Specialist schools and settings.
- Education, Health and Care needs assessments and plans (EHCPs).
- Mediation and SEND Tribunal appeals.

IAS is tailored to meet individual needs and is available in a range of formats including:

- A dedicated website ([www.leedssendiass.co.uk](http://www.leedssendiass.co.uk))
- A voicemail service to request advice (0113 378 5020)
- Email advice ([sendiass@leeds.gov.uk](mailto:sendiass@leeds.gov.uk) or via the get in touch page on the website)
- Information Videos (YouTube search: @leedssendiass4614)
- Social media (Facebook and Instagram search: Leeds SENDIASS)
- Face to face and virtual IAS sessions and workshops
- Community sessions and training

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# Early Help and Family Hubs



## Early Help

Early help is about giving support to children, young people, and families as soon as problems start.

Early help is there to stop worries from becoming bigger.

It is available to all families so they can get the right help at the right time. Early help is not one service.

It works by local services and families working together to:

- Find out who needs help
- Decide what support is needed
- Give support in a joined-up way

## Family Hubs

Family Hubs are part of the early help support in Leeds.

They are teams of different workers who support families when more help is needed.

There are seven Family Hubs across the city who:

- Give advice and support to local services
- Help make support clear and well organised
- Work closely with families to get things right early

They also offer:

- One-to-one support for families
- Parenting programmes that are proven to help

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## **Family Hub locations:**

Family Hubs are based at:

- The Compton Community Hub
- Chapeltown Children's Centre
- Deacon Community Hub
- Horsforth Community Hub
- Armley Community Hub
- Dewsbury Road Community Hub
- Rothwell Community Hub

## **SEND Coordinators within the Family Hubs**

Every Family Hub has a dedicated SEND Coordinator to support children and young people with special educational needs and disabilities (SEND).

Our SEND Coordinators have lots of experience in education, training, and working with families. They're here to help families create a support plan that meets the needs of children and young people. They also offer support and guidance to Early Help partners to connect you with specialist services when needed.

Families can get in touch with their local Family Hub directly or be referred by a professional they're already working with. SEND Coordinators can work directly with families through Early Help, or support professionals to find the right services.

They also work closely with other SEND services across Leeds to make sure support is joined up and consistent. The coordinators also help Early Help partners to identify SEND needs early and put the right support in place.

The SEND Coordinators run regular drop-in sessions at Family Hubs.

## **Contact the Family Hubs**

Telephone: 0113 37 81840

Email: [families.first@leeds.gov.uk](mailto:families.first@leeds.gov.uk)

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# Localised Cluster Support



There are 22 clusters in Leeds.

- 21 clusters are based in local areas
- 1 cluster supports Specialist Inclusive Learning Centres (SILCs)

## What Clusters do

The main role of clusters is to help children, young people and families who need extra support.

Clusters work to make sure families get the right help, at the right time and from the right people.

## How Clusters work

Clusters are a partnership between education services, health services and Leeds City Council (the local authority).

Not all schools are part of a cluster. Families can ask their school or check online to find out more.

## What Support Clusters Offer

Most clusters focus on family support and emotional wellbeing.

Clusters may employ their own workers or pay other services to help meet needs.

Many clusters also work with other services, such as Educational Psychology.

## Getting Help from a Cluster

Families can get early help from clusters in different ways:

- A school can make a referral for support
- A GP or another service can make a referral
- Families can refer themselves

Referrals are made by filling in a request form from the cluster or through MindMate Single Point of Access (SPA).

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## Leeds Parent Carer Forum



The Leeds Parent Carer Forum is a voluntary organisation led by passionate parents and carers, who are working in partnership with the Local Authority, Education, Health and Social Care services to improve the quality of life for children and young people with additional needs, and their families, across Leeds.

To find out more about the Leeds Parent Carer Forum and to become a member visit their website at [www.leedsparentcarerforum.co.uk](http://www.leedsparentcarerforum.co.uk)



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## Parent Carer Support Groups



Parent support groups are a great way to meet other parents for practical and emotional support. Most support groups are set up and run by parents and carers of children with additional needs. Some professionals and organisations, particularly children centres, run their own groups.

You can find out about Leeds parent carer support groups on the Leeds Local Offer under Advice and Support - Parent Carer Support groups.

website [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk).

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# **SEND support in settings: a graduated approach**



A child or young person has Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability and need extra help to learn. This extra help is called special educational provision.

## **When might a child need extra support?**

A child may need extra support at their early years setting, school, or college if they:

- Find learning harder than other children of the same age.
- Find it hard to manage feelings or behaviour.
- Have physical or sensory needs.
- Need extra help with talking, understanding, or communication, including autism.

## **How settings support children**

Parents, carers, and staff work together to understand the child's strengths, needs, and what support helps them make progress. Key staff at the setting talk with parents and carers and review the child's progress regularly.

## **The Graduated Approach**

All settings should adopt a graduated approach towards identifying and supporting children and young people with SEN. The graduated approach has four stages of action to make sure the right support is in place:

- **Assess:** teachers and staff, with support from the Special Educational Needs Coordinator (SENCo), look at what the child can do and where they need help.
- **Plan:** the setting agrees a clear support plan with parents or carers. The plan shows what support will be given and when progress will be checked.
- **Do:** the support in the plan is put in place and progress is watched.
- **Review:** the setting, parents or carers, and the child talk about how well the support is working and what to do next.

This is a continuous cycle of support that changes as the child grows and changes. If a setting has tried all the support it can and the child is not making expected progress, extra help may be needed. This could include support from specialist services or asking for an Education, Health and Care (EHC) needs assessment.

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# **SEND support in settings: SEND services and teams**



All settings have a duty to support the learning needs of all children and young people attending their provision. If, after making reasonable adjustments or providing additional support through their own resources, the child or young person is not making expected progress then a setting may refer to external professionals. Leeds City Council's Learning Inclusion Service provides support to schools and settings through a range of specialist services.

## **Deaf and Hearing Impairment Team (DAHIT)**

DAHIT supports children who are deaf or who have a hearing impairment. DAHIT provides support from diagnosis through to leaving school or further education, working across homes, educational settings, and specialist provisions. Support is tailored to each child's needs and development.

## **Educational Psychology (EPs)**

EPs support children and young people aged 0–25 with SEND. EPs provide advice about learning, development, communication, and emotional wellbeing through assessment, consultation, and system-level work with settings. They also contribute to EHC needs assessments and provide short-term critical incident support to education leaders.

## **Inclusion Advisory Team (IAT)**

IAT is a multidisciplinary service with expertise in early childhood development, cognition and learning, social, emotional and mental health, and communication and interaction (including autism) across all phases of education.

## **Visual Impairment Team (VIT)**

VIT supports children and young people with visual impairment. VIT provides support from diagnosis through to leaving school or further education, providing assessments, advice, training, and direct support, including specialist skills such as braille, mobility, and independent-living skills.

## **Virtual School**

The Virtual School has a statutory role in supporting children who are looked after, previously looked after, or who have had a social worker, by helping schools and services address barriers to learning. Working in partnership with schools, carers, and other services, it supports improved attendance, attainment, and outcomes.

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# Education, Health and Care Plans



An Education, Health and Care Plan (EHCP) is a legal plan for a child or young person aged 0 to 25 with Special Educational Needs and/or Disabilities (SEND).

The plan explains:

- What help the child or young person needs
- What support must be provided at school or college
- Any health or care support needed
- What the child or young person would like to achieve

For young people in Year 9 or above, the plan also includes support to prepare for adult life.

## When is an EHCP needed?

Most children and young people with SEND can get the help they need through SEND Support at their early years setting, school, or college.

An EHCP is for children or young people with more complex needs, who need more support than SEND Support can provide.

A child or young person may need an EHCP if:

- They need a lot of support every day.
- They need help with education and also health or care.
- Extra support has been tried, but progress is still not as expected.

## EHCPs in Leeds

In Leeds, EHCPs are managed by the Special Educational Needs Statutory Assessment and Provision (SENSAP) Team.

- Email: [sensap@leeds.gov.uk](mailto:sensap@leeds.gov.uk)
- Phone: 0113 376 0062

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# The EHCP process



## **Making a decision**

The SEND Code of Practice sets a statutory timescale of up to six weeks to decide whether an EHC needs assessment is needed. To do this, we hold a panel to discuss needs and decide if an assessment is needed.

## **Making a decision at panel**

We will decide if your child needs an assessment or not based on the evidence provided. When making a decision, we'll review a wide range of evidence including:

- Checking academic attainment, developmental milestones and rate of progress records.
- Information about the SEN and care or health needs.
- Assessing any actions already being taken to meet needs.
- Giving consideration to information provided by the parent or carer and child or young person.

## **Gathering evidence**

If we think an assessment is needed, we will gather any further evidence from our own teams, the school SENCo, parents and carers and any healthcare professionals involved.

## **If a plan is not to be created**

We will notify you if a decision has been made not to create an education health and care plan (EHCP). You will be notified of the decision, your right to appeal, and your right to a meeting to discuss the reasons and voice objections.

## **Writing a draft plan**

If it is agreed that an EHCP is needed, we will start to write a draft plan. We will send you a copy of the draft EHCP and you will have 15 days to respond in writing.

## **Final version of the plan**

A final version of the plan will be available.

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# Funding Education, Health and Care Plans



Leeds City Council receive money from the government every year to support and fund schools and settings. Some of this money is used for special educational needs provision and inclusion.

In Leeds, this applies to children and young people who:

- need extra support at school for SEND.
- are a Leeds resident.
- are aged between 2 and 25 years of age.

Children in Leeds do not need an education, health and care plan (EHCP) to access inclusion funding.

## **SENDIF**

SENDIF provides additional funding for early years settings to support children with low-level and emerging needs of (SEND). This funding is available to any Free Early Education Entitlement (FEEE) eligible children aged 9 months to school age.

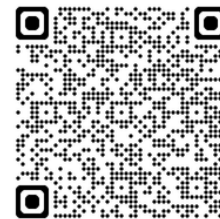
## **SENDIF+**

SENDIF+ is an enhanced level of funding designed to support children aged 9 months to school age identified with higher level SEND that go beyond the criteria for SENDIF. This can be accessed through the Education, Health and Care needs assessment (EHCNA) process and cannot be applied for directly.

SENDIF+ was introduced following the ending of the Early Years Funding for Inclusion (EYFFI) process on 31 March 2025.

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# Personal Budgets and Direct Payments



Personalised budgets, including direct payments, help children and young people with more complex needs. They can be used to support short breaks and other help in Leeds.

A child or young person must have an assessment before a budget can be agreed.

## Personalised budget

A personalised budget gives families more choice and control over support.

Children's Services agree an amount of money based on the child's needs.

The budget is:

- Based on assessed need
- Not means-tested
- Personal to the child or young person

## Direct payment

Some families choose to receive their personalised budget as a direct payment.

This means the money is paid directly to the family to arrange support.

The child's needs and goals are written in:

- A Child and Family Assessment, or
- An Early Help Assessment.

If the child has an Education, Health and Care Plan (EHCP), this is included there.

## How decisions are made

Decisions about Personalised Budgets and Direct Payments are made by the RADAR Panel. A professional completes the assessment and asks the panel to approve the support.

## Help with direct payments

The Leeds Direct Payment and PA Support Hub gives advice and support to parents and carers.

- Phone: 0113 378 3936

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# Financial Advice and Support



There are different types of financial support to help with the extra costs of disability. This includes benefits and other help.

## **Disability Living Allowance (DLA) for Children**

DLA can help families with the extra costs of caring for a disabled child. DLA is paid to the parent or carer.

A child may be able to get DLA if they:

- Are under 16 years old
- Need extra help to get around, or
- Need much more care than other children of the same age

More information about DLA can be found at <https://www.gov.uk/disability-living-allowance-children>

## **Carer's Allowance**

Carer's Allowance may be available for adults who care for a disabled child or young person.

A carer may be able to get this benefit if they:

- Care for someone for 35 hours a week or more
- Care for a child or young person who receives a qualifying disability benefit

More information about Carers Allowance can be found at <https://www.gov.uk/carers-allowance>

## **Personal Independence Payment (PIP)**

PIP helps young people aged 16 and over with the extra costs of a long-term illness or disability. The amount is reviewed regularly to make sure the right support is given.

PIP is based on:

- How the condition affects daily life
- Help needed with moving around

More information about PIP can be found at <https://www.gov.uk/pip/overview>

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## Early Years (0 to 5 years old)



The Early Years Foundation Stage (EYFS) sets out how children learn, grow, and are cared for from birth to 5 years old. Nurseries, childminders, and schools follow EYFS.

### Checking a child's progress

A child's development is checked at key times:

- Between 2 and 3 years old, an early years practitioner or health visitor reviews progress.
- At the end of the school year when a child turns 5, the class teacher completes an assessment.

Children are not tested. Staff observe children during play and learning.

### Areas of learning

Children are supported across seven areas:

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### Support for families

Families can get help from their local Children's Centre.

Family Help Workers can give advice on play and learning at home.

### Finding a nursery or childminder

The Family Information Service has details of nurseries and childminders in Leeds.

- Phone: 0113 378 9700
- Email: [family.info@leeds.gov.uk](mailto:family.info@leeds.gov.uk)
- Website: [familyinformation.leeds.gov.uk](http://familyinformation.leeds.gov.uk)

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# Early Years SEND Home Visiting (portage)



A home visiting support service is available in Leeds for families with children aged 0 to 3 who have Special Educational Needs and/or Disabilities (SEND).

The service is provided by the Inclusion Advisory Team (IAT).

## How the service helps

SEND home visiting officers work with parents and carers in the family home. They use simple play and activities to support the child's learning.

They help families:

- Understand what the child can do
- Agree small next steps
- Support learning through play

Support may help with communication, movement, social skills, and early learning.

## Support Offered

After an assessment, families may be offered:

- Home visits
- Telephone advice
- Information about other services

Support is based on the needs of the child and family and continues while it is helpful.

The service also works with health visitors and other professionals, and supports children moving into early years settings. Leeds City Council is part of the National Portage Association.

## Contact Details

Email: [SEND@leeds.gov.uk](mailto:SEND@leeds.gov.uk)

Phone: 0113 378 2888

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# Types of schools in Leeds



There are different types of schools in Leeds. Each type supports children and young people in different ways.

## **Mainstream Schools**

Mainstream schools teach children and young people with a wide range of abilities.

They are not special schools or pupil referral units.

All mainstream schools must, by law, support children and young people with SEND.

Schools must make reasonable adjustments. This means they may:

- Change how lessons are taught
- Use different learning styles
- Provide extra equipment or support

These changes help children take part in learning and make progress. What support is available may be different at each school.

## **Specialist Inclusive Learning Centres (SILCs) and Specialist Academies**

SILCs and specialist academies support children and young people with severe or complex needs.

Most children in these settings cannot attend a mainstream school full time.

These schools:

- Provide specialist teaching and support
- May also offer time in a mainstream school through partnerships

To attend a SILC or specialist academy, a child or young person must have an Education, Health and Care Plan (EHCP).

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## **Social, Emotional and Mental Health (SEMH) Provision**

Leeds has specialist settings across the city for children and young people with social, emotional, and mental health needs (SEMH).

These settings provide extra support with:

- Emotions
- Behaviour
- Wellbeing

## **Specialist Free School**

There is one specialist free school in Leeds. This school supports young people aged 11 to 19 who are autistic and have communication needs.

The school is funded by the government but run independently. This means it can decide how it organises learning and support.

## **Partnership Provisions**

Partnership provisions support children and young people who can attend some mainstream lessons and also need specialist support. A mainstream school works with a local SILC.

The child or young person:

- Is on the roll of the SILC
- May wear the mainstream school uniform
- Often follows the daily routines of the mainstream school

## **Resourced Provisions**

A resourced provision is a mainstream school with extra specialist support.

These schools support children with needs such as:

- Hearing or visual impairment (secondary schools only)
- Physical or medical needs
- Complex communication needs (primary schools only)
- Specific learning difficulties (secondary schools only)
- General learning difficulties

Children are full members of the mainstream school but also get the extra help they need.

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# Choosing the right school for your child



## Finding out about a school

A school's website is a good place to start. It can help families learn what the school is like and how the school supports children.

Every school must share its Special Educational Needs (SEN) policy and information about how it supports children with health needs.

## Ofsted Reports

A school's website will include its most recent Ofsted report, or a link to the report on the Ofsted website. Ofsted checks how well a school supports children with SEN.

## Visiting a School

Visiting a school is important and helps families to see the school environment, meet staff and see how children learn during the day.

## Open days at mainstream schools

Mainstream schools hold open days for families. These are for children who are starting primary or secondary school.

The local authority school admissions team sends information about open days.

## Visiting at a different time

Families can ask to visit a school at another time. They may want to meet the Special Educational Needs Co-ordinator (SENCo) and / or speak to the SENCo before visiting. To arrange a visit, families can phone or email the school

## Visiting special schools

Special schools and integrated resources do not usually have open days. Instead, families can book a visit by appointment.

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# Alternative Provision



Sometimes a child or young person may find it hard to learn in a mainstream school. In these cases, the school may arrange Alternative Provision.

Alternative Provision is usually short term. It gives extra support to help the learner return to school and attend regularly.

## How Alternative Provision helps

Alternative Provision can help a learner to:

- Learn skills to manage social, emotional, or mental health needs
- Catch up with learning
- Feel ready to go back to school

Families may also be supported, and schools may be helped to make changes so the learner can succeed. The main aim is returning to mainstream school and regular attendance.

## Why going to school matters

Going to school helps children and young people to:

- Learn and achieve
- Make friends
- Get health and wellbeing support
- Build skills for the future

Missing school can mean missing out on these benefits.

## Where support takes place

Alternative Provision can be offered in different settings, including:

- Support run by local schools
- Approved independent providers

Some support is full time and some is part time.

## Working with families

Schools will talk with families first before arranging Alternative Provision. Families can also speak to school staff if they think this support could help their child.

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# Area Inclusion Partnerships (AIPs)



Area Inclusion Partnerships (AIPs) are groups of schools in different parts of Leeds. The schools work together to support children and young people who may need extra help.

This support is for learners who:

- Are at risk of being excluded from school
- Are missing learning time
- Need extra help to stay included at school

Leeds City Council works with AIPs and provides funding to support this work. This approach is special to Leeds and has helped keep permanent exclusions very low.

## How AIPs help

Almost every school in Leeds is part of an AIP.

AIPs have outreach workers who can:

- Go into schools
- Support staff
- Work with children and young people who have social, emotional, or mental health needs

They may also work with families to help the learner succeed.

Some AIPs have inclusion bases. These are small learning bases, usually run by a mainstream school. Learning here is often temporary and helps the learner get ready to return to their main school.

## Working with Families

If a school thinks AIP support would help, they will talk with the family first.

If this has not been suggested, families can speak to a teacher or other school staff to ask about AIP support.

Decisions are made together, with the child or young person's needs at the centre.

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# Elective Home Education (EHE)



Elective Home Education (EHE) means parents or carers choose to educate their child at home instead of sending them to school full time.

This can be for part or all of a child's education.

## Children of school age

If a child is of compulsory school age (5 to 16 years old) and is educated at home, the family must tell the local authority.

The family is responsible for making sure the child receives a suitable full-time education that meets their age, ability, skills and special education needs if they have any.

Learning can be provided by the family or by a tutor.

## Children with an EHCP

If a child has an Education, Health and Care Plan (EHCP) and:

- Attends a specialist setting, they cannot be removed from that school without agreement from the local authority.
- Attends a mainstream school, permission is not needed to choose home education.

All children with an EHCP who are home educated continue to have EHCP reviews.

## Important to know

There is no funding for families who choose elective home education.

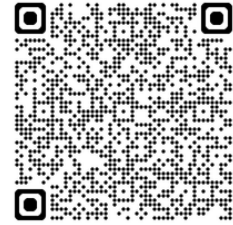
Families are responsible for all learning, resources, tutors and access to exams.

## Contact details

- Email: [EHE@leeds.gov.uk](mailto:EHE@leeds.gov.uk)
- Tel: 0113 378 5028

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# Education Other Than in School (EOTIS)



EOTIS (formally known as EOTAS) is educational provision for children and young people who cannot attend a mainstream or specialist school. When a school or setting is not suitable for a child or young person, the local authority can arrange an alternative option (sometimes referred to as alternative provision).

For example:

- Home tutoring
- Hospital schooling
- A place at an alternative provision or tutoring centre
- Virtual or on-line schooling.

If your child is unable to attend their school, please speak to the school to discuss this and they will seek extra help as needed.

For a small minority of children with an EHC Plan, EOTIS might be provided if it would be inappropriate for the support they need to be provided in a school environment. This is set out in law, in section 60 of the Children and Families Act 2014. If you think your child with an EHC Plan needs EOTIS, please contact your SEN Casework Officer who will talk to you about what this means, and the next steps.

## Contact details

email: [sensap@leeds.gov.uk](mailto:sensap@leeds.gov.uk)

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# Home to School Transport



The Children's Transport Team help children and young people to access the support they need to get to and from school or college. The team follow the rules set out in a document called the Children's Transport policy.

Many young people will receive a pass that allows them to travel on public transport for free e.g. buses, trains etc. The team support young people to travel on public transport on their own –this is called independent travel training. Independent Travel training gives young people the skills, knowledge and experience they need to be able to make these journeys with confidence and safety.

The team can also offer a 50p mileage allowance, where for every mile travelled, 50p will be reimbursed. This gives you more control with your travel arrangements. Some young people will need extra help getting to and from school this may include minibus, taxi etc.

## **Travel support for children and young people with SEND**

We offer home to school travel support for children and young people who have SEND, disabilities or medical conditions. The support available will depend on your child's needs, age and your family circumstances.

The types of support available are:

- A bus pass
- Independent travel training
- Mileage allowance
- Personal travel allowance
- Door to door transport

## **Reception to year 11**

Check to see if your child meets the eligibility criteria set out in the [Children's Transport policy](#).

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## **Young people aged over 16**

We offer eligible young people in post 16 learning a free bus pass where possible. If they need further support, we offer daily travel support to help young people travel to college.

Check to see if your child meets the criteria in the [Children's Transport Policy](#).

## **Applying for transport**

If you think that your child is eligible after reading the transport policy, you should request an application form. You can apply digitally using the forms available on our website:

<https://www.leeds.gov.uk/schools-and-education/school-transport/travel-support-for-children-and-young-people-with-send>

## **Independent Travel Training**

We help children and young people and children with special educational needs and disabilities (SEND) to travel more independently.

Independent travel training is free for children and young people who are:

- eligible for transport assistance
- children who are looked after

A dedicated travel buddy will join you on public transport to and from school or college. As your confidence grows, we will help you to become more independent and prepare you for adulthood. You will receive a tailored travel plan so that you can track your progress.

If your child is already receiving transport assistance and you would like to access independent travel training, email [ITTLeeds@leeds.gov.uk](mailto:ITTLeeds@leeds.gov.uk).

If your child is not receiving transport assistance and you would like to access Independent travel training, apply for support using the link on our website <https://www.leeds.gov.uk/schools-and-education/school-transport/travel-support-for-children-and-young-people-with-send>

## **Contact details**

For SEND transport applications email [Send.TransportApplications@Leeds.gov.uk](mailto:Send.TransportApplications@Leeds.gov.uk)

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# Short Breaks and Fun Activities



Leeds City Council provides short breaks for children and young people with Special Educational Needs and/or Disabilities (SEND) and their families.

Short Breaks are activities that help children and young people to:

- Have fun.
- Spend time with friends.
- Build confidence and skills.

They also give parents and carers time to rest.

## Who can access short breaks?

Short Breaks are for children and young people who:

- Have SEND
- Are aged 0 to 18 years
- Live in Leeds

## Types of Short Breaks

### Universal Short Breaks

Open activities such as sports clubs and youth groups.

### Targeted Short Breaks

For children with specific needs. These may include:

- Holiday clubs
- Evening or weekend activities

Families can find these on the Leeds Local Offer website and fill in an Expression of Interest form.

### Specialist Short Breaks

For children with the most complex needs. These may include extra adult support or residential breaks. A social worker or lead professional must complete an assessment.

## Contact details

- Email: [short.breaks.coordinator@leeds.gov.uk](mailto:short.breaks.coordinator@leeds.gov.uk)

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## Child Health and Disability Team (CHAD)



The Child Health and Disability Service is made up of a number of teams working with children and young people aged 0-18 with complex health needs and disabilities, where their disability has an impact on their ability to be safe, develop skills for life and be part of their local communities growing up.

The service aims to ensure that every child in Leeds with a complex health need and disability benefits from child-centred, high-quality, flexible and responsive services to help them live a successful and fulfilling life.

Within CHAD there are three locality social work teams, the Regional Specialist Team and the Occupational Therapy Team.

The three locality CHAD social work teams cover different areas within the city, East North-East, West North-West and South and work with children with complex health needs and disabilities.

CHAD social workers specialise in working with children and young people who have additional needs, which includes those with difficulties with communicating and/or challenging behaviours.

The CHAD social work teams work to the same statutory requirements as other social work teams. Each team undertakes assessments, safeguarding and care management activities. In line with statutory safeguarding procedures and investigations, the teams work directly with children who need help and protection and those subject to care proceedings. They also work with children who are looked after by the local authority.

The teams assess on-going care needs and develop specialist packages of support for these children. This includes assessing the impact of caring responsibilities on the family as a whole, including consideration of the needs of siblings. This is done through Child and Family Assessments, Parent Carers Assessments, regular reviews and attending review panels.

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CHAD social work teams work closely with health practitioners, Specialist Inclusion Learning Centres (SILCs) and Early Help leads to provide robust rounded support. The CHAD teams also work closely with the SILC cluster to provide targeted services and interventions.

### **What is the Regional Specialist Team and what do they do?**

The Regional Specialist Team provides emotional and practical support to children and young people with specific medical conditions, and their families.

The children and young people may be from Leeds but the team also work with those from other local authorities who are receiving specialist treatment at Leeds General Infirmary through specialist hospital departments which include the Renal, Oncology, Haemophilia, and Cystic Fibrosis Care and the Paediatric Intensive Care teams.

### **What is the Occupational Therapy Team?**

The Occupational Therapy (OT) Team cover the whole of the Leeds area and assess the long-term needs of children, young people and their parents and carers. They can recommend equipment and adaptations to the home as well as advising families on safe moving and handling techniques.

### **How are referrals made to CHAD?**

Referrals to CHAD are made by practitioners contacting the Duty and Advice Team at the front door. Duty and Advice discuss potential referrals with whoever is making the contact so that it can be demonstrated that the child's identified needs cannot be met by universal or targeted services. If it is felt that a social work response is appropriate, Duty and Advice may refer the child to a cluster social work team, but depending on the level of the child's disability or complex needs, they may decide that a referral to CHAD social work is more appropriate.

### **Key contacts or for more information**

- CHAD WNW Social Work tel: 0113 3784068
- CHAD South Social Work tel: 0113 3784915
- CHAD ENE and OT tel: 0113 3785140
- Regional Specialist Team tel: 0113 5351504 or 0113 5351499

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## Health Services in Leeds



Children and young people with SEND may need support from a range of health professionals, they may work for lots of different organisations.

If you are not sure about the role of a health professional or who they work for, please ask them or another health professional you feel comfortable talking to.

If you are accessing any health service and feel you require extra support to be able to access or require reasonable adjustments, please contact the service prior to your appointment to discuss your needs.

**Primary care services** provide the first point of contact in the healthcare system, acting as the ‘front door’ of the NHS. Primary care includes general practice, community pharmacy, dental, and optometry (eye health) services.

Find out more about Primary Care at

- <https://www.healthandcareleeds.org/health/primary-care-services/>
- <https://healthwatchleeds.co.uk/advice-and-info/find-an-nhs-gp/>
- <https://healthwatchleeds.co.uk/advice-and-info/finding-a-nhs-dentist/>

**Secondary care services** are specialist health services that support children and young people when their needs go beyond what can be managed by a GP or 0-19 PINS (health visitor / school nurse). These services usually involve care from doctors, nurses, or therapists who are based in a community health setting or a local hospital. In Leeds these are:

**Community health services** are provided by **Leeds Community Healthcare NHS Trust (LCH)** who deliver services across a variety of settings including health centres, community hubs, schools, hospital clinics, and sometimes at the place where the person lives. Their 3,000 strong workforce includes nurses, therapists, pharmacists, non-registered and registered clinical staff.

Find more information about Leeds Community Healthcare NHS Trust at <https://www.leedscommunityhealthcare.nhs.uk/>

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## **The Leeds Teaching Hospitals NHS Trust (LTHT)**

Provides healthcare through local hospital facilities for the Leeds community and regional and national specialist services covering all ages.

Care and clinical expertise is spread over seven hospitals and medical facilities:

- Leeds General Infirmary
- St James's University Hospital
- Chapel Allerton Hospital
- Leeds Children's Hospital
- Leeds Dental Institute
- Seacroft Hospital
- Wharfedale Hospital

More information about Leeds Teaching Hospital NHS Trust can be found at <https://www.leedsth.nhs.uk/>

If you are visiting one of the Leeds Teaching Hospitals and have a learning disability and / or Autism diagnosis or you support someone who does, The Learning Disability and Autism Team are available to offer advice and support whilst accessing any of the Leeds Teaching Hospitals services.

Find out more about the support they offer by visiting <https://www.leedsth.nhs.uk/services/learning-disability-and-autism/>

## **Leeds and York Partnership NHS Foundation Trust (LYPFT)**

The trust is the main provider of specialist mental health and learning disability services for adults in Leeds. They are also the provider for the Child and Adolescent Mental Health Service (CAMHS) inpatient unit.

As a trust they also provide specialist services across York, the Yorkshire and Humber region, and some highly specialised national services.

Find out more information about Leeds and York Partnership NHS Foundation Trust at <https://www.leedsandyorkpft.nhs.uk/>

More information on individual health services can be found on provider trust websites or on the Local Offer in the Health Services in Leeds section ([www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk))

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## **Neurodiversity**

The neurodiversity information hub hosted on the MindMate website is a one-stop site to support all neurodivergent children, young people and their families in Leeds.

This online resource is designed to provide information and support for those with and without formal diagnoses. Autism and ADHD are the main neurotypes covered.

The site covers a huge range of topics including:

<https://www.mindmate.org.uk/nd/>

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# Mental Health Support



If you need support with your mental health, as well as national mental health resources, people in Leeds can access a wide range of support including self-help resources, helplines and crisis services.

## **MindMate – for children and young people**

[www.mindmate.org.uk](http://www.mindmate.org.uk)

MindMate was designed with young people, for young people, to provide a central information hub about support services, advice and information on common issues, self-help guidance, plus young people's stories and experiences.

Within the Getting Help Section you can find information categorised by 16 or under; 16 to 18; 18 to 25 and parent or carer?

## **MindWell - for adults**

[www.mindwell-leeds.org.uk/](http://www.mindwell-leeds.org.uk/)

MindWell is the mental health website for adults in Leeds - it is the go-to online source for mental health and wellbeing support in Leeds. The website supports finding information about support in the city, advice and information you might need and different ways to take care of your mental health.

## **Urgent Mental Health Support in Leeds for Young People and families**

If you've seriously injured yourself or taken an overdose call 999 or get immediate medical treatment from A&E.

If you are feeling suicidal or in a crisis and feel like you can't cope, speak to somebody straight away. If possible, make sure you're not on your own.

The services below are free and available to you immediately:

- Leeds CAMHS Crisis Call Line (0-18 yrs) – 0800 953 0505
- NHS 111 – local 24/7 crisis services. dial 111 and select the mental health option.

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# Transitions

## *planning for a future as an adult with SEND*



'Transition' is the process when a young person is preparing to move from childhood into adulthood.

Life for adults is different to life for children, which may include moving to adult services if you have care and support needs. It is important that you have the right information at the right time to make sure you're preparing for adulthood.

From year 9 (age 13 – 14 years) preparing for adulthood conversations should begin at school, which should include:

- what jobs you might like to do when you're an adult
- your options for education or training
- your future goals
- where you might want to live and how to be as independent as possible
- things you want to do in your community, like your hobbies, interests, and meeting friends
- how you're going to be as healthy as possible

### **Transitions Team at Leeds City Council**

The Transitions Team are a team of social workers, learning disability nurses and wellbeing workers that work alongside other professionals including health and education.

They work with young people who have a diagnosis of either a learning disability, autism or complex health needs, who also have a package of care in place funded by Children's Services, such as a direct payment or respite. The young person will either have an active early help plan, an allocated Children's Social Worker or funding from Children's Continuing Health Care. The age of young people in this team ranges from 16-25 however this is dependent on the individuals' circumstances. Transitions Duty Workers may also attend some young people's Year 9 review when they reach 14 years old. This is also dependent on the circumstances of the young person.

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'The Transitions Team work together to develop the right level of social care support, built around the young person's needs, working with the young person, their family and professionals to increase independence in preparation for adulthood. A strengths-based approach and work to build on and promote existing support within the family and wider community.

To make a referral to the Transitions Team, call the Adult's Contact Centre on 0113 222 4401.

For those under an Early help plan a referral should be made from the young person's 17th birthday.

For young people with a social worker, a referral can be made by the social worker through 'Mosaic' (their case recording system).

If the young person is not eligible for the Transitions Team, the referral will be passed to the relevant adult social care team.

If the young person is under 18 years and has current care needs but no package of care, a referral can be made to the Children's Contact Centre on 0113 222 4403, who will assess and offer support / guidance.

You can also contact the transitions team at [transitions.team@leeds.gov.uk](mailto:transitions.team@leeds.gov.uk)

### **SENDIASS Leeds**

Leeds Special Educational Needs and Disabilities Information Advice Support Service ([SENDIASS](#)) have a duty to provide information, advice and support to disabled children and young people, and those with Special Educational Needs (SEN), and their parents. They are a statutory service. They are free, impartial and confidential.

SENDIASS can provide information, advice and support to families about transitions.

- Website: [www.leedssendiass.co.uk](http://www.leedssendiass.co.uk)
- Email address: [leedssendiass@leeds.gov.uk](mailto:leedssendiass@leeds.gov.uk)
- Advice Line: 0113 3785020 please leave a message

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# Preparing for Adulthood



Young people will start making decisions about their education and future from the ages of 13 to 14 years old (Year 9). At this point, your child has a right to independent careers advice. They should receive a career action plan including independent guidance and a written record of the conversation about further education or work.

If your child has an education, health and care needs plan (EHCP), preparing for adulthood will be part of their Year 9 Annual Review. The career action plan will support this review.

We want to make sure young people with SEND are prepared for adulthood and are able to:

## **Stay well and healthy**

Being as physically and mentally healthy as possible in adult life

## **Be a part of the community and have friendships**

Having friends and supportive relationships, and participating in, and contributing to, the local community

## **Achieve paid employment**

Exploring different employment options, such as support for becoming self-employed and help from supported employment agencies

## **Live independently and have housing options**

Young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.

The Mental Capacity Act (MCA) is designed to protect and empower individuals who may lack the mental capacity to make their own decisions about their care and treatment. It is a law that applies to individuals aged 16 and over.

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# Making a Complaint



Sometimes we do not get things right first time or you might feel that we could have given you a better service. If we have got something wrong or you are unhappy about something then we want you to tell us.

## Feedback on Leeds City Council's Children's Services

The quickest and easiest way to make a complaint is by using our compliments and complaints feedback form which can be found along with more information about making a complaint on the Leeds Local Offer website.

Alternatively you can email [complaints.children@leeds.gov.uk](mailto:complaints.children@leeds.gov.uk).

## Feedback about schools

It's important to remember that schools are self-governing bodies. This means they have their own policies and procedures, and they should follow them. The school's complaints policy should be available on its website. If you cannot find it online, you can ask the school for a paper copy.

Parentkind, in partnership with the Department for Education and Ofsted, has produced a helpful resource to support you to raise concerns and resolve issues with your school quickly, positively and effectively. It also includes practical tips on how to raise a complaint well if you need to.



## Feedback on Leeds City Council's Adult Social Care services

It's easier and quicker to first raise a complaint directly with the service involved. You should speak to a member of staff as soon as possible before making a formal complaint.

If you wish to make a formal complaint email [complaints.SOCS@leeds.gov.uk](mailto:complaints.SOCS@leeds.gov.uk)

## Feedback on Health services

If you have something to say about the health and care services you use, or need help finding a service, you can contact Leeds Healthwatch at [info@healthwatchleeds.co.uk](mailto:info@healthwatchleeds.co.uk)

If you wish to raise a concern or complaint, or pass on positive feedback about and services contact the relevant Trust:

- Leeds Community Healthcare: [lcht.lch.pals@nhs.net](mailto:lcht.lch.pals@nhs.net)
- Leeds Teaching Hospitals: [patientexperience.leedsth@nhs.net](mailto:patientexperience.leedsth@nhs.net)
- Leeds and York Partnership NHS Foundation Trust: [complaints.lypft@nhs.net](mailto:complaints.lypft@nhs.net)

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## Fun activities and groups



Fun activities and groups give young people (up to 18 years old) the chance to:

- Spend time with friends
- Have fun
- Learn new skills

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## Organisations providing support



Information about a range of local, regional and national organisations that provide information, advice and support to families of children with special, educational needs and / or disabilities.

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## Sibling support



Information relating to services who can provide support for siblings of children and young people with special educational needs and / or disabilities.

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# Glossary of SEND Terms

You may find lots of terms, abbreviations and words that you might not know what they mean when you are using this site or any other sites about special needs and disabilities. We have made a list of the most common ones to help.

**Additional Learning Support (ALS)** - a term used education colleges to describe the special education needs of young people.

**Annual Review** - all Education Health and Care Plans (EHCPs) are to be reviewed each year.

**Appeal** – a process for requesting a change to a decision.

**Aspirations** - the things you hope to achieve.

**Assessment** - finding out what a child's needs are, what they can do and struggle with, usually through observing them at home, school, and settings and by talking with people who know the child well.

**Statutory assessment** - documenting advice and evidence of the child or young person's special educational needs and disabilities.

**Child and Young People's Mental Health Service (CYPMHS)** - offers assessment and help to children and young people with significant emotional and behavioural difficulties (e.g., anxiety, depression, eating disorders) and their families.

**Carer** - someone who cares, unpaid, for a family member or friend who due to illness, frailty, disability, substance misuse or physical or mental health conditions cannot manage without their carer's support.

**Integrated Care Board (ICBs)** - the ICBs plans and arrange the delivery of health care provision for people in its area.

**Clusters** - clusters are what we call the model of locality working / working in the community with children and families in Leeds.

**Collaborative** - working together to achieve shared goals.

**Children Looked After (CLA)** - Children Looked After by the Local Authority.

**Commissioning** - paying someone to deliver a service.

**Co-production** - equal partnership working between service providers, those in receipt of the service and their families.

**Direct Payment (DP)** - payments made to individuals who have been assessed as needing services and who would like to arrange and pay for care and support services themselves instead of receiving them directly from their Local Authority or Health Trust.

**Disagreement Resolution** - arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and a local education authority or a school.

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**Disability Living Allowance (DLA)** - a tax-free benefit for people with disabilities who need help with mobility or care costs.

**Disabled Students Allowance (DSA)** - a grant to help with any extra study related you may have as a direct result of your disability, including a long-term health condition, mental-health condition, or specific learning difficulty such as dyslexia or dyspraxia.

**Early Help** - providing support to children, young people, and their families as soon as problems start to emerge.

**Early Years Foundation Stage (EYFS)** - the Early Years Foundation Stage. A statutory framework which covers children both in pre-school settings and in reception classes up to their fifth birthday.

**Early Years Settings** - all pre-school education provision such as nursery school, day nurseries and play groups.

**Educational Psychologist** - the person who helps children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning.

**EHCP or EHC plan (Education, Health, and Care Plan)** - a legal document that sets out a child's needs and the specific help they must receive.

**Funded Early Education Entitlement (FEEE)** - a central government scheme funded through local authorities. The scheme provides up to 15 or 30 hours per week of funded childcare (subject to eligibility criteria) for children aged 9 months until they reach compulsory school age.

**Funding for Inclusion (FFI)** – This funding has now ended for new applications. Children and young people already receiving FFI will continue to be funded until they transition towards the Education, Health and Care Needs Assessment (EHCNA) process.

**Further Education (FE)** - education after school, it includes education colleges, sixth form colleges, specialist colleges and adult education institutions. It does not include universities.

**High Needs Funding** - funding for all schools and settings to support children and young people who have an EHCP.

**Higher Education (HE)** - higher education is third level education after you leave school. It takes places at universities and Further Education colleges and normally includes undergraduate and postgraduate study.

**Impartial** - decisions should be based on objective criteria, rather than based on bias, prejudice, or preferring the benefit to one person over another.

**Implementation** - making something that is set out in law happen.

**Inclusion** - when anyone, regardless of differences or needs is welcomed and supported to be involved. Inclusion should mean disabled and non-disabled people are supported to take part in activities together.

**Independent Travel Training** - Help for young people to learn how to travel safely on their own.

**Joint Commissioning** - working collaboratively across agencies to assess need, identify resources, plan how to use resources and arrange service delivery. This also involves reviewing the services and reassessing need, with the aim of improving outcomes.

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**Local Authority (LA)** - responsible for managing public services in your local area such as social care, libraries, housing benefit and complex needs services i.e. Leeds City Council.

**Mainstream School** - a school that caters for all pupils, including those with SEN.

**Mediation** - mediation is a way of resolving disputes between two or more parties. Typically, a third party, the mediator assists the parties to negotiate a settlement.

**NEET** - refers to someone who is over the age of 16 and Not in Education, Employment or Training.

**OFSTED (Office for Standards in Education)** - the organisation that makes sure schools and social care services are meeting set standards.

**Occupational Therapist (OT)** - help children and young people take part in the daily activities (occupations) that are important to them – at home, at school and elsewhere for example self-care activities – getting dressed, eating and sleeping; productive occupations – learning, writing, doing PE; play and leisure – playing with friends and doing sports or hobbies.

**Outcomes** - what children and young people achieve and how their lives improve. For example, going to college, learning new skills, living on their own or getting a job.

**Personal Budget (PB)** - a sum of money that parents/carers or young people may request be redeployed from a setting via a Direct Payment to give them some control over specific provision outlined in the EHCP.

**Personal Independence Payment (PIP)** - money that can help you with some of the extra costs if you have a long term physical or mental health condition or disability.

**Personal Travel Allowance** - A set amount of money given to families to help pay for travel to school or college.

**Policy** - Information that explains who can get help and what support they are entitled to.

**Portage** - home-based educational support for pre-school children with special educational needs.

**Provision** - the action of providing a service. The extra or different help given to children with special educational needs.

**Preparing for Adulthood** - information, advice, and support to prepare young people for adulthood.

**SENDIF** - Additional funding for early years settings to support children with low-level and emerging SEND needs. Available for FEEE eligible children aged 9 months to school age.

**Social Emotional Mental Health (SEMH)** - a type of special educational need where children and young people experience difficulties in managing their emotions, behaviour, and social interactions, which can impact their mental well-being and ability to learn.

**Special Educational Needs and Disabilities (SEND)** - a learning difficulty and/or a disability that means they need special health and education support.

**Special educational needs co-ordinator (SENCo)** - the teacher with responsibility for co-ordinating special help for children with SEN at their school.

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**SENDIASS** - SEND Information, Advice Support Service provides legally based, impartial, confidential, and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities.

**Inclusion Advisory Team (IAT)** - the team promote and support the inclusion of children/young people with SEND aged 0-25 in mainstream settings through consultation with staff and parents/carers, and by providing advice and training.

**Inclusive Mainstream Practice (IMP)** - guidance outlining the Leeds approach to promoting inclusive practice in mainstream educational settings.

**Special Educational Needs Statutory Assessment and Provision (SENSAP)** - a statutory local authority service responsible for implementing the legislative framework of the Children and Families Act 2014, including EHCP's.

**SEN Support** - all additional support provided to students by schools, nurseries, colleagues without an EHCP is called SEN support.

**Short Breaks** - opportunities for disabled children and young people to spend time away from their family and do something fun. For example, a day, evening, overnight or weekend activity.

**Specialist Inclusive Learning Centre (SILC)** - the term used in Leeds to describe LA maintained special school provision.

**Social Care** - the provision of social work, personal care, protection or social support services to children or adults in need or at risk, or adults with needs arising from illness, disability, old age, or poverty.

**Special School** - a school which is specifically organised to make special educational provision for pupils with SEN.

**Statutory Services** - services that are set up and regulated by central government, for example education, health, or social care services.

**Strategy** - a plan of action designed to achieve a long-term or overall aim.

**Specialist services** - services for children and young people with complex or specialist needs. This type of need will require a Children and Families Assessment to be undertaken by a social worker following referral to Children's Social Work Services.

**Targeted services** - services designed to meet the needs of children and young people with a disability where extra support is provided to access a service that is universally provided to all children.

**Transition** - a period of change for your child or young person that could be starting primary school, leaving secondary school to go to college, changing from children's to adult services.

**Transport Assistance** - Help from the council to get a child or young person to school or college, like a bus pass or taxi.

**Universal services** - a service that is available to everyone, without assessment.

**Voice and Influence** - giving children and young people opportunities to have their voice heard and to use that voice to influence the decisions that affect them.



[www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)



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**Facebook**



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**WhatsApp Channel**

