



ISEND

CHAMPIONING CHANGE FOR CHILDREN

Inclusive Innovative Solution Focussed Act with Integrity Collaborative

ISEND Services

Front Door

School Guidance

June 2018

1. What is the Front Door?

The Inclusion, Special Educational Needs and Disabilities (ISEND) Front Door is the pathway through which schools and education providers can request support for children and young people with additional and/or special educational needs and disabilities.

It should be seen as the single-point of contact where schools can go to if you want to access any **non-traded** or **core** work for children **who are not already open cases** to the service, or for **requests for statutory assessment**.

The Front Door replaces other referral routes from schools and education providers and will allow ISEND to track the requests, allocation and outcomes of support in one place across ISEND.

The Front Door does not replace referral processes for traded work, for which individual teams will already have agreed processes with schools. Where services are targeting work at specific groups of children through some of our core activity (e.g. early intervention EP work) these do not have to be referred through the Front Door, although this work will be monitored alongside Front Door cases.

The Front Door referral form does not ask schools to identify what service they wish to receive, but rather outline the presenting issues with an individual child for which you require additional support. This will allow us to direct work to the team who is best placed to carry it out.

Requests for Statutory Assessment (SA) also come in through the Front Door so that schools do not have a separate route for children with the highest needs. SA processes will run in parallel to the Front Door ones, but will cross over where a child requires support from an individual service.

Apart from explicit requests for Statutory Assessments, which will be forwarded to the Assessment & Planning team, requests for support from parents/carers for unopened cases will be directed back to the education provider.

Parents cannot make requests for statutory assessments via the Front Door. They should be directed to the Assessment & Planning team. (SEN.CaseworkAssistants@eastsussex.gov.uk / 01273 336740) Requests for support from parents/carers for unopened cases will be directed back to the education provider.

Where a case is already open to an ISEND service the first point of call for a school is to the allocated practitioner for the case. The Front Door is only for referrals that are not currently open to an ISEND service. All practitioners within ISEND can refer open cases back into the Front Door where this is appropriate, without the need for an additional referral to be made.

2. Referral Process

The ISEND Front Door referral forms and supporting information can be found on Czone:

<https://czone.eastsussex.gov.uk/inclusion-and-send/front-door-referrals/>

ISEND Front Door Referral Forms

There are three versions of the referral form, covering the following stages of education:

Early Years

Primary (Reception – Year 6)

and Secondary (Year 7 - Year 11+).

Each can be downloaded and completed over time, then saved and emailed to the ISEND Front Door email (ISENDfrontdoor@eastsussex.gov.uk) along with any additional information and/or documents.

You must then submit your referral **via secure email**. To find out more about secure email please use the below link:

<https://czone.eastsussex.gov.uk/sims-schools-ict/secure-email/securemail/>

3. Referral to Decision Process

Stage One: Action within 48 hours

All referrals will be logged upon receipt and screened to ensure the form has been completed with sufficient information. If there is an identified need that meets the criteria for an individual team the referral will be passed to the ISEND service, who will then make contact with the school. In some cases (e.g. where not enough information has been provided by the school) the referral will be passed back to the referrer, who will be notified of the reasons and offered advice and/or support regarding the way forward. [Appendix 1](#) outlines the initial stages of referral.

For cases where the direct route is not immediately clear, for example the child/young person has multiple concerns/issues, the case will be allocated to an ISEND Identified Professional (IP). The IP will be a professionally qualified practitioner at Adviser level or above. The referrer will be informed of the name and contact details of the Identified Professional, who will undertake the screening in Stage Two (outlined below).

Stage Two: Information Gathering

When a referral has been passed to the IP by the administrative team, they will have three options open to them:

- a) Decide that no additional support is required/appropriate thresholds have not been met and discuss the next steps with the referrer.
- b) Decide that a specific service should provide some additional support to an individual and pass the case over to them.
- c) Decide that further discussion is required at the Front Door panel.

In all cases, the IP remains responsible for the referral until the next course of action has been agreed. This will require scrutinising team databases and liaising with the school and other professionals within and outside of ISEND. The IP will then decide if the case should be allocated to a specific ISEND team, or if it requires further discussion at a multidisciplinary panel.

NB: The IP is only the allocated professional for the purposes of the referral and will not hold any responsibility for the case once it has been passed on to a service team, or back to the school.

Stage Three: Multi-disciplinary Panel

Where a) following allocation to an IP from the dedicated admin team who monitor Front Door activity, there is no obvious allocation route for a case, b) an IP feels that additional discussion around a case is required or c) following a request for statutory assessment, additional support needs to be considered, the case will be taken to the ISEND multi-disciplinary panel. This panel meets fortnightly in term-time and has management representatives from all ISEND services, schools and key partners, e.g. Children's Integrated Therapy Services (CITS).

IPs will be required to present cases to the panel, having first completed the panel Interactive Factors Framework, for discussion. All services will be represented at the panel (aside from those with low incidence¹, who will attend when required) and will bring with them the available resource that can be allocated from their core offer to support children.

The outcomes of all discussions around individual children will be fed back to the initial referrer within 48 hours of decision, either by an individual team or by the IP following a panel. Where individual resources are committed, these will be centrally recorded and tracked.

Further Information

Service Core Offers:

All services² have identified specific pieces of work that are not funded by traded agreements, which are directed at meeting the key priorities of the service. This work does not have to be 'paid for' by any educational establishment, therefore there will be equal access to the support.

Some of this support will include targeted activities that take place throughout the year, for which no referral is required. This work may be targeted on the basis of outcomes measured in schools (e.g. high exclusions), or it may be thematic and targeted to where it is felt the intervention will make the biggest impact. The majority of this work will be fulfilling our drive towards early intervention and will not be directed necessarily at those children who are causing the greatest concern.

All referrals for individual children outside of targeted and traded interventions should come in through the Front Door. Part of service's core offers will be to support these referrals.

For more information about traded services for schools, please visit the Services to Schools Webshop: <https://www.services2schools.co.uk/about>

¹ Sensory Needs Service and English as an Additional Language Service.

² Core offers from some services (i.e. EALS and ESBAS) are only available to maintained schools where the Local Authority holds de-delegated budgets.

ISEND Identified Professionals

All professionally qualified³ staff across ISEND will be required to act as an Identified Professional (IP) within the Front Door process. IPs will work on a rota during term time to ensure that there is an identified IP for each day of the week. The role of the IP is to:

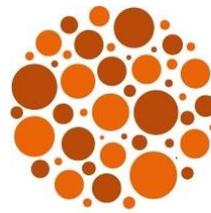
- a) Screen referrals that come in through the Front Door
- b) Provide advice and guidance to other ISEND practitioners
- c) Provide advice and guidance to schools
- d) Liaise with other ISEND services to build up a picture of an individual child through which appropriate support may be offered
- e) Attend the Front Door Multidisciplinary Panel and present cases for discussion

In all cases, the IP remains responsible for the referral until the next course of action has been agreed. However, IPs will not be responsible for undertaking direct work with the children.

Tracking and Monitoring Cases

From the point of request to the point of allocation, all cases that are identified through the Front Door will be tracked and monitored by a central database. The principle will apply that all cases will have an identified person responsible for them until support is offered or they are referred back to the school.

³ Education-related qualifications (i.e. Advisers, Advisory Teachers or Educational Psychologists)



Appendix 1: ISEND Front Door Referral Workflow

