



Cambridgeshire and Peterborough
Clinical Commissioning Group



Cambridgeshire
County Council

Cambridgeshire Schools and Settings

The Local Offer

Working together with children and young people with special educational needs and/or disability (SEND) and their families to access and enjoy learning, participate in communities and achieve.

A working toolkit being developed and reviewed with schools and other educational settings, parents/carers and partners across services

1.9.14

Key points of the SEND Reforms

The Special Educational Needs and Disability (SEND) reforms are a significant set of cultural and organisational changes which are designed to improve outcomes for children and young SEND. The main points as set out in the SEND Code of Practice 0-25 (2014) are:

- The participation of parents/carers and children and young people with SEND in decision making both at an individual and strategic level;
- A focus on outcomes and high expectations;
- Inclusive practices and removing barriers to learning;
- The early identification of children and young 'people's needs and early intervention to support them;
- The creation of one new category of 'SEN Support';
- The replacement of the Statements of Educational Needs process with Education Health and Care Assessments and Plans;
- Greater choice and control for young people and parents over support;
- Collaboration between education, health and social care services to provide support 0-25 with joint commissioning;
- Successful preparation for adulthood, including independent living and employment;
- Easy access to information (a published Local Offer).

The main legal duties on schools will not change, but the way schools meet these duties will.

Schools must:

- Use their 'best endeavours' to meet pupils' SEND;
- Inform parents when pupils receive support for special educational needs and involve them in reviews of progress;
- Admit a young person, where the school is named in an Education, Health and Care (EHC) plan ;
- Co-operate with the local authority in developing the local offer;
- Appoint a suitably qualified or experienced teacher as SENCO (National Award);
- Have regard to the new 0-25 SEND Code of Practice.

What is the Local Offer?

The Children and Families Act places a duty on every Local Authority to **publish** a Local Offer, setting out in one place information on the **provision** they **expect to be available** in their area for children and young people (from 0-25 years) who have **SEN and Disabilities (SEND)**

It is a '**front door**' to information on the SEND provision from the Local Authority, Health, schools and settings and the voluntary sector.

The Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, parents/carers and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The information that is published in the Local Offer must be:

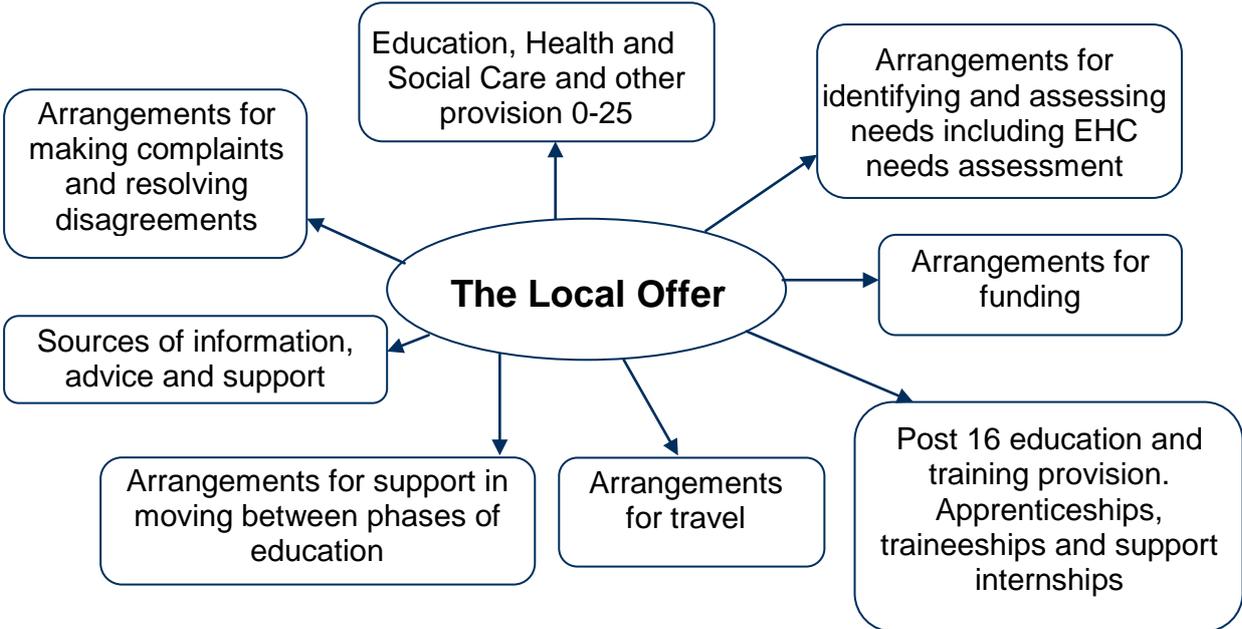
- Co-produced by parents, carers, young people and professionals
- Available as a one-stop-shop website with links to further information
- Comprehensive. It must cover prescribed regulations.
- Clear about what parents and carers, children and young people can reasonably expect from providers.
- Factual.
- Accessible.
- Transparent.
- Up to date.
- Reviewed – with publication of comments and actions.
- Empowering.

We are working with families, partners and providers of services, to gather information for a accessible local offer for initial publication from 1 September 2014. We want the local offer to clearly articulate the services available for children and young people with SEND.

We expect September to be the start of an ongoing process, with our local offers developed and revised over time, through regular review and consultation.

What will be included in the Local Offer?

The local offer must include information on services across education, health and social care and from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal. The information that must be covered is set out in Regulations.



Schools and the Local Offer

Schools are required to:

- Engage with the local authority in developing the local offer.
- Develop your own school offer (the Information Report) to meet the requirements to publish information on your approach to SEND. The Regulations (Schedule 1) that set out what must be included in your Information Report is included in this toolkit, along with a range of resources which you may wish to use to develop the offer in your school.
- Review and revise your systems for understanding the needs of pupils and involving parents. How does your approach to school improvement affect the quality of teaching for SEND and the approach to planning and managing SEND support?

Free information and training materials are available through the SEND Gateway
www.nasen.org.uk

Resources

Below are a selection of resources and activities shared with SENCOs during the SENCO Briefings 2013 – 2014 in advance of the SEND reforms and the introduction of the Local Offer

The Local Offer: What do schools and settings need to do?

Schools must publish on their websites information about their provision for Special Educational Needs and Disabilities (SEND) and keep it up-to-date. The Schools **Information Report** (Schedule 1) sets out the areas that must be covered. The information they publish will reflect the Cambridgeshire Local Offer as set out in the SEND Guidance 0-25, and provide the detail of what that looks like in their particular school, their local offer.

They will need to:

1. Know where to find the Local Offer on the Cambridgeshire website (www.cambridgeshire.gov.uk/SEND).
2. Put a link to the Cambridgeshire's Local Offer on their school or setting website.
3. Co-operate with the Local Authority in the development and review of the Cambridgeshire Local Offer. Encourage parents, carers and young people with SEND to do the same.
4. Use the Cambridgeshire Local Offer as a front door to information about provision for children and young people 0-25 years with SEND and their families.
5. Signpost parents and young people to this information and help them to access it.
6. Let the Local Authority know if the Cambridgeshire Local Offer provides the information that parents and carers and professionals require (there is a response box and a contact name on each webpage).
7. Publish information on their websites about the school's arrangements for identifying, assessing and making provision for pupils with SEND. Regulations and the SEND Code of Practice set out the information which should be included. (Schedule 1 The School's Information Report).
8. Engage with children and young people with SEND and their parents when developing this information.

The Local Offer: Is information on a website enough?

We recognise that a website based Cambridgeshire Local Offer for Special Educational Needs and Disability will not be sufficient to ensure all parents and children and young people have access to the information and involvement they require.

We also aim to:

1. Ensure parents/carers and young people know who they can contact if they prefer to speak to someone, or if they would like help to access the information.
2. Ensure there is parent/carer representation on Local Authority groups developing and reviewing the Local Offer.
3. Offer alternative formats e.g. leaflets, posters, language translations, Braille etc.
4. Hold information roadshows and events.
5. Work in partnership with parent/carer and young people forums.

We encourage schools to take a similar approach by:

1. Ensure parents and carers know who they can contact if they have concerns or want more information - and how to do this.
2. Provide information in a variety of ways e.g. coffee mornings, focus groups, shared learning events, a parent welcome/information area in the school.
3. Access the Local Offer on behalf of parents/carers and young people

The School's Information Report

A checklist for SENCOs, Senior Management Teams and Governors

1. Is the information on your website and in your SEN and Disability policies 'parent friendly'? How do you know?

2. Looking at the Information Report checklist, are you confident that you provide clear information for parents in all areas? Are there some that are more challenging to describe than others? Why? What would help?

3. In what other ways can parents access information in addition to the school website?

4. How could you develop staff confidence to answer parents' Frequently Asked Questions about your school's approach to SEN and Disability? An example from the SE7 Pathfinder is included in appendices.

5. How do you ensure children and young people with SEN and Disability and their families are involved in decision making? What systems do you have in place for co-production of plans?
 - At an individual level
 - At a strategic level

6. How can you check that parents are confident in the provision that you make for children and young people with SEN and disability?

SEN/D Support

The activity sheets on the following pages are designed for training with teachers to address the following aspects of the Code of Practice:

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

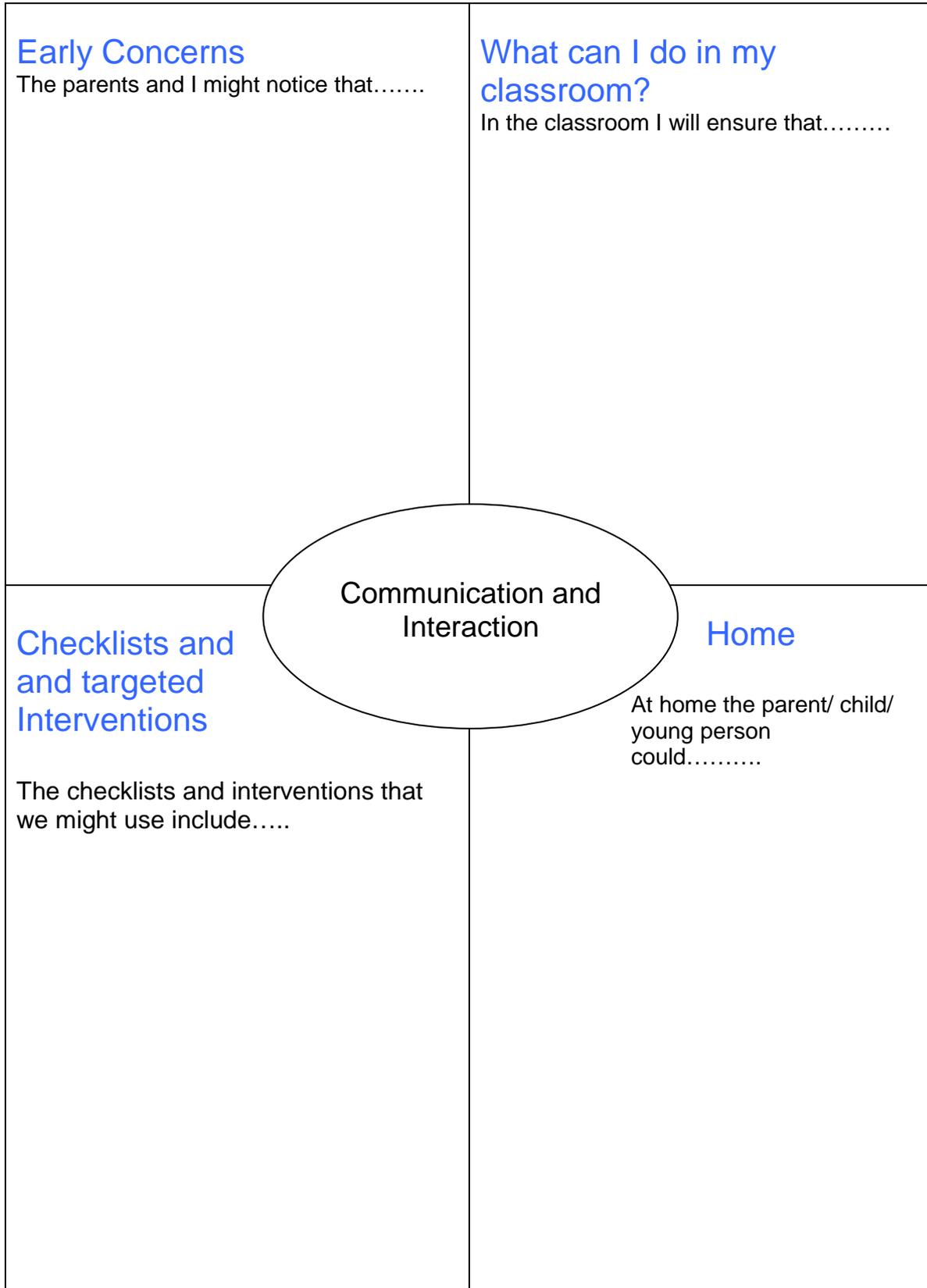
6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In this activity, we have used the 4 broad areas of needs as identified in the SEND Code of Practice 0-25 to give an indication of the range of needs that need to be considered when planning teaching and learning. It should, however, be noted that the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. The four broad areas of need are:

- Communication and Interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

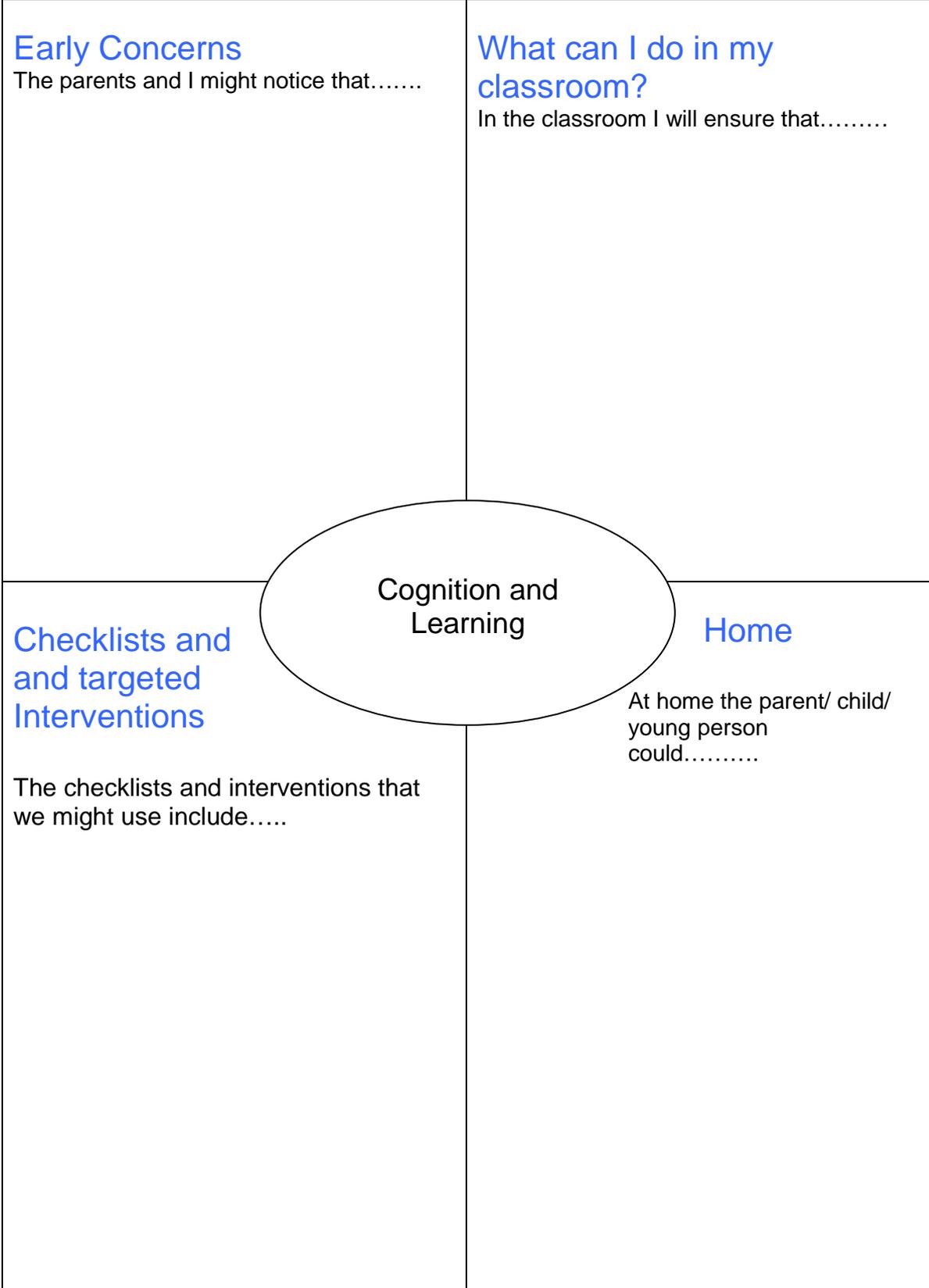
SEN Support

Training Activity with classteachers and subject teachers



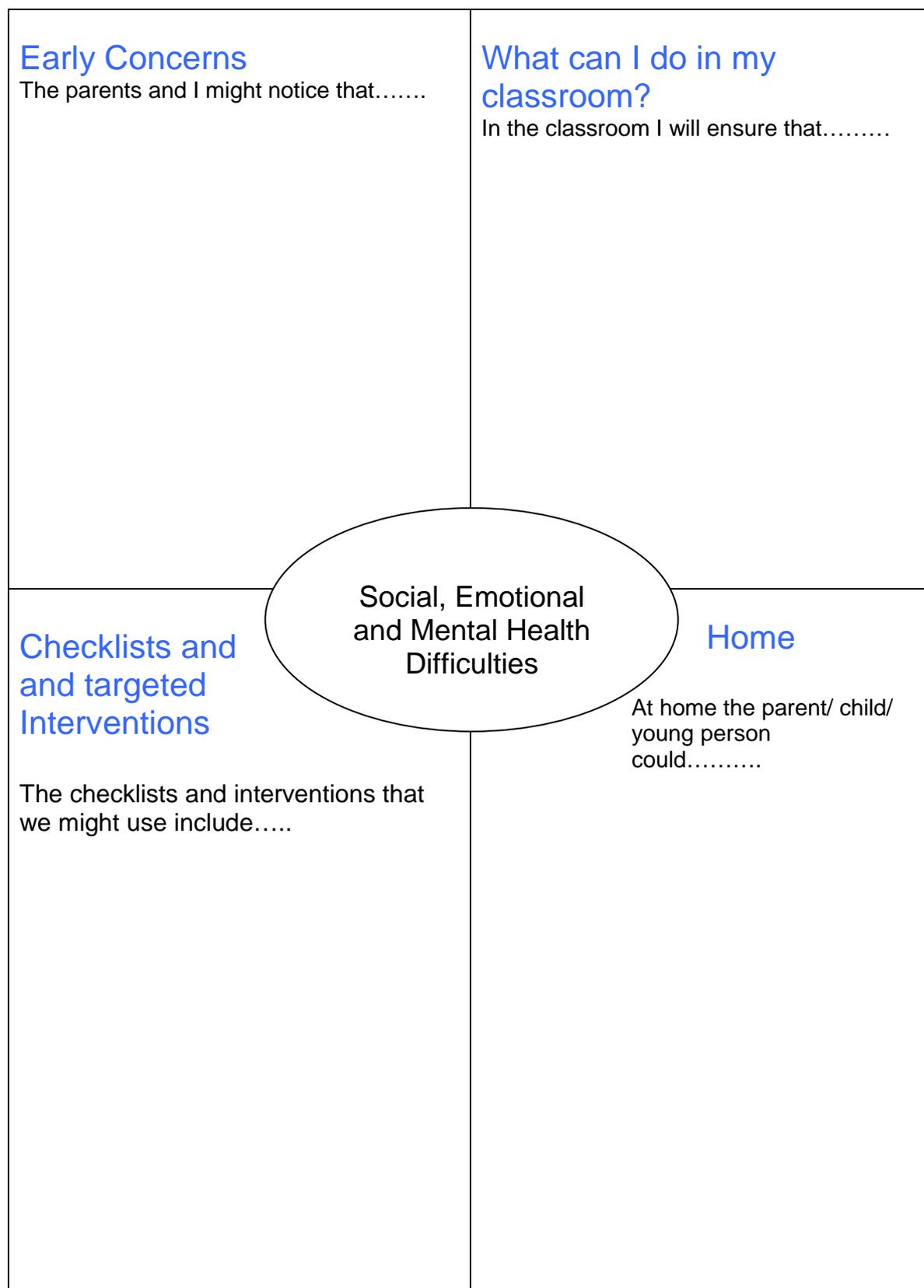
SEND Support

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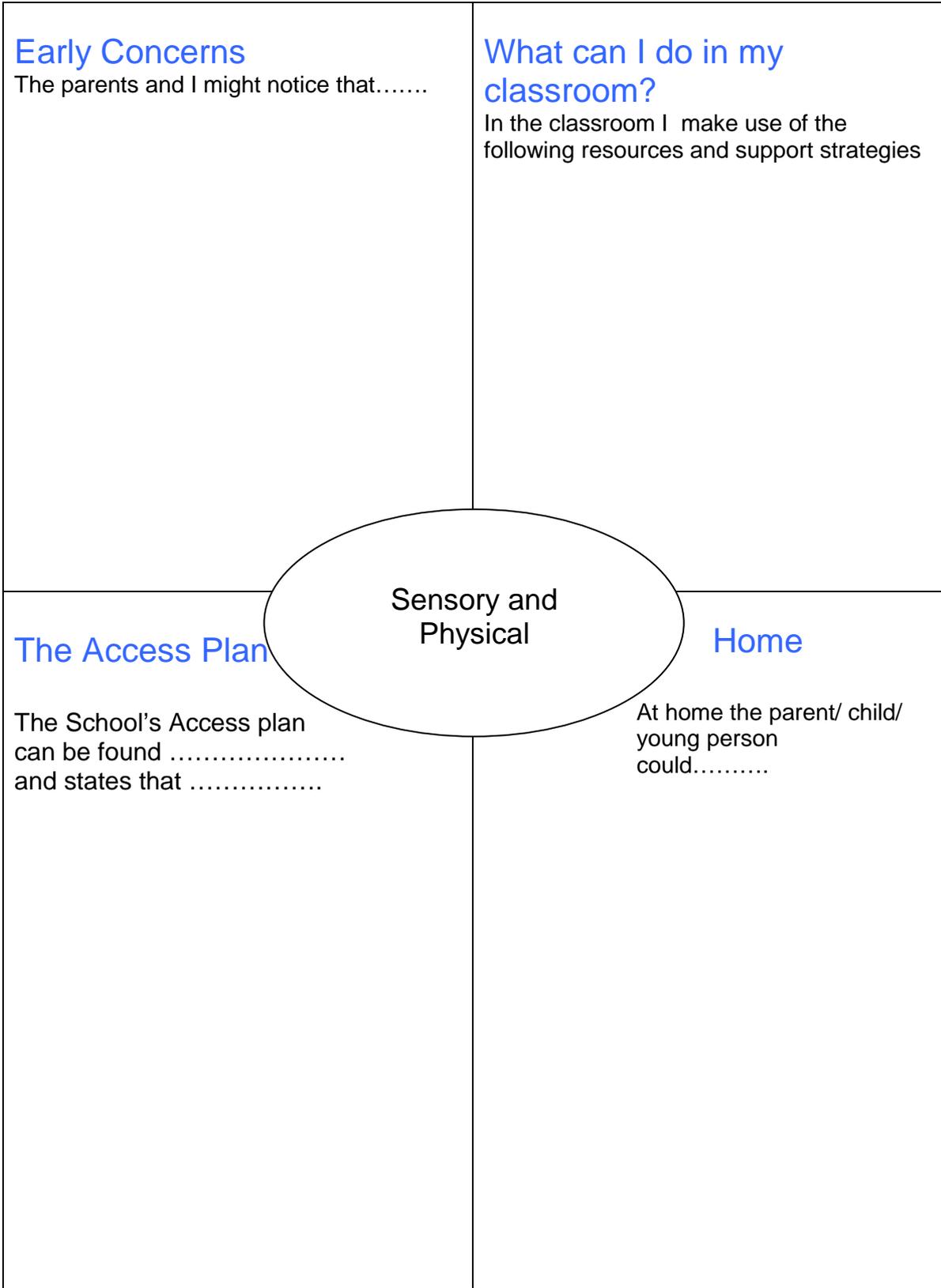
SEND Support

Training Activity with classteachers and subject teachers



SEND Support

Training Activity with classteachers and subject teachers



Some Useful Resources for SEND Workforce Development

	Author/Source	Type of resources	Audience	Link
SEN and Disability and the SEND Code of Practice 0-25	NASEN website	On-line CPD, Publications	Teachers Local Authority and Health SEND professionals	www.nasen.org.uk/
	The Council for Disabled Children (CDC). An umbrella organisation for the disabled children's sector	Various including e-learning, bulletin, posters, publications, books, CDC resources, Fact sheets. leaflets	Parents Professionals Young people Teachers	www.councilfordisabledchildren.org.uk/
	Cambridgeshire County Council	On-line information and guidance	Schools and Educational settings	www.cambridgeshire.gov.uk/childrenandfamilies
Speech Language and Communication Difficulties	The Communications Trust website	Booklets, Information Sheets, Checklists	Teachers Parents Local Authority and Health SEND professionals	https://www.thecommunicationstrust.org.uk/
Autism Spectrum	The Autism Education Trust website	Booklets, Information Sheets, Checklists	Teachers Parents Local Authority and Health SEND professionals	www.theautismeducationtrust.org.uk/
Specific Learning Difficulties (SpLD) including Dyslexia	The Dyslexia SpLD Trust website	Booklets, Information Sheets, Checklists	Teachers Parents Local Authority and Health SEND professionals	www.thedyslexia-spldtrust.org.uk/
Sensory impairment	The National Sensory Impairment Partnership for visual impairment, hearing impairment, and multi-sensory impairment.	Booklets, Information Sheets, Checklists		www.natsip.org.uk/
	Department of Health	Social care for Deafblind Children and Adults guidance		http://tinyurl.com/DeafblindGuidance
Early Support	National Children's Bureau website	Booklets, Information Sheets, CPD slides	Teachers Parents Local Authority and Health SEND professionals	www.ncb.org.uk/early-support

What information do parents/carers and young people tell us that they want?

The following Frequently Asked Questions (FAQs) have been developed by the SE7 Pathfinder. Schools may find them a useful starting point for discussion with their own parents and young people when developing and reviewing their Information Report.

Frequently Asked Questions

Parents and carers

- 1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

How do you identify children/young people with special educational needs?

How will I be able to raise any concerns I may have? If the setting / school /college is specialist which types of special educational need do you cater for?

- 2. How will early years setting / school / college staff support my child/young person?**

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements its provision for children and young people with special educational needs are?

- 3. How will the curriculum be matched to my child's/young person's needs?**

What are the setting's / school's / college's approaches to differentiation?

How will that help my child/young person?

- 4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with the staff? How does the setting / school / college know how well my child/young person is doing?

How will I know what progress my child/young person should be making?

What opportunities will there be for regular contact about things that have happened at early years setting / school / college e.g. a home / school book?

How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will

I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

- 5. What support will there be for my child's/young person's overall well being?**
What is the pastoral, medical and social support available in the setting /school / college for children with SEND? How does the setting / school /college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child / young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?
- 6. What specialist services and expertise are available at or accessed by the setting / school / college?**
Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school /college access including health, therapy and social care services?
- 7. What training are the staff supporting children and young people with SEND had or are having?**
This should include recent and future planned training and disability awareness.
- 8. How will my child/young person be included in activities outside the classroom including school trips?**
Will he or she be able to access all of the activities of the setting / school/ college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?
- 9. How accessible is the setting / school / college environment?**
Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?
- 10. How will the setting /school / college prepare and support my child/ young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**
What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college? How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?
- 11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?**
How is the setting's / school's / college's special educational needs budget allocated?
- 12. How is the decision made about what type and how much support my child/young person will receive?**
Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact?
- 13. How are parents involved in the setting / school / college? How can I be involved?**
Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether my child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer?

Frequently Asked Questions

The young person

- 1. How does the setting / school / college know if I need extra help?**
How do you identify young people with special educational needs?
- 2. What should I do if I think I need extra help?**
How will I be able to raise any concerns I may have?
- 3. How will my course work be organised to meet my individual needs?**
How will that help me?
- 4. How will I be involved in planning for my needs and who will explain it and help me?**
How will the young person be able to contribute his or her views? How will the setting / school / college support him or her to do this?
- 5. Who will tell me what I can do to help myself and be more independent?**
Who will help me and what sorts of things are available?
- 6. What should I do if I am worried about something?**
Who should I talk to? How will you help me?
- 7. How will I know if I am doing as well as I should?**
In addition to the normal reporting arrangements, what opportunities will there be for me to discuss my progress with the staff? How does the setting / school / college know how well I am doing? How will I know what progress I should be making? How will you explain to me how my learning is planned? How and when will I be involved in planning my education?
- 8. How can I get help if I am worried about things other than my course?**
What is the pastoral, medical and social support available in the setting / school / college for young people with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance?

9. Are there staff in college who have had special training to help young people who need extra help?

This should include recent and future planned training and disability awareness. Are there specialist staff working at the setting / school / college and what are their qualifications?

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

What other services does the setting / school / college access including health, therapy and social care services.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

How will I know who can help me? Who can I talk to about getting involved in student activities if I need extra help? Will I be able to access all of the activities of the setting / school / college and how will you help me to do so?

12. If I have a disability or additional need how can I join in college activities?

Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? Have there been improvements in the auditory and visual environment?

13. What help is there to help me get ready to start college?

What preparation will there be for both the setting / school / college and the young person before I join the setting / school / college? What information will be provided to my new setting / school / college? How will you support a new setting / school / college to prepare for me?

14. I am coming to college to prepare for employment, how will I be supported?

How will I be prepared to move onto the next stage of my life including employment and life skills?

SCHEDULE 1 Regulation 51

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

A framework for the Schools Information Report

A working draft

Cambridgeshire SEND Guidance 0-25

In response to the new Code of Practice, we are working with schools and partners to develop Cambridgeshire's SEND Guidance 0-25. Information on associated training and opportunities to be involved has been sent to schools and can be found at:

www.cambridgeshire.gov.uk/SEND.

Cambridgeshire's SEND Guidance 0-25 will outline the new systems and procedures and the general expectations for schools, settings and services across Cambridgeshire in meeting the needs of children and young people with SEND and their families. It will be developed and reviewed with the involvement of partners across services, parents/carers and children and young people with SEND. It will be a reference document for schools and settings in the development and review of their school's offer (Information Report)

Below is a draft framework for the Information Report with some ideas and prompts. Schools will decide with their parents how they want to present this information on their website and in other ways.

A Framework for the School's Information Report

1. The kinds of special educational needs for which provision is made at the school.

- The types and levels of need for which the school or setting offers provision.
- How the school focuses on inclusive practice and removing barriers to learning (SEND Code of Practice 1.26 -1.38).

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for

SEND Code of Practice 0-25

- What is the procedure for assessment of pupils on entry, including when a child or young person joins mid-year?
- How are parents/carers, children and young peoples view of strengths and needs included?
- How do you avoid parents having to repeat the same information again and again? If the family are using a Family Information File, do you offer to continue this approach?

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

SEND Code of Practice 0-25

- Are parents/carers aware of the assessment procedures used in your school?
- Do they feel that the assessments are clear and easy to understand?
- Is the language of assessment used by your school clearly explained?

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

SEND Code of Practice 0-25

- What procedures do you have for listening and responding to the views of parents/carers and children and young people about the quality of provision?
- Do you regularly self-evaluate your SEND provision and act on the findings through the school development plan. Are parents involved in this process?
- How do you measure whether interventions are successful or not?

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

SEND Code of Practice 0-25

- How is the 'Assess, Plan, Do, Review' cycle organised in your school for children and young people on SEN Support? If a child or young person has a Statement of Educational Needs/ Education, Health and Care Plan how is the Annual Review included as part of this cycle.

(c) the school's approach to teaching pupils with special educational needs;

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

SEND Code of Practice 0-25

- Description of your policies and where they can be found.
- A description of what **Quality First Teaching** looks like in your school.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

- Description and link to your Access Plan?
- Description of what parents can expect from you as a:
 - 'Communication Supportive School'
 - 'Dyslexia Friendly School'

(e) additional support for learning that is available to pupils with special educational needs;

- Your provision map explained

(f) activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum; and

- Any special clubs, facilities

(g) support that is available for improving the emotional and social development of pupils with special educational needs.

- Universal, targeted and specialist.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

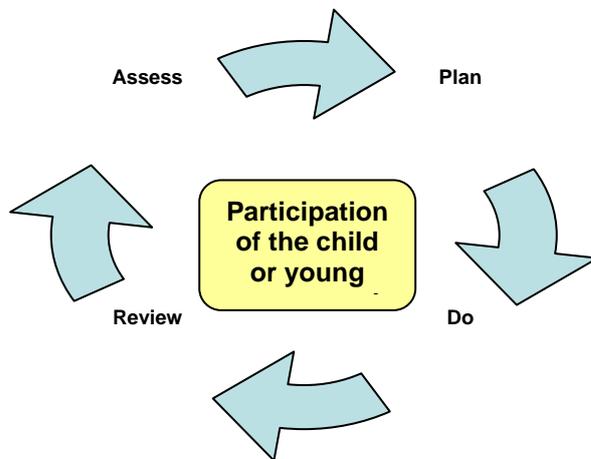
Describe:

- SEND in the induction programme for teaching and non teaching staff.
- The range of specialist expertise across the school.
- Arrangements in place for whole school continuing professional development in SEND.
- Commitment to nationally identified programmes e.g. SENCo Award, Autism Education Trust Training; ELKLAN Speech, Language and Communication training etc.
- Opportunities for joint staff and parent/carer training if relevant
- Accessing specialist support from outside the school (Links to the Local Offer)

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

- How parents and the child or young person are central to the Assess, Plan, Do, Review cycle.



8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- [Arrangements for personalisation](#)

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

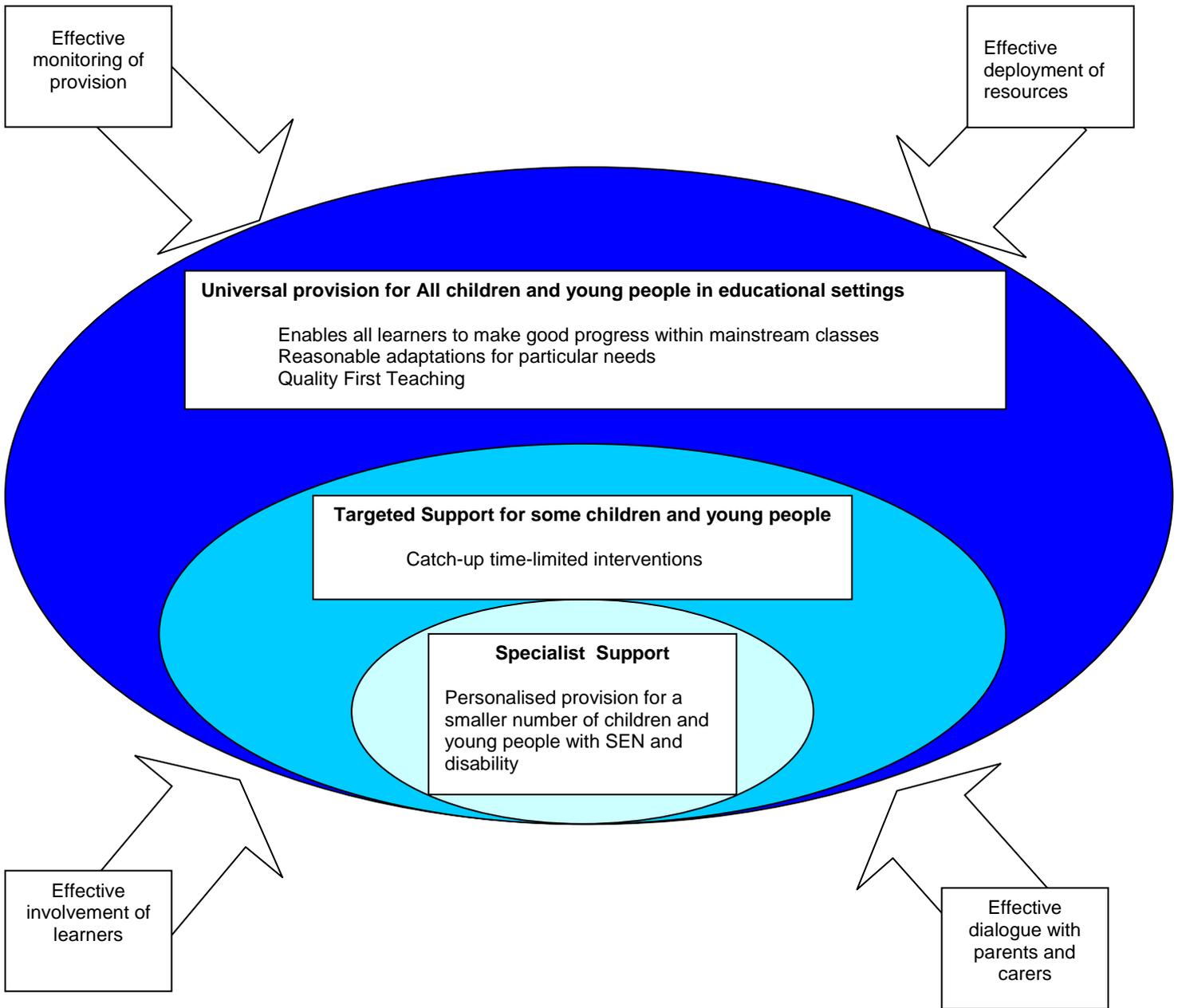
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

- [Links to the Local Offer](#)

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

13. Information on where the local authority's local offer is published.

A diagram to show universal, targeted and specialist provision



What provision can be expected for children and young people with SEND? (first draft)

	The school/nursery provides:	The local authority provides:	Health provides;
All children and young people	<ul style="list-style-type: none"> • Early identification and response to SEND • Quality First Teaching • Reasonable adaptations to meet needs and an inclusive environment and ethos <ul style="list-style-type: none"> • Communication supportive • Dyslexia friendly • Adapted for Access (Access Plan) 	<ul style="list-style-type: none"> • Training opportunities in SEND for schools, colleges and parents from SEND Specialist Services • Advice and signposting to schools from SEND Specialist Services on identification and response. 	<ul style="list-style-type: none"> • Advice and signposting to parents and young people from school nurses, Health Visitors and GPs. • SEND Drop-in sessions for families at some Children's Centres and other venues across Cambridgeshire.
Children and young people with special educational needs (SEN) but not an Education, Health and Care Plan (EHC Plan)	<p>As above plus:</p> <ul style="list-style-type: none"> • Child/young person and family centred 'Assess, Plan, Do, and Review' using structured approaches to conversations. • Short term intervention programmes aimed at helping the child/young person catch up with peers. • Medium and longer term intervention programmes to address specific needs 	<p>As above plus:</p> <ul style="list-style-type: none"> • Support and advice on evidence based practice and interventions to meet the needs of children and young people and their families who meet thresholds for involvement 	<p>As above plus:</p> <ul style="list-style-type: none"> • Training opportunities in SEND Health for schools, colleges and parents • Personalised interventions to meet the needs of children and young people and their families who meet thresholds for involvement
Statutory provision as specified in a Statement of Educational Need or Education, Health and Care Plan (EHC Plan)	<p>As above plus:</p> <ul style="list-style-type: none"> • Joined up working with the child/ young person, family and all professional partners to ensure delivery and monitoring of the EHC plan 	<p>As above plus:</p> <ul style="list-style-type: none"> • Joined up working with the child/ young person, family and all professional partners to ensure delivery and monitoring of the EHC plan 	<p>As above plus:</p> <ul style="list-style-type: none"> • Joined up working with the child/ young person, family and all professional partners to ensure delivery and monitoring of the EHC plan

The Local Offer and the SEND Information Report

The draft SEND (0-25) Code of Practice states that the governing body or proprietor of a school or Academy must include SEND information in a report and publish this on its website as part of the Local Offer. The following information was gathered at five SENCo briefing events across the county. It will be used by the SEND Guidance to Schools Workstream group to develop practice and inform continuing discussions with schools and settings.

The draft SEND Information Report Regulations	Some of the things Cambridgeshire SENCos say parents can expect from schools and settings	What issues are there?	It would helpful if there was...
<p>1. Information about the school's policies for the identification, assessment and provision for pupils with SEN, whether or not pupils have EHC Plans</p>	<ul style="list-style-type: none"> • Policies that are easy to access, clear and transparent • Communication of policies in a variety of ways for parents, children and young people • Children and young people's needs are identified early, support is put in place and reviewed regularly with parents. • Liaison with other professionals. • Information on how specific needs are met e.g. medical, sensory, physical • Emotional support for parents and signposting, as appropriate, to further support. 	<ul style="list-style-type: none"> • Parents will need to be informed of the transition to new statutory systems for SEND. (New SEND Code of Practice) • Parents need to be confident of the support the school can offer whether their child has a statement or not. • Funding and redundancies are limiting workforce capacity. • It is not always easy to match adults' skills to the needs of the child. • There is variation in the support arrangements from agencies. 	<ul style="list-style-type: none"> • Information on identification of need. • Share policies and templates • Share information and resources with other schools relating to interventions and assessments • Support cluster work with other schools. • Guidance on transition • A framework for publishing information on SEND that can be adapted by individual schools and settings.
<p>2. Information on how the school evaluates the effectiveness of its provision for such pupils</p>	<ul style="list-style-type: none"> • Clear parent-friendly data and information. • The impact of interventions measured and shared. • Information on how parents can help at home • One-to-one meetings that include positive feedback and discuss any issues raised by parents. • A welcome to parents to come in/contact school 	<ul style="list-style-type: none"> • Confidentiality if publishing data on website –especially if a small school • Showing progress where steps are smaller than N.C. sub-levels. • Measuring the impact of TAs. • Clarity on who is their first point of contact? Give this information explicitly. 	<ul style="list-style-type: none"> • Leaflets for parents when a child's needs are identified. • Information on using APP (Assessing Pupil Progress) and qualitative data rather than quantitative. • Parent friendly information on the best use of TAs. • Template letters for parents that can be adapted by schools

The draft SEND Information Report Regulations	Some of the things Cambridgeshire SENCOs say parents can expect from schools and settings	What issues are there?	It would helpful if there was...
3. The school's arrangements for assessing the progress of pupils with SEN	<ul style="list-style-type: none"> • All teachers are fully aware of the national levels of expected progress levels for students with SEND • Assessments are clearly explained and jargon free. • That pupil progress will be reported on regularly • Progress measured in small steps against longer term outcomes. 	<ul style="list-style-type: none"> • Time and the need for specialist knowledge. • The need for a common language across EHCP • Accepting that small steps still equal progress • Having realistic expectations – loving the child for what they offer to the school/family/community • External rates of progress imposed by government 	<ul style="list-style-type: none"> • Information on assessing and reporting on small steps of progress. • Information on how to measure emotional, social and behavioural progress. • Advice on how to help parents interpret data. • Information how to measure impact of interventions. • Clarity on what progress data OFSTED will recognise.
5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured	<ul style="list-style-type: none"> • Staff are aware of the needs of all pupils including those with SEND and that Quality First Teaching is embedded across the school or setting. • Information on the training programmes in place for staff. (CPD) • Two-way knowledge (some parents know more than the school or setting on their child's SEND) • Signposting to services 	<ul style="list-style-type: none"> • Staff need to be provided with specific CPD around SEND • Training opportunities (include parents if appropriate?) • Deployment of staff – capacity. • Inconsistency on availability of outside services e.g. cross boundaries. • May be necessary to word expertise in terms of whole school talents rather than individual's expertise • Time and funding for training. 	<ul style="list-style-type: none"> • LA to support access training. • Awareness of available resources e.g. Special Schools Outreach Programmes • Peer support and school to school support. Networking • Cluster meetings/training days • A framework showing parent friendly descriptions of Quality First Teaching for pupils with SEND. • Clarity on how outside services can be accessed and thresholds for involvement. • One county template for accessing any services

The draft SEND Information Report Regulations	Some of the things Cambridgeshire SENDCos say parents can expect from schools and settings	What issues are there?	It would helpful if there was...
6. Information about how equipment and facilities to support children and young people with SEN will be secured	<ul style="list-style-type: none"> • Access for their child to a wide range of resources and support techniques. Some examples that schools and setting mention are: Visual timetables, quiet workspaces, ICT such as touch screen technology and software such as Clicker 5, Sensory Circuits, concrete resources such as Numicon, • Arrangements for access to more specialist equipment and facilities through the Sensory Service, Occupational Therapy Service etc. • Arrangements for differentiation in teaching and learning in the classroom • Arrangements for reasonable adjustments to the whole school environment. 	<ul style="list-style-type: none"> • Budget constraints • Training of all staff • Access to specialist Health Professionals – EHC Plans • Different referral systems across services e.g. Health which leads of duplication of information • Engaging with parents • Timely responses to requests and visits • Crossing county boundaries – shifting responsibilities 	<ul style="list-style-type: none"> • An easy to access LA Directory of Services with clear roles, responsibilities and thresholds • A resource pack • A clear referral systems that avoid duplication of information required from Health, Education and Social Care • Support cluster school visits e.g. form EP and Specialist Teacher and the sharing of expertise of staff and resources across schools and settings
7. The role played by the parents of pupils with SEN	<ul style="list-style-type: none"> • A listening ear • Mutual respect and courtesy • Acknowledgement that parents are experts on their own child. • High expectations • A single point of contact to discuss the needs of a child • Awareness of the needs of siblings • Appointments and time agreed in advance. • Flexibility 	<ul style="list-style-type: none"> • Could family support workers be based in schools? 	<ul style="list-style-type: none"> • Provide advice on parent participation – How? What works? • Parent questionnaire targeted for SEND • Information on access to Family Support Workers • A manageable LA website – website map
8. Arrangements relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school	<ul style="list-style-type: none"> • Openness. • Early response when an issue is raised. • Clear explanations as to why some requests can not be reasonably met • Follow up to agreed actions • Clear guidance on how to make a complaint 	<ul style="list-style-type: none"> • Funding and capacity to meet all parents' requests 	<ul style="list-style-type: none"> • Signposting to Parent Partnership Service, Local support groups.

The School's Local Offer

The School's Local Offer	Currently in place	Even better if....
What information does your school make available for children and young people with SEN and/or disability and their parents/carers?		
How do you ensure that this information is accessible ?		
How do you ensure children and young people with SEN and/or disability and their families are involved in decision making ?		
How do you ensure there is parental confidence in the provision the school makes for children and young people with SEN and/or disability?		

Update from DfE July 2014

Extract from 'implementing a new 0-25 Special Educational Needs System: LAs and partners. Duties and timescales –what you must do and when.

bold text shows 'musts', lighter text shows 'shoulds' or best practice)

LEGAL DUTY	By September 2014	After September 2014
LOCAL OFFER	<p>You (Local Authority) must publish an initial, accessible, local offer. This offer must have been developed in partnership with children and young people with SEN or Disability and their parents, and education, health and care partners. It should cover the support available for those with and without EHC plans and from birth to 25 years, including SEN Support.</p>	<p>You must develop and improve the local offer over time.</p>
SEN SUPPORT (BEST ENDEAVOURS DUTY)	<p>LAs should reassure themselves that early years settings, schools and FE colleges/ have:</p> <ul style="list-style-type: none"> • Reviewed the 0-25 SEND Code of Practice to ensure their provision will meet the requirements on teaching, curriculum and wider policies. • Engaged with children and young people with SEND and their families and put in place arrangements (or structures) on how they would regularly engage and discuss progress; • Explored how they will monitor and track the progress and development of children and young people with SEN and identify and deliver any training needed by staff; • Contributed to the development of the local offer and engaging with the LA in relation to delegated funding, joint commissioning, EHC plans and implications of personal budgets • For schools: Have arrangements in place to support pupils with medical conditions • For schools: Published the annual SEN information report. 	<p>As part of their ongoing review of support for children and young people with SEN, education settings should:</p> <ul style="list-style-type: none"> • Review children and young people currently on SA/ SA+ (and equivalents) and put in place SEN Support. This will include setting clear targets for progress, agreeing what support should be provided and track how it is working. School pupils and those in the early years should have transferred to SEN support by the end of the spring term 2015. • Support new children and young people using your best endeavours using SEN Support, using person centred approaches, and working with families. • Record all those who need special educational provision in the school census. • Develop partnerships with early years/ post-16 providers and adult services (including employment) to smooth transition between stages.

Self- Evaluation for Schools and Nurseries

What information do schools and nurseries need to publish?

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the policy for pupils with special educational needs. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations when young people or parents have concerns. In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (Regulation 51; Schedule 1) and **must** include:

Information about your school/nursery	In place	Partly	Not in place	Comments
1. The kinds of special educational needs for which provision is made at the school.				
2. Information about the school's policies for the identification and assessment of pupils with special educational needs.				
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—				
(a)how the school evaluates the effectiveness of its provision for such pupils;				
(b)the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;				
(c)the school's approach to teaching pupils with special educational needs;				
(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;				
(e)additional support for learning that is available to pupils with special educational needs;				

Information about your school/nursery	In place	Partly	Not in place	Comments
(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and				
(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.				
4. The name and contact details of the SEN Co-coordinator.(SENCo)				
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.				
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.				
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.				
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.				
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.				
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils				
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. (mediation)				
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.				
13. Information on where the local authority's local offer is published.				

