

SEND Local Offer

Member(s) of staff responsible	Rachel Nicholson
Governor responsible	Chair of Curriculum and Standards
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INTRODUCTION

This document has been compiled to assist all school stakeholders of Warden Hill Primary School to ensure the best possible outcomes for children with Special Educational Needs or Disabilities. It should be read in conjunction with the SEND Policy, Child Protection and Safeguarding policy, Accessibility Policy and Plan and any other document pertaining to the stated outcome.

Warden Hill School values the contribution that every child can make and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff are responsible for teaching children with SEND. This Warden Hill Primary School local offer is in line with the school SEND policy which can be accessed via the website or by contacting the school office.

1. IDENTIFYING CHILDREN WHO HAVE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Teachers constantly monitor the progress of the pupils in their classes through tracking pupil responses to lessons, marking of work in books and assessing their progress in specific areas e.g. tracking the acquisition of phonics and sight words, spellings and times table checks, alongside getting to know individual pupils and being aware of any changes in behaviour and presentation. Regular meetings with staff (class teachers, SENDCo and the Senior Leadership Team) are held throughout the academic year to discuss the progress of all children and to identify if any children are causing concern.

2. INITIAL STEPS AFTER IDENTIFICATION

What are the first steps our school will take if special educational needs are identified?

If your child is identified as not making the expected progress or presenting with areas of additional need the school will set up a meeting to discuss this with you in more

detail. During this meeting the school will listen to any concerns you may have, plan and explain any additional support your child may receive and discuss with you any planned referrals to outside agencies. The school's SENDCo, Ms Nicholson may attend this meeting, or may meet with you at a later date to discuss the progress and outcomes of any initial support. In some cases your child may be referred to the school's Well-being Lead who will arrange a meeting or phone call to discuss next steps.

What should parents/carers do if they think their child has SEND? How can they raise concerns?

If you have concerns about your child's progress you should speak to your child's teacher initially. To arrange a meeting, contact the school office who will forward a message to your child's teacher. Meetings at the end of the school day are preferable as teachers will be able to set aside time to speak with you fully. If you are unable to come into school for a meeting, teaching staff can contact you by phone or email.

If you have concerns for your child that are more of an emotional nature then please speak with your child's class teacher initially and if needed they will refer your child to our Well-being Lead, Mrs Chavasse who will arrange to speak with you. Ms Nicholson and Mrs Chavasse work in close collaboration and will arrange with you the best person to be your point of contact.

3. INCLUSION OF PARENTS AND STUDENTS IN PLANNING SUPPORT

How will our school include parents and students in planning support?

Parents are invited to attend meetings to discuss the type and levels of support that will be put in place to ensure that their child is making progress. Parents are encouraged to be part of the process of support and discussions as to the best ways that they can support their child will take place.

Pupils complete a My Profile sheet giving them the opportunity to share their views about what is important to them and those things which can help their learning in school.

4. TEACHING AND SUPPORTING CHILDREN WITH SEND

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual work or to work in a small group.

Class Teacher input: Teachers endeavour to provide excellent classroom practice through Quality First Teaching

- The class teacher will have the highest possible expectations for your child and all pupils in their class.
- Teaching will be based on building on what your child already knows, can do and can understand.
- Different techniques and ways of teaching are utilised to fully involve children in their learning in class (e.g. more hands on practical learning, pre-teaching new vocabulary and concepts before they are introduced in class to give pupils a head start with accessing learning).
- The use of technology or putting in place scaffolding support to enable pupils to access learning more easily.
- Ensuring specific strategies are in place to support your child to learn – these may have been suggested by the SENDCo or outside agencies.
- Your child's teacher will carefully monitor your child's progress and will decide how to meet gaps in learning to help them to make the best progress possible.

A pupil's areas of need and specific outcomes are outlined on their Challenge and Support Plan, My Plan, My Plan Plus or EHCP. The support they receive to help them to make progress towards achieving these outcomes will look different for individual pupils.

Support in class

- This may take the form of additional resources that the pupil can use to support their learning e.g. word banks, prompt cards, Task Management boards
- Learning tasks may be scaffolded to enable pupils to access them more easily e.g. the use of pre-drawn tables to fill in, question prompts, planning sheets etc.
- Some pupils may need additional input to ensure they have a clear understanding of what they need to do to complete a task or to work through additional examples of tasks with support before moving on to work independently

Specific Group work with a smaller group of children

- These groups are called intervention groups or social groups.
- They can be run in the classrooms or in an area outside the classroom.

- They can be run by a teacher, teaching assistant, SENDCo or Well-being Lead/Assistant.
- Your child will engage in group sessions with specific targets to help them make more progress in particular areas including supporting their social and emotional needs.
- Sometimes an external professional will guide or run these groups.

Specified Individual support

- This can be provided in the classroom setting or outside of the classroom and specific intervention programmes and resources will be used.
- These intervention programmes can be suggested by school or by external agencies such as the Speech and Language Therapy Service who are supporting a pupil.

Supporting pupils with complex needs

- Pupils with high and complex areas of need will have an Education, Health and Care Plan which will have been agreed by the Local Authority.
- Once an EHC Plan is in place it outlines the type of support or resources required and how the school will deliver this support.
- Children who receive this level of support have been identified by the class teacher, SENDco and outside agencies as having complex needs and needing a higher level of support.
- Your child may also need specialist support in school from an external professional – e.g. Advisory Teaching Service, Educational Psychologist, Occupational Therapy Service, Speech and Language Therapy Service.

How is extra support allocated?

The following link provides information about what Gloucestershire schools are expected to provide their pupils from their allocated budget –

<http://sendiassglos.org.uk/funding-for-sen-support/>

- The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them.
- The Headteacher decides on the budget for SEND in consultation with the school governors and bursar.

- Funding is used for employing Teaching Assistants to work with children with SEND, providing targeted support for individuals and groups and to send staff on relevant training if required.
- The funding can also be used to purchase specific resources for use with individuals or groups where appropriate.

5. MONITORING OF PROGRESS

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us?

The school is committed to continually monitoring the progress of all the children in the school. This takes place in a number of ways:

- Progress is continually monitored by the class teacher with formal assessments taking place regularly throughout the year.
- Data from these assessments are recorded in line with Early Years Foundation Stage and National Curriculum requirements. Children who are not meeting National Curriculum requirements may be assessed using The Engagement Model which is statutory from July 2021.
- All pupils complete a baseline assessment in school during the first weeks that they enter Reception.
- Year 1 pupils complete the Phonics Screening check towards the end of the academic year.
- Key Stage 1 tests (for Year 2 pupils) are now optional assessments which can be carried out during the May of their time in Year 2.
- Year 4 pupils complete the multiplication tables check in June.
- The Key Stage 2 tests are timetabled to take place during a week in May of their time in Year 6.
- Children receiving additional support will have the impact of this evaluated at the end of every block of intervention to ensure the support is effective and whether it needs to continue, be increased or stopped.
- The progress of children on a Challenge and Support Plan, My Plan or a My Plan+ will be reviewed 3 times a year and new outcomes will be set.
- The progress of children on an EHC Plan is formally reviewed at an Annual Review meeting with pupils, parents and school staff. External services who are supporting the pupil may sometimes also attend the review meeting. Pupils with an EHC Plan also have a My Plan document that monitors their smaller steps of progress towards achieving the end of Key Stage outcomes as detailed on their EHCP. This My Plan is reviewed 3 times a year and termly outcomes set.

- The SENDCo monitors the progress of all SEND children by collecting data at regular intervals, liaising with staff, attending Pupil Progress meetings and administering internal assessments.
- When pupils are transitioning from one year group to the next, teachers hold transition meetings to discuss the needs of the pupils.

How will we involve parents, children and young people in this process?

- The class teacher is regularly available to discuss your child's progress or any other concerns you may have. They will share information about what is working well and will listen to what may be working at home so similar strategies can be used.
- Support staff working with your child regularly (1-1 support) will liaise with you as and when appropriate.
- The SENDCo or Headteacher are available to meet with parents to discuss any concerns they may have.
- If outside agencies have visited your child, the school will feedback information from the meetings and assessments and share any support or strategies that can be used. Where possible a report will also be supplied.
- When the Community Paediatric Department is involved with supporting a pupil, parents will be sent a report following any meetings in clinic. It is at the discretion of the parents whether this report is shared with school. School do not automatically receive their own copy of reports.
- The Challenge and Support Plans, My Plan, My Plan + and EHC Plans will be reviewed and planned with you at regular intervals throughout the year.
- Classroom learning will be adjusted to meet the needs of your child and where changes are significant you will be informed. Help will also be given on how to adapt homework and home learning.
- When it is deemed appropriate and helpful a home/school communication book will be set up to communicate daily information.

6. SUPPORT TEAM

Who will be supporting your child?

Special Educational Needs and Disability Coordinator (SENDCo)

The Warden Hill School SENDCo has responsibility for the overall management of SEND in the school. They are responsible for:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Liaising with the school's Well-being Lead to coordinate support for the SEMH needs of all pupils.
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEN up to date

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Informing you of pupils' progress at Parent's Evenings and through reports.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Working with outside agencies who may offer advice and help to support your child
- Ensuring they follow the school's SEND policy

The headteacher

The headteacher is responsible for:

- Working with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEND Governor

The SEND Governor is responsible for:

- Helping to raise awareness of SEN issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Working with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

7. COORDINATION OF SUPPORT

How does our school ensure that the information about a child's SEN or EHC Plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Parents of pupils who are supported on the Code of Practice will be asked to sign the 'Gloucestershire Children's Partnership Consent to Share Information' form. This gives school permission to share information about the child with relevant agencies. If we feel it would be beneficial to seek further support and advice for your child from external agencies such as the Speech and Language Therapy Service or the Advisory Teaching Service etc. then we would always speak with you first to discuss the referral and to gain your consent.

Teachers and teaching assistants are involved in target setting for all SEND pupils. Teachers are responsible for passing on this information to all relevant staff who come into contact with that child including Midday Supervisors and supply teachers. Each pupil completes a My Profile which includes information about themselves and their needs and these are shared with supply teachers to ensure that continuity of care is consistent and that they have a clear picture of the best way to support individual pupils with their learning.

At the end of the academic year class teachers complete a One-Page Pupil Profile for some of the pupils who are on the COP. Older pupils in KS2 also input their thoughts and ideas into these. The One-Page Pupil Profiles outline each pupils' strengths and interests, independent skills, activities or times when they may need additional support etc. These are shared with their next class teacher/s when transitioning from one year group to the next.

8. STAFF TRAINING

How are the teachers in school helped to work with children with an SEND and what training do they receive?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- Whole school training is given to staff as and when appropriate.
- Subject specific leaders will advise on their area of expertise.
- Staff who need additional training either attend training courses or are provided with in-house training when needed.
- The SENDCo meets with other SENDCos and external agencies at the SEND cluster group based in Cheltenham.
- Advisors from the Educational Psychology and Advisory Teaching Services are involved in training and giving advice for school staff as well as NHS health specialists such as the School Nursing Service and the Speech and Language Therapy Service.

9. INTERVENTION PROGRAMMES

What intervention programmes does our school run for children with SEND and how are they delivered?

We use a wide variety of intervention programmes in school which target specific areas of a pupil's barriers to learning. These include and are not limited to:

- All our Reception pupils are screened using the Nuffield Early Language Intervention (NELI) screening programme and the results of these assessments are analysed to identify those pupils who would benefit from additional support to develop their language skills.
- Bearing Away, Bear Necessities and Dancing Bears – which support the acquisition of early phonic skills.
- Semantic Steps and Rhodes to Language – resources to develop both receptive (the understanding of vocabulary) and expressive language (spoken language) as well as additional resources as supplied by the Speech and Language Therapy Service for specific pupils.
- Language for Thinking and New Reading and Thinking to develop comprehension skills.
- Apple and Pears – a spelling intervention programme.
- Gloucestershire Fizzy Programme – which supports the development of fine and gross motor skills.
- Write from the Start and Speed Up to develop handwriting skills.

- Time to Talk and Socially Speaking – to develop social skills.

These are just some of the many resources that are used in school to support pupils. The intervention programmes and resources will be outlined on a pupil's Challenge and Support Plan, My Plan or My Plan Plus.

These resources and intervention programmes are delivered mainly in small focus groups or on a one to one and can take place daily, a set number of times a week or weekly depending on the programme and/or needs of the child.

10. ADAPTATION OF TEACHING

How will teaching be adapted for my child with SEND?

All pupils have the right to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by the class teacher and study the curriculum appropriate for their needs. All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils diverse learning needs
- Remove the barriers to learning and assessment

Teachers match the learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupil's knowledge, understanding and skills. Where appropriate materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment process. This includes Access Arrangements for tests where pupils may be entitled to additional time or a reader to administer the test paper.

Specific resources and strategies may be used to support your child individually and in groups.

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEND and

classroom organisation, teaching styles and methods, materials and tasks to determine how these can be improved.

What teaching strategies does our school use for children with specific learning difficulties?

For pupils with specific learning difficulties e.g. Autism Spectrum Disorder, ADHD, Developmental Coordination Disorder, hearing impairment, visual impairment or Speech and Language difficulties the school are in close contact with external agencies who specialise in these specific areas of need.

The school is supported by the Advisory Teaching Service who employ Advisory Teachers who specialise in specific areas of need.

The Speech and Language Therapist assigned to the school makes visits to school to work with pupils and liaise with parents, teachers and Teaching Assistants. They carry out assessments with pupils and advise staff on interventions to use to progress learning.

11. BEHAVIOUR SUPPORT

What support does our school put in place for children and young people who find it difficult to conform to normal behaviour expectations?

Please refer to the Positive Behaviour Policy which can be found on the school's website.

If needed the school will complete a safeguarding document for an individual pupil which will outline the assessment and management of foreseeable risk for young people presenting challenging behaviours. This document will include references to any preventative strategies which are successfully being used to support pupils who present with challenging behaviour and will outline the identification of any triggers and foreseeable risks. The safeguarding document is used to monitor the behaviour of a pupil and identify any training e.g. positive behaviour management that staff may benefit from attending.

10. ADDITIONAL SERVICES

Which other services do we use to provide for and support our pupils?

Services who visit the school or who the school can contact to help with support, advice and training are the:

- Advisory Teaching Service for Communication and Interaction, Hearing Impairment, Visual Impairment, Physical Disability, Cognition and Learning, Social, Emotional & Mental Health Difficulties.
- Educational Psychology Service
- School Nursing Service
- Specialist Health Advisors (e.g. Diabetes, Asthma, Epilepsy)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Early Help/Families First Plus

The SENDCo can support parents to make referrals to health services for specific assessments in relation to possible diagnoses e.g. ASD and ADHD. There are set criteria for these referrals which can be discussed at a meeting arranged with the SENDCo.

What extra well-being support do we offer and what support arrangements are in place to support the social, emotional and mental health development of our SEND pupils?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. Throughout the school all classes follow a programme of work to promote the development of Personal, Social and Emotional needs (PSE).

Some children access social skills groups to support their communication and interaction with other children. We also run lunchtime groups for those pupils who need extra support at playtimes. Through these groups they can share their concerns and ideas for developing social interaction skills.

Pupil conferences are used regularly to listen to the views of children and children with SEND are included in these to ensure they have the opportunity to share their thoughts. The school council meets regularly and provides a structured format giving all children the opportunity to share their views.

The school has a designated member of staff (Well-being Lead) who works with pupils on an individual and group basis to provide support for social, emotional and mental health needs.

The Well-being Lead works closely with the SENDCo and members of the Senior Leadership Team.

Managing the administration of medications

For those pupils who require medication whilst on the school premises a Healthcare Plan is completed. This document outlines the medical needs and symptoms of the child, the name of the medication and the dosage required, parental agreement for the administration of the medication and contact details. A 'Procedure of Administration of the Medication' is also drawn up and all staff involved in the care of the child in school are trained in this procedure. Any medication is stored in a locked cabinet and a record of the medication administered is kept in school.

Helping with personal care where it is needed

For those pupils who need additional help with personal care, an Intimate Care Plan is completed. This document outlines the child's needs, access arrangements for toileting, any adult assistance needed and who those adults will be. In addition advice and can be sought from the School Nursing Service.

Our school policy on day trips, school outings and health and safety arrangements

As a school we have a strong commitment to the added value of learning outside the classroom and beyond the school premises. We believe that all children should have access to the benefits of these activities and we will provide support for SEND pupils to have these opportunities along with their peers.

For more information the school has 'Off-site Visits' and 'Health and Safety' policies.

What measures are in place in our school to prevent bullying?

As a school we feel that everyone has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity.

11. TRANSITION BETWEEN CLASSES AND SCHOOLS

How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer between classes or to another school?

We recognise that transition of any sort can be difficult time for you and your child and will take steps to ensure that this process is as smooth as possible.

- For pupils joining Warden Hill Primary School at the start of Reception the Reception team arrange to visit pupils in their pre-school settings and have meetings or phone calls with pre-school staff and parents prior to pupils starting school. Where there is an identified additional need the SENDCo will also visit children and meet with pre-school staff and parents. Pre-school settings pass on to school relevant SEND paperwork and reports.
- For children entering the school from another setting we will work with the previous SENDco to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.
- When moving classes in the school, information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A transition support book may sometimes be used to help your child with becoming familiar with their new classroom, teacher and Teaching Assistant.
- When moving to a new school we will contact the SENDco to ensure they know about any special arrangements and will ensure that all records are passed on.
- When transitioning to secondary school we will arrange a meeting with a member from the SEND and/or Pastoral Support Team to discuss the needs of the pupil and the support that has been put in place for them (including Access Arrangements for tests). There may be opportunities for your child to make additional visits to their new school. All SEND paperwork and reports from external agencies are passed on to secondary schools before pupils start in September.

12. SITE ACCESSIBILITY

How accessible is our school to pupils with SEND?

- Warden Hill School has ramp access to the main building. It has widened doorways to allow wheelchair access and a lift to access the upper floor. All rooms on the lower and upper floors are easily accessible with no steps. There is also a disabled toilet and showering facilities.

- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified e.g. visually impairment, further advice is sought.
- Extra-curricular activities are available and accessible to children with SEND.
- Children with specific needs will have additional members of staff to help them access the school and the curriculum.

13. ROLE OF THE GOVERNORS

What role do the governors have? What does our SEND governor do?

A member of the Governing Body Standards committee is appointed as SEND governor. The whole of the standards committee will be kept informed of SEND in the school by the SENDco and the Headteacher through regular reports and a standing item on the committee's agenda. The SENDco and the SEND governor carry out SEN Learning Walks, Book Looks and pupil conferences throughout the year to monitor the impact of the support that is being put in place for pupils with SEND. They will make sure that the necessary support is made for any child who attends school who has SEND.

14. COMPLAINTS

What can you do if you are not happy with the way that your child's needs are being supported in school?

- If you have concerns about your child's progress you should speak to your child's teacher initially, either at a Parent's Evening or by arranging another formal appointment.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDco or Headteacher.
- Should you require further information you are able to arrange a meeting with the school's SEND governor.
- Formal complaints should go through the School Complaints Policy which can be found on the school Website or by contacting the school office.

15. VISITING OUR SCHOOL/FURTHER INFORMATION

How can parents/carers arrange a visit to our school?

Parents/carers are welcome to visit our school and see us in action on a regular working day. Please contact our school office to arrange an appointment and a member of our Senior Leadership team will be happy to show you around the school and to answer any questions that you may have.

We also hold regular Open Mornings and Afternoons throughout the year when parents/carers are able to visit the school and see it in action. Details of these can be found on the school's website or by contacting the school office.

Who can you contact for more information?

- Class teacher
- SENDCo
- Headteacher
- SEND governor

Please also refer to our SEND policy on our school website and further information about SEND support in Gloucestershire can be found on the Glosfamilies website by using the following link
<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=ktZYX6uM08s>

The Glosfamilies website details Gloucestershire's Graduated Pathway which is followed to support children and young people with additional needs including Special Educational Needs and Disabilities. The website also offers access to publications which can be downloaded and an external link on their web page takes you to a short film about the Graduated Pathway (Gloucestershire's Education, Health and Care Plan Pathway – an animated introduction).

Where can you find our SEND policy?

Our SEND policy can be found on our school website under the heading 'Information – Policies and Key Information'.

16. THE LOCAL OFFER

What is The Local Offer?

The Local Offer is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015)

The Local Offer has two key purposes:

1. To provide clear, comprehensive, accessible and up to date information about the available provision and how to access it
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Information on Gloucestershire's Local offer can be found by following this link

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

Parents may also find it useful to contact SENDIASS Gloucestershire which is an independent parental advice service providing information, advice and support on matters relating to children and young people with special educational needs and disabilities.

Details of the service can be found on their website <https://sendiassglos.org.uk/>

Families can also access information on The Family Information Service's website

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

19) LINKS WITH OTHER POLICIES

This policy links to:

- WHPS SEND policy
- Early Help Offer

- Accessibility Policy and Plan
- Child Protection and Safeguarding policy
- Positive Behaviour Policy
- Anti- Bullying, Equality and Hate Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Procedure