

Making
Leeds a child
friendly city



The Leeds Local Offer

What do mainstream schools need to know?

NB: this guidance is for mainstream schools. All SILCs, SILC partnerships and resourced provisions will need different guidance and should contact natalie.samuel@leeds.gov.uk

Where has the Leeds Local Offer come from?

The Children and Families Act was passed in March 2014 and makes wide ranging reforms to services for children and young people, including services for children and young people with special educational needs and disabilities (SEND).

The Act must be implemented from September 2014. A new code of practice has also been drafted to provide guidance to local authorities and their partners, including schools.

The Local Offer is one of the new requirements of this Act.

In brief the Act aims to achieve the following:

- A new joint, multi-agency approach to statutory assessment and care planning, with existing statements of SEN replaced with joint multi-agency Education, Health and Care Plans (EHC Plans). This will streamline services and ensure families do not have to 'tell their stories' multiple times. It will also be quicker, with only 20 weeks for the new process, instead of the current 26 weeks
- More personalisation of services, including personal budgets. Families with the new EHC Plans will have more input into decisions about the services they access and how the budget associated with their EHC Plan is spent. This could include families choosing to receive and manage the budget themselves
- Better information about what services are available and how families can access them, published in a 'Local Offer' of information. This will empower families to know what they are entitled to access and make choices to meet their individual needs.

This guidance focuses on the Local Offer. You can email bpteam@leeds.gov.uk for factsheets for schools on EHC Plans and personal budgets.

What is the Leeds Local Offer?

The new laws require local authorities to publish information about **all** services in the area for children and young people with SEND aged 0-25, in **one** website. This includes all health, education and care services and they have a legal duty to help make this happen.

All schools also have a duty to publish their own individual offer of support.

The Leeds Local Offer must be more than just an online directory of **what** services are provided. It must also describe in a clear, transparent way **how** and **why** services are delivered, including how they are funded. This will help families to understand what services they are entitled to and for those with an Education, Health and Care Plan and a personal budget, inform decisions about services they may want their child to access.

It must also be a place where families can comment on the offer of services available. Local authorities must publish these comments. They must also publish responses explaining how they will use the feedback from families to develop services in future.

All the information and commenting opportunities must also be accessible in other formats.

The best practice team, managed by Val Waite, is coordinating the Local Offer in Leeds. Natalie Samuel is supporting education settings. Seconded head teacher Joan Tattersall is also supporting schools to prepare for the SEND reforms. Contact Natalie or Joan for support via Natalie.samuel@leeds.gov.uk or joan.tattersall@leeds.gov.uk

What information about education needs to be included in the Leeds Local Offer?

The new draft code of practice, published at April 2014, says the following:

'Educational provision:

'The local authority must set out in their Local Offer an authority-wide description of the educational and training provision children and young people with SEN or disabilities can expect to be provided from the funding provided to providers of relevant early years education, schools and the full range of post-16 providers in their area.

'This includes information about the arrangements in place for:

- identifying the particular SEN of children and young people
 - consulting with parents of disabled children with SEN and disabled young people with SEN
 - approaches to teaching, adaptations to curriculum, the learning environment and access to ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC) and disabled children and young people and those with SEN
 - assessing and reviewing pupils' and students' progress towards outcomes, including how they work with parents and young people in doing so
 - supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living
 - securing the services, provision and equipment required by children and young people with SEN or disabilities
 - securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:
- 1) awareness (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

- 2) enhanced (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
 - 3) specialist (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)
- assessing and evaluating the effectiveness of the education and training provision they make for children and young people with SEN or disabilities
 - enabling disabled children and young people and those with SEN to have access to facilities and extra-curricular activities that are available to those who use the setting, and
 - supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)

'Schools:

'Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.

'The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools' accessibility plans. The school-specific information should relate to the school's arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.

'The Local Offer must make clear where this information can be found and must make clear how young people and parents can find relevant information published by post-16 institutions about their SEN provision (see Chapter 7).'

Draft SEN Code of Practice, April 2014, pp.56-58.

How has the local authority prepared to publish its expectations of schools as required by the new Code of Practice?

For several years local authorities have been required to publish their strategy for supporting children and young people with SEND. In Leeds, a group of representatives of different kinds of education provider, called the SEN task group, is responsible for this. The group is chaired by 4head Joan Tattersall joan.tattersall@leeds.gov.uk

The Children and Families Act has a lot of implications for this strategy so this group is refreshing the existing strategy to reflect the Act, including references to the Local Offer. As soon as the draft is completed, it will be shared with colleagues across education.

As part of their work on the strategy, the group has agreed a basic core 'local offer' of support that all mainstream schools in Leeds are expected to provide and fund through their existing budgets, and should describe in their website and printed information materials. You will find this in Appendix 1.

Some mainstream schools may also offer additional expertise which they will also want to describe in their individual local offer; however we suggest schools think about managing realistic expectations.

The group, which includes Leeds SILCs, is also working to define a common offer of support that all specialist schools are expected to offer (i.e. on top of the basic core offer provided by all schools). If you are resource provision, SILC or SILC partnership, you will need the guidance that refers to that offer instead, please email natalie.samuel@leeds.gov.uk to receive it.

What do schools need to do?

To comply with the new code of practice, all schools need to publish details of their individual offer of support for children and young people with SEND, in line with the expectations of the local authority, from 1st September 2014.

In Leeds we are asking all education settings to publish their information on their EXISTING websites. This will mean we can link directly to your website from the new Leeds Local Offer site and you will not need to do anything to provide information to us. All you will need to do is keep your website up to date and make sure your website address appears correctly on the list on the Leeds City Council website (see 'residents', 'schools and learning'). We will use this list to link directly to your website from the Leeds Local Offer website.

We also recommend that schools have a link on the homepage of their site which takes people straight to the information about SEND support.

Schools should also make sure that they provide this information in other formats, for example in printed leaflets/brochures about the school.

You can prepare to publish your Local Offer now. Use the template in Appendix 1 to check that you are providing the expected core offer agreed for Leeds and use the template of 'FAQs' provided to publish your offer in your website and printed information materials.

Please contact us using the details provided if you need any support or advice.

Appendix 1: Core
offer of support for
children and young
people with SEND
to be provided by all
schools:

Under the new draft code of practice for SEN, all local authorities are required to publish details of the core offer of support that they expect all schools to provide to children and young people with special educational needs and disabilities (SEND). All schools are then required to publish details of how they fulfil these expectations. In Leeds the SEN task group, including representatives of specialist and mainstream settings, has worked together to define the basic expectations of the local authority. Find these in the table below.

Parents and carers and young people working on the Leeds Local Offer have identified that they would like schools to use an 'FAQ' approach to describe how they meet these requirements. A template is offered below and schools are advised to publish details of their offer using this. However they can publish the information in any format they choose, as long as they explain how they meet this core offer in the table.

Ethos/ philosophy	<p>Schools will have an inclusive ethos and high aspirations for all learners</p> <p>Schools will be committed to early intervention and the Early Support principles (www.gov.uk/help-for-disabled-child/early-support-programme)</p> <p>Schools will value and honour the voices of children and young people and their families and provide opportunities for them to influence change</p>
Leadership	<p>There will be effective leadership at all levels, including the SENCo (Special Educational Needs Coordinator)</p> <p>There will be effective monitoring, review, evaluation of SEND provision</p> <p>There will be accountability and governance of SEND provision and regular reporting on how individual needs are met</p>
Budget	<p>All schools will have an identified budget for supporting SEND. Families will be able to access clear information about how this budget is used to support learners.</p> <p>All schools will also make effective use of available funding from the local authority (Funding for Inclusion, or 'FFI'). For more information email michael.shucksmith@leeds.gov.uk</p>

Policies	<p>There will be effective policies which are understood and consistently applied in the following:</p> <ul style="list-style-type: none"> Inclusion Behaviour Teaching and learning Safeguarding/child protection Bullying Equalities Health and Safety Access Information sharing
Curriculum, teaching and learning	<p>There will be an appropriate curriculum that meets specific needs</p> <p>There will be effective teaching and classroom management of support</p> <p>There will be clear and regularly reviewed plans to support students' learning.</p> <p>A range of 'interventions' (support programmes) will be used, for example 1:1 support, nurture groups , mentoring and so on</p> <p>There will be effective use of appropriate resources and an accessible environment for learning and access to ancillary aids and assistive technology where needed</p> <p>There will be extra pastoral support arrangements to aid the social, emotional and behavioural development of children and young people with SEND, including measures to prevent bullying</p> <p>There will be effective transition arrangements to help children and young people move between phases of education</p>
Assessment	<p>There will be a graduated approach to assessment and high quality practice in assessment. There will be an established method for recording agreed outcomes of assessment and communicating the outcomes to those involved.</p> <p>Progress and plans will be regularly reviewed and evaluated to inform next steps</p>

Workforce development and training

All staff will have or be supported to gain basic awareness of inclusion issues

Teaching and non-teaching staff working directly with children and young people with SEND will have, or be supported to develop, enhanced skills to meet particular types of need

Staff who wish to gain specialist level skills and knowledge will be supported and encouraged to do so

Staff will be skilled and able to identify and support families who need extra help, early on. In Leeds we call this 'Early Help'. Find out more at leeds.gov.uk in the 'children and families' section or email bpteam@leeds.gov.uk for a quick guide to Early Help

Working in partnership with other agencies

Schools will have regular engagement with teams in the local authority including the school improvement team, the educational psychology team and SEN and inclusion team, and attendance officers

Schools will work in partnership with other agencies including speech and language therapy services, school nurses, Child and Adolescent Mental Health Services (CAMHS) and the Parent Partnership Service

Schools will also access support in their local area and cluster, for example family outreach workers, TSLs (targeted services leaders), and AIPs (Area Inclusion Partnerships)

Template for publishing how your school fulfils the core offer: Schools are required to publish details of how they meet these expectations, as individual settings. To help you do this, we suggest an 'FAQ' approach which parents/carers and young people in Leeds have helped to design as follows.

You are not obliged to use this, you could choose to describe how you meet the expectations in a different format if you want, but schools we have worked with have told us this is helpful as a structure to copy and add to their websites. All you need to do is copy and paste the questions in bold to your website and complete the answers as they apply to your school, referring to the suggestions provided and the table above:

You may wish to start with a few sentences describing the school's philosophy with regard to inclusion.

What do I do if I think my child or young person may have special educational needs?

Provide school contact and visit arrangements and details of arrangements for identifying and assessing need, including sign-posting to other professionals if necessary.

How will school support my child or young person's learning?

Explain: who will oversee and plan the education programme? Who will be working with the child? Who will explain this to parents/carers? How does the school measure how effective its arrangements are for the provision of children with SEND?

How will the curriculum be matched to my child or young person's needs?

Include details of: differentiation; groupings; resources; support

How accessible is the school?

Include details of: disabled access and facilities; equipment and facilities to support children with SEND including ancillary aids and equipment and how they are accessed

How will I know how well my child or young person is doing and how will you help me support my child's learning?

Explain what opportunities there will be for parents/carers to discuss their child's progress with staff, in addition to normal reporting arrangements? How can parent/carers be involved in planning their child's education? Does the school offer any parent training or learning events?

What support will there be for my child or young person's overall well-being and social, emotional and behavioural development?

Describe school designated staff for pastoral, medical and social care/support. What are school policies as per the table above, and especially policies regarding bullying? Provide details of any partnership working, for example within the cluster, to support well-being.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

Describe services specific to the school at a 'universal' level (for everyone), for example the school nurse and any staff with specialist knowledge or skills. Describe services at a 'targeted' level (for those who need additional support) for example Educational Psychologists and other teams in the local authority, speech and language therapists and so on. Describe access to any services at a 'specialist' level (for those with complex needs), for example access to the STARS team for support to develop practice with those with autism spectrum conditions.

What training and development is done by staff supporting those with SEND?

Describe any generic awareness raising training accessed by all staff or knowledge/values required of all staff in recruitment. Outline any recent training undertaken to meet specific needs and any work with specialist teachers /agencies to supporting learning, or any other enhanced or specialist skills with the staff team

How will my child be included in activities outside the classroom?

Explain: Will children with SEND be able to access all of the activities and school trips? How are parents/carers involved in planning of these?

How will the school help children and young people transfer to the next phase of education?

Describe transition arrangements and involvement of child and parent in these.

How are the school's resources/funding allocated and matched to children's needs?

Explain: how is the decision made about what type and how much support my child will receive? Who is involved in the decision making?

How are parents and carers involved in the school?

Describe school arrangements for involving parents and carers and how to get involved

Who can I contact for further information?

Describe the first point of contact for: applying for a place; to discuss something about my child; further information about other support services; support and help from school staff to access wider information in the Local Offer, for example finding out about health services, play and leisure, childcare and so on

Information ends**Useful contacts:**

Supporting education colleagues within the Leeds Local Offer:

- Val Waite, val.waite@leeds.gov.uk, or
- Natalie Samuel, natalie.samuel@leeds.gov.uk, 07891 279105

Partner head teacher or '4head' supporting schools with the SEND reforms:

- joan.tattersall@leeds.gov.uk

Check our web page for more details and updates at www.leeds.gov.uk/localoffer