



# Somerset SENDIAS

Special Educational Needs and Disability Information, Advice and Support

## Role of the SENDIAS SEN Support Worker

Somerset SENDIAS uses the IASSN Intervention Levels to structure the service as outlined below:



**Level 1 - Administrator**

Helpline, responding to email enquiries, signposting etc

**Level 2 – SEN Support workers**

1-1 face to face support , prepare and attend meetings with parents and carers and schools around SEN Support and the Graduated response, support with fixed term exclusions and part-time timetables.

**Level 3 – SENDIAS Officers**

1-1, email, phone support and attend for EHCP, Annual Reviews, P/Ex p processes.

**Level 4 – SENDIAS Officers**

1-1, email, phone support to prepare and attend Mediation, SENDIST Tribunal and IRP for P/ex'd children.

SENDIAS SEN Support workers offer confidential, impartial *Information, Advice and Support* about special educational needs in relation to SEN Support in a variety of ways to suit the needs of the child, young person and their family.



# Somerset SENDIAS SEN Support Workers work in localities and cover:



Sedgemoor & Bridgwater

Mendip

Crewkerne, Ilminster, Chard, Langport & Somerton

Yeovil, Wincanton & Bruton

Taunton & West Somerset

\* However, when the service is busy, SEN Support Workers may cover areas.

SENDIAS SEN Support workers will provide information, advice and support on what families can expect from their child/young person's education setting by...



- ❖ Listening to their current experience.
- ❖ Talking through how needs are identified and met
- ❖ Developing good working relationships and working together in collaboration.
- ❖ Helping to prepare for and attend school meetings (If appropriate)
- ❖ Supporting a child/young person at risk of exclusion from education

SENDIAS SEN Support workers can also help children, young people and their families with...

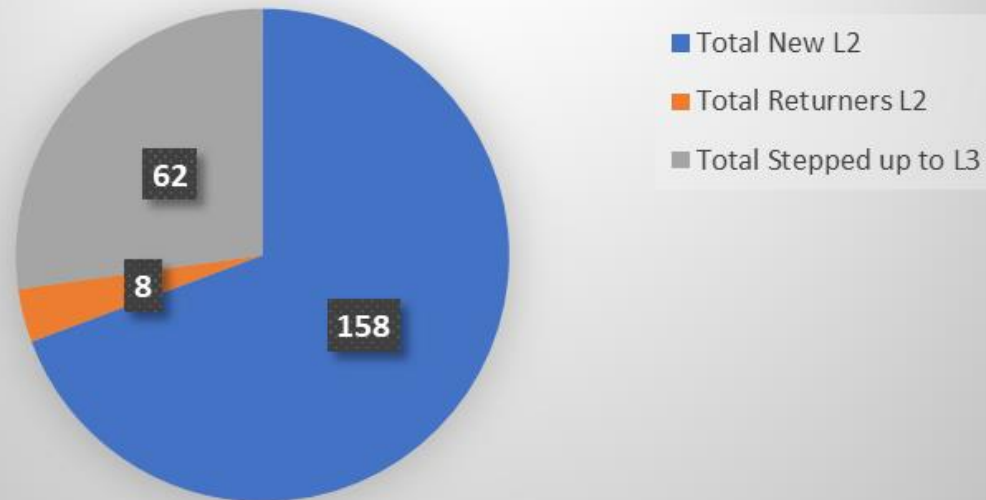


- ❖ Understanding legal processes, such as Assess/Plan/Do/Review and the Graduated Response and knowing what they need to do and when.
- ❖ Make decisions by talking through the options.
- ❖ Understanding how to deal with conflict in relationships with professionals or move forward when things have gone wrong.
- ❖ Feeling understood and listened to.
- ❖ Signpost to other services that you can access in your local area

96 cases at Sen Support remain at Level 2 and have not transferred to Level 3 to request an EHCNA:



**L2 Data for April-September 2023**



## Feedback from service users;



“Terms used by the school are explained by Sendias, processes are explained better by Sendias.”

“Thank you again xxx for all your support through this process and helping have a voice to be heard”

“Thanks, worth your weight in gold especially in comparison to other agencies. You have singularly given me more useful information than anyone. Once again thank you for your time and quick response. Thank you for being very calming!”

“The schools seems more helpful/ interested in helping if SENDIAS are copied into email requests. “

“gave me a voice, if it wasn't for \*\*\*\*\* I'd have got nowhere, I'd still be in the same position I was at the start”



SENDIAS plays a vital role in supporting children, young people and their families.



“Parents who have accessed information, advice and support from ‘SENDIAS’, in Somerset, say it is an effective service. SENDIAS staff advocate exceptionally well for children, young people and their parents. The service is very well led. For example, the manager has undertaken a thorough review of the service and can precisely identify where their support is most needed. Evidence shows that when SENDIAS has been involved, outcomes for the families have improved.”

Ofsted-April 2020

*‘partners have pooled funding in order to increase the reach of the SEND information and advice service. This has ensured that more parents and carers can access timely support and advice. This service is highly valued by families.’*

Ofsted/CQC – February 2023

## Contact us:

If you need any further help or information please contact:

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