



## Special Education Needs and Disability Local Offer for maintained schools, maintained nursery schools and academy schools

Local Authorities must publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled. Similarly, maintained schools, maintained nursery schools and academies must publish information on their websites about their policies for pupils with SEND, in an accessible, family friendly format. The purpose of the local offer is to not only improve choice and transparency for families but also to make provision more responsive to local need through the direct involvement of children, young people and their families. This document is designed to support educational settings in providing this information, as described in the SEND Code of Practice.

### 1. How does the school know if children/young people need extra help?

Guidelines for completion

- How do you identify children/young people with special educational needs?
- How do teachers raise any concerns they may have?
- If the school is specialist, which types of special educational need do you cater for?

### 2. What should I do if I think my child/young person may have special educational needs?

Guidelines for completion

- What are the processes for parents/carers raising any concerns with school?

### 3. How will school staff support my child/young person?

#### Guidelines for completion

- 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 the school governors or trustees involved and what are are their responsibilities?
- How does the school know how effective its arrangements its provision for children and young people with special educational needs are?

### 4. How will the curriculum be matched to my child's needs?

#### Guidelines for completion

- What are the school's approaches to differentiation? How will that help my child/young person?

### 5. 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?

#### Guidelines for completion

- 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 school 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 school 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 school?
- 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?

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

### Guidelines for completion

- What is the pastoral, medical and social support available in the school for children with SEND?
- How does the school manage the administration of medicines and providing personal care?
- How does the school support children/young people during unsupervised time?
- How does school manage transitions between different activities during the day?
- 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 school support my child / young person to do this?
- How does the school use the expert knowledge that families may have about their children?

## 7. What specialist services and expertise are available at or accessed by the school?

### Guide for completion:

- Does the school have any specialist expertise?
- Do staff have any specialist qualifications?
- What other services does the school access (Health, therapy, social care services?)

## 8. What training are the staff supporting children and young people with SEND had or are having?

### Guide for completion

- This should include recent and future planned training and disability awareness.

### **9. How will my child/young person be included in activities outside the classroom, including school trips?**

Guide for completion

- Will he or she be able to access all of the activities of the school and how will you assist him or her to do so?
- How do you involve parent carers in planning activities and trips?

### **10. How accessible is the school environment?**

Guide for completion

- Is the building fully wheelchair accessible?
- Have there been improvements in the auditory and visual environment?
- Are there accessible changing and toilet facilities?
- How does the school 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 school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

Guide for completion

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

### **11 . How are the school's resources allocated and matched to children's/young people's special educational needs?**

Guide for completion

- How is the school'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?**

Guide for completion

- 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 school judge whether the support has had an impact?

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

Guide for completion

- Describe the school'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?**

Guide for completion

- 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's education?

- Who can I talk to if I am worried?
- Who should I contact if I am considering whether child/young person should join the school?
- 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?