

**Eligibility Criteria**

CYP Needs	Types of Support Available	Accessing the Service
ICT/SEND	Access to an Advisory Teacher	Referrals from educational settings or other professionals.

**Support Allocation Matrix** (this should be used as a general guide for ICT/SEND Advisory Teacher activity although support will be based on assessed need and context)

Category/Description of Need	Level of Support
<b>Profound &amp; Severe:</b> <ul style="list-style-type: none"> <li>An identified ICT/SEND need as part of EHCP for sensory, physical, communication and interaction and/or significant learning difficulties</li> </ul> and one of the following: <ul style="list-style-type: none"> <li>significant difficulties accessing school's ICT resources</li> <li>significant difficulties accessing the curriculum</li> <li>transitions between settings and key stages.</li> </ul>	<b>Mainstream FS2 and Key stages 1-5:</b> Meets threshold for our service The ICT/SEND team can: <ul style="list-style-type: none"> <li>Work with individual children in school</li> <li>Work with SENDCOs, teachers and support staff</li> <li>Advise on access issues</li> <li>Provide recommendations to support individual targets</li> <li>Advise on use of ICT to support differentiation</li> <li>Recommend software and hardware</li> <li>Meet with parents</li> <li>Liaise with other professionals e.g. Occupational Therapists, Speech and Language Therapists, Physiotherapists, 0-25 Team</li> <li>Work collaboratively with other professionals within Babcock LDP e.g. Advisory Teachers and Educational Psychologists</li> <li>Attend TAF meetings</li> <li>Support transition between Key Stages</li> <li>Provide staff training directly related to ICT/SEND needs</li> </ul>
	<b>Traded:</b>  <b>Early Years:</b>  Additional training available to all settings offered through CPD Online published courses see <a href="http://www.babcock-education.co.uk/ldp/courses/bookings">www.babcock-education.co.uk/ldp/courses/bookings</a> or bespoke packages, depending on the requirements. See <a href="http://www.babcockldp.co.uk/ict-send">www.babcockldp.co.uk/ict-send</a> for more information.  <b>FE/HE Colleges: Traded Work Includes:</b> <ul style="list-style-type: none"> <li>Individual work with CYP with identified ICT Needs</li> <li>Training for staff on making adjustments to enable computer access, specialist equipment and using ICT to support teaching and learning.</li> <li>Attend meetings</li> </ul> Additional packages/Training available to all settings.

Moderate	<p><b>Moderate:</b></p> <ul style="list-style-type: none"> <li>An identified ICT/SEND need, multi-agency involvement for sensory, physical, communication and interaction and/or significant learning difficulties</li> </ul> <p>and one of the following:</p> <ul style="list-style-type: none"> <li>significant difficulties accessing school's ICT resources</li> <li>significant difficulties accessing the curriculum</li> <li>transitions between settings and key stages.</li> </ul>	<p><b>Early Years:</b></p> <p><b>Traded:</b> Additional training available to all settings offered through CPD Online published courses see <a href="http://www.babcock-education.co.uk/ldp/courses/bookings">www.babcock-education.co.uk/ldp/courses/bookings</a> or bespoke packages, depending on the requirements. See <a href="http://www.babcockldp.co.uk/ict-send">www.babcockldp.co.uk/ict-send</a> for more information.</p> <p><b>Mainstream FS2 and Key stages 1-5:</b> Once a referral is accepted the ICT/SEND team member will contact SENDCo in order to assess need and context. The Advisory Teacher will decide on an appropriate response. This may be information on computer access and developing skills and schools may be asked to complete a time limited intervention programme for example developing keyboard skills. A visit may be offered to address the specific needs identified. Periods of transition will be prioritised. The ICT/SEND Teacher can contribute to planning process where there is an identified ICT need.</p> <p>The ICT/SEND Advisory Teachers can:</p> <ul style="list-style-type: none"> <li>Work with individual children in school</li> <li>Work with SENCOs, teachers and support staff</li> <li>Advise on access issues</li> <li>Provide recommendations to support individual targets</li> <li>Advise on use of ICT to support differentiation</li> <li>Recommend software and hardware</li> <li>Meet with parents</li> <li>Liaise with other professionals e.g. Occupational Therapists, Speech and Language Therapists, Physiotherapists, 0-25 Team</li> <li>Work collaboratively with other professionals within Babcock LDP e.g. Advisory Teachers and Educational Psychologists</li> <li>Attend TAF meetings</li> <li>Support transition between Key Stages</li> <li>Provide staff training directly related to ICT/SEND</li> </ul>
		<p><b>Traded</b> Additional training available to all settings offered through CPD Online published courses see <a href="http://www.babcock-education.co.uk/ldp/courses/bookings">www.babcock-education.co.uk/ldp/courses/bookings</a> or bespoke packages, depending on the requirements. See <a href="http://www.babcockldp.co.uk/ict-send">www.babcockldp.co.uk/ict-send</a> for more information.</p>
		<p><b>Independent Settings</b> The above Advisory Teacher input can be purchased.</p> <p><b>FE Colleges:</b> Traded work for CYP with identified ICT needs</p> <ul style="list-style-type: none"> <li>Training for staff on making adjustments to enable computer access, specialist equipment and using ICT to support teaching and learning.</li> <li>Work with students</li> <li>Attend meetings</li> </ul>

<b>Mild</b>	<p><b>Mild:</b> Sensory, physical, communication and interaction and/or learning difficulties which has some impact on access to the school curriculum</p>	<p><b>Traded:</b> Additional training available to all settings offered through CPD Online published courses see <a href="http://www.babcock-education.co.uk/ldp/courses/bookings">www.babcock-education.co.uk/ldp/courses/bookings</a> or bespoke packages, depending on the requirements. See <a href="http://www.babcockldp.co.uk/ict-send">www.babcockldp.co.uk/ict-send</a> for more information.</p>
		<p><b>FS2, Key stages 1-5 and Independent Settings</b> Signposting to relevant services/information Schools can purchase input from the ICT/SEND Advisory Teachers to:</p> <ul style="list-style-type: none"> <li>• Contribute to the planning process</li> <li>• Work with individual children in school</li> <li>• Work with SENCOs, teachers and support staff</li> <li>• Advise on access issues</li> <li>• Provide recommendations to support individual targets</li> <li>• Advise on use of ICT to support differentiation</li> <li>• Recommend software and hardware</li> <li>• Meet with parents</li> <li>• Liaise with other professionals e.g. Occupational Therapists, Speech and Language Therapists, Physiotherapists, 0-25 Team</li> <li>• Work collaboratively with other professionals within Babcock LDP e.g. Advisory Teachers and Educational Psychologists</li> <li>• Attend TAF meetings</li> <li>• Support transition between Key Stages</li> <li>• Provide staff training directly related to ICT/SEND needs</li> </ul>
		<p><b>Independent Settings</b> The above Advisory Teacher input can be purchased.</p> <p><b>FE Colleges:</b> Traded work for CYP with identified ICT needs</p> <ul style="list-style-type: none"> <li>• for staff on making adjustments to enable computer access, specialist equipment and using ICT to support teaching and learning.</li> <li>• Work with students</li> <li>• Attend meetings</li> </ul>

#### Exceptions to the Criteria:

- Cases outside the criteria will be directed to the Lead of the ICT/SEND Team if requested by the SEN 0-25 Team following the Resource Allocation Moderation (RAM) or by direct request from the Team Manager or the Tribunals Officer.
- It will be possible in exceptional circumstances that an Advisory Teacher will give advice outside the criteria following consultation with the Professional Lead for SEN and Disabilities.
- C&YP who fit the eligibility criteria may not always be seen due to time constraints and the size of the active ICT/SEND caseload. In these situations priority will be given the most <sup>1</sup>complex and vulnerable groups identified by the Lead for ICT/SEND

<sup>1</sup>. Complex & Vulnerable groups are identified as Children in Care, Highly mobile CYP, CYP at risk of exclusion.

#### Further Considerations

- Assessment of individual needs and capacity within the CYP's educational setting will determine the appropriate level of support. This will be decided after referral and initial discussion and/or visit with the school, CYP, parents and carers.
- C&YP supported by the ICT/SEN Advisory Teachers will be on roll in a mainstream school.