



Special educational needs and disabilities (SEND) guidance for parents and carers



A guide for parents and carers of children and young people with special educational needs and disabilities in the Royal Borough of Windsor and Maidenhead (RBWM).

This booklet provides a quick overview; full information is available on the [SEND Local Offer](#). There are links throughout this booklet that will take you directly to pages with additional information on the topic areas. These pages detail full processes, timescales and links to the necessary forms to complete.

December 2023

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Commonly used terms

To help you understand our commonly used terms, we have explained them below.

Achieving for Children (AfC)	Community interest company providing children's services in Windsor and Maidenhead.
Assessment coordinator or annual reviews officer	The individual working within the SEND Team at Achieving for Children who coordinates education, health and care needs assessments, and the creation and maintenance of education, health and care plans.
Children and young people	Children and young people with special educational needs and disabilities.
Children and Young People's Disability Service (CYPDS)	The social care team supporting children with disabilities within RBWM.
Children and Young People's Integrated Therapies (CYPIT)	NHS team encompassing occupational therapy, physiotherapy and speech and language therapy.
Education, health and care needs assessment (EHCNA)	A statutory process undertaken by the local authority (Achieving for Children) to determine what support a child or young person needs. This might result in the issue of an education, health and care plan.
Education, health and care plan (EHCP)	Education, health and care plan.
Educational setting	Where a child or young person is educated: early years settings, schools or colleges.
EHCP annual review	The review that is held each year to monitor the progress the child or young person has made towards achieving the intended outcomes in the education, health and care plan.
Emotional literacy support assistant (ELSA)	A specialist teaching assistant providing targeted and time-limited intervention support to pupils who have social, emotional and mental health needs.
Emotionally related school avoidance (ERSA)	A term referring to pupils who do not attend school, often having prolonged absence due to underlying emotional reasons.

IAS Service	Information, Advice and Support Service
Occupational therapist (OT)	The Occupational Therapy Team supports children and young people with physical or sensory needs.
Preparing for Adulthood (PfA)	Preparing for Adulthood is a term used to describe the process of moving from childhood into adult life. It is used by professionals to describe the changes in services when a child becomes an adult. However, this transition can happen at different times for different people.
Preparing for Adulthood education engagement officer	These officers do short pieces of targeted work with young people (aged 16 and above) who need additional support with transition into their next educational provision, and with young people who are not in education, employment or training (NEET) to re-engage them with educational or training placements.
SENCo	Special educational needs co-ordinator: a specialist teacher with an additional qualification in special educational needs.
SEND or SEN	Special educational needs and disabilities or special educational needs.
Speech and language therapist (SALT)	The Speech and Language Therapy Team supports children and young people who have difficulties with speech, language and communication, and swallowing.
Transition social worker	For a child or young person who is known to social care: supports the transition out of children's social care into adult services.

1. Introduction

Welcome to Achieving for Children's (AfC's) guidance about how we work to support children and young people with special educational needs and disabilities (SEND). Achieving for Children (AfC) provides children's services in the Royal Borough of Windsor and Maidenhead (RBWM). This booklet has been co-produced by SEND Voices RBWM, the SEND Team and the Information, Advice and Support (IAS) Service.

This guide aims to show the various routes available to a young person if they have special educational needs and disabilities. More detailed information is available on the [Local Offer website](#).

This document is regularly updated, so always check you are reading the most up-to-date version by using the document found on the [education, health and care plan section of the Local Offer](#).

The SEND Team

The SEND Team is part of Achieving for Children and is the name of the specialist team that works with children or young people with special educational needs and disabilities aged 0 to 25 years. The team consists of assessment coordinators, a special educational needs (SEN) administrator, a tribunal and mediation officer, an annual review officer and Preparing for Adulthood (PfA) education engagement officers.

The assessment coordinators have responsibility for the administration of the education, health and care plan (EHCP) process, in line with the SEND Code of Practice. An EHCP assessment coordinator will be allocated to a child or young person once the local authority has agreed that an EHCP is needed.

Children and Young People's Disability Service (CYPDS) Team

The social care teams and short breaks team, which are part of CYPDS, work closely with the SEND Team.

The specialist family workers and social workers work with families where children have SEND. They offer support such as respite, short breaks and are responsible for any safeguarding issues.

The SEND Team and the social care team can be contacted on cypds@achievingforchildren.org.uk.

SEND Voices RBWM

The independent voice of SEND families, representing their experiences to improve lives.

What do we do?

SEND Voices RBWM is the parent carer forum for the Royal Borough of Windsor and Maidenhead. We are a group of parents and carers of children or young people (aged 0 to 25 years) with SEND. Our aim is to ensure that the services in RBWM meet the needs of local children with SEND and their families.

We do this by listening to the voices of local families, and then work in partnership with the local authority, education settings, health providers and other service providers to highlight where local services, processes and commissioners are working well, or challenge when changes or improvements need to be made.

As parent carers ourselves, we feel we can listen empathetically and pinpoint problems frequently experienced by families with SEND children. This knowledge and feedback is also useful to professionals within RBWM and AfC as they plan services to meet the needs of SEND children.

Join us and become a member

We are funded and recognised by the Department for Education (DfE), but we are led by you. Please consider joining us and help improve SEND services for all the children and young people in RBWM.

You can be involved in as much or as little as you wish. You may just wish to receive our newsletters keeping you up-to-date with the latest information, join one of our coffee mornings, or share your lived experiences through a survey or by attending one of our workshops.

All parents and carers of children and young people with any SEND, who are either living or accessing services in RBWM, are welcome to join our forum.

Membership is free.

For further information:

Email: info@svrbwm.org.uk for more information or to join

Facebook: www.facebook.com/sendvoicesrbwm

Information, Advice and Support (IAS) Service

The IAS Service provides impartial information, advice and support for children and young people aged up to 25 years and their parents or carers. Our service is offered free of charge and on a confidential basis. Our trained advisers can give you and your child information and guidance on a range of matters relating to SEND, including education, health and social care. We will give you the support you need to participate in assessments and planning and to make informed decisions.

We support children and young people up to the age of 25, giving them information and practical help to make sure their views are heard and considered.

How can we help?

We aim to provide you and your child with the help that is right for you. This may include:

- listening to your views and concerns or just talking things through
- answering your questions
- discussing your rights and responsibilities
- helping you feel more confident to express your views and to participate in planning and decisions
- helping with forms, letters and reports
- helping you prepare for meetings and attending meetings with you
- supporting you through formal assessments and reviews
- providing support and advice to help resolve disagreements
- signposting you to other local sources of support

For further information:

Confidential helpline: 01628 683182

Email: ias@rbwm.gov.uk

Website: www.ias-rbwm.info

X: [@iasrbwm](https://twitter.com/iasrbwm)

Facebook: www.facebook.com/iasrbwm

Health partners

The Berkshire Healthcare Foundation Trust NHS Local Offer is available on the [Berkshire Healthcare NHS Foundation Trust](https://www.berkshirehealthcare.nhs.uk/) website.

2. What is the Local Offer?

The purpose of the Local Offer is to enable parents, carers, children and young people to see clearly, from a single, up-to-date website, services available to local families and how to access them.

The Local Offer covers services from 0 to 25 years, across education, health and social care. It describes state-funded, charitable and private services and services outside the area which are used by local families. Some of these services will need to be funded by the family of the child or young person who wishes to attend.

For further information:

Website: [SEND Local Offer](#)



3. How children and young people are supported in education settings

All children and young people are supported in the education setting at universal level. Universal services are services that are available to everybody and can be accessed by anyone without additional support. The type of support that children and young people with SEND receive may vary. However, two broad levels of support are in place: SEN Support and education, health and care plans.

The support is needs led and not diagnosis led so everyone is able to access support irrespective of a diagnosis, for example: dyslexia, dyscalculia, dyspraxia.

EHCP

For children and young people with significant and long term complex needs

(A small percentage of children and young people will have their needs met at this level)

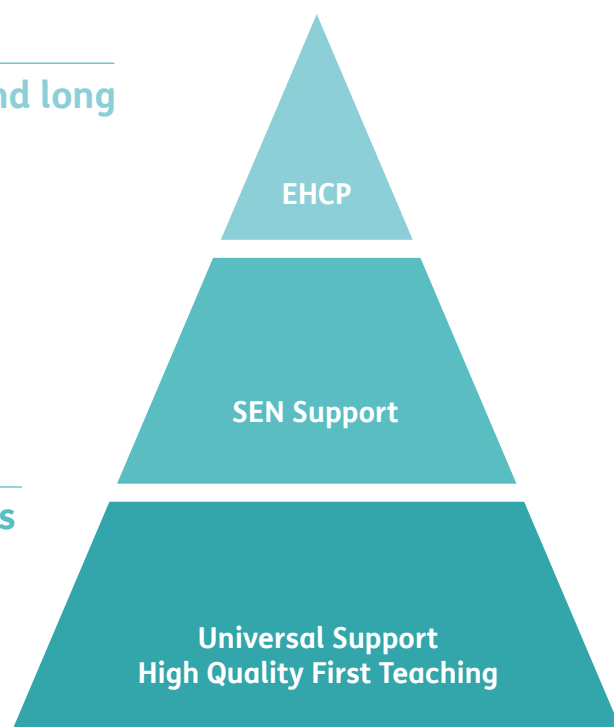
- Significant adaptations to the curriculum
- Changes to the physical environment
- Support beyond what can be offered at 'SEN Support'

SEN Support

For children and young people that still make less progress than expected

(Some children and young people will have their needs met at this level)

- Significant adjustment to the school day
- High level of support from outside agencies
- Targeted teaching assistant support
- Small groups
- Relevant training for staff
- Interventions matched by child's or young person's need
- Interventions monitored by senior management



Early years	0 to 4 years
Statutory school age	4 to 16 years Reception to Year 11
College and further education	16 to 25 years If in further education or training

Universal Support

All children and young people in school receive this support

- In class strategies and provision to be reviewed by a classroom teacher
- Short term interventions (ELSA, literacy support, small group work, catch up programmes)
- Termly reviews to see the impact of this support
- Flexible curriculum
- Smooth transitions
- Reasonable adjustments
- Implementation of a care plan
- Positive learning environment

Universal support in early years, schools and colleges of further education

This is the term used to describe the type of support available to all children and young people in education. You will sometimes see this referred to as High Quality First Teaching.

For example:

- a pupil with a visual impairment sits at the back of the class to accommodate their field of vision
- a healthy snacks policy is adjusted for a pupil with diabetes who needs a high-calorie snack at breaktime
- school uniform is adapted for a pupil who has an allergy to synthetic material or severe eczema

When a child or young person is being supported through universal support, AfC's SEND Team is not involved. However, other AfC staff may be working with your child. You can look at your school's website for more information.

SEN Support in early years, schools and colleges of further education

SEN Support is the term used to describe the type of support used by educational settings (early years settings, schools or colleges) to provide additional support and resources to children and young people who need more than the universal level of support. You will sometimes see this staged approach described as the graduated approach. Educational settings receive additional funding to help children and young people with special educational needs and disabilities, without an EHCP.

When a child or young person is being supported through SEN Support, AfC's SEND Team is not involved. However, other AfC staff may be working with your child at the request of the school, for example, an educational psychologist or the Emotional Related School Avoidance (ERSA) Team.

SEN Support must be based on a four part cycle and must involve the parents, carers, children or young people at all stages and is reviewed by the school to ensure that it is making an impact.

ASSESS	The educational setting will assess the needs of the child or young person.
PLAN	The educational setting then plans the provision or support. The views of the family or young people must be included.
DO	The provision or support is then put into action and progress monitored.
REVIEW	The provision is reviewed at least three times a year to monitor the pupil's progress and identify support that has worked. As a result of reviews, provision may be changed, continued or stopped.

Schools can record this information in many different ways. If a SEN Support plan is used by the school, it should contain details of the child's or young person's strengths and needs.

It should set out outcomes or targets that the child or young person is working towards, and detail the provision or support the school is putting in place. Provision may be extra equipment (for example, sensory toys) or advice from professionals (for example, a speech and language therapist). It may be small group work (such as handwriting classes) or additional support during the school day (at play or lunch time). The provision should help the child work towards the agreed outcomes and reduce barriers to accessing their learning.



Who does what in SEN Support?

Parents and carers

- Work collaboratively with professionals.
- Have a responsibility to communicate with schools or settings.
- Make sure the special educational needs co-ordinator (SENCo) knows about any other professionals who support your child.

Professionals

- Provide advice and guidance to teachers and SENCos around needs, outcomes and necessary provision for the child and young person.
- Provide training and resources to schools on implementing support for children with SEN Support.

Educational settings

- Monitor children's or young people's progress to identify who may have special educational needs.
- Write the child's or young person's SEN Support plan then plan provision.
- Listen to the view of the parent or carer and the child or young person, and recognise that they are an equal partner.
- Agree regular updates with children, young people, parents and carers.
- Put in place the support.
- Formally review the provision every term, involving the child or young person and parents or carers and their views and aspirations.
- Involve professionals in the process where necessary.
- Discuss any concerns about the child's or young person's progress with parents and relevant professionals.
- Review the child's or young person's provision.
- Attend review meetings and phone calls.

For further information

[SEND policy and SEND reports](#)

[List of schools with SEN Provision](#)

[Ordinarily available provision resource](#)

[SEND school transport](#)

[Sensory Consortium Service](#)

[Information on Emotionally Related School Avoidance \(ERSA\)](#)

4. Health services in early years, schools and colleges of further education

Health services, such as speech and language and occupational therapy, work collaboratively with children and young people, families and schools to build confidence by enabling them to support their needs effectively in their schools and homes. This may be achieved through a combination of whole school, small group and one-to-one input.

Mental health support will vary depending on the child's or young person's changing needs and their setting.

Children's health care services may be clinic-based. Some services, including speech and language therapy, work with Achieving for Children to provide support in schools. This can range from staff training to individual support for a child or young person.

If, during a review, the extra support does not appear to be helping the child to progress, a different type of provision should be discussed and planned. The progress towards outcomes should always be documented in the SEN Support plan.

For children or young people who have more complex needs, the 'assess, plan, do, review' process may illustrate a need for further support delivered through an EHCP. The evidence in the SEN Support plan is an important document for the education, health and care needs assessment.

The law also requires that educational settings make 'reasonable adjustments' so that children with SEND are not disadvantaged.

Other professionals including the health service may support the adjustments required, for example, by advising on appropriate seating including wheelchairs, or by supporting young people who use communication aids.

For further information

[Reasonable adjustments](#)

[Children and Adolescent Mental Health Services in Berkshire](#)

[Children and young people integrated therapies \(occupational therapy, physiotherapy, speech and language therapy\)](#)

5. Education, health and care plans (EHCPs)

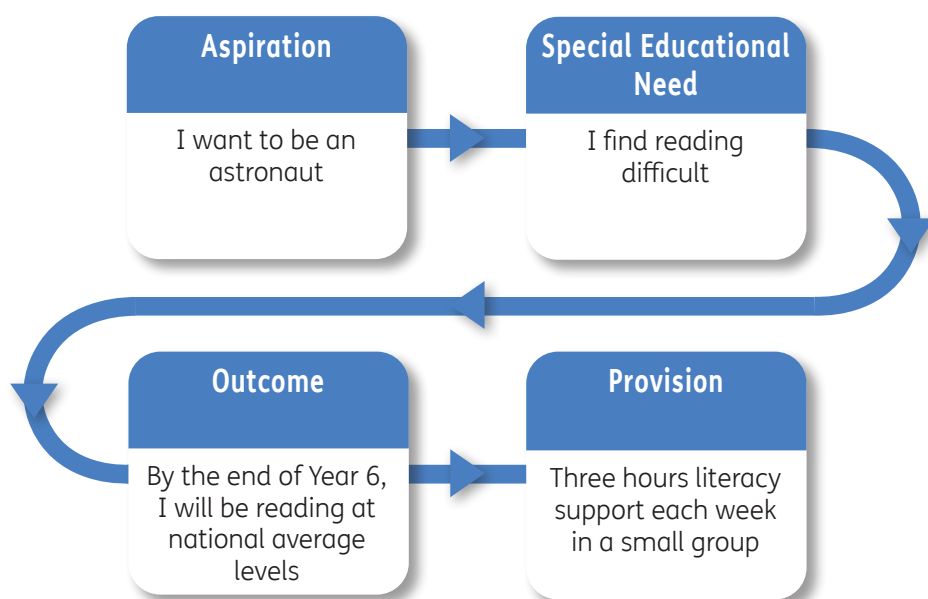
An EHCP is a plan for children and young people, who need more support than can be provided through universal support and SEN Support, in order to make progress with their education.

An EHCP is a legal document which describes a child's or young person's strengths and needs (what they can and cannot do) and sets out what support or services will be provided by education, health and social care to meet those needs.

The EHCP contains the name of the school or other educational setting and, if applicable, may also detail a personal budget.

A child or young person can have an EHCP up to the age of 25 years, providing they are making progress towards their intended outcomes and are in further education or training. If they wish to progress onto higher education, the EHCP would be stopped as the support is provided by the [Disabled Student Allowance \(DSA\)](#). DSA is subject to eligibility.

The EHCP is based on the hopes and ambitions of the child or young person, and an assessment of their education, health and social care needs. Outcomes should be SMART: (specific, measurable, achievable, realistic and timely) and move a young person towards preparing for adulthood.



You may wish to contact the [Information Advice and Support Service](#) for free impartial advice and support with the EHCP process.

Who contributes to an education, health and care plan?

Child, young person, parents and carers

- Contribute to the education, health and care needs assessment request paperwork (parents or a young person may also submit their own request).
- Provide supporting evidence from professionals for the needs assessment.
- Help the child or young person to complete Section A (contribute to defining 'outcomes').
- Give views on the draft EHCP (if agreed to be issued).
- Name preferred educational placement.

Educational settings

- Discuss the need for an EHCP with the family and complete the education, health and care needs assessment request form. This can happen at a multi-agency planning meeting, attended by other professionals like speech and language therapists.
- Support the family with completing the forms.
- Provide evidence of need using outcomes from SEN Support interventions.
- Listen to the view of the parent or carer and the child or young person, and recognise that they are an equal partner.

SEND team

- Reviews the request for an education, health and care needs assessment and prepares a case for a decision to be made by a multi-agency panel on whether to proceed with an assessment or not.
- If it is agreed that an assessment should be done, the SEND team coordinates the education, health and care needs assessment, asking for input and advice from a range of professionals, the child or young person and the family.
- Reviews the input and advice from professionals, the child or young person and the family before or at 16 weeks. This information is then prepared and presented at a multi-agency panel who make the decision on whether to issue an EHCP or not.
- Offers a face-to-face meeting with the child or young person, the family and carers when a decision to issue the EHCP has been reached, if there is a need to discuss the content of the plan.
- The assessment coordinator writes the final plan, considering the views from the child or young person, the family and carers, and recommendations from professionals. This should take no more than 20 weeks (if a plan is agreed to be issued).

Other professionals

- Support the local authority decision-making process by ensuring service representation at the multi-agency panel meetings.
- Provide professional advice in writing relating to the needs, outcomes and provision of a child or young person.
- Help the child or young person, family and carers to understand their draft plan.

For further information

[Education, health and care plans](#)

[EHCP processes information](#)

[Education, health and care plans application process and request forms](#)

6. Annual review of education, health and care plans

This is a formal review of the child's or young person's progress against the intended outcomes written in the EHCP.

For every child or young person with an EHCP, a review of the plan must take place at least every 12 months (every six months for a child under 5). For young people from Year 9 and above, the annual review should also focus on identifying the needs, outcomes and provision within the 'Preparing for Adulthood' categories (employment, independent living, good health, and friends, family and community).

The educational setting is responsible for organising the annual review meeting. At least two weeks' notice must be given and parents, carers or young people can ask for the date to be moved if they are unable to attend.

Before the annual review meeting, the family, the child or young person, teachers and other professionals will be asked to submit a report describing progress against outcomes and any changes in needs, provision or outcomes that they think necessary. It is important to ensure that a child or young person understands what the annual review is for and has a chance to be involved in the process.

Following the meeting, the SENCo should complete the annual review form and send this along with the submitted reports to the SEND Team who will review the paperwork and decide whether the EHCP should continue to be maintained (the majority of cases), or whether it needs to be amended or ceased. The SEND Team must confirm their decision – whether to update, maintain or cease the plan in writing within four weeks of the review meeting. If the plan is to be amended, this must be done within eight weeks of the SEND Team making the decision.

You may wish to contact the IAS Service for help in preparing for an annual review. The IAS Service can also help your child present their views.

For children and young people moving to a new phase of education (Phase Transfer), the annual review of their EHCP should be held in the summer term of their previous school year to ensure adequate time is allocated to prepare for planned changes.

Who does what in the annual review?

Child, young person, parents and carers

- Attend the meeting or request that it is moved if unable to attend.
- Submit the parent and young person report prior to the meeting.
- If considering a change of educational placement, take some time to investigate options and visit the prospective placement. (See link below for further information on changing schools and link to the IAS Service.)
- On receipt of the proposed amended plan, respond with comments within 15 days.

SEND team

- Ensures that an annual review meeting is held for every child or young person with an EHCP.
- Reviews the EHCP documentation with regard to the annual review and advises the parent or young person of the outcome within four weeks of the review meeting. The outcome can be to maintain the EHCP, amend it or cease to maintain it.
- Amends the plan if required (or notify the parent or young person of its intention to cease the plan if it is no longer required).
- Sends out the amended EHCP for comment within eight weeks of making the decision to amend the EHCP.
- Aims to attend some annual review meetings for example where specific concerns have been raised or in preparation for phase transfer.

Educational settings

- Organise the annual review meeting.
- Request written advice from everyone invited to the meeting, this should relate to the progress against outcomes and changes in needs or provision.
- May help the child or young person and family to give their views.
- Circulate copies of the written advice and reports to be discussed, at least two weeks before the meeting.
- Document the review, including progress against outcomes and any changes needed to the EHCP.
- Submit paperwork to the SEND Team at AfC within two weeks of the meeting taking place.
- Listen to the view of the parent or carer and the child or young person, and recognise that they are an equal partner.

Other professionals

- Provide information and advice (in written form) prior to the annual review meeting.
- Attend the annual review meeting if possible.
- Discuss and agree to any changes to outcomes, needs and provision.
- Review the amended plan if changes are made.

For further information

[Annual Reviews](#)

[Moving up a school when you have an EHCP \(Phase Transfer\)](#)

[IAS Windsor and Maidenhead](#)

7. Support in early years

If you are concerned about the progress of your child, you should speak to your GP, health visitor or nursery setting who can then refer you for assessment and support.

Once a child has started nursery, the SENCo at the nursery will ensure that the right support is put into place using the same 'assess, plan, do, review' approach as schools (see [SEN Support in early years, schools and colleges of further education](#)).

Early years settings are able to meet the needs of most children without additional support, however, if the setting does need additional advice on how to meet the child's needs, they should contact or make a referral to AfC's Early Years SEND Team. The early years setting can contact the Early Years SEND Team to request inclusion funding if appropriate.

Health provision in early years may include specialist nursing, paediatricians, dietitians, occupational therapy, speech and language therapy and physiotherapy depending on the child's needs. The health professionals will assess the child's needs and provide appropriate input. This might be advice or strategies to parents, carers and early years providers, or may include group or individualised support in the child's setting, or support at home.



Who does what in early years?

Parents and carers

- Speak to your GP, health visitor or nursery if you have any concerns about your child.
- Use the Local Offer website to find more information on the process and services available.
- Ensure your child has had the appropriate referrals to professionals when advised.
- Keep the early years settings updated on your child's development outside of the setting.

Educational settings

- Talk to the parents to understand their child's needs.
- Listen to the view of the parent or carer and the child, and recognise that they are an equal partner.
- Provide appropriate support to the child.
- Contact or refer to AfC's Early Years team for advice and funding.
- Support the family with preparing an EHCP request, if needed.

AfC's Early Years and Social Care team (CYPDS)

- Signposts parents on appropriate routes to take if their child needs extra support.
- Provides support and funding to early years settings for children with SEND (where needed).

Other professionals

- All children will have access to a health visiting service.
- Assess the child's needs and provide support as required.
- Provide advice and guidance to the family and nursery.
- Provide professional support, this may include social work or family work.

For further information

[SEND Early Years](#)

8. Support at post-16 and above (Preparing for Adulthood)

Full time education at post-16, such as school or college, comes with varying degrees of support depending on the course. A Foundation level course might teach independent cooking skills, where a subject specific course in music will not. Often full time post-16 education is for 16 hours a week, but this will vary depending on course. A child or young person must meet the entry requirements for any post-16 course to ensure that they are able to keep up with the demands of the course. Entry requirements can be found on individual college course websites.

Options post-16 include:

- college or sixth form
- Foundation level courses based around independent living skills
- an apprenticeship, supported internship or T Level course
- part-time education or training if a young person is employed, self-employed or volunteering for 20 hours or more a week

The SEND Team has a dedicated Preparing for Adulthood Team (PfA), consisting of a PfA (14-25 EHCP) manager, assessment coordinators and PfA education engagement officers. The education engagement officers aim to complete short pieces of targeted work with young people (aged 16 and above) who need additional support with transition into their next educational provision. They also support young people who are not in education, employment or training (NEET), where possible, and signpost young people and families to other organisations that may support with managing a young person's transition to adulthood.

Where required or requested by the family or young person, an adult assessment is completed by children's social care to identify young people who may be eligible for adult social services. This also means that young people can help decide what care and support is needed or wanted to meet their adult outcomes. As part of the social care adult assessment, a financial assessment is also completed (a young person or the family may have to contribute to the cost of their care).

While a child or young person is in education, care support may be arranged by CYPDS social care. This includes young people who are over the age of 18 and still have an EHCP. When the young person leaves education, social care support plans will transfer to adult social care services, if eligible.

If the young person is receiving health services, including CAMHS, occupational therapy, physiotherapy, and continuing health care, the health service will work with the young person, parents and carers to transition into appropriate adult services, if eligible. This is done on an individual basis and support available is dependent on the needs of the young person.

Impartial, independent advice and guidance on post-16 education and employment options (careers advice) must be provided in schools from Year 9 and should be included as a part of the Year 9 education, health and care review. If the young person is educated at home, then this advice can be given by specialist organisations.

Higher education is the term used for university or degree level courses, this includes Foundation degree courses held by further education colleges. If a young person goes to university or starts a degree level course, their EHCP will cease as it does not provide support beyond further education. Instead, the funding to support young people should be sought via the Disabled Students Allowance (DSA).

Who does what in Preparing for Adulthood?

Child, young person, parents and carers

- Start to think about what they might like to do after age 16.
- Research some of these options, including the steps they need to take.
- The young person can contribute to developing their Preparing for Adulthood outcomes.
- Make contact with any schools, colleges or other providers that a young person might like to attend.

Social care team (CYPDS)

- Carries out an adult assessment if required or requested.
- Supports care leavers who have had an EHCP.
- Attends annual reviews, if requested, and provides updates for EHCPs accordingly.
- Supports transition into adult care services, where appropriate.

Other professionals

- Provide support for transition to adult services.
- Provide professional reports and updates for annual review.

For further information

[Preparing for Adulthood \(PfA\) and Employment](#)

[Preparing for transition annual reviews](#)

[Further education](#)

[Disabled Student Allowance - SEN support for degree level courses](#)

Educational settings

- Should buy in independent impartial careers advice and guidance (up to the age of 25 years where applicable) for young people with an EHCP.
- Hold the annual review meeting, which will also review preparing for adulthood outcomes (looking at outcomes for employment, independent living, good health, and friends, family and community).
- Assess progress against EHCP outcomes.
- Should listen to the view of the parent or carer and the child or young person, and recognise that they are an equal partner.
- Have responsibility to communicate with the child or young person, as well as parents and carers, actively involving them to shape the support that meets the child or young person's needs.
- Discuss next steps with the young person, parents and carers.

SEND Team

- Ensures that an annual review is completed and has Preparing for Adulthood outcomes.
- Attends annual reviews at key points in transition, where possible.
- PfA educational engagement officers may support with transition in some complex cases, including supporting young people and families to look at the wider options available.
- Signposts to PfA services within AfC.

9. Feedback

We are continually trying to improve our service and would appreciate feedback you may have on this booklet.

Please help us make this guide better and email your feedback to the SEND team at CYPDS@achievingforchildren.org.uk



