

## Hertfordshire County Council

# Quality SEND Offer

May 2016

## Overarching Role of Hertfordshire Local Authority

Local Authorities (LAs) have the lead responsibility for ensuring the needs of children and young people with SEND aged 0 to 25 are met. Schools and settings also have statutory duties for SEND and most children and young people have their needs met in their school or setting without LA intervention or support. Where the LA knows that a child or young person is disabled or has SEN (or may have) it must pay particular attention to helping him/her to achieve the *'best possible educational and other outcomes'* (Section 19, Children and Families Act 2014). They must have regard to views and wishes of parents and young people themselves and enable them to participate as fully as possible in decision making.

### Like all LAs, working with a range of partners, Hertfordshire must:

- Regularly plan and review services for children and young people with SEND
- Publish and keep up to date a Local Offer of SEND 0-25 services
- Promote the integration of services and put in place joint commissioning arrangements
- Carry out statutory assessments of individual children and young people where necessary and maintain and review Education, Health and Care Plans where these are provided, including provision of a personal budget if requested
- Monitor the progress of children and young people with special educational needs
- Provide information, support, advice and guidance to parents and young people, including access to mediation

### In its leading role in developing the Quality Education Offer - Hertfordshire LA will:

- Lead and monitor the delivery of the SEND Strategy 2015-18 and the associated 10 workstreams, one of which particularly focuses on the quality offer and its evaluation
- Promote the participation of schools, early years settings, colleges, parents and young people in the strategic development and co-production of local services through the Area 'Delivering Special Education Locally' (DSPL) groups
- Distribute delegated and devolved resources to schools and settings to enable them to meet the needs of children and young people with SEND
- Ensure the High Needs Funding Block is allocated to provide high quality, effective provision for high level needs
- Provide high quality services that deliver flexible, targeted and specialist support to help schools and settings remove barriers to learning for children and young people with significant SEND and additional needs
- Ensure services for SEND are reviewed, monitored and evaluated regularly with the involvement of service users
- Facilitate schools' and settings' access a range of training and development for SEND
- Support early years clusters, SENCO clusters and Exceptional Needs Panels where practitioners can work together to share and improve practice and support the equitable and efficient use of available resources
- Continue to devolve further resources to partnerships of schools and settings where appropriate through robust outcomes based agreements
- Promote the involvement of health and social care, and joint commissioning where this will improve the quality offer and/or reduce inequality

## The Quality Offer - Hertfordshire's statement on high quality provision and outcomes for children and young people with special educational needs and disabilities (SEND)

This guidance sets out the local authority expectations for Hertfordshire schools and settings (including providers of relevant early years education, maintained schools, academies, non-maintained special schools, pupil referral units, independent institutions approved under section 41 of the Children and Families Act 2014, and the full range of post-16 providers) in accordance with the Children and Families Act 2014. It describes the special educational provision that families can expect to be available for children and young people who have special educational needs and disabilities. (A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions). A set of 5 outcomes to determine the success of the Hertfordshire SEND Strategy (2015-2018) provide the structure for this Quality Offer.

For further information on any particular aspect, please *follow the links provided*. Throughout the document, numbers in brackets refer to the SEND Code of Practice 2015.

### **Our Vision:**

All children and young people with SEND have access to high quality local provision that meets their needs. Schools, early years settings, colleges, services, families and the Local Authority work together to support children and young people to make good progress and achieve outcomes that prepare them for adulthood.

### **Our Jointly Agreed Commitments:**

- every child and young person will have their needs identified and assessed
- every child and young person is entitled to high quality provision appropriate for her or his individual needs
- schools, early years settings, colleges, services, agencies and the LA have a shared accountability for ensuring children and young people achieve good outcomes
- there will be a continuum of provision matched to need, with as many children and young people as possible having their needs met in universal settings
- roles and accountabilities will be clear and focused on the needs of the child and young person
- information, funding and decision making will be transparent and without unnecessary bureaucracy
- resources will be used effectively and equitably
- there will be a focus on developing preventative and early intervention approaches
- children, young people and their parents participate fully in decisions about provision and services
- schools, early years settings and colleges will work collectively to share effective practice and make best use of resources
- the LA will facilitate capacity building so that local schools, early years settings and colleges are able to meet the needs of children and young people
- co-ordinated and integrated approaches will be developed and maintained with other agencies and voluntary organisations

*From: Hertfordshire County Council,  
Special Educational Needs and Disability Strategy 2015-2018*

**The SEND code of practice (2015) says all schools and settings must:**

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- Use their best endeavours to make sure that a child with special educational needs gets the support they require.
- Appoint a [Special Educational Needs Coordinator](#) who must be a qualified teacher working at the school. If required, they must achieve the [National Award for Special Educational Needs Co-ordination](#) within three years of appointment. (This does not apply to 16 to 19 academies)
- Take steps to ensure that children with [medical conditions](#) get the support required to meet those needs. (5.11 and 6.11)
- Publish and update at least annually the [SEN information report](#) (6.79)
- Publish their arrangements for [admission](#) for disabled children, the [reasonable adjustments](#) being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their [accessibility plan](#) showing how they plan to improve access over time.
- Co-operate with the local authority in the [Education, Health and Care plan](#) review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the [Local Offer](#) (Chapter 4)

**Outcome 1: We expect schools and settings to provide high quality provision that meets the needs of children and young people with SEND through:**

- high quality teaching that is differentiated and personalised (6.37)
- fully including children and young people and their families in the life of the school or setting
- responding to the particular needs of children and young people with SEND in specific circumstances, including children looked after (10.0).
- having a clear approach to identifying those who require [SEN support](#) at the earliest point (6.14)
- using a [graduated approach](#), in the form of a four-part cycle of assess, plan, do and review, through which decisions and actions are made, revisited, refined and revised (6.44)
- removing barriers to learning and putting effective SEN provision in place(6.44)
- evidencing the use of [reasonable adjustments](#), ensuring access to the curriculum, written word and learning environment (1.34)
- using provision mapping and management to maintain an overview of the programmes and interventions used with different groups of pupils, providing a basis for monitoring (6.76 and 6.77)
- ensuring the SENCO, working with senior leaders and the governing body, determines the strategic development of SEN policy and provision (6.87)
- evaluating the effectiveness of special educational provision, through normal school improvement systems (4.32)
- strategically planning professional development to secure enhanced expertise, for all staff working regularly with children and young people (4.32)

**Outcome 2: We expect schools and settings to improve short and long term outcomes for children and young people with SEND through:**

- promoting high expectations and ensuring all children and young people achieve their best (6.1)
- ensuring teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (6.4)
- developing the effectiveness of the teaching and learning through the monitoring and evaluation approaches used in the school (6.74)
- ensuring use of the graduated [approach](#) fully engages with parents, children and young people, and clearly evidences progress towards outcomes.
- supporting the emotional, mental and social development of children and young people, including providing extra support for listening to the views of children and young people and measures to prevent bullying (4.32)
- thorough planning and preparation for the transitions between phases in education and preparation for adult life (6.57)

**Outcome 3: We expect schools and settings to communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:**

- ensuring that children and young people and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff. (6.71)
- informing parents when they are making special educational provision for their child (6.43)
- arranging meetings with parents at least three times each year, allowing sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. (6.69)

**Outcome 4: We expect all schools and settings to manage resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money through:**

- deploying the school's [delegated budget](#) and other resources. This may include [Exceptional Needs Funding](#), and provision of services and equipment, including auxiliary aids as identified in the school's [accessibility plan](#) (6.9)
- regularly reviewing how expertise and resources can be used to improve the quality of whole-school provision (6.3)
- managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. (6.77)
- ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability ( 6.3)

**Outcome 5: We expect all schools and settings to work proactively and collaboratively to improve provision through:**

- participating in the development and delivery of local services through DSPL groups
- working with health and social care, local authority support services and voluntary sector organisations (6.79)
- agreeing actions that ensure successful transitions between schools, phases, year groups as appropriate (6.42)
- cooperating with the local authority to respond to recommendations from all SEND strategy work-streams (2015-2018)
- cooperating with the local authority to review and develop the Local Offer
- regular review, monitoring and evaluation, including the views experiences and involvement of pupils, parents and others