

**Guidance notes for**

**SEN and Disability**

**Local Offer: Sixth Forms and FE Colleges**

**Guidance for Completion**

The SEND Reforms placed a statutory requirement on education establishments from September 2014 to make information available to parents about how the establishment supports children and young people with SEND. This information forms the main basis for your Local Offer.

As some concerns around the Local Offer have been raised, it was thought to be a good time for a review of the current Local Offers to take place and refreshed information distributed.

The guidance notes and template is designed to help you to pull together information so that parents of children with Special Educational Needs and or Disabilities (SEND) know what support they can expect if their child attends your establishment.

The finished text is required by legislation to be published and will be looked at by **OFSTED** prior to any visit.

Here are the main things to ensure you comply

1. **Publish your local offer on your own website**.
2. **Publish your SEN Report on your own web site**
3. **Link your local offer to your own web site home page**
4. **Include contact details of your SENCO**
5. **Link to the Local Authority’s Local Offer** [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)
6. **Inform** [Lancashirelocaloffer@lancashire.gov.uk](mailto:Lancashirelocaloffer@lancashire.gov.uk) **this is completed**

Remember this is a separate legislation requirement to publishing your SEN Report. Your web site should hold both your Local Offer and SEN Report if required

The questions are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding who could best meet their child’s needs. You may also wish to consult with your own pupils’ parents about what to include in your Local Offer.

In developing your own Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to any feedback received.

**Once you have updated your Local Offer and SEN report on your web site and have a link to your Local Offer and SEN Report on your own home page.**

**Please confirm by emailing** [Lancashirelocaloffer@lancashire.gov.uk](mailto:Lancashirelocaloffer@lancashire.gov.uk)

**Subject heading for the email:**

Local Offer (insert your school name).

**Email body**

I confirm that our Local Offer has now been published on the **[insert establishment name]** website. The home web page is **(insert establishment home page web address)** The SEN Report web link is **(insert establishment SEN Report web link)**

**Promoting Good Practice and Successes**

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

Guidance notes for each section required on YOUR Local Offer

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| **Accessibility and Inclusion** |
|      How accessible is your environment?  Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?   * How accessible is your information - including displays, policies and procedures etc.   Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?   * How accessible is the setting?   How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that students can access them?   * Do you have specialised equipment (eg; ancillary aids or assistive technology?) |

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| **Study programmes** |
| * How will your provision adhere to the Study Programme principles, in terms of a coherent learning programme? (E.g. curriculum map and referral to college prospectus but please specify anything that is unique to your college) * Which sectors/subjects will young people be able to access, allowing their needs and interests to be met? * How will initial assessment be taken into account when determining the appropriate study programme for a young person? * What additional support can be provided during lessons by both teaching and support staff? * What provision do you offer to facilitate access to the curriculum and to develop/promote independent learning? (This may include support from external agencies and equipment/facilities) * Please describe staff specialisms/expertise in working with young people with Learning Difficulties and/or Disabilities (LDD) * What ongoing support and development is in place for staff supporting young people with LDD? * What arrangements are made for reasonable adjustments in the curriculum and support for learners during exams and assessments? * What external teaching/distance learning do you offer? * What arrangements are in place to ensure that support is maintained in "off site provision"? |

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| **Progress monitoring and review** |
| * What arrangements are in place for review meetings with learners with Statements or Education, Health and Care (EHC) Plans? * What arrangements are in place for learners with other SEN support needs? * Please describe your initial assessment processes and how this informs the learner's Individual Learning Plan (ILP)? * What process is in place to regularly monitor and review progress against an ILP and how is this used to determine whether the support arrangements in place are appropriate or if they need revising to better support the learner? * How are the outcomes of progress reviews shared with parents/carers and support agencies where relevant? |

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| **Safeguarding** |
| * What are the handover arrangements for when young people are arriving and leaving college? Do you have parking areas for pick up and drop offs? * What support is offered during breaks and lunchtimes? * How do you ensure the young person stays safe outside the classroom? (e.g. during sport activities and external trips) * What are your arrangements for undertaking risk assessments? * Where can parents find details of policies on supporting learners, protecting vulnerable learners, safeguarding etc? |

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| **Health (including Emotional Health and Wellbeing)** |
| * What is the college's policy on safe storage and administration of medication? * How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan? * What would the college do in the case of a medical emergency? * How do you ensure that staff are trained/qualified to deal with a young person's particular needs? * Which health or therapy services can young people access on your premises? * What policies/services do you have in place in relation to emotional health and wellbeing, such as chaplaincy, welfare and counselling? |

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| **Communication** |
| * How do you ensure that parents know “who’s who” and who they can contact if they have concerns? * Do parents have to make an appointment to meet with staff or do you have an Open Door policy? * How do you keep parents updated with the progress or their son/daughter? * Do you offer Open Days? * How can parents give feedback to the college? |

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| **What help and support is available for the family?** |
| * Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? * What information, advice and guidance can parents and young people access through the college? Who normally provides this help and how would they access this? * Do you provide help with travel plans to and from college? * What is your policy in relation to the young person accessing the 16-19 Bursary Fund? |

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| **Working together** |
| * Do you have learner and/or parent agreements? * What opportunities do you offer for learners to have their say? e.g. student council * What opportunities are there for parents to have their say about their son/daughter’s education? * What opportunities are there for parents to get involved in the college or become a governor? * How does the Governing Body involve other agencies in meeting the needs of young people with LDD and supporting their families? (e.g. health, social care, voluntary groups) |

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| **Transition to and from College** |
| * How do you work with your local schools in supporting the transition of young people and understanding their prior attainment and needs? * What support do you offer for new learners coming to the college? (e.g. visits to the college, mentoring/shadowing, taster days, initial assessment) * What support is offered for young people leaving the college? (e.g. careers guidance on relevant pathways, such as into apprenticeships, independent living, supported employment etc) * Are there appropriate progression routes within your college provision for young people with LDD? * How will a study programme support the learners planned destination? * What advice/support do you offer young people and their parents about preparing for life after college? |

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| **Enrichment/Additionality** |
| * Do you offer provision during holidays and also before or after the main timetabled college day? If yes, please give details. * What activities/provision do you offer which are available to young people? Is there a cost associated with this and if so, how much? * How do you make sure clubs, activities and residential trips are inclusive and accessible to all young people? * How do you help young people to make friends and interact with their peer group? |