

Content	Resources
Working with Young People, Parents and Stakeholders	Person Centred Planning Tools
Consultation and involvement in decision-making.	Communication passport
Ensuring the EHCP is accessible to the child/young person including the use of person centred language.	Decision Making Agreement
Providing information, advice, and support.	EHC planning
Developing skills for structured conversations with children, young people, parents and professionals.	Top tips for brilliant meetings
Local complaint processes.	
Handling complaints and disagreements.	
Understanding the role of the LGSCO.	
Effective communication with parents and other stakeholders such as schools and professionals.	
Building parental confidence in the SEN system.	
Understanding careers advice.	Resources on employment pathways
Advocacy.	Advocacy resources
Role of SEND Advice and parent carer forums.	
Gillick competence / capacity.	
Deputyship.	
Co production best practice.	Resources made by young people
Role of unconscious biases, and how to use supervision effectively to manage this.	
Understanding the Legal Framework	
Overview of the Children and Families Act 2014 and the SEN and Disability Regulations 2014.	
Understanding the SEND (Special Educational Needs and Disabilities) Code of Conduct	
Definitions of key terms: SEN, Education Health and Care plans, responsible commissioning body, etc.	
Rights of children, young people, and parents.	
General Data Protection Regulations. To include retention of records and Freedom of Information and Subject Access Requests.	
Section 19 of Education Act	
Section 61 of the Children and Families Act 2014	
Equality Act / Disability Discrimination Act	
Support under section 2 of the Chronically Sick and Disabled Persons Act 1970 for children under 18.	
Working Together to Safeguard Children.	
Overview of the Deprivation of Liberty Safeguards relation to students in secure children's homes and youth offending institutions/ prison	
Supporting pupils with medical conditions (guidance).	
Deputyships.	
Mental capacity Act.	
Data collection / importance of accurate data collection/ SEN2 returns.	
Belongings regulations.	
Keeping Children Safe in Education	
Health and Safety at Work Act	
Assessing risk	
Lone working	

Trauma	
EBNSA	
Challenging Behaviour in Schools	
EHC Needs Assessments and Plans	
Procedures for requesting, conducting, and reviewing Education, Health and Care (EHC) needs assessments.	
Duties to consult with stakeholders including health and social care.	
Timelines and responsibilities for local authorities and educational institutions.	
Coordinating and managing statutory assessments.	
Ensuring compliance with legal requirements during assessments.	
Content and structure of EHC plans (Sections A–K) – who completes each section.	
Making informed decisions based on evidence and best practices.	
Duties around reviewing and amending EHC plans.	
Strategies for problem-solving in complex cases.	
Best practice in ceasing plans.	
Transferring EHC plans between Local Authorities (moving in and out of county)	
Re-assessments.	
Quality Assurance process (Local Arrangements).	
Process, procedures, typical professionals/ people involved - roles and responsibilities.	
Wording, language and legally tight phrasing.	
SMART outcomes - specificity - why is these needed?	
SEN Provision and Placements:	
Types of school including NMI, maintained and academy.	
Arranging appropriate SEND provisions and placements.	
Working with various stakeholders to secure suitable educational settings.	
Moving to post 16 education.	Education and Training Foundation resources for FE
Personal Budgets.	
EOTAS packages.	
Key stage transfer process.	
	All PfA resources
Preparation for Adulthood (PfA).	Whole School SEND PfA resources
Adult Social Care Opportunities - progressing to independence.	
SEND finance- how schools are funded, the high needs block, how colleges are funded.	ESFA funding guide Post 16
Understanding of different types of provision available locally and nationally.	
Understanding Different Types of SEND	
What is a primary need. How is this identified and what does it mean.	
Detailed study of various types of special educational needs and disabilities. (This needs to be needs led).	
Strategies for supporting children with specific needs, such as neurodiverse, autism, dyslexia, and ADHD other.	
Understanding implementation strategies to support learning and development.	
Overview of options in managing health and social care needs.	
Monitoring and evaluating the effectiveness of interventions.	

School-Level Responsibilities	
Requirements for SEN information reports.	
SEN support process.	
Responding to consultations – challenging the quality of consultation responses received.	
Inclusion policies and curriculum adaptation.	
Supporting transitions between educational phases.	
Inclusive Practices - Promoting inclusive practices within educational settings, ensuring that children with SEND have access to the same opportunities as their peers.	
Graduated Approach- understanding universal and targeted offers.	
School level responsibilities for children in the care of the local authority (who may also have an EHCP)	
Notional budget and school funding basics	
Key contact roles within school setting - roles and responsibilities.	
Working together - types of discussions, meetings, and roles and responsibilities within those meetings.	
Understanding the Role and Responsibilities of SENCOs - identification, coordination, monitoring, and liaison.	
Roles and responsibilities when a child/ young person is excluded.	
Local Offer and Interagency Collaboration	
What is the Local Offer.	
What must be included in the local offer.	
Knowing your local partners and the partnership offer. Commissioning arrangements with education, social care and health	
Ensuring accessibility and transparency.	
Alternative Provision – Local arrangements and best practice.	
Transition arrangements e.g. Continuing healthcare.	
Mediation and Dispute Resolution	
Informal dispute handling / problem solving	
Mediation requirements before tribunal appeals.	
Timescales and procedures for mediation.	
Staff roles in supporting families through this process.	
Way Forward meetings.	
Compliance and Tribunal Procedures	
Understanding the powers of the First-tier Tribunal.	
Upper tier tribunal and case law impact.	
Post tribunal timescales.	
Responding to tribunal decisions and orders.	
Record-keeping and confidentiality obligations.	
Basic understanding of extended appeals for health and social care and JADRs.	
Self-Management Skills:	
Time management and organisational skills.	
Reflective practices to improve professional performance.	
Techniques for effective casework coordination.	
Managing multiple cases and prioritising tasks.	
Digital solutions to time management and use of technology.	

Engaging in ongoing professional development activities.	
Assertiveness and managing difficult conversations.	
Wellbeing and self care	
Resilience and leading with courage	
Coaching skills.	
Child and Young Person specific considerations:	
Understanding ethical issues in SEND casework. Including finance verses need.	
Applying ethical principles to everyday practice.	
Role of home to school transport in relation to placement decisions.	
Single view of the child.	
Specific Considerations for:	
Children not in school.	
Children Missing Education	
Children on reduced timetables	
Children of military personnel/ military covenants	
Electively home educated children	
Children who are looked after / on child protection plans	
Care leavers	
Young carers	
GRT community	