



CYPS Inclusion:  
Inclusive Education Service

**Request for Involvement:  
Frequently Asked Questions**

2015-2016

## SPA: FAQ's

The single point of access (SPA) has been developed to provide a more effective system for accessing the inclusive education service and it will be in operation from September 2015. The new process is closely aligned to the prevention service to ensure a coordinated approach.

These FAQ's provide an overview of the new SPA process, whilst more detailed information and request forms, etc. can be found on the local offer website. This can be located by following the link found in the footer below. The local offer website will be the main access point for IES to ensure that the most current, up to date information is always available in the same place.

### 1) When should a Rfl be made and who by?

- a) A Rfl will usually be made by educational settings including in the early years and post 16. Health professionals may also make a request where this is appropriate, e.g. in relation to hearing impairment.
- b) Where a child under five is not in an educational setting, other professionals can make a Rfl if it is deemed appropriate, following close collaboration with parents/carers.
- c) In all cases, settings should ensure they have exhausted their own resources and expertise before making a Rfl (see SEND Mainstream Guidance on the local offer website).
- d) ***Rfl's are not dependent on any form of diagnosis or on having a statement of SEN or an EHCP, so can be made where these are not present.***

### 2) How are incoming Rfl's managed?

- a) The Rfl forms are accessible via the local offer website at; <http://www.northyorks.gov.uk/article/28457/SEND---education> .
- b) The completed form should be emailed (securely) back to; [inclusiveeducation@northyorks.gov.uk](mailto:inclusiveeducation@northyorks.gov.uk).
- c) Parental consent ***MUST*** be included for the Rfl to proceed. If this is not included, settings will be notified by return email. In those cases, the deadline for responding to the Rfl will not begin as it will be considered incomplete.
- d) Post 16 Rfl's must be accompanied by young person's consent.
- e) As the Rfl form will ask for sufficient details in order to assess whether or not IES support is appropriate, further documentation will not be required at this stage.
- f) Receipt of the Rfl will be acknowledged with the requesting school/setting via the auto reply when an email comes directly to the IES mailbox. If a Rfl is made directly to an EMS this should be forwarded to the IES mailbox and the EMS should acknowledge that a Rfl has been received and forwarded (the response timeline begins only when IES admin receive a completed RFI, with parental consent).
- g) The deadline for inclusion at the weekly Rfl meeting will be the end of each Tuesday, during term time. Any Rfl's that come in on Wednesdays will be left until following weeks meeting).
- h) If the CYP is at serious risk of permanent exclusion, contact the EMS TiC or behaviour and attendance advisor in the first instance. The referral can then be acted upon immediately.
- i) If there is a safeguarding issue then settings should follow the appropriate safeguarding route (see prevention service flowchart in accompanying SPA process maps document).

### 3) What does the Rfl meeting involve?

- a) The Rfl meeting will take place once per week on Wednesday afternoons.
- b) A broad range of specialist IES/EMS staff will attend the meeting to ensure moderation.
- c) Discussion will be held as to the needs of the CYP.
- d) Diagnosis may be considered however, as mentioned above, this *will not be the key driver for allocating support* but, rather, the decision will be needs led.
- e) If specialist staff cannot attend the panel meeting then it is their responsibility to nominate a replacement (or the lead for their service area does this in the case of unavailability due to illness, etc.).
- f) The meeting will be chaired by specialist leads on a rotation basis – this means that leads will be expected to chair no more than twice in any half term period.
- g) During the meeting Rfl's will be viewed on a laptop/projector to avoid unnecessary printing and to ensure security. Rfl's will be considered by the panel and agreement for the involvement of specialist staff will be decided.
- h) A database will be filled in during the meeting, which will also identify allocation of the service specialist area.

### 4) How are decisions made?

- a) Eligibility criteria for service involvement will be used when considering allocation of specialist support (see the local offer website). This is based on the code of practice along with nationally and internationally recognised descriptors of need, e.g. DSM/WHO/Natsip/AET, etc.
- b) Where a Rfl is deemed to be inappropriate settings will be notified and the reason given.

### 5) What happens following the meeting?

- a) After the meeting, allocated cases will be forwarded to service area leads and EMS teachers-in-charge as appropriate for action. Business support will update all IES records as necessary.
- b) It is the responsibility of leads and EMS teachers-in-charge to ensure that the relevant specialist staff are provided with the details of new Rfl's and that contact with the setting is actioned within the given timescale.
- c) The response time to a setting, after the Rfl has been received is within ten working days during term time. This means ten working days from when IES centrally receives the completed RFI (including signed parental consent).
- d) Responses to settings can be an initial phone call or email offering dates for a visit, or asking for more information if that is appropriate before a visit is arranged.
- e) Specialist staff will make contact with the setting immediately (no later than five working days from the Rfl meeting); this is a priority to ensure support is offered in a timely manner.
- f) The IES will err on the side of caution so that settings receive support where there is a query about whether or not an Rfl meets the eligibility criteria. Therefore, it is anticipated that most Rfl's will generate an initial visit.
- g) Initial visits will be used to assess need further and to make a decision whether or not this will be core work (support can be purchased where this is not the case).
- h) If the case is not appropriate for the specialist staff who make the initial visit it is their responsibility to liaise with staff from the appropriate specialist area to exchange involvement and to notify the lead/business support that this has happened.

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### 6) What happens if it is felt a decision is not correct?

- a) In the event that a Rfl does not result in services being offered and setting staff feel that this was the wrong decision they should email IES and they will be contacted by a service area lead to discuss.

### 7) What about cases where the IES are already involved?

- a) Where CYP are already being supported by the IES, this will continue. If a new Rfl is received for a different area of need, arrangements will be made by the appropriate specialist teams to assess all of the needs for specialist involvement.

### 8) What are the main implications for EMS's?

- a) EMS's, as now, are able to work directly with schools, prior to formal referrals being made to a central panel where support is for general guidance. However, a formal Rfl must be made through the new process where a CYP requires direct involvement of specialist staff.
- b) To avoid inappropriate referrals being made by schools, EMS TiC's can undertake contextual assessment to ascertain areas for development about the teaching and learning environment. This will ensure that schools are reflecting on their own practice before attributing CYP difficulties to a 'within child' deficit.
- c) Outcomes of the Rfl meeting will be communicated to EMS TiC's directly. This will be done through business support via EMS admin and TiC's to ensure that individual staff absence does not delay a Rfl being actioned.

### 9) What if there is only a need for general advice or guidance and not a full request for involvement?

- a) Where this is the case settings can still access IES specialist staff. The process maps document, located on the \*local offer website, identifies three levels of support;
  - i) General information – settings can make contact with the relevant specialist staff either directly or via the inclusive education email address.
  - ii) Support and guidance.
  - iii) Involvement with and individual CYP – a Rfl **must** be completed and submitted for any IES staff to become involved directly with a CYP.

**Note:** NO involvement with outside agencies can occur without parental consent – without this the Rfl will not be carried forward to the panel.