

The SEND Information Report November 2017

Background

The SEND Local Offer will provide information for children, young people and their parents/carers in a single place, helping them to understand what services they and their families can expect from a range of local agencies. This is being introduced as part of the Children and Families Bill and became law in 2014.

The aim of the local offer is to improve choice and transparency for families about the services they use. It will also be an important tool for professionals to use, as it will allow them to understand the full range of services and provision in the local area. By setting this information out in one place, this will also help the joint commissioning of services for children and young people with special educational needs and disabilities.

The Local Authority must work together with children, young people, parents, carers and other local services to develop their offer and keep it under review.

Progress to date

As one of the 20 national SEND pathfinders, North Yorkshire has been engaging with young people with SEND, their parents and professionals to develop the Local Offer. This has included the development of shared principles, an overall site map and a set of exemplar questions that sets out information that parents and young people would find particularly useful to know. These questions have been circulated to early year's settings, schools and post-16 institutions to help inform their local offers.

The initial version of the Local Offer is now available on-line, and can be accessed via the following link:

<http://www.northyorks.gov.uk/article/26715/Special-educational-needs---local-offer>

Local Offer Regulations - minimum expectations

The final draft 'Special Educational Needs (Local Offer) Regulations 2014' have now been published and can be found in the updated Code of Practise 2014), which specify what information must be included in the local offer. These are set out in Schedule 1 and are currently being consulted on. The Local Offer must cover a range of special educational provision in:

- a) providers of relevant early years education;
- b) maintained schools, including provision made available in any separate unit;
- c) Academies, including provision made available in any separate unit;
- d) non-maintained special schools;
- e) post-16 institutions;
- f) institutions approved under section 41 of the Act;
- g) pupil referral units; and
- h) Persons commissioned by the local authority to support children and young people with special educational needs.

Work to date has rightly focused on the identification of information that would be most valued by children, young people and parents regarding individual school/setting provision for SEND. Accordingly, a set of example questions has been developed, in consultation with young people and parents, and this has been circulated to inform the development of school/setting local offers. The main focus of individual school/setting local offers should continue to be based on these questions, as will information from the local authorities' perspective.

However, to ensure that every school/setting meets the requirements outlined within the regulations, it will be necessary to provide certain core information. This will ensure compliance with legislative requirements, which requires that 'school-specific information should reflect the local offer and elaborate on it'; provide a consistent and thorough approach for parents; and demonstrate good practice for future school inspection.

The following table provides a template for completion and should be incorporated into individual local offers. It is suggested that the completed table forms part of the supporting documentation for individual local offers and is made available to young people and parents as an additional resource.

Please note that the cells within the table will automatically expand to accommodate your responses.

| The Local Offer will provide information about: | Our setting will: |
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| <i>Identifying the particular special educational needs of a child or young person;</i> | We monitor the progress of all children on a regular basis. By doing this we can ensure early intervention and assessment of needs. Strategies will be put in place to meet the needs of the pupil. If after all the school's strategies, a child's progress continues to cause concern then additional help will be sought through outside agencies. |
| <i>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;</i> | Parents and pupils are involved through regular meetings. IEP's will be discussed and agreed with the parents and the child, if appropriate, will understand how they are going to be supported in order to make progress. |
| <i>Securing the services, provision and equipment required by children and young people with special educational needs;</i> | Additional help will be sought as required from a range of external providers. Schools will resource (materials / equipment/ range of technologies which are appropriate to meet the needs of the pupil) as indicated on the IEP. |
| <i>Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i> | IEP's and SEND records include all pupils' data and intervention strategies that have been used during their time at school are sent to the next school in addition with discussions with teachers from feeder schools. For pupils starting school information of their needs will be gained from previous providers and through discussions with parents. |
| <i>Castleton and Glaisdale's approach to teaching/ learning and development of children and young people with special educational needs;</i> | Strategies employed will be recorded on an IEP which will include information about: the short term targets, teaching strategies to be used, the provision to be put in place. This process will be reviewed at least twice a year and targets / provision will be recorded. All staff will be involved in this process. If children require additional support which will benefit from the use of new technologies, we ensure that these can be used and adapted as needed. |
| <i>How Castleton and Glaisdale adapt the curriculum/provision and additional learning support available to children and young people with special educational needs;</i> | At Castleton and Glaisdale we provide a creative curriculum which is differentiated to meet the needs of every individual child. Targeted support is given to children with SEND and where appropriate specific intervention programmes will be put in place. Progress is monitored regularly and different strategies will be employed if required. If the support within school is not showing improvement for the child then additional agencies will be worked with for support, advice and guidance. We use a range of resources and technologies to support the curriculum and meet the needs of all our pupils. |
| <i>The additional learning support available to children and young people with special educational needs;</i> | A range of agencies e.g. Education Psychologists, Education Social Work Services, Speech and Language services and Enhanced Mainstream schools, will be used. |

| The Local Offer will provide information about: | Our setting will: |
|--|--|
| <i>How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;</i> | IEP's are reviewed at least twice a year with parents. However, data, including assessment, is collected at least four times each year where staff and agencies are involved. In addition to this, informal discussion with parents is on going in the nurturing environment of small schools. |
| <i>How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;</i> | SEN provision is monitored by the SENCO/head teacher and designated governor. Adjustments to provision are discussed with parents and children, if appropriate. If a child had an EHCP those other agencies involved with the pupil will also be involved in discussions. |
| <i>How facilities that are available can be accessed by children and young people with special educational needs;</i> | The school has an Access Plan and Equalities Plan to show reasonable adjustments. The school acts as a facilitator to access appropriate resources and facilities. |
| <i>What activities are available for children and young people with special educational needs in addition to the curriculum;</i> | All children are able to attend extra curricula activities. They have equal opportunity to become involved in any other activity / sporting events or any other areas of the curriculum. Reasonable adaptations will be made to enable this. |
| <i>What support is available for children and young people with special educational needs;</i> | Where further support is necessary, outside agencies will be involved to provide guidance and resources where appropriate. Class teachers and teaching assistant are highly skilled in meeting the needs of all pupils. |
| <i>How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people; and</i> | Schools will actively seek information; training and support for children with SEN when specific needs arise. Staff attend regular training to keep up to date with new initiatives |

| The Local Offer will provide information about: | Our setting will: |
|---|---|
| <i>How the emotional and social development of children and young people with special educational needs will be supported and improved.</i> | All children follow a PSHCE curriculum of support. For some children additional programmes may be necessary. The school is also involved in an Academic Resilience project. |