

## Criteria for the Early Support Team Around the Child (TAC) process

### Information for parents and professionals

#### Who We Work With

October 2015

- A child or young person aged 0-18 years who has an identified Special Educational Need or Disability (SEND). However they do not need a diagnosis. Early Support uses the definition for Special Educational Need or Disability set out in The Equality Act (2010) and the Special Educational Needs and Disabilities Code of Practice (2015). \*See page 3
- A family where the child or young person's need is about their Special Educational Need or Disability. Families who require support for other concerns not directly attributable to the child's disability then a Common Assessment should be undertaken. The Common Assessment Framework is a standardised process to help practitioners assess children's needs
- A child or young person's Special Educational Needs or Disability are not met without **co-ordination** of specialist services
- A child or young person who has at least 3 or more agencies from health, education, local authority services or the voluntary sector working with them and therefore needs support with **co-ordination**
- Co-ordination of privately funded arrangements would be seen to be the parent's responsibility
- A child or young person with a Child Protection Plan, Child in Need Plan or a Child in Care Plan would not need to access Early Support as their support would come from the statutory social work provision

## How We Work

The Early Support approach aims to improve the way that services work with **parents and carers of disabled children and young people across health, education and social care**

Early Support works with the consent of the parent/carer and the child/young person

New requests for the Early Support TAC process are to be sent to the Early Help Hub or Early Support Coordinator

The Early Support Coordinator will contact the referrer if requested or if additional information is required

The referrer must clearly specify who will act as Lead Professional following consultation with the child or young person and their family

If requested the Early Support Coordinator will be the chair person for the initial TAC meeting and model the Early Support approach and principles

The Early Support Plan and the invitations to the next meeting will be distributed to those on the invite list contained in the plan

The draft of the next Early Support Plan will be sent to the Lead Professional prior to the next TAC meeting

Early Support TAC meetings will finish when services are co-ordinated and the child / young person's needs are being met

The Lead Professional can contact the Early Support Coordinator to provide support when needed

Early Support can be resumed at any time where the child or young person's needs meets the specifications identified in "Who We Work With"

### Tip

A successful Early Support Team Around the Child (TAC) meeting has good attendance from the professionals working with the child or young person. The TAC meeting and Early Support Plan will support the child/young person's progress. Therefore it is essential to consider which professionals are able to contribute by attending a TAC meeting when they are needed. **NB** some specialist professionals are highly unlikely to be able to attend the TAC meetings so should not be included on the list of invitees (e.g. consultant paediatricians). However if the family give consent specialists involved will receive a copy of the child's Early Support Plan and can be asked to send a report to the TAC meeting

## SEND Definition

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities. This definition will include a range of impairments, diagnoses and long term health conditions including:

- Sensory and physical conditions
- Cognitive and learning disabilities
- Acute and long term medical and life limiting conditions.
- Emotional, social and behavioural disorders
- Communication difficulties

(The Equality Act 2010)

Special Educational Needs are defined as:

A child has a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age,

or

b) have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if it is likely that they will be classed as having a learning difficulty or disability when they reach school age.

For a child under two special educational provision means educational provision of any kind.

(SEND Code of Practice 2015)

Request forms, further information and resources for Early Support in Cornwall and nationally are available at:

[www.cornwall.gov.uk/earllysupport](http://www.cornwall.gov.uk/earllysupport)

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)