

Local offer - education framework

Changes to services for children and young people with special educational needs or disabilities

Background

The government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

South Gloucestershire Council is working to develop a service for children and young people with special educational needs or disabilities from birth to age 25 and their families to not only meet the legislative changes of the Children and Families Bill (2013) but to also improve their journey through life.

The council's vision is for:

“every child and young person with a special educational need or a disability to be given the best chance to succeed in life by enabling them to maximise their potential at school and college, and to move successfully into adulthood.”

Timeline

Engagement with children, young people, parents and carers – ongoing until end of February 2014

Outcomes from engagement – to be published end of March 2014

Development phase April – September 2014

New service in place from September 2014 – N.B. Implementation will be phased with change happening gradually from 1 September 2014.

The Local Offer – education framework

Under the new law, local authorities are required to publish a local offer of support and services, including health provision and education, for all children and young people with additional needs so that parents and young people can easily understand what is available to them and how to access it.

South Gloucestershire's local offer will be accessed through or available on the council's website and is being developed in collaboration with young people, parents and carers.

Guidance for developing a School Local Offer

Schools have a duty to publish SEN information so that parents can see what support a school provides for its pupils.

In developing their local offer, schools need to consider the following elements:

- the views of children and young people
- supporting young people and their parents
- engagement with young people
- feedback
- progress of SEN pupils
- SEN policy.

A school's local offer needs to include the following information:

- The kinds of special educational needs for which provision is made at the school.
- 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.
- Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - how the school evaluates the effectiveness of its provision for such pupils;
 - the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - the school's approach to teaching pupils with special educational needs;
 - how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - additional support for learning that is available to pupils with special educational needs;
 - activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum; and
 - support that is available for improving the emotional and social development of pupils with special educational needs.
- 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.
- How the governing body involves other bodies, including health and social services, 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.
- 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 (contact details for Advice and Guidance).
- 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.
- Information and/or a link to where the local authority's local offer is published.

Education framework

The attached framework (pages 4-9) is designed to help early years settings, schools and colleges compile the necessary information to publish their own local offer in a helpful, consistent and comprehensive manner.

The FAQ format has been suggested by the Pathfinders as the best way of presenting the information and we recommend each individual setting, school and college should, as a minimum, publish the attached questions and appropriate responses on their websites. Responses need to be jargon free, easy to understand and include information about where to go to get further advice or guidance if needed. The responses should make clear what the area wide minimum standards mean in practice for a particular early years setting, school or college.

The attached sets of questions have been developed in co-production with parent carers and young people and ask the sorts of questions they want answered but schools and settings may wish to supplement this with their own questions and answers.

Settings, schools and colleges should decide which of the two sets of questions to use or whether to include both. The first set of questions (starting on page 4) is posed from the parent carer's point of view and the second (starting on page 7) is from the young person's point of view.

The questions and answers need to be on school/college websites from September 2014 but you may wish to publish information earlier. We will link to this information to support the area wide Local Offer.

As you will be aware, under the new law, statements of special educational needs and learning difficulty assessments will be phased out, to be replaced by 0-25 education, health and care plans (EHC plans). Final SEN guidance and confirmation around the transition to EHC plans is expected from the DfE in the spring. Locally we are working on moving to a new integrated assessment process and single plan. Thresholds to access this service have not yet been agreed or defined but further details should be available in the spring.

Contact:

If you need any further guidance please contact:

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Local Offer – education framework for individual early years settings, schools and colleges.

Question set 1: From the parent carer's point of view

- 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?**

Your answer should say:

- *How you identify children/young people with special educational needs.*
- *How parent carers will be able to raise any concerns.*
- *If your setting/school/college is specialist you should list the types of special educational need you cater for.*

- 2. How will early years setting/school/college staff support my child/young person and how will it communicate to all staff that my child has special education needs or a disability and the support he or she will need?**

Your answer should say:

- *Who will oversee and plan the education programme and who will be working with the child/young person and how often.*
- *What their roles will be.*
- *Who will explain this to the parent carer.*
- *How your setting/school/college governors or trustees are involved and what their responsibilities are. How your setting/school/college knows how effective your arrangements and provision for children and young people with special educational needs are.*
- *What systems you have in place to inform all staff of the needs and interventions required for a particular child/young person to make progress.*

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

Your answer should say:

- *What the setting's/school's/college's approaches are to differentiation and how these will help a 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?**

Your answer should say:

- *In addition to the normal reporting arrangements what opportunities there will be for the parent carer to discuss the child's/young person's progress with the staff.*
- *How the setting/school/college will know how well the child/young person is doing.*
- *How the parent carer will know what progress their child/young person should be making.*
- *What opportunities there will be for regular contact about things that have happened at the early years setting/school/college eg a home/school book.*

- *How the setting/school/college will explain to the parent carer how the child's/young person's learning is planned and how they can help support this at home.*
- *How and when the parent carer will be involved in planning the child's/young person's education.*
- *Whether the setting/school/college offers any parent training or learning events.*

5. What support will there be for my child's/young person's overall well-being?

Your answer should say:

- *What pastoral, medical and social support is available in the setting/school/college for children with SEND.*
- *How the setting/school/college manages the administration of medicines and providing personal care.*
- *What support there is for behaviour, avoiding exclusions and increasing attendance.*
- *How the child/young person will be able to contribute his or her views.*
- *How the setting/school/college will support the child/young person to do this.*

6. What specialist services and expertise are available at or accessed by the setting/school/college and how do you all work together?

Your answer should say:

- *Whether there are specialist staff working at the setting/school/college and what their qualifications are.*
- *What other services the setting/school/college accesses including health, therapy and social care services.*

7. What training has the staff supporting children and young people with SEND had or are they having?

Your answer should say:

- *What recent training and disability awareness there has been for staff at your setting/school/college and what is planned in the future.*

8. How will my child/young person be included in activities outside the classroom including school trips?

Your answer should say:

- *Whether a child/young person with SEND will be able to access all of the activities of the setting/school/college and how you will assist them to do so.*
- *How you involve parent carers in planning activities and trips.*

9. How accessible is the setting/school/college environment?

Your answer should say:

- *Whether the building is fully wheelchair accessible.*
- *Whether there have been improvements in the auditory and visual environment.*
- *Whether there are disabled changing and toilet facilities.*
- *How equipment and facilities to support children and young people with special educational needs will 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 for the next stage of education and life?

Your answer should say:

- *What preparation there will be for both the setting/school/college and the child/young person before he or she joins the setting/school/college.*
- *How the child/young person will be prepared to move onto the next stage.*
- *What information will be provided to his or her new setting/school/college.*
- *How your setting/school/college will support a new setting/school/college to prepare for the 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?

Your answer should say:

- *How the setting's/school's/college's special educational needs budget is allocated.*

12. How is the decision made about what type and how much support my child/young person will receive?

Your answer should say:

- *What the decision making process is.*
- *Who will make the decision and on what basis.*
- *Who else will be involved.*
- *How the parent carer will be involved.*
- *How the setting/school/college will judge whether the support has had an impact.*

13. How are parents involved in the setting/school/college? How can I be involved? How will you build on your equal partnerships with parent carers?

Your answer should say:

- *What the setting's/school's/college's approach is to involving parents in decision making and day to day school life including for their own child or young person.*
- *How the setting/school/college listens to parent carers and acts on and values their views.*

14. Who can I contact for further information?

Your answer should say:

- *Who a parent carer's first point of contact should be if they want to discuss something about their child/young person.*
- *Who else has a role in their child's/young person's education.*
- *Who a parent carer can talk to if they are worried.*
- *Who a parent carer should contact if they are considering whether their child/young person should join the setting/school/college.*
- *Who the SEN Coordinator is, what their role is and how/why a parent carer should contact them.*
- *What other support services are used by the school that may be able to help a parent carer and provide them with information and advice.*
- *Where a parent carer can find South Gloucestershire Council's Local Offer:*
www.southglos.gov.uk/localoffer.

Question set 2: From the young person's point of view

1. How will the school/college know if I need extra help?

Your answer should say:

- *How the school/college identifies young people with special educational needs.*

2. What should I do if I think I need extra help?

Your answer should say:

- *How the young person will be able to raise any concerns they may have.*

3. How will my school/course work be organised to meet my individual needs?

Your answer should say:

- *What the school's/college's approaches are to differentiation and how these will help the young person.*

4. How will I be involved in planning for my needs and who will explain it and help me?

Your answer should say:

- *How the young person will be able to contribute his or her views and how the school/college will support the young person to do this.*

5. Who will help me to become more independent and tell me what I can do to help myself?

Your answer should say:

- *Who will help the young person and what sorts of things will be available to help them be more independent.*

6. What should I do if I am worried about something? Is there somewhere I can go when I need some time out?

Your answer should say:

- *Who the young person should talk to if they are worried about something and what help they will be given.*
- *Whether there is a safe place in the setting/school/college where a child/young person can go to reflect/take some time out/calm down.*

7. How will I know if I am doing as well as I should be?

Your answer should say:

- *In addition to the normal reporting arrangements what opportunities there will be for the young person to discuss their progress with the staff.*
- *How the school/college will know how well the young person is doing.*
- *How the young person will know what progress they should be making.*
- *How the staff will explain to the young person how their learning is planned.*
- *How and when the young person will be involved in planning their education.*

8. How can I get help if I am worried about things other than my school/course work?

Your answer should say:

- *What pastoral, medical and social support is available in the school/college for young people with SEND.*
- *How the school/college manages the administration of medicines and providing personal care.*
- *What support there is 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?

Your answer should say:

- *Whether there are specialist staff working at the school/college and what their qualifications are.*
- *You should also give details of recent and future planned training and disability awareness.*

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

Your answer should say:

- *What other services the school/college accesses including health, therapy and social care services.*

11. What help is there to help me get ready to start at your school/college?

Your answer should say:

- *What preparation there will be for both the school/college and the young person before he or she joins the school/college.*
- *What information will be provided to his or her new school/college.*
- *How your school/college will support a new school/college to prepare for the child/young person.*

12. If I have difficulty in taking part in school/college activities what different arrangements can be made? Who can I talk to about getting involved in student activities if I need extra help? If I have a disability or additional need how can I join in school/college activities?

Your answer should say:

- *Whether the young person will be able to access all of the activities of the school/college and how the school/college will help him or her to do so.*
- *Whether the building is fully wheelchair accessible.*
- *Whether there are disabled changing and toilet facilities.*
- *Whether there have been improvements in the auditory and visual environment?*

13. How will the school prepare and support me to join the school or if I transfer to a new school or college?

Your answer should say:

- *What preparation there will be for both the school/college and the young person before he or she joins the school/college.*
- *How the young person will be prepared to move onto the next stage.*
- *What information will be provided to his or her new school/college.*
- *How your school will support a new school/college to prepare for the young person.*

14. I am coming to school/college to prepare for employment – how will I be supported?

Your answer should say:

- *How a young person will be prepared to move onto the next stage of their life including employment and life skills.*