

# Local Offer

**Reasonable Expectations of Mainstream Schools for Meeting Special Educational Needs and/or Disabilities (SEND).**

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## Reasonable Expectations of Mainstream Schools for Meeting Special Educational Needs and/or Disabilities (SEND).

### Schools must:

- » Use their best endeavours to make sure a child with SEND gets the support they need - this means doing everything they can to meet children and young people's SEND
  - » Ensure that children with SEND engage in activities of the school alongside children who do not have SEND
- (SEND Code of Practice, para 6.2)

### Accountability is through Ofsted and the annual report that schools have to provide to parents on their children's progress.

Provision for children with SEND is a matter for the whole school and is the responsibility of all staff. The Local Authority (LA) expects all schools, as a minimum, to have the following in place:

- \* A SEND Policy that may be incorporated into a wider Inclusion / Equalities Policy
- \* A system to track all vulnerable learners, including children with SEND. The tracking system should cross reference provision with progress, so that the effectiveness of what is being offered can be evaluated
- \* Individual Plans or SEN Support Plans for those children who need one
- \* A Special Educational Needs Co-ordinator (SENCO).
- \* A nominated governor with responsibility for SEN.
- \* A whole-school Behaviour Policy
- \* An Attendance Policy
- \* A School Accessibility Plan
- \* Full and detailed knowledge of the SEND Code of Practice 2014
- \* Knowledge of relevant services available to support families and schools, as detailed within the Local Offer
- \* Staff development which addresses SEND

All schools must publish details of what SEND provision is available through a School Information Report and co-operate with the LA in drawing up, reviewing and publishing their individual school contributions to the Council's Local Offer website. Technical support can be requested by emailing [local.offer@blackburn.gov.uk](mailto:local.offer@blackburn.gov.uk)

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Schools also have duties to make reasonable adjustments for disabled children and young people to inform parents and young people if SEND provision is made for them and to support medical conditions enabling children and young people to access all areas of school life.

The LA and Ofsted will expect schools to be able to evidence good progress and outcomes for all children, including those with SEND as a result of interventions. Good tracking systems, individual planning and tracking of good progress and outcomes of any interventions will make sure that this evidence is always available.

The LA expects schools to have robust assessment, planning, intervention and review arrangements in place for the following groups:

- 1. Children and young people who are underachieving /are less experienced learners but who do not have a special educational need. It is important to distinguish these children who are underachieving and who can and will catch up from children and young people with SEND.**

**Children who may have a defined SEN or disability but whose learning needs can be met through quality teaching as part of good, differentiated mainstream classroom practice.**

The needs of both these groups of children should be met via quality first teaching. Making high quality teaching normally available to the whole class is likely to mean that fewer children will need additional support.

- 2. Children for whom the school needs to make additional provision from the schools notional SEND budget to make and maintain progress:**

- \* This is likely to be children who need support which is additional to or different from the differentiated educational provision made generally for children of their age.
- \* They are likely to need individual interventions and personalised planning to meet their needs and achieve their goals.

- 3. Children with a statement of SEND, an Education Health and Care Plan or an IPRA**

- \* For these children the Local Authority has agreed that their needs cannot be met from the resources normally available, including those provided through the Local Offer.
- \* As part of the robust assessment, planning, intervention and review arrangements this group of children and young people will also require a statutory annual review of their progress.

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## The Graduated Response – The assess , plan , do , review cycle.

The SEND Code of Practice principles makes it clear that all class and subject teachers are responsible for meeting SEND and must make every effort to meet the needs of children and young people with SEND. Most children and young people with SEND have their needs met through universal, mainstream education provision.

Special educational provision is education or training that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the different approaches, learning arrangements and interventions normally provided as part of high quality, personalised teaching.

All settings arranging SEN support should put the child or young person and their family at the centre of what they do. Settings need to ensure that the voice of the child/young person is heard and recorded. When a child's/young person's progress indicates they may have SEND it is the setting's responsibility to provide targeted teaching to address specific needs.

## Assess - plan - do – review

The SEN Code of Practice is specific about good practice once a potential SEND is identified. The four types of action needed to put effective support in place, through the 'graduated: approach are:

### 1. Assess:

the class teacher and SENCO should clearly analyse a child's needs before identifying them as needing SEN support.

### 2. Plan:

schools must notify parents wherever it is decided that a child is to be provided with SEN support, and involved in planning towards an agreed set of outcomes.

### 3. Do:

the class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or individual teaching away from the main teacher, he/she still retains responsibility for the child's progress.

### 4. Review:

schools must review the effectiveness of the support in line with an agreed date included in the plan.

By taking these four steps, schools will be following a "graduated approach" to meeting SEND needs.

It is important to note that this cycle should be continually revisited for as long as the child has SEND

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## Individual plans

Schools may find it helpful to develop an Individual Plan for these children, although this is not a requirement (either by government or the LA), and may not be necessary where a good provision map is in place.

An Individual Plan is drawn up by a class/subject teacher with the advice of a SENCO and where appropriate external agencies, such as Educational Psychology, SEND Support Service (Advisory Teacher service). This plan should:

- \* focus on the unique requirements of an individual child/young person which is over and above ordinary classroom differentiation.
- \* help the parent, child/young person and school staff identify the child's/young person's needs.
- \* be a teaching and learning plan.
- \* identify outcomes and actions for the child/young person that are different from or additional to those that are in place for the rest of the class.

The purpose of an individual plan is to inform the teacher and others working with the child/young person of specific outcomes for the child and how these will be reached. An individual plan allows schools and staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child/young person become more involved in their own learning and work towards specific targets.

## Content

An individual plan should contain targets provision and outcomes. It should have 3 or 4 short term targets set with the child or young person, the teaching strategies to be used to achieve those targets, the provision that will be put in place, say when the plan is to be reviewed and identify outcomes which show the child's or young person's progress against his/her previous targets.

Information that could be included in an individual plan might include:

- \* Any likes, dislikes or anxieties that the child/young person may have.
- \* Assessment information.
- \* Details of any other plans the child/young person may have (e.g. health).
- \* Details of the child's/young person's additional support needs.
- \* Details of who will be providing the support.
- \* How success will be measured.
- \* What contribution a parent/carer can make.
- \* Information and timescales for reviewing the Plan.

All plans should be written in collaboration with, parents, children and young people.

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## SEN support

Under the arrangements introduced from 1 September 2014, School Action and School Action Plus has been replaced by 'SEN Support'. SEN Support aims to ensure a child or young person can meet their individual goals. SEN support may be set out through provision mapping; Pupil Passports and Individual Plan or, for children/young people with more complex needs, through an SEN Support Plan.

## In summary, the LA expects that:

- \* All children will be monitored, their progress tracked and significantly differentiated learning opportunities will be provided.
- \* Parents/carers and pupils will always be consulted and kept informed of action taken to help their child and of the outcome.
- \* The school will use a range of evidence based interventions.

## Measuring success

All children progress at different rates. Children and their needs are individual and what is appropriate progress is therefore also individual, and has to be defined by success in meeting appropriately challenging goals. The LA expects that children will successfully meet highly appropriate challenging goals.

## How will effectiveness be monitored?

The LA expects that schools critically analyse the effectiveness of their own provision by

- \* Building improvements into school planning.
- \* Senior leaders and governors ensuring staff are adequately trained and all teachers assume responsibility for the outcomes of children with SEND.
- \* Sharing good practice with other schools.
- \* Monitoring progress towards outcomes for all children with SEND via assess, plan, do, review
- \* Monitoring the use and the effectiveness of SEND delegated funding.
- \* Taking into account prospective admissions and transitions, based on a predicted profile of need, when making funding decisions.

## The LA also monitors:

- \* The progress towards outcomes for all children with SEND.
- \* The school inspection reports from Ofsted with regard to inclusion and the achievement of all vulnerable learners.

The roles and responsibilities of key school staff in meeting the needs of children with SEND the guidance document provides further information on the LA expectations of the roles played by Headteachers, SENCOs, Teachers, Teaching Assistants, and Governors in meeting the needs of children with SEND.

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