

Specialist Education Services

Children and Young People’s Directorate

Suffolk County Council

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Specialist Education Services (SES) Referral-Based Core Offer

For support at Whole School/Trust level and/or support at named Pupil level from the Whole School Inclusion Service, Cognition & Learning Service (including the Specific Learning Difficulties Service), the Communication & Interaction Service (including the Speech, Language and Communication Needs Service), the Social, Emotional and Mental Health Service and the Sensory, Physical Services.

Partnership Agreement

Referrals into SES for the above services require acceptance of this partnership agreement

The Specialist Education Services (SES) listed above support Suffolk mainstream\* schools to manage the inclusion of pupils from Year R to Year 11\* with SEND. SES staff work in partnership with school staff to help identify and understand pupils’ needs and ensure that reasonable adjustments are implemented in school to meet these needs.

\* The Sensory, Physical Services offer for individual pupils is different and is found below.

The referral-based SES Core Offer is made up of different aspects:

* Requests for whole school or whole trust support
* Requests for IQM support
* Requests for SENCo Support: New to Role or SENCo Support: New to Suffolk
* Requests for pupil-level support via a Data and Consent form
* Request for Section F support

and the relevant section(s) should be read before submitting the referral.

On occasion, SES may offer school SES support that they may have not directly requested. Schools will have 10 working days to accept the offer and also, therefore, our partnership agreement. The offer will be withdrawn should SES not hear from the school within 10 working days. Schools may actively decline the offer of support and should let SES know.

Referrals for whole school or whole trust support and what to expect from the following services: WSI, C&L, SpLD, C&I, SLCN, SEMH, HI, VI:

* Referrals should be made by schools using the SES Referral Form and sent to SESreferrals@suffolk.gov.uk. If a referral for whole school or whole trust support is accepted by the Specialist Education Services (SES) the school or trust will be allocated to the SES Service(s) that SES Referral Panel consider to be the most appropriate service(s) to support the school or trust, based on the information presented. The school or trust becomes ‘open’ to the SES Service(s) for time-limited support (maximum 1 year).
* Support at *whole school* level is an opportunity for schools to gain advice and guidance around their whole school Universal or Targeted offer; it is not support that focuses on named pupils. Support at *whole trust* level is an opportunity for trusts to gain advice and guidance around their whole trust Universal or Targeted offer; it is not support that focuses on individual schools but all mainstream Suffolk schools within the trust.
* A meeting will take place for referrals that are accepted. The SES Teacher will then begin an ‘assessment’ phase to identify a piece of work to complete with school from SES’ Foci of Support, following further discussion. The nature of SES support and requirements of the school or trust will be identified; advice and guidance will be provided with school or trust receiving a copy of the inclusion plan. The plan should be implemented with a review date agreed. At the review (after 4-12 weeks), SES support may close or continue with further support from the service.
* It is critical that the school’s Senior Leadership Team (or the nominated trust representative) are fully supportive of the work being provided by SES and either join the meetings, learning walks etc or nominate staff to do so on their behalf who have the authority at whole school or whole trust level to implement the advice and guidance being provided. Schools should make every effort to release agreed staff members for pre-arranged meetings. Where schools are not engaging with SES support, SES will cease supporting.

Referrals for IQM support and what to expect from the following services: WSI, C&L, SpLD, C&I, SLCN, SEMH, HI, VI:

* Referrals should be made by schools using the SES Referral Form and sent to SESreferrals@suffolk.gov.uk. If an IQM referral is accepted by the Specialist Education Services (SES) the school will be allocated to the SES Service(s) that SES Referral Panel consider to be the most appropriate service(s) to support the school or trust, based on the information presented. The school becomes ‘open’ to the SES Service(s) for time-limited support (maximum 1 year).
* IQM support is an opportunity for schools to gain advice and guidance around their work towards gaining the IQM; it is not support that focuses on named pupils and nor do SES judge the school’s likelihood of gaining the IQM, recommend the school should be awarded the IQM or assess the school for the IQM.
* A meeting will take place for referrals that are accepted. The SES Teacher will then begin an ‘assessment’ phase to identify a piece of work to complete with school from SES’ Foci of Support, following further discussion. The nature of SES support will be identified and requirements of the school; advice and guidance will be provided with school receiving a copy of the inclusion plan. The plan should be implemented with a review date agreed. At the review (after 4-12 weeks), SES support may close or continue with further support from the service.
* It is critical that the school’s Senior Leadership Team are fully supportive of the work being provided by SES and either join the meetings, learning walks etc or nominate staff to do so on their behalf who have the authority at whole school level to implement the advice and guidance being provided. Schools should make every effort to release agreed staff members for pre-arranged meetings. Where schools are not engaging with SES support, SES will cease supporting.

Referrals for SENCo Support – New to Role and what to expect:

* Referrals should be made by schools using the SES Referral Form and sent to SESreferrals@suffolk.gov.uk. If a SENCo Support – New to Role referral is accepted by the Specialist Education Services (SES) the school will be allocated to the WSI Service to support the SENCo. The school becomes ‘open’ to SES Service for time-limited support (one year). Other SES Services may support where this is agreed.
* SENCo Support – New to Role is an opportunity for SENCos in their first SENCo role to gain information, advice and guidance; it is not support that focuses on named pupils.
* A meeting will take place for referrals that are accepted and key information will be shared. The SES Teacher will then begin an ‘assessment’ phase to identify a piece of work to complete with the SENCo from our Foci of Support, following further discussion. The nature of SES support will be identified and requirements of the school; advice and guidance will be provided with school receiving a copy of the inclusion plan. The plan should be implemented with a review date agreed (after 6-12 weeks).
* It is critical that the school’s Senior Leadership Team are fully supportive of the work being provided by SES and either join the meetings, learning walks etc or nominate staff to do so on their behalf who have the authority at whole school to implement the advice and guidance being provided. Schools should make every effort to release agreed staff members for pre-arranged meetings. Where schools are not engaging with SES support, SES will cease supporting.

Referrals for SENCo Support – New to Suffolk and what to expect:

* Referrals should be made by schools using the SES Referral Form and sent to SESreferrals@suffolk.gov.uk. If a SENCo Support – New to Suffolk referral is accepted by the Specialist Education Services (SES) the school will be allocated to the WSI Service to support the SENCo. The school becomes ‘open’ to the SES Service for a one-off visit.
* SENCo Support – New to Suffolk is an opportunity for SENCos who have recently joined Suffolk to gain information on Suffolk SEND systems and processes; it is not support that focuses on named pupils. Should further support be required after this visit, then the appropriate referral should be made.
* A meeting will take place for referrals that are accepted and key information will be shared. A summary of the meeting will be provided.
* Schools should make every effort to release agreed staff members for pre-arranged meetings. Where schools are not engaging with SES support, SES will cease supporting.

Referrals for pupil-level support for pupils who do not have an EHCP or have not started the EHCNA process or have not had an EHCNA agreed and what to expect from the following services: C&L, SpLD, C&I, SLCN, SEMH (Section F referrals (see below) can be made for pupils with an EHCP; an Inclusion Support Meeting can be booked for pupils where an EHCNA has been agreed or where the EHCNA process is underway):

* With parent/carer permission, referrals should be made by schools using the SES Data and Consent Form and sent to SESreferrals@suffolk.gov.uk. The referral form must be completed in full and, in most circumstances, only after a SES Inclusion Support Meeting (ISM) has been held, the advice and guidance from the ISM implemented and sufficient time allowed for strategies to have an impact. The referral will be considered and the referral will either be declined, pended, accepted, progressed to a SES Consultation or a request placed for the pupil to be considered by a Multi-Disciplinary Team approach. If a referral progresses to a SES Consultation, the school will be invited to book a virtual consultation. At the consultation, attended by SES staff from a range of SES Services, advice and guidance will be provided and a recommendation will be provided to the SES Referral Panel. The SES Referral Panel will re-consider the referral in light of the recommendation made by the Consultation team and make the final decision, with a range of outcomes available, as appropriate, based on the information provided. One outcome may be that SES consider work at whole school level is required - or should at least start with this - and whole school support will begin (as described above). It may be that SES Referral Panel consider pupil-level support to be the most appropriate. SES will allocate the SES service(s) that are considered to be the most appropriate to support the school around that pupil, with the information provided. As and when a pupil is accepted to bespoke pupil-level support, SES Service(s) provide support a for time-limited period (maximum 1 year).
* An initial meeting will take place for referrals that are accepted to pupil-level. The SES Teacher will discuss the pupil with school staff and possibly complete an observation during an ‘assessment’ phase. The views of the pupil (where appropriate) and parent/carer will be sought. The nature of SES support will be identified and requirements of the school; advice and guidance will be provided with school receiving a copy of the inclusion plan. The plan should be implemented with a review date agreed. At the review (after 4-12 weeks), SES support may close or continue with further support from the service.
* It is the school’s responsibility to keep parents/carers informed of the support. School should arrange and join the requested meeting between the parents/carers and SES, arrange and join the pupil voice session as requested, send the inclusion plan to parents/carers, along with any updated versions, invite parents/carers to reviews and inform parents/carers when SES support ceases, encouraging them to complete the SES evaluation.
* The nature of support received from SES will be delivered on a case-by-case basis, according to the needs of the pupil. SES Teachers will work directly with school staff to facilitate discussion around developing effective support plans, strategies and interventions. SES Teachers may work directly with the pupil if this is deemed appropriate, modelling strategies to school staff who should therefore be present, always with the aim that the school staff will then be able to take ownership of the strategy.
* It is critical that the school’s Senior Leadership Team are fully supportive of the work being provided by SES and either join the meetings, observations etc or nominate staff to do so on their behalf who have the authority to implement the advice and guidance being provided. Schools should make every effort to release agreed staff members for pre-arranged meetings. Where schools are not engaging with SES support, SES will cease supporting.
* The pupil will be ‘scored’ against the SES Core Offer Progress Statements. In most cases, once a pupil has reached 3, or higher, across the Core Offer Progress Statements they will be closed to the SES Service. Schools can re-refer with updated information and/or book an Inclusion Support Meeting ([www.suffolk.gov.uk/sesinclusionappointment](http://www.suffolk.gov.uk/sesinclusionappointment)).
* Whilst decisions around the support given by SES are made on a case-by-case basis with the option to keep a case open with the agreement of the Head of the SES Service, there are several scenarios where bespoke pupil support will usually close:
* If an LA-commissioned Alternative Placement is agreed. Schools can contact the SES Teacher in the period between agreement and placement starting, if needed;
* If a pupil is deemed medically unfit to attend school;
* If a pupil is accepted to the Multi-Disciplinary Team;
* If a pupil is permanently excluded and the hearing is upheld;
* If a pupil is electively home educated;
* If a school is constantly not engaging with the service i.e. not responding to emails, not attending meetings.

Referrals for pupils with an EHCP – Section F Support and what to expect from the following services: C&L, SPLD, C&I, SLCN, SEMH:

* With parent/carer permission, referrals should be made by schools using the SES Section F Form and sent to SESreferrals@suffolk.gov.uk. The referral form must be completed in full. Accepted referrals will be allocated to the SES service(s) that are considered to be the most appropriate to support the school around that pupil, with the information provided. The pupil becomes ‘open’ to the SES Service(s) for time-limited support (maximum 2 reviews).
* Section F supports schools to better understand how to implement the provision outlined in Section F of the pupil’s EHCP. SES will not be delivering the provision outlined in Section F. SES will not offer a view on placement. SES will not look to further unpick need. An annual review should be called where schools feel the EHCP does not reflect the pupil’s needs and current situation.
* An initial meeting will take place for referrals that are accepted. The SES Teacher will discuss the pupil with school staff and possibly complete an observation. Advice and guidance will be provided around the implementation of Section F, with school receiving a copy of the inclusion plan. A review date will be agreed. At the review (after 6-12 weeks), SES support may close or continue with further support from the service for one further cycle.
* It is the school’s responsibility to keep parents/carers informed of the support and should send reports, along with any updated versions, and inform parents/carers when SES support ceases.
* The nature of support received from SES will be delivered on a case-by-case basis, according to the requirements of the school in better understanding how to implement Section F to support the needs of the pupil. SES Teachers will work directly with school staff to facilitate discussion and may work directly with the pupil if this is deemed appropriate, modelling strategies to school staff who should therefore be present, always with the aim that the school staff will then be able to take ownership of the strategy.
* It is critical that the school’s Senior Leadership Team are fully supportive of the work being provided by SES and either join the meetings, observations etc or nominate staff to do so on their behalf who have the authority to implement the advice and guidance being provided. Schools should make every effort to release agreed staff members for pre-arranged meetings. Where schools are not engaging with SES support, SES will cease supporting.

Should a pupil move schools whilst they are open to SES, then the new school will be contacted and asked if they would like the support of the service to continue, in line with the service’s partnership agreement. However, if the pupil does not start at the new school for more than 6 school weeks, then a new referral reflecting the most up to date situation will need to be made by the new setting.

* When pupils are receiving therapy, the pupil will usually remain open and support for the school continues in an agreed, appropriate way.
* SES Teachers will model / send / share relevant and appropriate resources with the school.
* SES Teachers may signpost to training and workshop sessions from the SES CPD offer relevant to the pupil being supported as well as wider needs and interests within the school.
* The SES Teacher will actively promote whole school strategies and approaches.
* The SES Teacher may liaise with other colleagues within SES and outside of SES in accordance with the SCC Privacy Notice and as per parental permission. The link to this can be found on the referral forms.

Requirements from school:

* All meetings between SES and school should take place with key members of school staff who will be able to implement the advice, guidance and strategies advised. Mutual dates and times with the service should be arranged to facilitate attendance.
* A member of school staff should be present for all sessions that take place between SES and the pupil, so that understanding of the pupil’s needs is enhanced and effective strategies can be modelled, unless SES decides that it would be more appropriate to meet with the pupil on their own, complying with all safeguarding procedures.
* Spaces provided should be appropriate for adults and learners to work in effectively and safely.
* Schools should ensure that relevant staff are available to receive verbal feedback from SES either directly on-site e.g. following an observation or later virtually as agreed, via MS Teams, including members of the school’s senior leadership team, when appropriate and required. It is also essential that SES are able to observe, or work with pupils, during planned visits in order to maximise the support on offer.
* Input from SES may be on-site or virtual, as agreed and as appropriate. All input will be planned and booked with schools in advance. For virtual pupil sessions, risk assessments will need to be completed by school.
* School should inform SES, at the earliest opportunity, if a pupil is absent for a planned session, or if a planned meeting needs to be cancelled.
* School staff will be expected to keep SES updated regarding pupils who are Open to SES, particularly in terms of any exclusions, significant changes to provision or circumstances. School should keep SES informed of any meetings that are relevant for ensuring effective support for the pupil. SES staff can attend Annual Reviews, Family Network Meetings and multi-agency meetings for pupils, if agreed that this is appropriate. SES staff will prioritise attendance at such meetings according to levels of need, therefore it may not be possible to attend all meetings for pupils who are Open to the service.
* It is expected that recommendations or guidance given by SES will be actioned by the school, progress monitored and feedback given regarding the impact of these.
* SES will send updated reports to school. It is the school’s responsibility to send all reports securely to parents/carers, preferable electronically and always in their entirety. The school will liaise with parents/carers regarding the ongoing intervention and continued involvement from SES in-between reviews.
* The school should invite parents/carers to co-production meetings with the service and be present throughout meetings with parents/carers, wherever possible, including where these take place virtually.

**Specific Information**

**For collaborative intervention delivered by the Vision Service and the Multisensory Impairment Service with education settings in Suffolk**

# Overview

The Vision and the Multisensory Impairment outreach services work with children and young people with a clinically diagnosed sensory loss, and their families and settings to support inclusion of pupils from birth to Year 13, continuing to 25 if the young person remains in education. Specialist teachers for Vision Impairment (QTVI) and for Multisensory Impairment (QTMSI) and other staff from the service work in partnership with settings to help identify and understand pupils’ needs and to ensure that reasonable adjustments are made, with the right support being put in place at the right time.

# Responsibilities of the Education Setting

* The SENDCo and/or teacher should attend all joint planning sessions and subsequent reviews, to ensure strategies and approaches can be incorporated fully into practice. A member of setting staff should also be present for all direct input sessions that take place between the outreach staff and the pupil, unless outreach staff decide that it would be more appropriate to meet with the pupil on their own, complying with all safeguarding procedures.
* Input from the outreach staff may be on-site or virtual, as agreed and as appropriate. All input will be planned and booked with settings in advance. For virtual pupil sessions, risk assessments will need to be completed by the setting.
* Settings should ensure that relevant staff are available to receive verbal feedback from outreach staff either directly after a visit or later virtually, as agreed.
* Settings will facilitate observations of pupils by specialist teachers in their usual learning environment, or direct work with pupils, in order to maximise the support on offer.
* Spaces provided for working out of class should be quiet, and appropriate for adults and learners to work in effectively and safely.
* Settings should inform outreach staff, at the earliest opportunity, if a pupil is absent for a planned session, or if a planned meeting needs to be cancelled.
* It is expected that recommendations or guidance given will be acted upon, actions agreed will be carried out by the setting and that progress will be monitored and feedback given regarding impact.
* The specialist teacher will send updated inclusion plans to the setting. It is the setting’s responsibility to send all outreach reports to parents.
* The setting will liaise with parents/carers regarding the ongoing intervention and continued involvement from the outreach service between reviews.
* The setting will arrange necessary review meetings with the family and pupil as appropriate, and the setting will send invitations to the specialist teacher.
* The setting will endeavour to develop an inclusive, vision/MSI friendly environment.

# Responsibilities of the Vision Service and the Multisensory Impairment Service

* The nature of support received from the outreach service will be assessed on a case-by-case basis, according to the needs of the pupil. Outreach staff may work directly with the pupil, modelling strategies to setting staff with the aim that the setting staff will then be able to implement these. Alternatively, it may be more appropriate to work directly with staff to increase awareness and develop effective support plans, strategies, and interventions.
* A specialist teacher will contact setting staff and the family to discuss the pupil and gather information, within five working days of the referral being received. At this point the setting will be offered either advice and information, with a follow up meeting to review, or the specialist teacher will arrange for a planning meeting and/or visit, to make an initial assessment of the pupil’s needs. This will usually happen within three weeks.
* Where required, a planning meeting will take place with key members of setting staff, parents/carers and if appropriate the pupil themselves. Parents/carers will be invited by the setting. The nature of the agreed support and actions will be recorded with identified responsibilities and timelines if appropriate. Areas of Need will be identified, and the pupil will be scored against the Core Offer Progress Statements.
* Parent/carer views will be sought by the specialist teacher prior to or at review and parents/carers may attend the review meeting in order to contribute to the planning and review process. Pupil views will again be sought by either outreach or setting staff as appropriate. Review dates will be agreed at the planning meeting.
* Specialist teachers will attend Annual Reviews, and multi-agency meetings for pupils, if agreed that this is appropriate. The specialist teacher will prioritise attendance at such meetings according to levels of need.
* The specialist teacher will send/share relevant and appropriate resources with the setting and will signpost training from the outreach and other Specialist Education Services (SES).
* The Specialist Teacher will actively promote ‘vision and multisensory impairment friendly’ practice and inclusive whole setting strategies.

Specific Information

Services for Deaf Children and Young People Core Offer

The Services for Deaf Children and Young People (CYP) team supports mainstream education settings to manage the inclusion of and support for pupils, from Nursery through to Further Education and Sixth form. Service staff work in partnership with setting staff to help identify and understand pupils’ needs and ensure that reasonable adjustments and strategies are implemented in school to meet these needs.

*Core Offer Referrals and what to expect from the Service:*

* If a setting is making a referral, this should be done using the SES Referral Form which should be sent to SESreferrals@suffolk.gov.uk. If a referral made in this way is accepted by the Service, then the setting will receive advice and guidance to support the inclusion of the pupil.
* Other referrals will come directly from Audiology or Cochlear Implant teams.
* Following any referral, an initial meeting/conversation will take place with the setting. The service teacher will discuss the pupil with school staff (perhaps virtually or on the phone) and possibly complete an observation. Advice and guidance will be provided. The case may close at this point or continue on active caseload with a review date agreed.
* The nature of support received from the Services for Deaf CYP will be delivered on a case-by-case basis, according to the needs of the pupil. Service teachers will work directly with school staff to facilitate development of effective support plans and implementation of strategies and interventions. Service teachers may sometimes work directly with the pupil if this is deemed appropriate, modelling strategies to school staff with the aim that the school staff will then be able to take ownership of the strategy.
* The pupil will be ‘scored’ against the Service Core Offer Progress Statements (COPS). These can be found on the pupil inclusion plan provided by the service specialist teacher.
* Whilst decisions around the level and frequency of support given by the service are made on a case-by-case basis, generally pupils will remain on active caseload where the school or family require ongoing support or have concerns. We will only continue to support where the family want our involvement. Support will continue even if the pupil changes setting.
* The service teacher will model / send / share relevant and appropriate resources and/or information with the school.
* The service teacher may signpost to training and workshop sessions from the Specialist Education Services (SES) CPD offer relevant to the pupil being supported as well as wider needs and interests within the school.
* The service teacher will actively promote whole school strategies and approaches.
* The Service Teacher may liaise with other colleagues within SES and outside of SES in accordance with the SCC Privacy Notice. The link to this can be found below.

Requirements from school:

* All meetings between Services for Deaf CYP and the school should take place with key members of school staff who will be able to implement the advice, guidance and strategies advised. Mutual dates and times with the service should be arranged to facilitate attendance.
* A member of school staff should be present for all sessions that take place between the Specialist teacher and the pupil, so that understanding of the pupil’s needs is enhanced and effective strategies can be modelled, unless the Service teacher decides that it would be more appropriate to meet with the pupil on their own, complying with all safeguarding procedures.
* Spaces provided should be appropriate for adults and learners to work effectively and safely.
* Schools should ensure that relevant staff are available to receive verbal feedback from the Service teacher either directly on-site or later virtually, as agreed. This will include members of the school’s senior leadership team, when appropriate and required. It is also essential that Service teachers are able to observe or work with pupils during planned visits in order to maximise the support on offer.
* Input from the specialist service teacher may be on-site or virtual, as agreed and as appropriate. All input will be planned and booked with schools in advance. For virtual pupil sessions, risk assessments will need to be completed by school.
* School should inform Service teachers, at the earliest opportunity, if a pupil is absent for a planned session, or if a planned meeting needs to be cancelled.
* It is essential that ‘check ins’ by the Service Teacher are responded to and reviews take place and are attended by all relevant members of school staff.
* School staff will be expected to keep the Service teacher updated regarding pupils who are being supported, particularly in terms of significant changes to provision or circumstances. School should keep the service teacher informed of any meetings that are relevant for ensuring effective support for the pupil. Specialist teachers can attend Annual Reviews, Family Network Meetings and multi-agency meetings for pupils, if agreed that this is appropriate. Service staff will prioritise attendance at such meetings according to levels of need, therefore it may not be possible to attend all meetings for pupils on caseload.
* It is expected that recommendations or guidance given by the teacher will be actioned by the school, progress monitored and feedback given regarding impact.
* The service teacher will send updated reports to school. It is the school’s responsibility to send all service reports securely to parents/carers, preferable electronically and always in their entirety. The school will liaise with parents/carers regarding the ongoing intervention and continued involvement from the SEMH Service in-between reviews.
* The school should invite parents/carers to co-production meetings with the service, including where these take place virtually.

Data sharing and retention:

* School should retain records in line with their own policies.
* Data collected from the SES Referral Form and Core Offer Progress Statements and will be used to inform support for the pupil, as well as to ensure support can be joined up with other professionals when and where relevant and appropriate.
* In addition, we use data collected to inform our future service delivery and development. This may, for example, include the use of stakeholder feedback and case studies.
* Parental permission is required for all referrals through school. It is essential that parents / carers sign the SES Referral Form where requested, stating that they agree with the information offered on the form and that they have read the CYP Privacy notice: <http://www.suffolk.gov.uk/CYPprivacynotice>

Safeguarding

SES is fully committed to safeguarding.

* SES will comply with the school’s visitor policy.
* SES will comply with both the school’s and Suffolk County Council’s safeguarding and child protection policies.
* SES Teachers should not need to provide schools with additional ID/proof of safeguarding checks and training as these checks have been completed by Suffolk County Council. All SES staff should be wearing their Suffolk County Council ID badge at all times during contact.

Data sharing and retention:

* SES reports will be kept by the service for 75 years. After 75 years, all reports will be deleted. The school should retain records in line with their own policies.
* School should retain records in line with their own policies.
* Data will be collected via the SES Referral Form and Core Offer Progress Statements and will be used to fully inform support for the pupil, as well as to ensure support can be joined up with other professionals when and where relevant and appropriate, for example, other services within SES, the Psychology and Therapeutic Services, Primary Mental Health teams.
* In addition, we use data collected to inform our future service delivery and development. This may, for example, include the use of stakeholder feedback and case studies.
* Parental permission is required for all referrals made for individual pupils. It is essential that parents / carers sign the SES Referral Form where requested, stating that they agree with the information offered on the form and that they have read the CYP Privacy notice: <http://www.suffolk.gov.uk/CYPprivacynotice>
* The SCC Privacy Notice is found on all our referral forms.

Review date: July 2024