

# Local Offer – Education Framework

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

### Background

The government has transformed 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 Act (2014) 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.”*

### 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 is available on the council's website and is being developed in collaboration with young people, parents and carers.

## **Guidance for developing an Early Years Setting Local Offer**

Early Years Settings have a duty to publish SEN information so that parents can see what support a setting provides for its children.

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

- The views of children
- Supporting children and their families
- Engagement with children
- Progress of SEN children
- SEN policy

A settings local offer needs to include the following information:

- The kinds of special educational needs for which provision is made at the setting
- Information about the settings policies for the identification and assessment of children with special educational needs
- Information about the settings policies for making provision for children with special educational needs whether or not children have Education and Health Care plans (EHC) including:
  - How the setting evaluates the effectiveness of its provision for such children
  - The setting arrangements for assessing and reviewing the progress of children with special educational needs
  - How the settings adapt the learning environment for children with special education needs
- Activities that are available for children with special educational needs in addition to those available in accordance with the curriculum
- Support that is available for improving the emotional and social development of children with special educational needs
- Any arrangements made by the committee or proprietor relating to the treatment of complaints from parents or children with special educational needs concerning the provision made at the setting
- How the setting involves other professionals including Health and Social Care services, Local Authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children
- The contact details of support services for the parents of children with special educational needs
- The setting's arrangements for supporting children with special educational needs in transferring between phases of education
- Information and/or a link to where the local authority's local offer is published.

## **Education Framework**

The Education Framework is designed to help early years settings 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, as a minimum, use the questions

as a framework. 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 response should make clear what the area wide minimum standards mean in practice for a particular early years setting.

The attached set of questions have been developed in co-production with parent carers and ask the sorts of questions they want answered but settings may wish to supplement this with their own questions and answers to reflect the voice of the child and families.

## **Local offer – education framework for individual Early Years settings**

Questions: From the parent carer's point of view

### **1. How does the setting know if children need extra help and what should I do if I think my child may have a special educational need or a disability?**

*Your answer should say:*

- *How you identify children with special educational needs*
- *How parent carers will be able to raise any concerns*
- *If the setting is specialist you should list the types of special educational needs you cater for*

### **2. How will the Early Years setting staff support my child and how will the setting communicate to all staff that my child has special educational 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 and how often*
- *What their roles will be*
- *Who will explain this to the parent carer*
- *How your setting trustees are involved and what their responsibilities are*
- *How your setting 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 to make progress*

### **3. How will the EYFS curriculum be matched to my child's needs?**

*Your answer should say:*

- *What the settings approaches are to differentiation and how these will help a child*

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

*Your answer should say:*

- *In addition to the normal arrangements what opportunities there will be for the parent / carer to discuss the child's progress with the staff*
- *How the setting will know how well the child is doing*
- *How the parent carer will know what progress their child should be making*

- *What opportunities there will be for regular contact about things that have happened at the Early Years setting e.g. a home/school book*
- *How the setting will explain to the parent carer how the child's learning is planned and how they can help to support this at home*
- *How and when the parent carer will be involved in planning the child's education*
- *Whether the setting offers any parent training or learning events*

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

*Your answer should say:*

- *What pastoral, medical and social support is available in the setting for children with special educational needs or disabilities*
- *How the setting manages the administration of medicines and providing personal care*
- *What support there is for behaviour*
- *How the child will be able to contribute his or her views*
- *How the setting will support the child to do this*

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

*Your answer should say:*

- *Whether there are staff with specialisms at the setting and what qualifications they are e.g. Makaton, ECaT leader, ASD experience, Portage trained*
- *What other services the setting accesses including Health, Therapy and Social Care services*

**7. What training has the staff supporting children 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 and what is planned in the future*

**8. How will my child be included in activities outside the setting including trips?**

*Your answer should say:*

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

**9. How accessible is the settings environment?**

*Your answer should say:*

- *Whether the building is fully wheelchair accessible*
- *Whether there have been any improvements in the auditory and visual environment*
- *Whether there are disabled changing and toilet facilities*
- *How equipment and facilities to support children with special educational needs will be secured*

**10. How will the setting prepare and support my child to join the setting/ transfer to a new setting / or for the next stage of education?**

*Your answer should say:*

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

**11. How are the setting's resources allocated and matched to children's special educational needs?**

*Your answer should say:*

- *How the setting's special educational needs budget is allocated*

**12. How is the decision made about what type and how much support my child 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 will judge whether the support has had an impact*
- *Whether an Education Health and Care plan from 0-25 service is needed*

**13. How are parents involved in the setting? How can I be involved?**

*Your answer should say:*

- *What the setting's approach is to involving parent carers in decision making and day to day life in the setting including for their own child*
- *How the setting 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 carers first point of contact should be if they want to discuss something about their child*
- *Who else has a role in their child's education*
- *Who a parent carer should contact if they are considering whether their child should join the setting*
- *Who the SEN Co-ordinator is, what their role is and how/ why a parent carer should contact them*
- *What other support services are used by the setting 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](http://www.southglos.gov.uk/localoffer)