

SE7 Local Offer - Framework & Guidance



South East
Special Educational Needs & Disability

www.se7pathfinder.co.uk

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What is a Local Offer?

When the Children and Families Bill becomes enacted in 2014 local authorities will be required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. This is the local offer

The intention of the local offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. A further key role for the local offer will be to inform the joint commissioning for children and young people with special educational needs and disabilities by setting out in a single place what is available locally.

The local authority must work together with children and young people, parent carers and with local services, including the voluntary and community sector, to develop their offer and keep it under review. This is co-production.

The Local Offer must include information about the provision the local authority expects to be available in its own area for children and young people with special educational needs and outside of its area for the children and young people for whom it is responsible, regardless of whether or not they have Education, Health and Care Plans.

The Local Offer will cover:

- education, health and care provision for children and young people with SEN (which should include information about its quality and the destinations/outcomes achieved by those who use it);
- arrangements for identifying and assessing children and young people with SEN, including arrangements for requesting an EHC needs assessment;
- other education provision (outside of schools or colleges such as sports or arts provision);
- training provision, including apprenticeships;
- arrangements for travel to and from schools, post 16 institutions and early years providers;
- support to help children and young people in moving between phases of education and to prepare for adulthood;

What the Local Offer is not...

It is not a directory of services. This framework provides a mechanism for gathering the information that is required to be available within The Local Offer. Throughout the process, parents have consistently told us that The Local Offer is 'not a service directory' and will need to deliver information in a different way.

Traditional directories work in a linear way and have pre-defined structures, a bit like following a flowchart or a pathway, whereas The Local Offer needs to work more laterally enabling users to find relevant information without knowing exactly what it is they are looking for, a little like creating a mind map.

The website will need to support a search facility that is dynamic, drawing information from multiple sources providing far more intelligent, capable, relevant and responsive interaction with the information.

Similarities with a directory...

- It will provide contact details for services in the area.
- It will be a comprehensive record of services in the area.

Differences from a directory...

- It will provide threshold and referral information.
- It will provide detail on schools and colleges and how they do things.
- It will have reference to the legislation underpinning the services.
- It will set minimum expectations for schools and colleges.
- It will be searchable for stuff you don't know you need to find.
- It will have a feedback facility.
- It will inform joint commissioning.

Local integration and the local offer in the Children and Families Bill

The Children and Families Bill requires local authorities to set out a local offer of services (clause 30). This effectively is a duty to provide information on what services are available. However, this information duty needs to be read alongside other clauses in the Bill which set out how local authorities and other partners should work together to review and commission services. The services commissioned by this joint planning and review process will form a key part of the information provided by local authorities in their local offer.

The key clauses relating to the local offer:

- **Clauses 25 and 28 - general duties on services to cooperate and integrate services**

All schools and colleges, local authorities (including in relation to social services), and health agencies will be required to cooperate and local authorities will be required to promote the integration of services.

- **Clause 27 - Duty on local authorities to keep education and social care provision under review**

This review must include a consideration of whether local provision is 'sufficient' to meet local need. Following pre-legislative scrutiny, the Government has included children, young people and parents in the groups who must be consulted during this review. It is not clear exactly how this review of SEN and care services will link to the Joint Strategic Needs Assessment carried out by Health and Wellbeing Boards.

- **Clause 26 - Duty on local authorities and clinical commissioning groups to jointly commission services**

Local authorities and clinical commissioning groups must make arrangements for joint commissioning. Services that must be jointly commissioned are education, health and care services for children and young people with SEND. However, joint commissioning only applies to services for meeting the 'special educational needs' of the children and young people concerned.

- **Clause 30 - duty on local authorities to provide information of what services are available**

Local authorities will be required to produce information on the education, health and care services 'it expects' to be available locally (the local offer). Following pre-legislative scrutiny, the Government has added new sub-clauses that place duties on local authorities to publish comments that have been made about their local offer and how the local authority responded (clause 30(6)). The Government has also added 'provision to assist in preparing children and young people for adulthood and independent living' into the list of information which needs to be included in the local offer (clause 30(2)(e)). Parents and young people will be able to make complaints about the local offer.

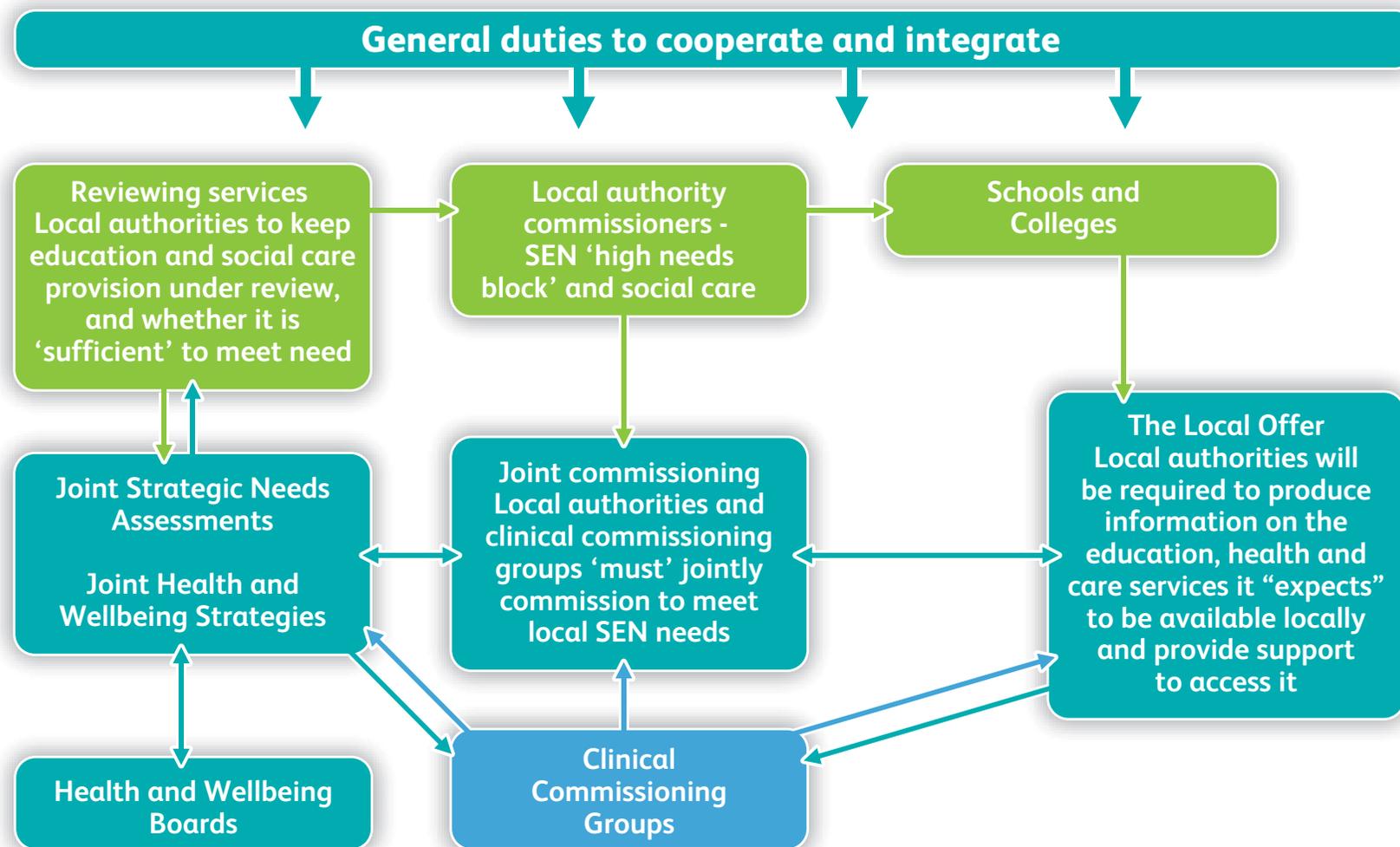
- **Clause 32 - information and advice for parents and young people**

This clause requires local authorities to make arrangements for advice and information about special educational needs to be provided for the parents of children, and young people, in its area with those needs, and to make the services provided known to those people and to schools and colleges and others they consider appropriate. It places a duty on local authorities to make these provisions known to the head teachers, proprietors and principals of schools and post-16 institutions in their area. The local authority may also inform anyone else it thinks is appropriate.

The diagram on the following page represents the strategic planning process which results in the local offer.

Diagram of strategic planning duties

Responsibilities across services
 SEN and/or social care responsibilities
 Health responsibilities



Principles for our Local Offer Framework



Co-produced by parent carers, young people and professionals

It is central to the work of the SE7 Pathfinder that everything we do is through partnership and our regional local offer framework and each SE7 Local Offer will be developed jointly by parent carers, young people and professionals.

Empowering for parent carers, young people & professionals

Our Local Offers should empower parent carers, young people and professionals by setting out clearly what can be expected locally, how to access services and where to find further information. This knowledge will enable parent carers and young people to know what to expect and to be able to hold services to account. This knowledge will support professionals' understanding of what is available and enable them to advise parent carers and young people accurately.

Accessible

Parent carers should be able to find our Local Offers easily and understand the content. The design will be flexible to enable access by the widest group of parent carers and young people possible. For example this could include pictures, podcasts and flowcharts. Clear and jargon free language will be used. It will be widely available in the public domain and provide information on where to find extra support.

Holistic

Our Local Offers will cover ages 0-25 and contain information about services from Education (including early years settings, mainstream and special schools and colleges), Health, Social Care, leisure, employment and housing, in both the statutory and voluntary sectors.

Starting with what is widely available

Our Local Offers will provide clear information about what is openly available without the need for particular specialist assessments in order to access it. It will also need to include information about specialist services, how these are accessed, eligibility criteria and decision making processes.

Transparent

Our Local Offers will set out the path from initial query to outcome and publish and explain eligibility criteria. They will show the routes to access services and support including timescales and responsibilities. There will be an honest explanation of how decisions are made and by whom. Options will be set out with clear pathways for action and directions about what to do and where to go if things go wrong.

Sustainable and sustained

Our Local Offers will be manageable in terms of quantity and level of detail. There will be a clear system for entering and updating information. They will avoid duplication and use effective links. There will be clear arrangements for feedback from users and for review by the co-producers - parent carers, young people and professionals.

Factual

Our Local Offers will be clear, factual and honest about current practice and provision. They will help parent carers, young people and professionals know what they can reasonably expect. Our Local Offers will recognise gaps, limitations and service changes and point towards possible alternatives. They will include information about how parent carers, young people and professionals can be involved in and influence policy and practice.

Essential Features of the SE7 Local Offers

Consistent

The seven local offers in the region will follow the agreed regional framework including the principles and adopting the headings. This will provide reasonable consistency but will also allow sufficient flexibility to allow for local differences.

Regionally and locally branded

The seven local offers in the region will carry both the SE7 logo as well as conforming to local area branding standards.

Accessible

The local offers will be readily accessible and available in a variety of access points across the community.

Supported by real people

Parent carers and young people will know how to contact someone who will be able to guide them through the local offer and be able to direct them to people who are able to answer questions they may have.

Clear on their purpose and audience

Each SE7 Local Offer will set out who it is intended for and its purpose.

Searchable

SE7 Local Offers will be easily found through internet search engines and will have an efficient search system that directs enquirers to the relevant section(s) of the local offer according to their query.

Reviewed

All local offers must be kept under regular review and updated as appropriate. This will ensure that the local offer complies with the SE7 'factual' principle. The local offers will include a feedback facility on the local offer itself so that users can report any issues or offer suggestions for improvements.

Include the readily accessible and the specialist

The Local Offers will include local area wide standards and also service specific information.

Flexible search facilities

Searches can be filtered by age, area, need etc.

Include a service contact/feedback facility

Includes a confidential facility for users to contact/feedback to providers and services.

Co-production

What is co-production?

It is collaboration between parent carers/young people and the local authority, NHS and professionals, seeking to think of creative ways to shape services for our children/ and young people by using the skills sets of all the parties.

How does it work?

From the concept of idea, parties need to be at planning, designing and delivery stage throughout the process.

What makes it work?

Trust and Respect.

It takes time, more time than just going it alone. So why do it? Because it uses to skills and expertise of all parties and means we are all richer for it. It leads to a more appropriate person centred service leading to better outcomes for children and families. This is the most important thing and must be at the centre of all decision making and planning.

The Ladder of Participation

Method	What it is	How it works	Key ingredient
Co-production is	Parent carers/young people and statutory agencies agreeing outcomes, working collaboratively to creatively shape services, and then working together in partnership to deliver services	Parent carers/young people involved as equal partners - From concept of idea, planning, designing and delivering	<ul style="list-style-type: none"> • Trust and respect • Better working relationships = reduction in conflict • Better fit between family needs and services
Participation is	Parent carers/young people and statutory agencies discussing outcomes and plans together. Joint decision making.	Parent carers/young people as partners in decision making	<ul style="list-style-type: none"> • Good relationships and partnership working • Improvement in knowledge
Consultation is	Statutory agencies make decisions and then ask parents carers/young people what they think. They may or may not amend their decisions when they have heard parent carer/young people's views	Parent carer/young people providing feedback	Feedback
Information is	Statutory agencies make the decisions and then inform parent carers/young people	Parent carer/young people being told what is happening	Information

Avoiding and resolving concerns and disagreements through parental engagement

The aim of the Local Offer is to improve the accessibility and transparency of information for parents, professionals and practitioners. One of the outcomes of this will be a shared understanding of available services and resources enabling more open conversations to take place. The Local Offer must include information about where parent carers and children and young people can seek information, advice and support; how they can raise issues of concern; how they can seek to resolve these concerns; how they can complain; mediation and appeals. The following guidance is provided to help 'take the fight' out of the system and ensure that any disagreements are resolved at the earliest stage. Disagreements are inevitable and if handled positively can lead to improved on-going relationships and avoid the emotional and financial cost of a tribunal.

Area wide principles of good practice

- Promote empowerment by actively seeking and valuing the views of parents
- Ensure that information advice and guidance is clear and unambiguous
- Ensure that decisions are explained clearly and there is a shared understanding
- Encourage concerns to be raised at the earliest stage
- Keep talking, keep listening and be respectful of each other's point of view
- Where concerns and disagreements occur, provide information about impartial support services and encourage an early and informal resolution wherever possible
- Seek and use feedback from families to improve services and publish how this has been achieved
- Promote trust and confidence through positive attitudes and behaviours

If we apply these principles to the development of the Local Offer then we are likely to include:

Vision / Commitment	Develop / publish a commitment statement or charter about the way that you work with families and your desire to prevent disagreements from arising in the first place. This statement should use appropriate language and ideally be co-produced with parent carers. It should reflect the person centred planning approach of putting families at the centre of decision making. It should include a commitment to signpost appropriately when a family does not meet the criteria for a service. It should encourage open discussions and exploring options, rather than a 'gatekeeping' approach to parent enquiries.
Information / Advice	Provide information about where families can get support and advice about services, eligibility etc. This information is more likely to empower parents to reach their own conclusions. The information should be available in a variety of formats, and ideally families should be able to call someone to talk them through the "flowchart" if they don't have online access. It should be in appropriate, parent friendly language and ideally be co-produced by parents using a Plain English communications model. There should also be extensive communications and information to practitioners working with families so that they are aware of the local offer and how to navigate it, so they can direct families to it.
Feedback	What are the mechanisms for feedback and how can families get involved with their local parent carer forum or youth forum? Information about any regular surveys carried out, and where they can find out about consultations. What training is available for parents
Raising a Concern	Be clear about how parents can raise concerns and let them know that they will be 'listened to'. Explain the different 'stages' of a resolution process and what will happen and how their concern will be dealt with. Show that you are being fair and consistent with everyone and be respectful of every parent's point of view.
When a disagreement arises	Tell parents who they need to speak to / write to/email if they disagree with a decision or if they are unhappy about the way their situation was handled. Tell them what informal or impartial support is available to them to help them work through their concern. Be clear about your response times and open and honest about your decision making. A conversation or face to face meeting should be offered as part of the process.
Going to Appeal	Links to the SENDIST website which contains information and a video about attending a tribunal appeal hearing. Information about the mediation advisory process and mediation options available. Reassure families that their rights are not affected by continuing to resolve the disagreement locally. Be very clear about timescales (eg: working or calendar days) and what will happen.

EDUCATION

AREA WIDE OFFER

- Local area Mission Statement / SEN Policy
- Detailed information - LA expectations of education providers including early years settings, schools, colleges and training providers (Purpose)

INFORMATION ABOUT SEN SERVICES OR PERSONS WHICH THE LA COMMISSIONS

- How to access targeted and specialist services, the criteria and how decisions are made
- Page with individual services' responses to questions that represent information that parents / young people most frequently want to know
- Links to web information about the services
- Include providers outside of the area but that the local authority commissions

INDIVIDUAL SETTING / SCHOOL / COLLEGE SEN INFORMATION

- Page with individual providers' responses to questions that represent information that parents / young people most frequently want to know or link to where this can be accessed eg school website
- Links to individual early years settings / schools / colleges' websites (set out by phase)
- Include providers outside of the area but that the local authority expects children and young people from its area will use

OTHER INFORMATION

- How to request an EHC assessment, the criteria and how decisions are made
- Details of funding arrangements and how to request a personal budget
- Where to find a list of independent specialist providers
- Travel policy including information on travel assistance to education settings and how decisions are made
- Where parent carers can access information, support and advice
- Where children and young people can access information, support and advice
- How support is provided in an out of area setting
- What to do if moving area
- What to do if there are concerns
- Information about mediation and how to appeal

Area wide offer

Area wide offer - expectations of the local authority of what early years setting's / schools / colleges will provide from within their base delegated budgets (i.e. core funding plus up to £6,000 per child / young person with special or additional needs or disabilities).

This will allow parent carers and young people to judge whether or not the early years settings' / school's / college's own published local offer matches the area wide offer. The information should also include what to do if the early years setting's / school's / college's offer or provision does not match the offer.

Template for area wide offer:

1. General introduction which explains that this provision is underpinned by the setting's / school's / college's Equality Scheme (including their duty to comply with the Auxiliary Aids and Services Regulations), Accessibility Plan and Development Plan
2. Short paragraph setting out the local authority's vision / mission statement – taken from the SEND Strategy / CYPP / other policy document
3. Expectations for the involvement of parent carers and children and young people

The area wide offer will include:

An explanation of what to do if the area wide offer:

- > is either not being delivered
- > is not meeting the child's / young person's needs – this will need to include who to contact, what is available, what is the eligibility and how decisions are made.

The area wide offer will cover as a minimum:

What the local authority expects education providers to do in relation to:

- identifying the particular special educational needs of a child or young person;
- consulting with the child's parent or the young person;
- securing the services, provision and equipment required by children and young people with special educational needs; and
- supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood

It should also set out what the local authority expects education providers to do in relation to:

- including children and young people with special educational needs and their families fully in the life of the school
- the teaching of children and young people with special educational needs;
- adapting the curriculum
- the additional learning support available to children and young people with special educational needs
- pastoral support for children and young people with special educational needs

- how progress should be assessed and reviewed
- how the effectiveness of special educational provision should be assessed and evaluated
- the activities available for children and young people with special educational needs in addition to the curriculum
- how children and young people should be prepared to move between phases of education
- how young people are prepared for adulthood including employment
- staff development and training
- making the environment more accessible

Individual Setting / School / College information

Individual early years settings / schools / colleges

Each early years setting, school and college should publish responses to the following questions. The responses should follow the SE7 Local Offer Principles especially in relation to parent carer / young people's participation, clarity of language and information about where to go to get further advice or guidance through the information. The responses will make clear what the area wide offer means in practice in the early years setting / school / college. Settings, schools and colleges should decide which of the two following sets of questions to use. The first is from the parent carer's point of view and the second is from the young person's point of view. In the main schools and colleges catering for older children and young people may wish to use the second set. These questions have been developed in co-production with parent carers and young people and ask the sorts of questions to which they want to know the answers.

There is also a separate duty on certain education settings to produce an SEN Information Report. For those settings who will need to do this, the information collated for the Local Offer should be extremely helpful, and contribute significantly to this report.

How will publishing this information help education settings?

- The information will help to communicate to parent carers, and others who work with the setting, how children and young people with SEND are supported. It will provide a clear profile of the individual setting.
- It will help to prevent misunderstandings that can sometimes make working together difficult.
- Coproducing the information with parent carers and children and young people will help to develop strong partnerships and increase understanding.
- It will be an opportunity to review processes and ways of working together.
- It will provide clear, transparent information about how funding works in schools.
- It will contribute to meeting the requirements of the SEN Information Report

From the parent carer's point of view:

1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

2. How will early years setting / school / college staff support my child/young person?

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

3. How will the curriculum be matched to my child's/young person's needs?

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

4. 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?

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 setting / school / college 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 setting / school / college eg 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 setting / school / college? 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?

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

What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? 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 setting / school / college support my child / young person to do this?

6. What specialist services and expertise are available at or accessed by the setting / school / college?

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

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

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

8. How will my child/young person be included in activities outside the classroom including school trips?

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

9. How accessible is the setting / school / college environment?

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

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

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

How is the setting's / school's / college'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?

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 setting / school / college judge whether the support has had an impact?

13. How are parents involved in the setting / school / college? How can I be involved?

Describe the setting's / school's / college'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?

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 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 setting / school / college? 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? Where can I find the local authority's Local Offer?

From the young person's point of view:

1. How does the setting / school / college know if I need extra help?

How do you identify young people with special educational needs?

2. What should I do if I think I need extra help?

How will I be able to raise any concerns I may have?

3. How will my course work be organised to meet my individual needs?

*What are the setting's / school's / college's approaches to differentiation?
How will that help me?*

4. How will I be involved in planning for my needs and who will explain it and help me?

How will the young person be able to contribute his or her views? How will the setting / school / college support him or her to do this?

5. Who will tell me what I can do to help myself and be more independent?

Who will help me and what sorts of things are available?

6. What should I do if I am worried about something?

Who should I talk to? How will you help me?

7. How will I know if I am doing as well as I should?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss my progress with the staff? How does the setting / school / college know how well I am doing? How will I know what progress I should be making? How will you explain to me how my learning is planned? How and when will I be involved in planning my education?

8. How can I get help if I am worried about things other than my course?

What is the pastoral, medical and social support available in the setting / school / college for young people with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance?

9. Are there staff in college who have had special training to help young people who need extra help?

This should include recent and future planned training and disability awareness. Are there specialist staff working at the setting / school / college and what are their qualifications?

10. Can college staff get extra help from experts outside the college if they need to? (eg advice and training on medical conditions)

What other services does the setting / school / college access including health, therapy and social care services.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

a. How will I know who can help me?

b. Who can I talk to about getting involved in student activities if I need extra help?

Will I be able to access all of the activities of the setting / school / college and how will you help me to do so?

c. If I have a disability or additional need how can I join in college activities?

Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? Have there been improvements in the auditory and visual environment?

12. What help is there to help me get ready to start college?

What preparation will there be for both the setting / school / college and the young person before he or she joins the setting / school / college. What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/ young person?

**13. I am coming to college to prepare for employment
– how will I be supported?**

How will I be prepared to move onto the next stage of my life including employment and life skills?

People and services commissioned by the local authority to support children and young people with special educational needs (other than educational settings) should complete the following questions. If the service provides direct teaching to children and young people with special educational needs it should use the questions above for educational settings.

Service specific questions:

1. What does your service do?

What is the key purpose of your service and how does it contribute to better outcomes for children and young people with special educational needs and disabilities and their families? What are the typical activities that you do? Do you have any limitations on the amount of time your service will support a child or young person? Do you provide any on-going support?

2. Where is it located and what areas does it cover?

Where are your main locations and do you work across the whole local authority area? Are there any differences in your offer in different parts of the local authority area?

3. Who does your service provide for?

What types of need and age ranges do you cover? What are the eligibility criteria to use your service? Are there any types of disabilities that you do not provide for?

4. How can I start using the service?

I can make direct contact myself or would there need to be a referral from someone else and if so, who? Do you charge for the service and if so, what are the costs? Can I use my personal budget to pay for the service or to add to the service? Are there any waiting lists and if so, how long are they?

5. How are decisions made about who can use your service?

How are these decisions made and who makes them? How will I know the reasons behind their decisions? How will you help me understand them?

6. How do you communicate with service users and how are they involved in decision making/planning?

What are your usual methods of seeking the views of service users? Do you use any specialist communication system eg signing? What leaflets and information do you have? How does the service communicate with parent carers whose first language is not English? How will I know how well my child or young person is doing? Do you offer any parent training or learning events?

7. Is your service fully accessible?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? Do you have a changing places facility? What support is there for a child with additional needs in general areas eg waiting rooms? How will my child or young person be able to access all of the activities of the service and how will you assist him or her to do so?

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

This should include recent and future planned training and disability awareness. Are there any specialist staff? Do any other services work closely with yours?

9. Who can I contact for further information?

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 support? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person would benefit from the service?

Social Care

AREA WIDE OFFER

- Vision and policy / relevant legislation
- Targeted services - those that can be accessed without a specialist assessment - including leisure activities, short breaks and parenting support
- Information about early help services
- Information about the Common Assessment Framework

SPECIALIST SUPPORT PROVIDED

- Covering early years, school age and post 16 / adult services for children and young people with disabilities
- Section 17 services
- Links to individual services' websites
- Child protection and looked after children services

OTHER INFORMATION

- How to request an EHC assessment, the criteria and how decisions are made
- Details of funding arrangements and how to request a personal budget
- Where to find a list of childcare providers
- Travel policy including information on travel assistance to short breaks, meetings etc and how decisions are made
- Where parent carers can access information, support and advice
- Where children and young people can access information, support and advice
- How do things work when accessing services/provision in other areas
- What to do if moving area
- What to do if there are concerns or complaints
- Information on the approach to transition and link to the Preparation for Adulthood section

What is available in the local area without the need for a specialist assessment?

Should include:

- > information from the Short Breaks statement including listing open access short breaks
- > leisure activities
- > local sports groups which are accessible by children and young people with SEND
- > child care
- > youth groups
- > other opportunities

What is available with a specialist assessment?

Should include:

- > how to ask for a specialist assessment
- > how social care would support the family including through personal budgets
- > section 17 support
- > information from the short breaks statement including specialist short breaks and how to access them
- > any specialist child care
- > other targeted and specialist opportunities

What to do if the family is unable to access the above or has other concerns

Service specific questions:

1. What does your service do?

What is the key purpose of your service and how does it contribute to better outcomes for children and young people with special educational needs and disabilities and their families? What are the typical activities that you do? Do you have any limitations on the amount of time your service will support a child or young person? Do you provide any on-going support?

2. Where is it located and what areas does it cover?

Where are your main locations and do you work across the whole local authority area? Are there any differences in your offer in different parts of the local authority area?

3. Who does your service provide for?

What types of need and age ranges do you cover? What are the eligibility criteria to use your service? Are there any types of disabilities that you do not provide for?

4. How can I start using the service?

I can make direct contact myself or would there need to be a referral from someone else and if so, who? Do you charge for the service and if so, what are the costs? Can I use my personal budget to pay for the service or to add to the service? Are there any waiting lists and if so, how long are they?

5. How are decisions made about who can use your service?

How are these decisions made and who makes them? How will I know the reasons behind their decisions? How will you help me understand them?

6. How do you communicate with service users and how are they involved in decision making/planning?

What are your usual methods of seeking the views of service users? Do you use any specialist communication system eg signing? What leaflets and information do you have? How does the service communicate with parent carers whose first language is not English? How will I know how well my child or young person is doing? Do you offer any parent training or learning events?

7. Is your service fully accessible?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? Do you have a changing places facility? What support is there for a child with additional needs in general areas eg waiting rooms? How will my child or young person be able to access all of the activities of the service and how will you assist him or her to do so?

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

This should include recent and future planned training and disability awareness. Are there any specialist staff? Do any other services work closely with yours?

9. Who can I contact for further information?

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 support? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person would benefit from the service?

Health

CARE PATHWAYS AND / OR SERVICE SPECIFIC INFORMATION

- Summary of NHS Constitution and Mandate
- Universal services eg GP, Health Visitor, Children's Centres
- Self referral – drop in clinics etc
- Diagnostic services

CARE PATHWAYS AND / OR SERVICE SPECIFIC INFORMATION

- Covering early years, school age, post 16 / adult services
- How to access speech and language therapy, occupational therapy, physiotherapy
- How to access mental health services
- Other services eg equipment, wheelchairs, continence, palliative care, short breaks
- Support to education settings for medical needs

OTHER INFORMATION

- How to request an EHC assessment, the criteria and how decisions are made
- Details of funding arrangements and how to request a personal budget
- Where to find a list of childcare providers
- Travel policy including information on travel assistance to appointments and how decisions are made
- Where parent carers can access information, support and advice
- Where children and young people can access information, support and advice
- How do things work when accessing services/provision in other areas – information about the responsible commissioner
- What to do if moving area
- What to do if there are concerns or complaints
- Information on the approach to transition and link to the Preparation for Adulthood section

What is available in the local area without the need for a specialist assessment?

Universal services including diagnosis and how to access

Targeted and Specialist Support

This should either be organised in Care Pathways if available and transparent. Alternatively the information could be organised by services.

Care pathways by need type:

- SLCN including feeding
- Physical impairments
- Sensory impairments
- Complex health need
- Palliative care needs
- Long term conditions including epilepsy, asthma and diabetes
- Global development delay
- Bladder and bowel
- Dyspraxia
- Specialist dental services
- Mental health
- Challenging behaviour
- Acquired brain injury

These need to dovetail into adult care pathways - usually:

- Learning difficulties
- Physical difficulties
- Sensory difficulties
- Mental health

Service specific questions:

1. What does your service do?

What is the key purpose of your service and how does it contribute to better outcomes for children and young people with special educational needs and disabilities and their families? What are the typical activities that you do? Do you have any limitations on the amount of time your service will support a child or young person? Do you provide any on-going support?

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Preparation for Adulthood

AREA WIDE OFFER

- Universal support for example:
 - o Careers Advice
 - o Job Centre Plus
 - o Benefit Advice

TARGETED AND SPECIALIST SERVICES

- For example:
 - o Supported Internships
 - o Housing
 - o Apprenticeships
 - o Access to Work (DWP)
 - o Leisure Services

OTHER INFORMATION

- How to request an EHC assessment, the criteria and how decisions are made
- Information on what support is available at the end of an EHC Plan
- Details of funding arrangements and how to request a personal budget
- 16-25 travel policy and concessions, Blue Badge scheme and how decisions are made
- Where parent carers can access information, support and advice
- Where young people can access information, support and advice
- How do things work when accessing services/provision in other areas – information about the responsible commissioner
- What to do if moving area
- What to do if there are concerns or complaints

Preparation for Adulthood

This section will be organised under the following themes:

Information, Advice and Guidance

Paid employment

Independent living

Community participation

Health

The SE7 Regional Local Offer Steering Group

Membership:

Linda Baker	Kent Parent Partnership Service/Kent consultant (until April 2013)
Louise Clarke	Parent Voice, Hampshire
Ros Cook	Amaze, Brighton and Hove
Nicola Gibson	Brighton and Hove Parent Carer Council
Jean Haigh	SE7 SEND Pathfinder Regional Lead
Barbara Ingram	Surrey Parent Partnership Service
Tesni Mason	Hampshire Parent Partnership Service
Heather McIntosh	West Sussex Parent Partnership Service
Viv Oliver	East Sussex Parent Partnership Service
Lara Roberts	West Sussex Parent Carer Forum
Sarah Selby-Bird	Kent Parents as Equal Partners (PEPs) (Kent Parent Carer Forum)
Sharon Smith	Hampshire Parent Carer Network
Mhairi Tynan	Kids (Medway Parent Partnership Service)

Key Roles

- Agree standards and principles for the SE7 Local Offer Regional Framework
- Ensure co-production with parent carers
- Gather feedback from children and young people
- Produce a regional template for approval by the SE7 Pathfinder Regional Steering Group
- Continue to support the development of the local offers across the region as they are developed

Local Area Responsibilities

- Identify a lead with responsibility for developing the area's Local Offer according to the regional framework
- Liaise with education providers over the local area minimum offer and education providers' own Local Offers
- Identify leads for each element of the Local Offer
- Plan awareness raising and training programme for the area's local offer
- Agree review and maintenance arrangements and responsibilities for the area's local offer
- Agree with local IT and communications teams about the local offer and how it will be made available.

For further information

Dr Carrie Britton

Parent Carer Adviser

carriebritton08@googlemail.com

SE7 will be developing training regarding co-production - if you would like further advice or information please contact:

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SE7 SEND Pathfinder Regional Lead

jean.haigh@eastsussex.gov.uk

Tracy Mander

SE7 Project Officer

tracy.mander@eastsussex.gov.uk

Websites

National Network of Parent Carer Forums

www.nnpcf.org.uk

SE7 Pathfinder

www.se7pathfinder.co.uk

National Pathfinder

www.sendpathfinder.co.uk