

# SEND Pathfinder Information Pack



Version 3, December 2013 – Local Offer

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Nottinghamshire  
Bromley and Bexley  
Cornwall and Scilly  
Gateshead  
Solihull  
Manchester  
Wiltshire  
SE7  
Hertfordshire  
Southampton  
Northamptonshire  
Leicester City  
Calderdale  
North Yorkshire  
Trafford  
Wigan  
Lewisham  
Devon  
Greenwich  
Oldham and Rochdale  
Hartlepool and Darlington

# Introduction

## **Background & Context**

The pathfinder programme has been running for over 2 years. There is a growing body of learning that the new approaches pathfinders are trialling are making a real difference to the lives of children, young people and families, but that putting these reforms in place takes time, energy and determination.

**Subject to Parliamentary approval of provisions in the Children and Families Bill, all areas will need to implement the SEND reforms from September 2014.** The experience of the pathfinders has shown that the workforce development and culture change needed to implement the reforms takes time. Services and professionals across education, health and care for children and adults need to work together closely, putting families and young people at the centre of commissioning, assessment and planning. Every area will therefore want to begin considering the steps they need to take to implement the reforms successfully.

There have been clear messages that local areas would value practical advice and support in preparing for implementation. There is now a pathfinder champion in every region providing a mixture of information, advice and support to all non-pathfinder areas. **The information packs support the work of the regional champions by demonstrating learning from across the whole programme.** Further information and case studies, together with details of the pathfinder champions, are available at [www.sendpathfinder.co.uk](http://www.sendpathfinder.co.uk)

## **Information Pack Format & Structure**

**This third version has been updated to reflect the draft SEN Code of Practice, draft regulations and the proposals for transitional arrangements which were published in October 2013. In addition a small number of case studies have been added or updated, which is reflected in the contents page.**

The information pack is designed to draw together key emerging principles and case study learning from the pathfinder programme to support non-pathfinder areas to prepare to implement the SEND reforms themselves. This pack is created for everyone involved in making the reforms work – amongst others, children, young people and families, parent carer forums, local authority children's and adult services, the health service, early years settings, schools, post 16 institutions and VCS providers.

This information pack covers the following six overarching themes of pathfinder testing:

- Coordinated assessment and EHC planning

- Personal Budgets
- Local Offer
- Preparing for adulthood
- Engagement and participation of children, young people, parents and carers
- Joint Commissioning

Please note these packs are supported by a glossary which can be found at the end of each pack.

### **Future Versions**

The pathfinder champion programme will run until March 2015. Pathfinders are now scaling up their new approaches to whole areas, working across the 0-25 age range and with the full range of providers. This will provide further vital learning that will be incorporated into future packs.

Information packs will be updated and published periodically over the coming months and feedback will inform development of future packs. **This pack will receive a substantial update in February 2014, with the inclusion of new case studies and materials to further support implementation of the SEN reforms.**

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### Introduction *(Last updated December 2013)*

This pack includes an overview of the local offer, including links to relevant documents such as the Children and Families Bill, draft special educational needs (SEN) regulations and draft SEN Code of Practice (CoP), the latter of which is supported by ongoing learning from Pathfinders.

This is version 3, which builds upon the introductory packs issued in June 2013 and September 2013. This is a working document and the latest version can be found on the SEND Pathfinder website: [www.sendpathfinder.co.uk](http://www.sendpathfinder.co.uk). More detailed information will be included in future pathfinder information packs.

### **What is the local offer?**

The local offer responds to concerns from parents and others that they find it hard to access information about what support is available. Through the Children and Families Bill, the Government intends to require all local authorities (LAs) to publish a local offer.

As outlined in the draft CoP in section 5.1 'The local offer'. *'Local authorities **must** publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans.*

*The local offer has two key purposes:*

- *To provide clear, comprehensive and accessible information about the provision available; and*
- *To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.*

*The local offer should not simply be a directory of existing services. The process of developing the local offer is intended to help local authorities and their health partners to improve provision'.*

As outlined in the draft CoP<sup>i</sup>, local authorities must involve parents, children and young people in developing and reviewing the local offer. Effective parent participation happens when parents work alongside professionals in order to design, develop and improve services. Parent carer forums exist in almost every local area in England. Local authorities and their partners should seek to work with their local parent carer forum to develop their local offer. The local offer must include both local provision and provision outside the local area that the LA expects to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. For example, if an FE college in a neighbouring authority takes students from the "home" LA then it should be included.



“I have been involved at a strategic level; I attend all the local offer work stream meetings. I was involved in what information needed to be in the local offer and I co-ordinate events, like a fun day I did last week in half term with the charity *KIDS*” – **Cath Stone, Manchester Parents for Change (Manchester’s Parent Carer Forum)**



### What do the Children and Families Bill, draft regulations and Code of Practice say about the local offer? *(Last updated December 2013)*

Bill and Supporting Documents			
<a href="#">Children and Families Bill (clause 30 – Local Offer)<sup>ii</sup></a>	<a href="#">Draft Regulations (SEN Local Offer)<sup>iii</sup></a>	<a href="#">Draft SEN Code of Practice (Section 5: The Local Offer)<sup>iv</sup></a>	<a href="#">Consultation on transition to Education, Health and Care plans and the local offer<sup>v</sup></a>

Between the 4<sup>th</sup> October and 9<sup>th</sup> December 2013 there was a national consultation on the draft SEN Code of Practice, draft Regulations and the proposals for transitional arrangements. The DfE stated that:

*‘We will take account of any changes that may be made as result of Parliament’s consideration of the Bill and the responses to consultation in developing versions of the Code of Practice and Regulations, including transitional arrangements. These will then be placed before Parliament for approval in the spring to come into force from September 2014 at the same time as the provisions in the Bill. The results of the consultation and the Department’s response will be published on the Department for Education e-consultation website in spring 2014.’<sup>vi</sup>*

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their local offer. Further detail about what is required is given in draft regulations, whilst guidance on carrying out the statutory duty is given in the draft SEN CoP.

*The ‘Special Educational Needs (Local Offer) Regulations’ provide a common framework for the local offer. They specify the requirements that all local authorities must meet in developing, publishing and reviewing their local offer:*

- *The information to be included*
- *How the local offer is to be published;*
- *Who is to be consulted about the local offer;*

- *How children and young people with SEN and parents will be involved in the preparation and review of the local offer; and*
- *The publication of comments on the local offer and the local authority's response<sup>vii</sup>.*

Included below are the sub-sections of the SEN CoP relating to the local offer, which should be referred to for more information.

- 5.1 The local offer
- 5.2 What must be included in the local offer?
- 5.3 Publishing the local offer
- 5.4 Preparing and reviewing the local offer

For a broader understanding of the policy drivers for personal budgets, the Children and Families Bill and supporting documents should also be referred to.

#### **What is the key learning from across the pathfinders? (Last updated December 2013)**

As the case studies which follow illustrate, pathfinders are taking different approaches to the on-going development and implementation of their local offers. Some are developing their local offer incrementally and have started by building on their existing family service directory infrastructure, tailoring certain elements to fit in with the development of the local offer. Whilst others have spent more time initially working with all stakeholders to determine the functionality, scope and look and feel of their local offer. Whatever the starting point, one of the key learning's from pathfinders has been the need for extensive engagement with parents, children and young people and service providers.

The following provides a summary of the pathfinder learning to date:

- **Developing a local offer framework and principles through co-production** and engagement with stakeholders, including parent carers, young people and professionals has ensured that all key stakeholders understand and are in agreement about the pathfinder's collective vision for the local offer.
- **Focused groups and user testing** with parent carers, children and young people targeted at specific areas of the local offer has been an important part of the process of developing and refining the local offer. For example, website design and navigation, content, service development and local offer templates.

- Some pathfinders have **conducted research** to look at the **'parental journey'** to understand how parents find **information at different stages of their child's life and development** (e.g. diagnosis, starting school and transition), what works well and what information is particularly hard to find. This information is then used to inform local offer work to aid navigation and accessibility and reduce unnecessary stress for families.
- Some pathfinders are now focusing their efforts on looking **at innovative ways to present information** to improve accessibility, for example interactive maps to help young people, parents and staff to choose and filter what services are available in their area.
- A **user – led approach** helps to ensure that the local offer is designed in a way that those using it can easily understand and use it to meet their needs.
- A good idea is **to develop a communications strategy to promote awareness** and ensure effective wider consultation of the local offer at the beginning. Some pathfinders have used a variety of channels to target stakeholders including the **use of social media, face to face contact, publications and forums** to encourage the provision of feedback to inform next steps.
- **Making use and building on existing resources** including your Family Information Service, Parent Partnership Service and Parent Carer Forum has been seen as a more sustainable approach by some pathfinders.
- **Engagement with service providers early in the process has been invaluable**, not only in relation to the local offer but in relation to personalisation, personal budgets and commissioning framework.
- The scope of local offer is large, so it **helps to break it down and develop it over time**, using sub groups to focus on specific areas. Iterative consultation and co-production at each development stage is key to ensuring the local offer continues to remain responsive to stakeholder's needs without the need to backtrack or redesign.
- **Don't focus solely on the internet** – areas need to think about other ways for families to access the local offer. One solution to this is having local offer **'tourist guides'** or **'information brokers'** within libraries, schools, colleges and other appropriate communal facilities. This meets the requirements of those families who do not have a home computer/device or the desire to access the local offer online. Having someone to help them navigate the local offer and find the information they need coupled with printable extracts has been well received.

### Summary of case studies *(Last updated December 2013)*

The Mott MacDonald Pathfinder Support Team intends to publish several iterations of these SEND Pathfinder Information Packs over the coming months. As these packs grow in size to reflect the continued progress and breadth of work that the SEND pathfinders are undertaking, the summary table below should help readers to review where there is new content and to assist in navigating through the document.

Case Study	Area of Focus	Key Points	Page
<b>Part 1 – Using Joint Commissioning approaches/ models to develop the local offer</b>			
<b>I CAN Case Study</b> <i>(New)</i>  <i>(added December 2013, Version 2)</i>	Summary of I CAN school commissioning model for supporting speech and language development.	<u>Why is this approach being showcased?</u> Provides a summary of 'A Chance to Talk (ACTT)', a whole school commissioning model for supporting speech and language development at key stage 1. Primary schools can use it to help children who have speech and language needs through effective joint working with NHS Speech and Language Therapy.	<a href="#">11</a>
<b>Part 2 – Engaging stakeholders in the development of the local offer</b>			
<b>SE7 Case Study</b> <i>(Updated)</i>  <i>(last updated December 2013, Version 2)</i>	This is a summary of SE7's approach to developing their area-wide local offer framework	<u>Why is this approach being showcased?</u> Explores how SE7 has developed a regional draft local offer framework through engagement and co-production with stakeholders. This case study highlights the importance of a shared vision.  <u>Points of interest</u> <ul style="list-style-type: none"> <li>• Establishment of SE7 Local Offer Regional Steering Group and workstreams with parent representation.</li> <li>• Use of area wide principles of good practice to encourage an open and transparent approach.</li> <li>• Development of framework and guidance for each individual strand of the local offer.</li> <li>• Development of an area wide local offer template to gather existing information on the following 4 areas: Education, Health, Social Care and Preparation for adulthood services.</li> <li>• Examples of specific questions included within the local offer template from the parent carers and young person's point of view.</li> <li>• Outline of key benefits of developing a local offer framework.</li> </ul>	<a href="#">14</a>

Case Study	Area of Focus	Key Points	Page
<b>Trafford Case Study</b>  <i>(last updated September 2013 (Version 2))</i>	This is a summary of how Trafford has sought to develop its local offer using the existing infrastructure of its newly launched Family Services Directory.	<p><u>Why is this approach being showcased?</u></p> <p>Example of a pathfinder who has chosen to develop their local offer incrementally, building upon their existing Family Services Directory.</p> <p><u>Points of interest</u></p> <ul style="list-style-type: none"> <li>• Provides an overview of Trafford's local offer development activity, detailing the key steps they have taken.</li> <li>• Includes examples of how Trafford have co-produced with a range of stakeholders including diverse task and finish groups, stakeholder events and interactive sessions where attendees are encouraged to provide live feedback.</li> <li>• Includes examples of communication methods used to promote Trafford's local offer online homepage including the use of publications, social media, face to face communication and forums.</li> </ul>	<a href="#">19</a>
<b>Darlington Case Study</b>  <i>(last updated June 2013 (Version 1))</i>	This is a summary of how Darlington's local offer has been incrementally built on an updated Families Service Directory (FSD).	<p><u>Why is this approach being showcased?</u></p> <p>Explores Darlington's approach to delivering a sustainable local offer with an initial focus on engagement with educational settings.</p> <p><u>Points of interest</u></p> <ul style="list-style-type: none"> <li>• Provision of a dedicated member of staff within the People and Families Information Service to provide direct support to educational settings.</li> <li>• Local offer work has been focused on educational settings. To date Darlington has engaged over 30 schools and 13 schools have now gone live with a draft local offer.</li> <li>• Explores how to develop the local offer incrementally on an updated FSD to ensure a sustainable approach.</li> </ul>	<a href="#">22</a>
<b>Part 3 – Specific examples of targeted co-production</b>			
<b>Hampshire Case Study</b> <i>(Updated)</i>	This is a summary of how recent research project	<p><u>Why is this approach being showcased?</u></p> <p>Provides insight into a recent research project carried out by Hampshire to explore how parents currently access information at different stages of their child's development and how this affects their 'journey' as a parent of a child or young person with additional needs. This will be used to inform Hampshire's local offer</p>	<a href="#">24</a>

<i>(last updated December 2013 (Version 2))</i>	carried out by Hampshire to inform the development of their local offer.	<p>work to aid navigation and accessibility and reduce unnecessary stress for families. This case study highlights the importance of understanding the needs of children and young people and parents when developing a local offer.</p> <p><u>Points of interest</u></p> <ul style="list-style-type: none"> <li>• Hampshire County Council is working in partnership with Parent Voice (a local VCS organisation), and Hampshire Parent Carer Network to develop and deliver a new website for the local offer.</li> <li>• Provides an overview of Hampshire's local offer parental journey research methodology.</li> <li>• Outlines key lessons learnt from conducting the research.</li> <li>• Examples of parental feedback on what they believe the local offer should look like.</li> <li>• Provides link to the final report – 'Understanding the impact of information on the lives of parents of children and young people with Special Educational Needs and Disabilities' based on this research.</li> </ul>	
<b>Case Study</b>	<b>Area of Focus</b>	<b>Key Points</b>	<b>Page</b>
<b>Solihull Case Study</b>  <i>(last updated September 2013 (Version 2))</i>	Engagement and co-production with educational settings.	<p><u>Why is this approach being showcased?</u></p> <p>Explores ways in which Solihull has worked to engage a number of educational settings to develop their local offer. This case study makes particular reference to a large conference held by Solihull last year whereby a provision mapping exercise was used to increase education providers' awareness, buy in and ownership of their individual contribution to the local offer.</p> <p><u>Points of interest</u></p> <ul style="list-style-type: none"> <li>• Provides examples of awareness raising and engagement through communication networks.</li> <li>• Outlines the benefits of running peer moderation groups between schools and colleges.</li> <li>• Provides a link to Coppice Junior School local offer.</li> <li>• Signposts additional Solihull resources</li> </ul>	<a href="#">29</a>
<b>Hartlepool Case Study</b> <i>(Updated)</i>  <i>(last updated December 2013 (Version 3))</i>	This is a summary of how Hartlepool has developed its local offer through engaging specific focus groups.	<p><u>Why is this approach being showcased?</u></p> <p>Provides insight into how Hartlepool has used specific focus groups as part of the pathfinder programme to understand how the local offer can be used to better support parents, children and young people. Hartlepool has now also gone on to develop their SEND homepage website structure based on this feedback can be seen illustrated within the case study.</p> <p><u>Points of interest</u></p> <ul style="list-style-type: none"> <li>• Use of focus group workshops to share ideas on local offer content, accessibility and website design.</li> <li>• Illustration of Hartlepool's interactive services tool which demonstrates the breakdown of different</li> </ul>	<a href="#">34</a>

		<p>types of services (universal, targeted or specialist) available across key life stages of a child or young person.</p> <ul style="list-style-type: none"> <li>• Provides an overview of outcomes from the workshop including feedback from parents.</li> <li>• Provides a detailed breakdown of Hartlepool's SEND homepage website structure which has been developed based on feedback from the focus groups held.</li> <li>• Provides example of St. Hild's School local offer with links to further examples.</li> <li>• Detail of website approach, navigability and functions. <i>(New)</i></li> </ul>	
Case Study	Area of Focus	Key Points	Page
<b>Oldham Case Study</b>  <i>(last updated September 2013 (Version 2))</i>	<p>This is a summary of how Oldham has developed its local offer through one-to-one discussions and user testing groups.</p>	<p><u>Why is this approach being showcased?</u></p> <p>Example of using one-to-one discussions and user testing groups to inform local offer developments through record service user behaviours and identify how people access and use information.</p> <p><u>Points of interest</u></p> <ul style="list-style-type: none"> <li>• A number of online questionnaires have been conducted by POINT (Oldham's parent carer forum) to identify models of best practice from a range of options of other local websites.</li> <li>• Examples of user testing to inform design and functionality of the website.</li> <li>• Contains useful key learning and practical advice around what to do when starting to develop a local offer.</li> </ul>	<a href="#">42</a>
<b>Part 4– Innovative/ creative approaches</b>			
<b>North Yorkshire Case Study</b> <i>(Updated)</i>  <i>(last updated December 2013 (Version 3))</i>	<p>This is a summary of how North Yorkshire has developed an interactive site map for their local offer.</p>	<p><u>Why is this approach being showcased?</u></p> <p>North Yorkshire has developed an interactive site map (in tube map style) which aims to provide a creative solution to help both parents and young people in accessing and navigating information within the local offer. Further to this, they have also developed an interactive provision map. This is an interactive geographical map of the county, which aims to provide a simple solution to help young people, parents and staff to see what services are available in their area.</p> <p><u>Points of interest</u></p> <ul style="list-style-type: none"> <li>• North Yorkshire's interactive map is to form the basis for their web offering which will be delivered to young people, parent carers through both their corporate website and youth site.</li> <li>• Example element of the interactive site map can be viewed.</li> <li>• Information on the map can be filtered to show details about specific types of provision <i>(New)</i></li> <li>• When selected in the key, available services/provision are shown at their respective locations on the map. <i>(New)</i></li> </ul>	<a href="#">44</a>

#### Links to other related information packs

[0 – 25 Coordinated Assessment Process and Education, Health and Care \(EHC\) Plan Version 3, December 2013](#)

[Joint Commissioning Version 3, December 2013](#)

[Engagement and participation of children, young people, parents and carers Version 3, December 2013](#)

[Preparing for Adulthood, Version 2, December 2013](#)

[Personal Budgets, Version 3, December 2013](#)

#### **In Focus: Learning from pathfinder work including a number of case studies** *(Last updated December 2013)*

A group of pathfinders supported by a range of organisations have developed a number of local offer case studies detailing their approaches to developing their local offer, how they have co-produced with a range of stakeholders, including parent carers, children and young people, key lessons learned and any challenges they have faced along their journey.

Key extracts from these case studies are included within this section; wider selections of case studies can be found on the SEND Pathfinder website <http://www.sendpathfinder.co.uk>. Please note that the following information should be viewed as a work in progress which will be developed and updated throughout the programme and may be used to inform the further developments of the SEN Code of Practice and Regulations.

Part 1 of this pack focuses on using Joint Commissioning approaches/ models to develop the local offer.

Part 2 of this pack focuses on how pathfinders have engaged key stakeholders and how this has particularly made a difference to ensure professionals, parent carers and children and young people's views are listened to and incorporated as part of the development of the local offer. As previously mentioned this is a crucial element of developing the local offer to ensure that it meets its purpose and delivers the aspirations set out by directly involving children and young people with SEN, parent carers, and service providers in its development and review.

In addition to pathfinders engaging with stakeholders in the broader sense, some pathfinders have provided more specific examples of targeted participation and co-production with stakeholders groups including workshops and user testing. Examples of this can be found in Part 3 of this pack.

Part 4 of this pack highlights innovative approaches in the way pathfinders are choosing to present information and interact with their users. As pathfinders continue to develop and refine their local offers it is expected that many more of these approaches will be referenced within these packs to inform continued learning.

## Meeting the challenge of the SEN Reforms in Kirkby: a practical case study for children with communication needs (New)

### **A Chance to Talk and the SEN reforms**

#### **Background/ Context**

Designed to produce better life chances for children with SEN, the implementation of the reforms presents a significant challenge to statutory agencies and the voluntary sector. *A Chance to Talk*, developed by I CAN<sup>viii</sup> with [The Communication Trust](#)<sup>ix</sup> and the [Every Child a Chance Trust](#)<sup>x</sup>, demonstrates how integrating approaches across health and education, using the key SEN reform strategies of joint commissioning, person-centred planning and targeted staff training, delivers good outcomes for children with Speech, Language and Communication Needs (SLCN). Kirkby, a town in the Metropolitan Borough of Knowsley, benefitted from all of these outcomes through involvement in its pilot.

#### **What is A Chance to Talk?**

*A Chance to Talk* (ACTT) is a whole school commissioning model for supporting speech and language development at key stage 1. Primary schools can use it to help children who have speech and language needs through effective joint working with NHS Speech and Language Therapy.

#### **What is the impact of A Chance to Talk?**

I CAN worked with primary schools across Rochdale, Gravesham, Whitby and Kirkby – all areas of significant social deprivation - to develop a systematic school-based approach to commissioning speech and language support.

Kirkby, is largely white and English speaking and the town has one of the highest scores in England in indices of overall deprivation, unemployment and health and disability. Schools from the Kirkby Collaborative of schools were invited to put themselves forward for inclusion in the project; 7 schools took part in the project supporting a total of 2,461 pupils.

The Speech and Language Therapist was seconded to the ACTT project from the 5 Boroughs Partnership NHS Foundation Trust. Results were impressive:

- Schools who took on a whole school approach to supporting speech, language and communication, showed enhanced progress in reading at key stage 1. In Kirkby schools with complete sets of data for school years 1 and 2, children made, on average, 40% more progress than in previous years after ACTT had been implemented in schools. This exceeded the progress expected nationally for their age group.

- Children with delayed language who had the *Talk Boost* intervention in Kirkby schools made significant progress, ranging from 9 to 12 months following the 10 week intervention. Across the pilot areas, up to 80% caught up with their peers with typical levels of language. Children with English as an additional language and those on free school meals had lower starting points, and also made significant progress.
- For children with SLCN, ACTT had a high impact. Schools and parents in Kirkby reported that children with SLCN had better speech, language and communication skills, found learning in the classroom easier, and were noticeably more confident and sociable.



**A quote from the Deputy Head:** “We had grave concerns about him, this child hardly spoke, he had really poor expressive and receptive language delays and now he never stops talking. He’s chat, chat, chat and he’s coming up to Year 3 and he’s actually moving up to the year group he should be with, without support”



### ***How does A Chance to Talk work?***

Using commissioning guidelines developed by I CAN, clusters of primary schools access appropriate language development training and support for their staff and join together to commission an NHS Speech and Language therapist. SLT expertise is available to children with SLCN across the cluster. Training teachers and teaching assistants in how to develop children’s language skills is central to *A Chance to Talk*.

Wave 1 ‘universal level’	Training and development for all school staff, equipping them deliver high quality class teaching in a language-rich environment which promotes all children’s language development	All children
Wave 2 ‘targeted level’	Teaching assistants trained to deliver a targeted intervention ‘ <i>Talk Boost</i> ’ to small groups of children with language delay. Activities from the intervention are reinforced in the classroom.	Children with ‘delayed language’ just below what is expected for their age
Wave 3 ‘specialist level’	An NHS speech and language therapist works across the schools in the cluster. Intensive intervention to individual children or groups with support for school staff.	Children with speech, language and communication needs (SLCN)

### ***What did parents think?***

In Kirkby, parents of children with SLCN were 'highly satisfied' with *A Chance to Talk's* school based model for speech and language therapy and interventions. Children who would otherwise not get to clinic were able to access SLT support on a regular basis.

### ***What did Head Teachers and Therapy Managers think?***

Head Teachers and speech and language therapy service managers found ACTT an effective, value-for-money commissioning model for developing all children's speech, language and communication, as well as for children with SLCN.

### ***Why is it important?***

Effective speech, language and communication skills underpin children's learning and social development. SLCN is the most prevalent Special Educational Need in the UK amongst primary-aged children. Numbers are increasing: in areas of social disadvantage, upwards of 50% of children start school with poor language.

In Kirby, schools identified a number of factors which made the focusing on children's language a key issue:

- High levels of children coming into school with speech, language and communication needs
- Long waiting lists for Speech and Language Therapy (SLT)

- Missed SLT appointments resulting in automatic discharge without children's needs being met
- Recognition of the need to develop knowledge and skills within the school so that children could be supported within the classroom and that those who needed further support could be quickly and accurately spotted.

The impact of SLCN can be wide-ranging and long-term. Children's communication difficulties are a barrier to accessing the curriculum and developing emotional and social skills they need for a successful experience at school. Yet teaching and other school staff consistently report a lack of confidence in knowing how to support children's speech and language development – something that *A Chance to Talk* addresses successfully.

### ***Find out more***

In Kirkby, the schools have commissioned a continuation of the model: testament to the achievement they feel ACTT has secured for their pupils.

To find out more about schools can get involved, please click on the following link: [www.ican.org.uk/achancetotalk](http://www.ican.org.uk/achancetotalk).

## Part 2 – Engaging stakeholders in the development of the local offer (Last updated December 2013)

The following case studies focus on pathfinders' approaches to co-producing the local offer, with a specific focus on working with parent carers, children and young people, educational settings and their Family Information Service (FIS).

### SE7 Pathfinder Case Study<sup>xi</sup> (Last updated December 2013)

An overview of the SE7 approach to developing a local offer is included below:

#### SE7 Local Offer Regional Steering Group and local area workstreams established

A Local Offer Steering Group was established involving the 7 Parent Partnership Services across the 7 local authorities and 3 parent representatives. This then feeds into the SE7 Pathfinder Steering Group. Each SE7 area also has a Local Offer workstream which **includes all key partners including parent representatives**.

#### On-going development of draft Local Offer Framework

A regional draft local offer framework was developed through engagement and co-production with stakeholders including parent carers, young people and professionals; this will be updated throughout the pathfinder. This includes:

- A number of agreed principles (see Figure 1), with a brief explanation of each.
- Guidance on 'Essential' features of the local offer.
- Framework and guidance for each individual strand of the local offer (1. Social care, 2. Education, 3. Health, 4. Towards Independence).
- Identification of a consistent structure for each strand (a. Background information, b. Area wide minimum standards, c. details of individual services, d. support blocks).



Figure 1: SE7 Local Offer principles (part of the SE7 Local Offer Framework – v13)

### ***Co-production***

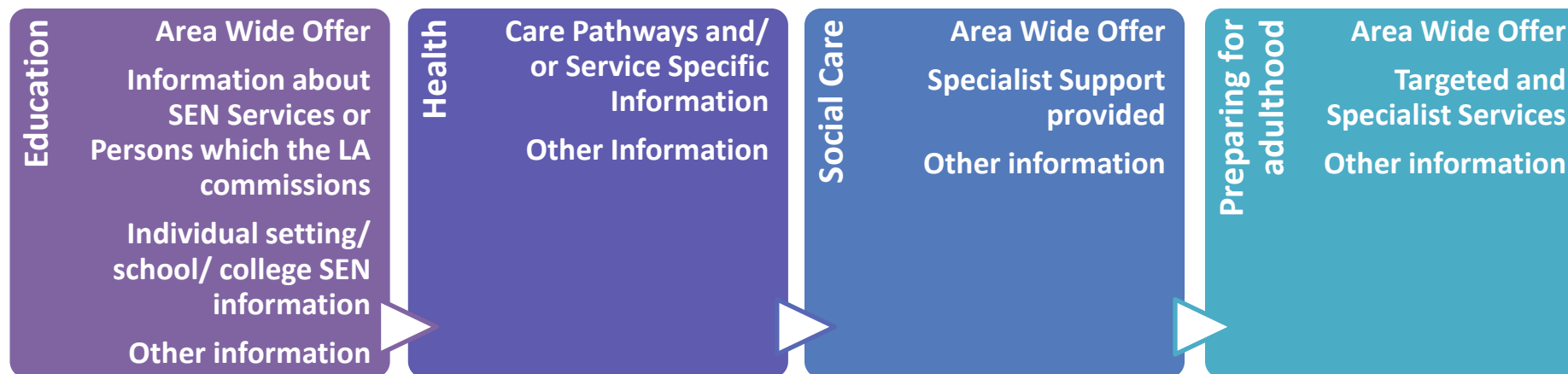
SE7 has developed a **number of area wide principles of good practice to encourage a transparent and open approach** to developing their local offer. These include the following:

- 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.

### ***Focused work with Educational Settings, Health, Social Care and Preparing for adulthood***

SE7 has **developed a number of local offer templates to gather information on existing Education, Health, Social Care and Preparing for Adulthood services**. These templates cover the following information:

- 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.



**SE7 has also produced an area wide local offer template.** The purpose of this is to **outline the minimum expectations** of the LA in relation to service provision under Education, Social Care and Preparing for adulthood. This allows parent carers and young people to review whether or not individual service provider's published local offer match the area wide offer. In addition to this, each of the templates provides a number of service specific questions for services to answer when developing their local offer. The aim was to **provide a consistent mechanism, which was in line with the SE7 principles** and was designed to **provide responses in the manner in which parent carers and young people would like to see them**. Some example questions are included below:

- *What does your service do?*
- *Where is it located and what areas does it cover?*
- *Who does your service provide for?*
- *How do you communicate with service users and how are they involved in decision making/planning?*
- *What training are the staff supporting children and young people with SEND had or are having?*

SE7 has also included a section within the Educational Settings local offer template to include **specific questions from the parent carer and young person's point of view, examples of these** can be seen below:

## From the Young Person's point of view

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

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

How do I know if I am doing as well as I should?

Can college staff get extra help from experts outside the college if they need to?

## From the Parent/ Carer's point of view

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

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?

How is the decision made about what type and how much support my child/young person will receive?

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

*(New)* Hampshire parent/carer network has also written a document, for SE7, called 'Local Offer – Not Just a Directory'. This document aims to provide guidance as to what is meant when the phrase 'the Local Offer is not a directory' is used. This can be found in the Appendix.

### **Next Steps**

Further focused work is being undertaken across individual strands (1.Social care, 2. Education, 3. Health and 4. Preparation for Adulthood). For example, in East Sussex after March 2013 the workstreams are being converted into task and finish groups (including the same representation of stakeholders). Each task and finish group will progress the local offer for that particular strand, constantly feeding into the on-going development of the local offer framework and wider pathfinder work. In parallel the local offer steering group is considering:

- The most appropriate solutions for publishing a local offer which meets the statutory requirements and is in line with their local offer principles
- Who would provide support for parent carers, children and young people in accessing the local offer

- How to keep it up to date and factual in a way which is sustainable.

#### *What is the key learning to share with others?*

- Developing a framework through co-production and engagement with stakeholders, including parent carers, young people and professionals is helpful as it:
  - **Sets out the parameters, focus and principles** by which to drive all of the work in regards to the local offer.
  - **Provides a shared understanding of information** that parents and young people want to know, in a way they can understand and that will empower them.
  - **Increases confidence** that parents, young people and professionals will be able to use any of the local offers, across the region (SE7), with **ease and familiarity**.
  - **Ensures that the local offers meet the coming statutory requirements.**
  - **Gives guidance on what areas should initially focus on** and principles to keep in mind when developing their local offers.
- The SE7 approach of co-production with parent carers and young people throughout has been invaluable. Parent representatives on the steering group and in local workstreams are equal in all ways and most frequently it is them who disseminate the work to a wide range of audiences. They help to keep it real, focusing on what the local offer is, what it should achieve and understanding what the different information needs of families are.
- The large size of the project to develop the local offer is more manageable once broken down.



## Trafford Pathfinder Case Study (Last updated September 2013)

### Pathfinder background/context

Trafford Children and Young People Service (CYPS) is the only integrated children's service in the North West bringing together the commissioning and provision of health, social care and education services.



**Trafford has sought to build its local offer onto a newly launched Family Service Directory (FSD)**, using the existing infrastructure of this service. As a result, Trafford's local offer has been published online (principally) and can be found via the following link: <http://trafford.childrensservicedirectory.org.uk/kb5/trafford/fsd/home.page>.

**Trafford has sought to develop its local offer incrementally** i.e. to publish and improve sections of its local offer when possible, and to complete sections

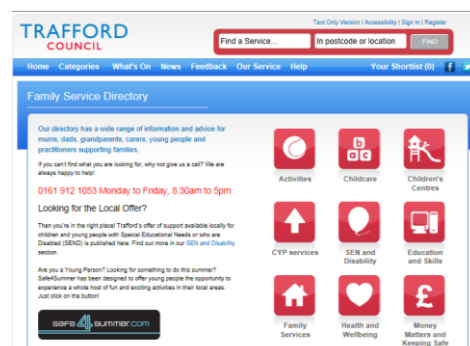


Figure 2: Trafford's Local Offer online homepage

progressively. **Trafford's local offer has been developed in close conjunction with key stakeholders.**

### Overview

Trafford's local offer work stream is **led by Education and Early Years Commissioning** and feeds back to the overarching Project Advisory Board.

There is **wide representation** in this group including professionals from education, health and social care alongside Parent Partnership and parent carer representatives which has enabled shared ownership and co-production of Trafford's local offer. An early decision was taken that Trafford's Family Information Services (FIS) would support the Pathfinder project. The pathfinder subsequently provided funding to its FIS to create and maintain the online local offer.

**The local offer has been published on Trafford's Family Service Directory (FSD)** (see figure 2) which is currently going through a previously scheduled improvement project. The system used allows Trafford's local offer team to add services, web pages, and guidance in a **user-friendly, accessible, and simply format**. To support this work, a part time FSD officer was given a job in FIS to **help with data collection and system development**.



Figure 3: Trafford's Local Offer Development Activity

## Co-production and Communications

In publishing Trafford's local offer on an existing online platform, the key focus of Trafford's work has been on multi-agency and stakeholder co-production to provide information to place on this website. **Parent carers and professionals have been engaged** in developing the local offer in a number of different ways. Beyond including diverse groups within Trafford's local offer task and finish group, the pathfinder also held a number of stakeholder events to introduce the concept of the local offer to core groups and explore any gaps in service provision that the pathfinder could plug. Interactive sessions have been particularly successful, including a workshop held in January 2013 where **attendees provided direct feedback on the online, published version of Trafford's local offer**. Events like this have ensured **the creation and maintenance of Trafford's local offer is a discursive and inclusive process**.

Another example of an event held by Trafford was one **aimed at the voluntary and community sector (VCS) providers** which focused on introducing the local offer, demonstrating the Family Service Directory (FSD) and providing VCS providers with the **opportunity to give feedback and suggest improvements**. Family Information Services then worked with these providers to get their services listed on the Family Services Directory. Feedback from VCS providers was that they felt the local offer would be a **useful tool for them to use when working with families** as they were often unaware of what services were available. They also requested that this type of event be held again so they can keep up to date with Pathfinder progress.

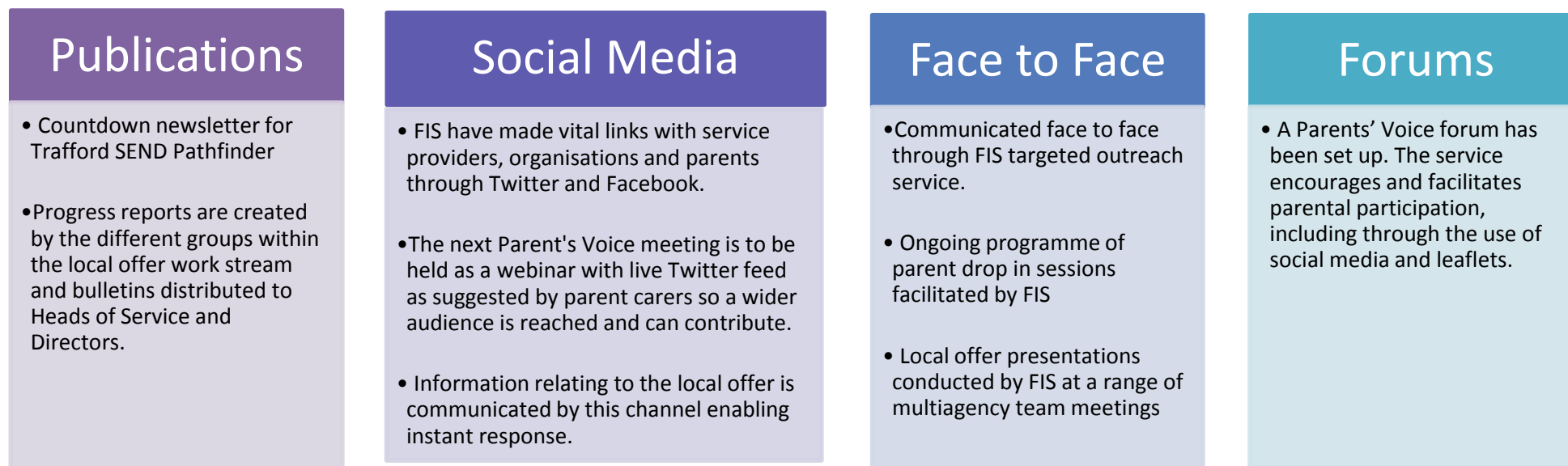


Figure 4: Communication methods for Trafford's Local Offer online homepage

## Key Challenges

- **Keeping the local offer accurate and up to date:** With over 2,000 services and providers listed on the Family Services Directory, one of the key challenges for Trafford is the large resource required to maintain the local offer and keep information up to date. To mitigate this, Trafford has developed a user registration feature which allows services and providers to create an account online and manage their own records. This is a simple moderation process which is administered by Family Information Service. Users receive automatic email reminder every 3 months asking them to check their information is up to date. This process relies on service providers to commit to updating records meaning senior management buy in was crucial across all areas.
- **Ensuring families without internet access can still access the local offer:** To address this, a short paper version of the local offer is being produced which will contain key information and be available on request. Despite this, it will not equal the breadth of

information that can be accessed via the Family Services Directory. In addition to this, Trafford have a shortlist function on their Family Services Directory which you can add services to as you browse the local offer, tailoring it to meet a family's needs. From this, a report can be created and printed off hardcopy. Further to this, Family Information Service has a helpline, face to face and targeted outreach service and can offer advice and guidance to families and consult the local offer and send out tailored reports. The Family Services Directory is promoted to all professionals working with families so they can also provide information in this way.

- Trafford have taken a very pragmatic approach to development of the Local Offer, and have done so very much at an 'individual' level. It is predominantly a service directory and does not yet fully meet the guidelines set out in the draft SEN code of practice. Their next challenges are **to develop the local offer further so that it is clear how to access services, and to develop the local offer at a more strategic level** as outlined in the draft SEN code of practice.

## Darlington Pathfinder Case Study *(Last updated June 2013)*

An overview of the Darlington approach to developing a local offer is included below:

### Consultation and development

Darlington has been **developing a communications strategy to promote awareness and ensure effective consultation of the local offer** with stakeholder groups. To date, the pathfinder has consulted with educational settings and Governing Bodies (autumn term 2012). This engagement has also extended to holding 1:1 meetings with all college providers and also holding a monthly meeting with college leads.

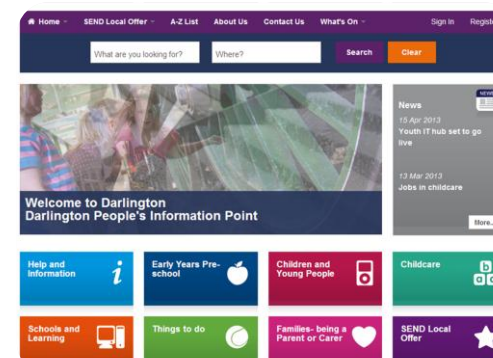


Figure 5: Darlington's online local offer homepage

Darlington has also provided a **dedicated member of staff within the People and Families Information Service** to provide direct support to educational settings. More broadly, the pathfinder has also engaged with a wide range of stakeholders including Darlington's Parent Carer Forum, the Darlington Youth Parliament and Darlington Life stages team.

### ***Approach***

Darlington's local offer has been **built into an updated Families Services Directory** now known as People's Information Point. The development of this local offer is being carried out in incremental stages to ensure a sustainable approach.

Darlington's initial focus has been on **reviewing what information they had** and on what platforms and identifying the most appropriate means of **delivering a sustainable local offer**.

### ***Working with educational settings...***

- Darlington started its local offer by focusing on educational settings to coordinate this element of the local offer with the timing of the school and college funding reforms. To date, Darlington has **engaged over 30 schools and 13 schools have gone live with a draft local offer**.
- Each school has been **given guidance and support around the local offer development**.
- The pathfinder has **supported educational settings in developing their individual local offers**; the offers will collectively be brought together at a single point of access.



**A Quote from Darlington Pathfinder Team** - "We have all key stakeholders involved in the local offer work strand. We asked a local children's disability group to review our current Family Information Service (FIS) website, following their suggestions we redesigned the whole site. The Project Manager & FIS team have visited all schools in Darlington to help them develop their local offer. We work in partnership with Darlington Association on Disability who has helped co-produce our local offer. Schools have been receptive and supportive, probably due to the hands on support offered. We have used existing health info but we will store this on a single website".



### *Part 3 - Specific examples of targeted co-production (Last updated December 2013)*

In addition to pathfinders engaging with stakeholders in the broader sense, some have provided more specific examples of targeted co-production including workshops and user testing aimed at understanding more about e.g. Existing and desired service provision, what users want the local offer to look like and include and the most appropriate website design and layout. A number of case studies providing further detail on these approaches can be found on the following pages:

#### **Hampshire Pathfinder Case Study (Last updated December 2013)**

##### ***Pathfinder Background/Context***

**Hampshire is one of the 7 Local Authorities that make up the SE7 pathfinder**, working in partnership with their NHS partners, Parent Carer Forums, national and local VCS partners, children and young people and their families.

As well as working with their SE7 partners, Hampshire County Council is also **committed to working with all bordering Local Authorities** e.g. Southampton, Portsmouth, Wiltshire, Isle of Wight and Dorset to make sure that **all families living or going to school in Hampshire are able to find relevant, timely and accessible information.**

##### ***Establishing the Local Offer Workstream***

Hampshire has a dedicated local offer workstream who meet regularly to look at how the local offer will be developed and delivered locally. It has a wide range of stakeholder representatives, including parent carers. The workstream has recently been reorganised and now has a **range of sub-groups who work on their specific areas of responsibility** and feed into the main steering group. Although each sub-group focusses on their individual area of provision, **Hampshire is committed to making sure that the local offer meets the holistic**

**needs of the child or young person and that information is delivered in a joined up manner.** To achieve this Hampshire County Council are working in partnership with Parent Voice (a local VCS organisation), and Hampshire Parent Carer Network to develop and deliver a new website for the local offer.

##### ***Understanding the Parental Journey***

Hampshire has recently carried out a research project to explore how parents currently access information and how this affects their 'journey' as a parent of a child or young person with additional needs. The main aim of this research is to **understand how parents find information at different stages of their child's development** (e.g. diagnosis, starting school and transition), **what works well** and **what information is particularly hard to find.** The pathfinder also wanted to **understand the emotional impact information can have** on a family and whether good quality, timely and accurate information can **help to reduce stress and avoid potential conflict.** The idea for this work came from the Hampshire Parent Carer Network. Parents felt that the research would provide a good basis on which to develop the local offer as it would provide a **cross functional view of the provision of information** and would also provide a **baseline to measure the effectiveness of the local offer in the future.**

As part of this work, a small project group was put together which included parents and representatives of Hampshire County Council. Figure 6 below provides an overview of the methodology used for this research:



Figure 6: Hampshire's local offer parental journey research methodology

Hampshire received a total of **170 responses** to the original questionnaire. **40 families were selected across 8 districts** of Hampshire and included children and young people aged 0-25 across a wide range of disabilities i.e. mild, moderate and complex needs.

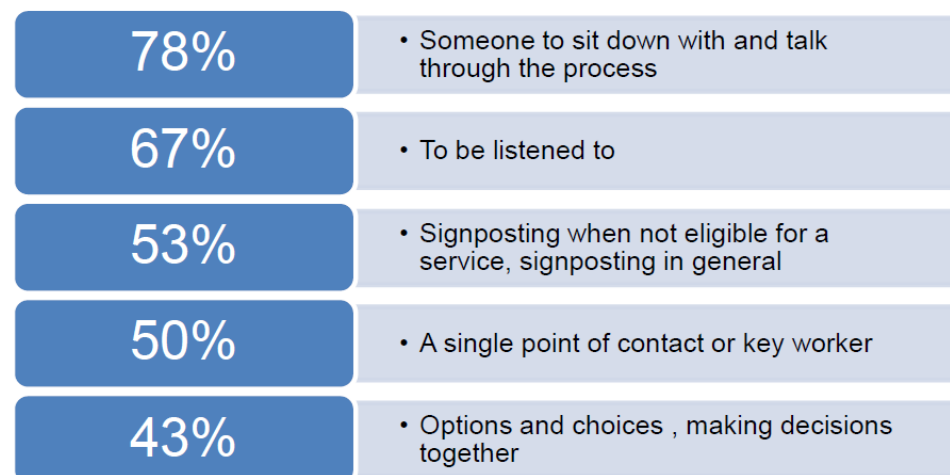
**Parent Voice Participation Workers conducted the interviews** alongside parent volunteers and representatives from Hampshire County Council (Education and Adult Services). A report containing findings and recommendations from this research has now been published on the local offer website and Hampshire's pathfinder pages in addition to being distributed via all parent and professional networks. A communication group has also been established to communicate all Pathfinder work **ensuring that messages are consistent across all agencies.**

Version 3, December 2013

### Findings

**These findings have been taken from Hampshire's Parental Journey Research Report<sup>xii</sup>**

The top five things that families said they 'would have liked':



### ***What worked well?***

- **A single point of contact:** 36% of families said that having a single point of contact at different stages in their journey made a significant difference to how they coped with their individual circumstances and an additional 50% of families identified that having a single point of contact was something that they would have liked.
- **Someone to talk things through with:** 67% of parents interviewed said that they would have liked someone to talk to at various stages of their journey, either face to face or by telephone.
- **Other parents and support groups:** 90% of parents interviewed referred specifically to information from other parents and support groups. Parents felt that this was 'trusted information' as other parents had been 'through it themselves'.
- **Websites, leaflets and booklets:** Parents felt that the Internet provided a great deal of information and could be empowering, however responses were mixed as to whether this was a good thing and some parents weren't always sure what information they could trust or felt overwhelmed by the volume of information available.
- **Professionals working together:** Parents appreciated when professionals attended 'Annual Reviews' or sent reports when they could not attend. 'Team Around the Child' meetings and multi-agency assessments were also more effective as parents felt 'involved' and part of the decision

making. 43% of families said that 'professionals working together' was something that they would have liked.

- **Independent assessments, therapies and support:** 16% of families 'went private' for different assessments and also paid privately for the support that they felt their child needed. Parents who went privately had higher satisfaction scores however these scores reduced when reports paid for privately were not acknowledged or included in assessments for statutory services.

### ***What were the challenges?***

- **Not being listened to:** 67% of parents said that at some point in their journey they were not being listened to. Apart from undermining a parent's trust and confidence, this was also dis-empowering for parents and weakened their resilience.
- **Left to own devices:** 53% of parents interviewed said that they would have liked further signposting, particularly when a child was not eligible for a service or following diagnosis.
- **Decision making/ transparency:** 25% of families talked about decisions being made about their child without their involvement and in some cases, parents felt that decisions were being made without their knowledge. 43% of families interviewed also stated that they 'would have liked' to be more involved in the decision making.
- **Negative messages:** 21% of parents interviewed said that at the point of diagnosis they were advised about all the things that their child 'wouldn't be able to do'.

- **Misinformation (not following procedure):** There were a number of instances recorded of lost and misinformation, parents also reported instances of procedures not being followed or professionals not doing what they said they would do.
- **Living on the Hampshire Border:** Parents felt that there should be a 'central body' where cross border issues can be directed for information and support. This would ultimately relieve stress for the family and provide more cost effective solutions for the relevant authorities.

The full version of Hampshire's Parental Journey Research Report can be found via the following link:

[http://www.parentvoice.info/images/1/14/Full\\_report.pdf](http://www.parentvoice.info/images/1/14/Full_report.pdf)

#### **Key Lessons Learnt**

- Provide training for interviewers on active listening and explore possible scenarios. E.g. what to do if a parent is emotional, how to refocus on the information when the discussion becomes side tracked.
- Allow 2 hours for each interview.
- Conduct practice interviews so that you understand what needs to be recorded.
- This approach works best with 2 people interviewing (1 to listen and 1 to record).
- Ideally pair a professional with a parent to conduct the interviews.
- If possible include a voluntary sector partner.
- Include your local parent forum.

Version 3, December 2013

#### **What did Hampshire Parents say about the local offer?**



- "It should provide information about a range of services but also explain who can offer support".
- "Show local support and information about specific conditions".
- We'd like it to "identify the educational resources for our child- names of contact, their details and location".
- It would "help find services: you don't know what you don't know and often find things by chance".
- "It needs to be a very flexible approach so that you can filter information".
- "Need clear information about who to approach if things not working, complaints procedures and who will support to resolve things".



### ***What other local offer work is taking place in Hampshire?***

- **Piloting the questions from the SE7 regional framework** for education settings and services across Education, Health and Care to make sure that they are providing the information that parents want to know, and to **test how co-production will work in practice**. Hampshire is working with a number of educational settings and providers to develop their local offers. Examples of these can be found on Hampshire's local offer website via the following link:  
[http://www.hantslocaloffer.info/en/Example\\_Local\\_Offers](http://www.hantslocaloffer.info/en/Example_Local_Offers).
- **Developing guidance for information providers.**
- **Working on a communication plan** to make sure all parents, practitioners and professionals understand what the local

offer is, their role in its development, on-going maintenance and how it will benefit them.

- **Developing the IT solution** – Hampshire has **recently established a parent led advisory group to support the IT development** to ensure that the technology is used to best effect. The advisory group has held its first meeting, and has been looking at ways of searching for information online, and how to format the information that is provided by settings in response to the questions from the SE7 framework.
- **Drawing up a plan for how the local offer will be managed and developed post September 2014.**

**Solihull Pathfinder Case Study (Last updated September 2013)**



**Pathfinder Background/Context**

**Solihull has chosen to focus on the engagement of a number of educational settings in relation to the development of their local offer.** Solihull is in a unique position as it has a relatively small number of Head Teachers/ Principals to engage (approximately 85).

Solihull's current education providers include the following:

12 infant schools; 11 Junior schools; 28 Primary schools; 3 Secondary schools; 12 Academies; 5 Special schools; 4 Pupil referral units ; 8 mainstream ARCs; 2 colleges; 5 Independent Specialist Providers.

***Engagement and co-production with educational settings***

**On the 28<sup>th</sup> September 2012, Solihull held an SEN conference based around National Policy and Funding Reforms. 180 delegates attended with wide representation** including Heads from schools and colleges, Governors, SENCos, pupils, parents, officers, Health representatives, Social Care representatives and the DfE. The conference focused on:

- Outlining the reforms and relevant clauses within the Bill, particularly in relation to duties on schools and colleges.
- An overview of the work Solihull will be carrying out as part of the pathfinder programme.
- A recap on Solihull's 2002 Inclusion Policy, developed by the LA in partnership with schools and colleges - as part of this inclusion policy, both the LA and schools and colleges committed to "Define the element of provision for children and young people with SEN (but without statements) which should normally be met from maintained school's budget shares".
- An overview of key considerations to be addressed:
  - What provision should a school or college be expected to provide from within their notional 'SEN' budget?
  - What do parents want to see in the local offer?
  - What are the characteristics of a 'high needs' pupil/student that defines them as requiring 'external' provision?
  - Three wishes – what would you like to see change?
- **Provision mapping workshop whereby attendees were asked to capture the details of provision, staffing, skills and expertise and external support.**

## Provision Mapping Workshop

**TASK 1 – CAPTURING THE LOCAL OFFER**

YOUR NAME: \_\_\_\_\_

SCHOOL/COLLEGE IF APPLICABLE: \_\_\_\_\_

PROVISION MAPPING - INCLUDE: STAFFING; SKILLS AND EXPERTISE; COMMITMENT TO TRAINING; POLICIES AND PLAN; ADAPTATIONS TO ENVIRONMENT; IDENTIFICATION; TANGIBLE TARGETED PROVISION; EXTERNAL SUPPORT ETC.

PROVISION	IN PLACE	ASPIRING

Attendees were asked to fill out a form, capturing their views and ideas.

All forms were gathered from all attendees at the end of the conference.

Outcomes were published and analysed

Ownership was secured

**Key Outcome: All education providers understand the concept of the local offer**

Figure 7: Provision mapping exercise - steps and outcomes

For a copy of Solihull's initial template for school and colleges to capture their offer (suitable for a first discussion) and Solihull's more detailed template for school and colleges to capture their offer please refer to the accompanying Appendix.

To review an example response from Coppice Junior School in Solihull, please click through to the school's website using the following link <http://www.coppicejuniorschool.co.uk/#!/policies-and-reports> and click on the heading 'Local offer June 2013'. Alternatively, please refer to the accompanying Appendix.

***Raising awareness and engagement through Communication Networks***

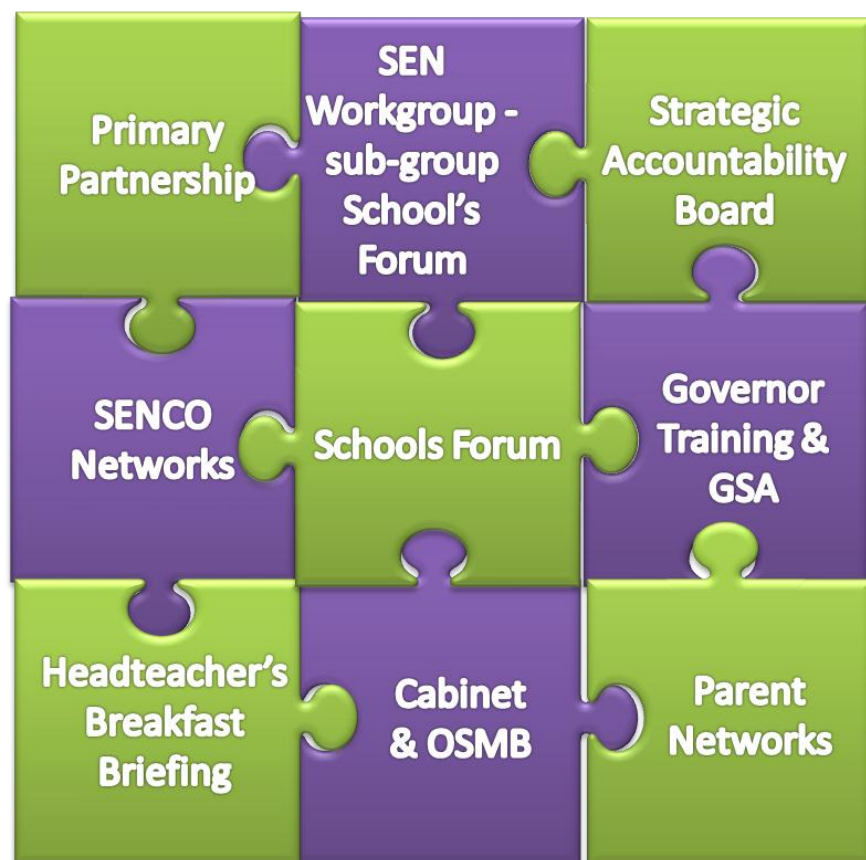


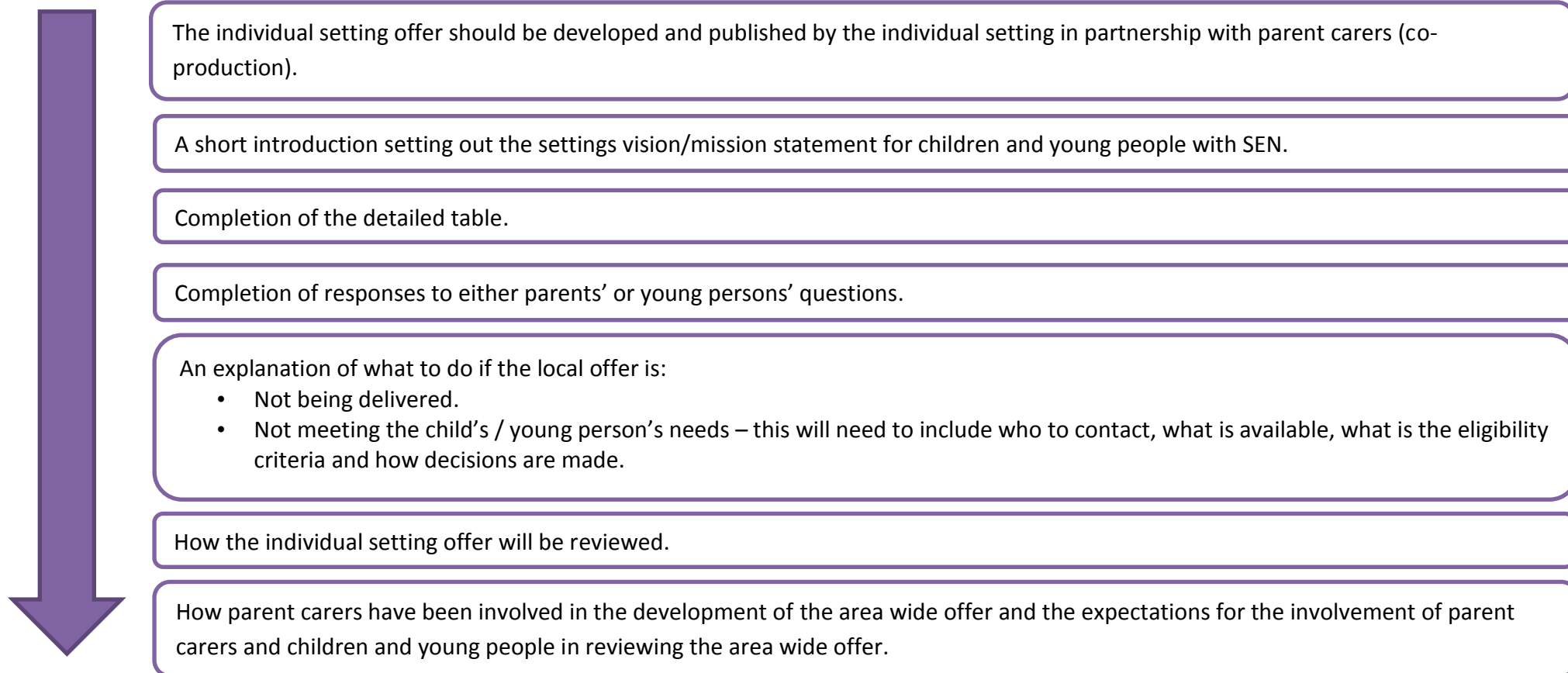
Figure 8: Solihull's Education Provider Communication Networks

Since holding the SEN conference last year, Solihull has engaged education providers in a number of ways including:

- **Raising awareness and encouraging engagement through communication networks**, such as parent networks, SENCO networks, Headteacher's Breakfast Briefings.
- **Facilitating and encouraging peer challenge**, for example holding peer moderation groups/ workshops.
- **'Safe spaces' for SENCOs** to talk and challenge pre-conceived ideas.
- **Utilising partnerships and culture of working towards a common good** i.e. the child at the centre.
- **Using school and college champions:**
  - Currently the SEN Workgroup has 30 members fully engaged, including 3 Secondary Heads, Primary Heads and Governors.
  - Post 16 Pathfinder Group – workshop based
  - SENCO Networks: co-design process
- **Opportunities to hold regional conferences.**

### ***Solihull's individual settings local offer template***

Solihull has developed the following local offer template for individual settings. An overview of the sections included within this can be found below. The full template can be seen in the accompanying Appendix.



### **Key Outcomes**

- **Development of a statement of responsibilities** co-produced with schools and colleges and published.
- **Commitment of working with parents** to advise on-going local offer content.
- LA has **audited school websites** and fed back.
- Schools and colleges asking for signpost to 'good examples' and want the LA to facilitate the framework.
- **Realisation of the benefits of running peer moderation groups between schools and colleges** which has helped to push up the minimum standards thresholds through encouraging them to compare discrepancies in performance and provision, for example admissions of children and young people with SEN. This has led to Solihull to higher thresholds, but more importantly, greater collaboration between schools and colleges helping to encourage positive self-perpetuating results.

- **SENcos designing a common template for schools and colleges** facilitated by the LA.
- **SEIS (school improvement service), Learning Support Service and Education Psychologist (EP) Service** are advising providers.
- Recognition that it is **essential to deal with challenges of lack of engagement through local authorities and educational settings collaborating with each other**, reinforcing the requirements placed on schools and colleges and emphasising that relationships are the key to making this partnership work in the long term.
- **Solihull's 'Joint statement of school, governor and LA respective responsibilities for pupils with SEN and or Disability'**. This statement sets out in summary form, the respective responsibilities of schools and colleges, governors and the LA to ensure the additional needs of pupils is identified and met. Please find a copy of this statement in the appendices.



### *Pathfinder background/context*

**Hartlepool is a small unitary authority in North East England.** There are areas of significant deprivation and high unemployment in the borough and a reliance on traditional heavy industries. The population totals circa 90,000 and there are around 26,000 school age children. There are 37 schools (including 2 special) and around **350 children have a statement of SEN (2.4% of the total)**

### *Overview*

Hartlepool has **actively consulted and engaged with a number of stakeholders** (families, children and young people, voluntary sector, public sector departments and health) in the development of their local offer to ensure that **information and services are transparent and accessible**. The council has also formed **specific focus groups** as part of the pathfinder programme to look at the local offer and how to support parents, children and young people.



*Quote from parent led forum for short breaks:* “Parents have been at the heart of design and production of information to ensure we get it right”.



In the earlier phases of Hartlepool’s local offer work a number of focus group workshops were held. These were aimed at informing parents and practitioners about the local offer as a part of the Children and Families Bill Reforms and to look at the current provision available. A local offer focus group was held in June 2013, whereby parents and practitioners worked together to ascertain what needed to be included in the local offer of services and how Hartlepool could display the information to make it easily accessible to both parents and practitioners to navigate the various areas of supporting information and enable informed choices.

### *Working together to develop the local offer*

Initially Hartlepool looked at developing an interactive rainbow tool that parents could use to find services against key event areas across universal, targeted and specialist services. To help develop Hartlepool’s local offer, delegates were asked to work in groups to look at the key event

headings on the interactive tool illustrated in Figure 9, alongside the draft SEND home page structure. This interactive tool can be used to demonstrate the breakdown of the different types of services (Universal, Targeted or Specialist) that can be accessed by parents and young people across 7 key life events. Delegates were asked to think about what Universal, Targeted or Specialist services across these different key events should be included within the local offer.

The information gathered has since been used to help identify what existing services Hartlepool have and anything else that needs to be included. Hartlepool is continuing to work towards addressing any gaps in services highlighted during the session.

### ***Working together to develop the local offer***

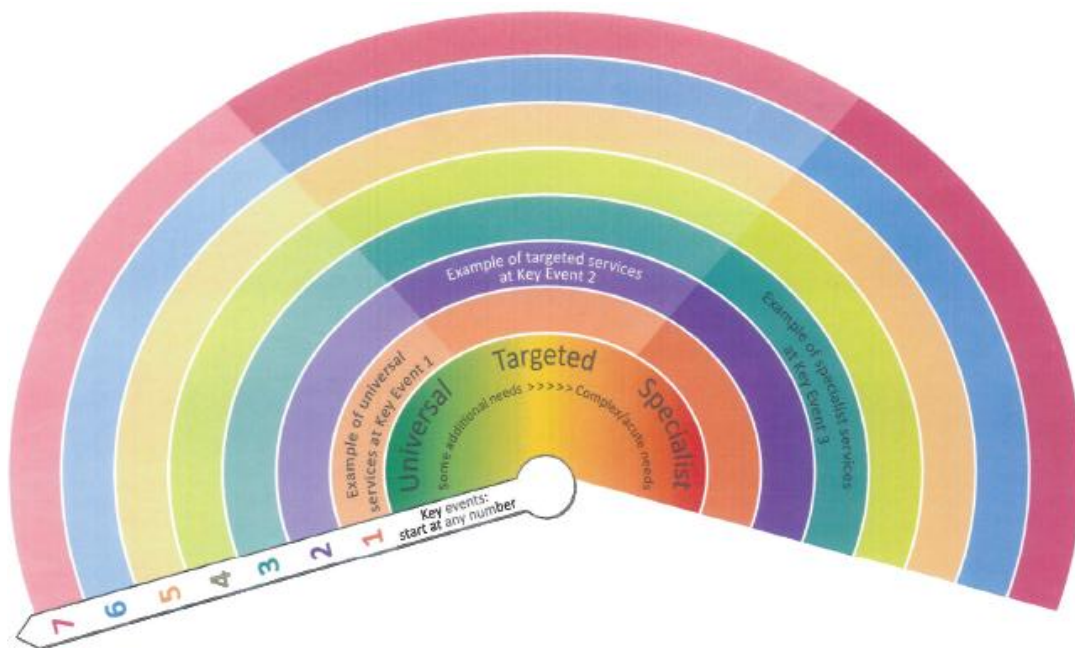


Figure 9: Hartlepool's Interactive Tool

To help develop Hartlepool's local offer, **delegates were asked to work in groups to look at a number of key event using on the interactive tool** illustrated in Figure 9, alongside the draft SEND home page structure.

This interactive tool was used to demonstrate the **breakdown of the different types of services (Universal, Targeted or Specialist) that can be accessed by parents and young people across 7 key life events.**

Delegates were asked to think about what Universal, Targeted or Specialist services across these different key events should be included within the local offer.

The information gathered is being used to help to **identify what existing services Hartlepool have, anything else that needs to be included and to address any gaps** highlighted during the session but also been crucial in understanding how to present information effectively to both parents and children and young people to ensure information is easy to understand and accessible.

During the workshop sessions, parents provided feedback on these Key Events which has been used to inform Hartlepool's current local offer webpage structure. Parent carers also came up with a number of additional considerations they felt would be valuable to include in the development of the local offer. Some examples of these suggestions have been included below:

- **Keep access to information as simple as possible.**
- **Include a star rating mechanism/ feedback button** for parents and children and young people to provide feedback on services and provision as well as quality of information.
- Include **'Frequently Asked Questions' section** against key headings and services.
- Some felt that there were too many categories/ key events, for example - one suggestion was to have **4 buttons under the SEND Home page covering: Health – Social- Education – Community & Leisure.**  
Include **useful factsheets**, which explain, for example, what a Clinical Commissioning Group (CCG) or Health Watch is.

#### ***Developing Hartlepool's local offer homepage***

Following the most recent focus group, **a summary report was shared with the attendees** and the SEND Pathfinder Programme Team. This was used to support the formation of the SEND webpage and local offer of services.

Hartlepool took the key findings and feedback from the initial workshop and worked with Open Objects to design a webpage choosing to display key services in a simpler format that would help families navigate their way around services, advice and guidance. To view Hartlepool's website please click on the following link: <http://hartlepool.fsd.org.uk>. Please note some pages are still under construction; however Hartlepool now has a dedicated team working on the site to populate this.

Another key element of feedback received from parents and practitioners was the need to separate the SEND Information from the wider offer of services. Consequently Hartlepool has now added two icons to their Family Service Directory Home Page, providing a link to both their local offer and also a direct link into their SEND services.

Hartlepool continues to welcome more people to join the local offer task group from across all stakeholder groups to ensure that all of the information they hold is accurate and reflects the needs of the services on offer.

Figure 10 on the following page provides an overview of the structure that sits behind Hartlepool's SEND webpage:

# Draft Structure for SEND Webpage (version 3)— 13th August 2013

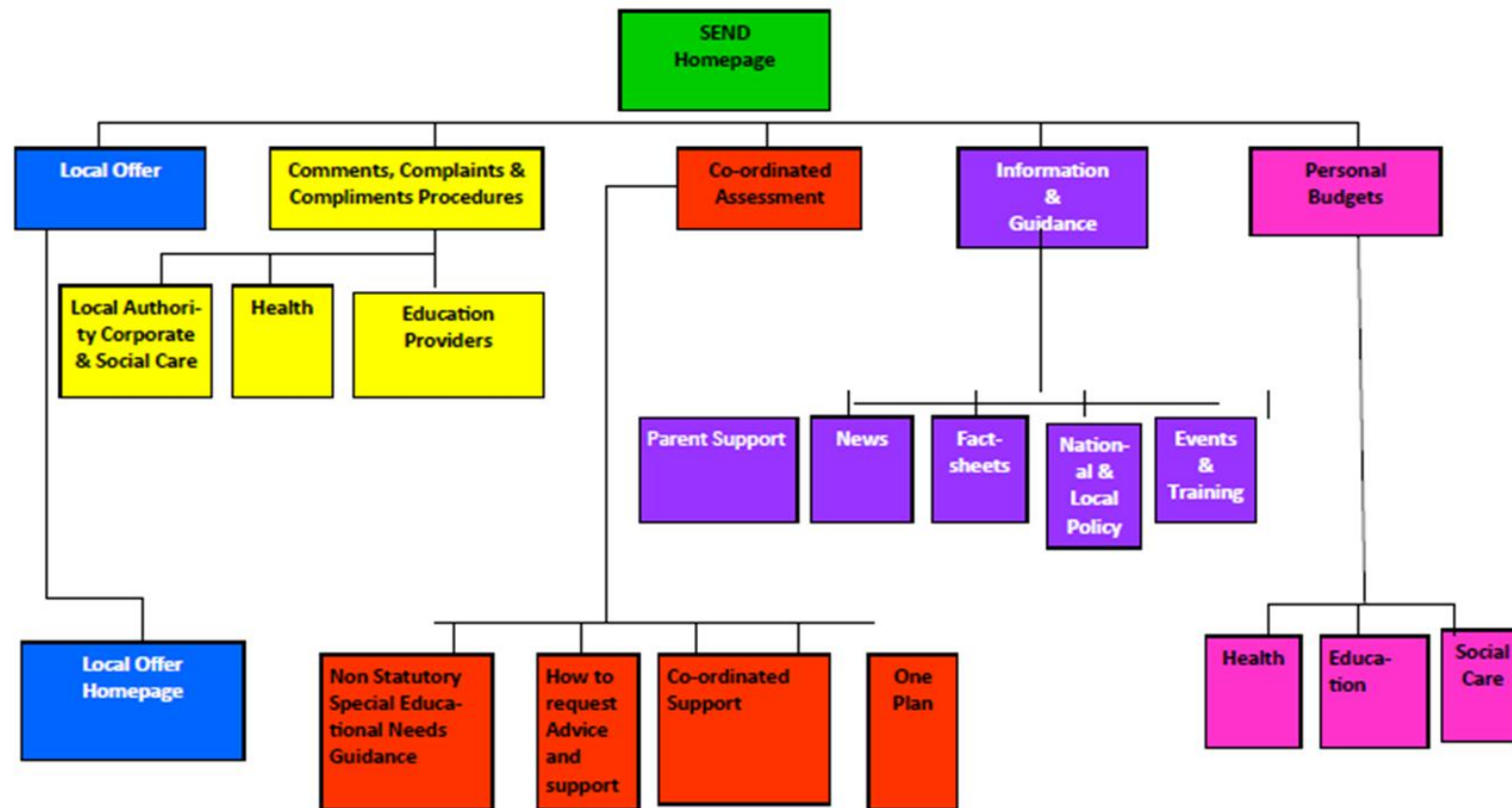
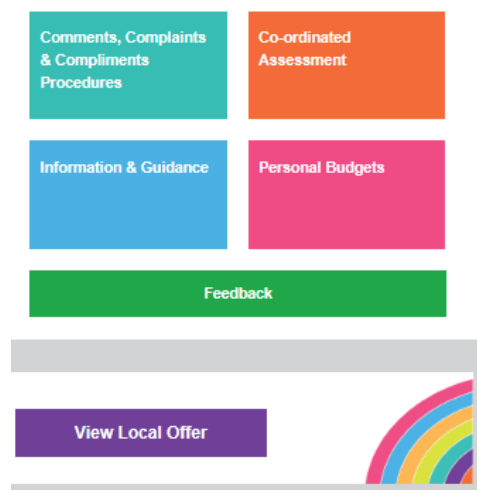


Figure 10: Draft structure for Hartlepool's SEND webpage

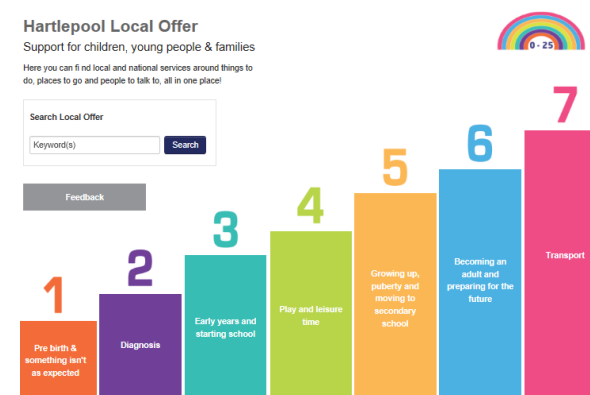
By clicking onto the SEND Icon on the left side of the FSD Home page, this opens five key areas:

1. Local Offer
2. Comments, Compliments and Complaints for Local Authority, Health and Education Provider.
3. Coordinated Assessment: Non Statutory Special Educational Needs Guidance, How to request Advice and Support, Coordinated Support and The One Plan
4. Information & Guidance: Parent Support, News, Factsheets, National & Local Policy, Events & Training
5. Personal Budgets: Health, Education and Social Care

Against each heading, a narrative will provide an overview of the specific area. Within the various areas, information will be held either in PDF format or links to other relevant sites.



If the user clicks on the right icon, titled 'Hartlepool local offer' a seven step approach appears detailing six life stages of the child/young person and a seventh titled 'Transport'.



The seven key events are:

**Key Event 1:** Pre-birth and something isn't as expected

**Key Event 2:** Diagnosis

**Key Event 3:** Early Years and starting school

**Key Event 4:** Play an Leisure time

**Key Event 5:** Growing up, puberty and moving to secondary school

**Key Event 6:** Becoming an adult and preparing for the future

**Key Event 7:** Transport

Once the user clicks onto anyone of these boxes the page will then be broken down into a number of sections. Using Event 2: Diagnosis as an example, an illustration and description of the page structure can be found on the following page:

## Introduction

A child may be given a diagnosis at any time during their life and some children may never receive a diagnosis. It is important to understand how each child or young person is affected by their symptoms and how best to support them.

The aim of this stage is to ensure that parents are given clear explanations about their child's disability or special educational need, how it may impact on their lives and information on services available for their child and support available for them as parents. Services are based on the needs of the child rather than the presence of a specific diagnosis.

### Useful Information

Guide to Services

Other information

**Who can I talk to?**

**Universal Provision**

**Targeted Provision**

**Specialist Provision**

### Categories

**U** – Universal services are available to all children & young people and can be accessed without an assessment.

**T** – Targeted services are for children & young people who may need additional support to access services, or may need groups or services that are specifically designed to meet their needs. Some targeted provision can be accessed directly with or without an assessment.

**S** – Specialist services are for children & young people with severe and/or complex needs who are likely to require even more support than is available either through universal or targeted services. This service will require an assessment of need.

Please see the following explanation of this page structure and the purpose of each section that sits within it below:

**Introduction:** This provides a summary of the specific area that has been chosen including the aim of the stage, and the types of services available.

**‘Who can I talk to?’ page:** This page includes information on people and organisations that parents/ young people can talk to about.

**‘Universal Provision’ page:** This page includes details all of the universal services that are available to all children and young people which can be accessed without an assessment.

**‘Targeted Provision’ page:** This page includes details of all of the targeted services that are available to children and young people who may need additional support to access services/ services specifically designed to meet their needs which can be accessed with or without an assessment.

**‘Specialist Provision’ page:** This page includes details of all of the specialist services that are available to children and young people with severe/complex needs who are likely to require more support than those services available through both the universal and targeted route. To access these services, a child or young person would need to have an assessment of need to find out if they would be eligible for these services.

**‘Categories’ section:** This provides a description of universal, targeted and specialist services and specifies whether they can be accessed with/without an assessment.

**‘Useful Information’ section:** This section provides signposts to useful information for parents and young people.

### ***Next Steps***

Once the pages have been populated with information, **the LA will bring the group back together** to look at completed work, obtain feedback on the webpage and layout and arrange to make reasonable adjustments where practicable. Further to this, Hartlepool is currently in contact with the Young People Participation Team to assist them in **obtaining the views of young people to aid the continued development of the local offer webpage**. The pathfinder is also seeking to work with educational settings across the full age range.

### ***Key challenges***

- The development of the local offer is a very large piece of work to be undertaken. The challenges Hartlepool face are ensuring that they capture information from all parties and keep it up to date whilst facing continuing capacity constraints.
- One size doesn’t fit all and this is an ongoing task, it doesn’t finish when September 2014 arrives.

### ***Hartlepool mini case study - working with educational settings***

Hartlepool started its local offer by focusing on educational settings to coordinate this element of the local offer with the timing of the school and college funding reforms. As part of strand 3 of the SEND Pathfinder Programme Hartlepool is exploring the local offer for schools and identifying how this can be extended. **The pathfinder has supported schools in developing their individual local offers which will collectively be brought together at a single point of access.**

**Hartlepool has developed an SEND School Local Offer page on their Family Information Services website.** This provides links to both primary and secondary school’s websites within the area.

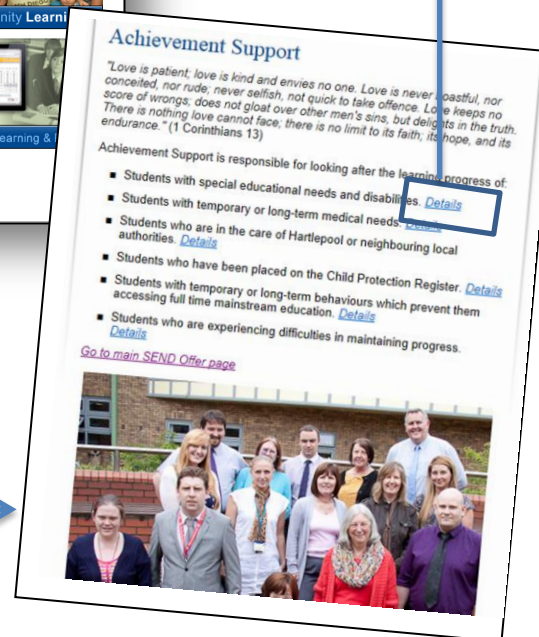
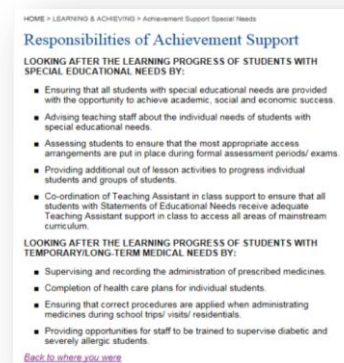
Hartlepool is working with each of these schools to support them in providing information on their SEND service offering that is easily accessible to parent carers and children and young people.

## St Hild's School Local Offer

St Hild's has a local offer front page, which is part of the school website.

This provides information on the key SEND contacts within the school, contact details, and useful links including information on:

- How the school creates an individual SEND plan
- Staffing and relevant qualifications
- Special Education Provisions
- Achievement and support



Further examples of Hartlepool schools' local offers can be found via the following link:  
[http://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/event.page?id=S7VP5Y\\_hfSI](http://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/event.page?id=S7VP5Y_hfSI)

Ability to click through to specific areas of the offer, such as achievement support.

## Oldham Pathfinder Local Offer Case Study (Last updated September 2013)

### **Pathfinder Background/ Context**

Oldham's local offer work has been strongly driven by family feedback. In the old system, Oldham's families had to access information on SEND provision from a range of sources including directly from services, the Family Information Service, via [POINT](#)<sup>xiii</sup> (Oldham's Parents Forum) as well as via a Council commissioned website for young people. Research across these different sources has identified that this fragmented picture has made it difficult for both parents and young people and professionals to access relevant information. Going forward, Oldham is seeking to **create a hub resource** and body of provision that is **more sensitive to the desired outcomes** of families and reviewed.

### **Local offer development and activities**

**All SEND Pathfinder workstreams report into a multi-agency project management structure including representation from parents through POINT**, who have been extensively involved in supporting this workstream. Progress is reported into Oldham's Integrated Commissioning Board. Oldham's local offer workstream is led by a dedicated project manager who also leads on the development of the All Age Disability Service. The project manager has been working closely with Corporate Web Team and a range of host organisations including a holding a number of design sessions including a youth centre, schools, and Oldham's All Age Disability Service premises.

### **Consultation and co-production**

Oldham has engaged a number of stakeholders in the development of the local offer. **Providers have been informed about the reforms including the Local Offer** and the implications of these changes at a briefing event and emailed to provide listings for the SEND local offer. Further to this, **schools were invited to attend two SEND Conferences in the Summer Term 2013** providing details of the implications of SEND reforms and offering advice and guidance as to how to address these changes. **Support has also been offered to individual schools and collaboratives of primary schools in developing their own SEND local offer.**

Parent carers have been supported and informed through the activities of Oldham's Parent / Carer Forum (POINT). As part of this, a number of **online questionnaires were conducted by POINT**, using 'Survey Monkey' online questionnaire software, to **identify models of best practice from a range of options of other LA websites**. This provided detailed feedback about what parents liked and didn't like and aided initial design ideas for Oldham's local offer website. This initial feedback has led Oldham to focus on the Trafford MBC Local Offer website as an example of good practice:

(<http://trafford.childrensservicedirectory.org.uk/kb5/trafford/fsd/home.page> )



### **User Testing**

Oldham is now testing their site architecture using *Treejack* software; this is mainly aimed at testing the overall shape of the website and looking at whether or not most users would expect to find content in its current locations. In addition to this, **Oldham has focused on the following user testing to inform the design and functionality of the website:**

- **One-to-one discussion and usability testing with young people.** This has provided useful insight into how young people currently use the web and access information, indicating that behaviour may not follow expectations.
- **One-to-one user testing with parent carers and professionals** including school staff and social care staff using 'Silverback' software, which records service users' behaviour when using the website through screen capture with video and audio recording including interviewer questions and comments from the service user about their experience.

### **Key Learning**

- Any redesign process **must start with the needs of user** so engage them as early on in the process as possible.
- **Engage with existing information providers** within the LA and in Health as early as possible - much of the information required for the local offer may already be recorded.
- **Don't focus solely on the internet as not all families can or will use it.** There needs to be alternative ways for families to access the local offer, for example, providing printable versions or having local offer 'champions' within VCS organisations and the community who can provide support and guidance around the different services available.
- Don't waste time on vague discussions about what people like about a website – instead **engage people in user testing to gather information about what people actually do when using the website.**
- **Utilise existing resources** including your Family Information Service, Parent Partnership Service and Parent & Carer Forum.
- **Contact your local Health Watch scheme**, which has several pieces of work which overlap with the aims of the local offer.
- Don't delay getting in touch with your corporate communications team - you will need their support if you are directly delivering the service.
- **Engage with your service providers early** – not only in relation to the local offer but in relation to personalisation, personal budgets and commissioning framework.

#### *Part 4 - Innovative/ Creative Approaches (Last updated December 2013)*

As part of developing the local offer, a number of pathfinders have been looking **at innovative and creative ways** to aid the way parent carers, young people and professionals' access and navigate the information contained within it. A good example of this is North Yorkshire who have focused their efforts on the development of an interactive map which provides an overview of all the different service areas within the local offer, whilst allowing users to focus in on certain aspects they may be interested in. More detail on this can be found in the case study below:

#### *North Yorkshire Pathfinder Local Offer Case Study (Last updated December 2013)*

##### ***Pathfinder context/ background***

North Yorkshire is, geographically, the largest County in England. There are approximately 165,000 young people up to 25 years old (around 27% of the total population). **Around 1800 children and young people have a Statement or Learning Difficulties Assessment (just over 1% of the 0-25 population).** Approximately 400 of these children and young people are known to the Disabled Children's Service.



##### ***Overview***

North Yorkshire's local offer work began with a group of officers looking at what information currently existed and where this could be accessed against what was outlined in the indicative code of practice. North Yorkshire also looked at the principles and the questions produced with parents and published by the SE7 Pathfinder group. Development of the local offer is one of the four main workstreams of the County's SEND strategy implementation and an officer has been seconded to oversee development of this and report monthly on progress. The local offer will be developed as part of a major overhaul of the County's website and will be linked to the existing Family Information Services Directory.

##### ***Consultation and Co-production***

North Yorkshire have met their parent carer forum on a number of occasions to **agree principles and to refine the questions parents wanted educational settings to be able to answer.** Following on from this, they **worked with a disabled young people's group on content and design.** This group are now also helping them to produce a DVD about the roles of professionals they come into contact with. North Yorkshire is commissioning a

software company to develop some of the content with signs and symbols, to increase the accessibility of the online information. **The LA has set some minimum expected standards and volunteers from early years settings, schools and colleges have drafted answers to the parents' questions as exemplars.** Parents continue to work with North Yorkshire to jointly contribute to the development of the local offer. Feedback about the local offer has been sought from parents across the county, and an electronic parents' survey has been conducted on the council's behalf by the local parent carer forum. Further meetings are planned with parents to discuss local offer content and wider arrangements. Parent carer forum representatives also continue to attend project working groups and the overall SEND Steering Group.

Young people are involved in the development of a young person's version of the local offer, specifically with reference to the content and design, with distinct links being maintained with the overall local offer site. Young people's representatives have been working with the council to develop symbol-enhanced pages to make information more accessible, and will be developing and co-producing a range of video/DVD clips to supplement on-line information about a variety of issues.

### ***Wider Communications***

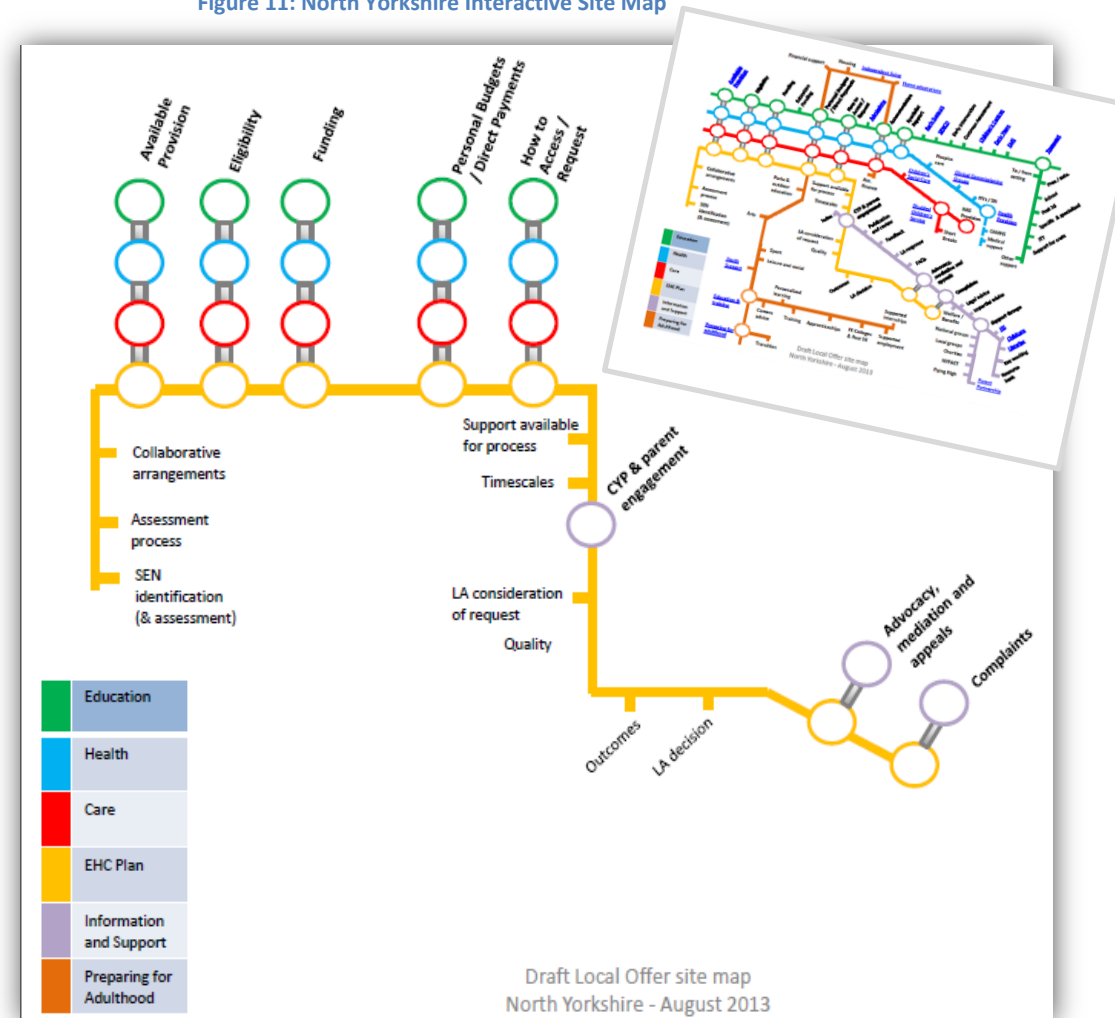
The local offer has been a regular agenda item at network meetings for early years settings, schools and colleges; the parent carer forum, young people's group and various officer groups across children's, adults' and health services. North Yorkshire is also preparing progress reports on all aspects of the Pathfinder in different formats for the Parent Forum website and for a county council newsletter. Further to this, the software and site developments are moving forwards and a parent with suitable experience is part of the steering group. The LA hopes to have a working version by the end of September and to publicise the launch.

### North Yorkshire's Interactive Local Offer Map

As part of their work on the local offer, North Yorkshire has developed an interactive site map (in tube map style), illustrated in Figure 11, which aims to provide a creative solution to help both parents and young people in accessing and navigating information within the local offer. This map provides a simple overview of the different services and support available to parents and young people across a number of strands including Education, Health, Social Care, Preparing for Adulthood, Education Health and Care (EHC) Plans and further information and support.

Each strand has been colour coded, to aid navigation of the different services and information, and each contains hyperlinks that parents and young people can click on to access further information on their area of interest. It is intended that this map will form the basis for North Yorkshire's web offering which will be delivered to young people and parent carers through both their corporate website and youth site. This will also be supported by a county wide community directory that is being developed to support the whole community including council services, voluntary sector's services and an interactive geographical map linked to provision across the county.

Figure 11: North Yorkshire Interactive Site Map



## North Yorkshire's Interactive Provision Map

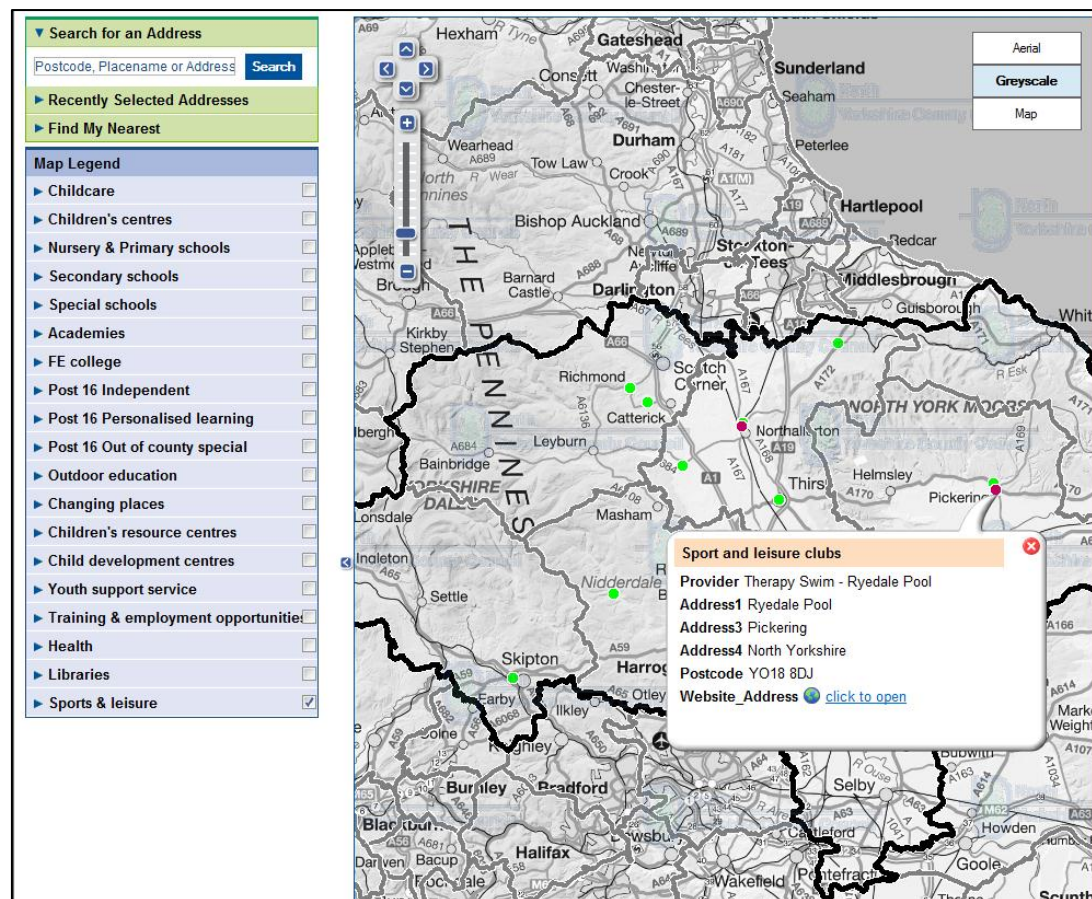
In addition to an interactive site map for the local offer (in a tube map style), North Yorkshire has also developed an interactive geographical map of the county, which aims to provide a simple solution to help young people, parents and staff to see what services are available in their area. The map is available on the council's local offer website and allows users to zoom in on areas of interest.

Information on the map can be filtered to show details about specific types of provision by using the 'key' on the left of the map; when selected in the key, available services/provision are shown at their respective locations on the map. To date, the map includes educational settings, accessible changing facilities, supported employment and training and accessible sports clubs.

Further information is available by clicking on the symbols, with most records containing the name and address of the service, along with a contact number and website link.

This is still a work in progress and North Yorkshire are continuing to populate this map in addition to developing a communications strategy to promote the resource, along with the rest of the local offer site.

This map can be accessed via the following link: <http://www.northyorks.gov.uk/article/26714/Special-educational-needs---local-offer>



### ***Lessons Learnt***

- North Yorkshire have emphasised that, through **listening to parents and young people's views**, this has helped them to review and change their original plans to ensure the local offer is being developed and coproduced to meet the needs of both parents and young people.
- North Yorkshire's local offer is being designed to fit with their corporate website structure which they have found to be constraining.
- The LA have found that **information to include within or signpost through the local offer has been relatively easy to find and can also be adapted from other partners**. Despite this, they have found that some information from e.g. Health has been harder to keep local, relevant and fit into a common style.
- The workstream is now **focusing on developing the continuing infrastructure needed to maintain and review the local offer as it expands**.
- **Need to consider audit, insurance and legal implications** around the perceived risks of an e-market place where not every provider has been certified by the LA.

### **What are the key challenges for pathfinders to address over the coming months? *(Last updated December 2013)***

#### ***What are the main challenges ahead?***

- **Keeping the local offer accurate and up to date** – this can require a large amount of resource and can also pose a risk in relation to the on-going quality management of services included within the local offer. To mitigate this, a number of pathfinders have chosen to allow service providers to update their own records; however this process relies heavily on buy in from service providers to ensure they continue to update their information.
- Getting the balance right between publishing the required information but **not just being a directory of services**.
- **Appropriate mechanisms and processes to publish complaints** without it being too labour intensive. How to use this insight to **develop provision and the market**.
- **The need to consider audit, insurance and legal implications around the perceived risks of an e-market place**.

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<sup>i</sup> The Draft SEN Code of Practice (Section 5: The Local Offer) (p.42) can be accessed via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251839/Draft\\_SEN\\_Code\\_of\\_Practice\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEN_Code_of_Practice_-_statutory_guidance.pdf)

<sup>ii</sup> Children and Families Bill, Part 3, Clause 30 'Local offer for children and young people with special education needs'. The Children and Families Bill can be accessed via the following link: <http://www.publications.parliament.uk/pa/bills/cbill/2012-2013/0168/2013168.pdf>

<sup>iii</sup> Draft Special Education Needs (Local Offer) (England) Regulations 2014 can be accessed via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251851/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_local\\_offer\\_regulations.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251851/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_local_offer_regulations.pdf)

<sup>iv</sup> Draft SEN Code of Practice (Section 5: The Local Offer) (p.42) can be accessed via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251839/Draft\\_SEN\\_Code\\_of\\_Practice\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEN_Code_of_Practice_-_statutory_guidance.pdf)

<sup>v</sup> Consultation on transition to Education, Health and Care plans and the local offer:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251879/SEN\\_-\\_Transitional\\_arrangements\\_document.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251879/SEN_-_Transitional_arrangements_document.pdf)

<sup>vi</sup> Consultation on DRAFT 0-25 Special Educational Needs (SEN) Code of Practice, Draft Regulations and Transitional Arrangements, Section 4.1 -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251832/SEN\\_consultation\\_document.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251832/SEN_consultation_document.pdf)

<sup>vii</sup> Draft Special Education Needs (Local Offer) (England) Regulations 2014 can be accessed via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251851/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_local\\_offer\\_regulations.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251851/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_local_offer_regulations.pdf)

<sup>viii</sup> I CAN is a children's communication charity. Further information can be found via their website <http://www.ican.org.uk/>

<sup>ix</sup> The Communication Trust is a coalition of nearly 50 voluntary and community organisations with expertise in speech, language and communication. Further information can be found via their website <http://www.thecommunicationtrust.org.uk/about-the-trust/what-do-we-do.aspx>

<sup>x</sup> The Every Child a Chance Trust is the UK's leading charity for children with brain injury. Further information can be found via the following link:

<http://www.thechildrenstrust.org.uk/?gclid=CMbQ8sbPtLsCFYUSwwodGzgAQw>

<sup>xi</sup> All documents referenced within this case study can be found on the SE7 website <http://www.se7pathfinder.co.uk/se7-local-offer>

<sup>xii</sup> Hampshire's Parental Journey Research Report, October 2013 [http://www.parentvoice.info/images/1/14/Full\\_report.pdf](http://www.parentvoice.info/images/1/14/Full_report.pdf)

<sup>xiii</sup> Point, Oldham's parent carer forum website link <http://pointoldham.co.uk/>

# Glossary

Term	Meaning
CoP	Code of Practice
CCG	Clinical Commissioning Group
CYP	Children and Young People
DH/DoH	Department of Health
EHC plan	Education, Health, and Care plan
ES	Early Support
FE	Further Education
FIS	Family Information Service
FSD	Family Services Directory
ISP	Independent Specialist Provider
Joint Commissioning	Commissioning arrangements that are coordinated or integrated across agencies or groups
JSNA	Joint Strategic Needs Assessment
LA	Local Authority
LDA	Learning Difficulty Assessment
NEET	Not in Education, Employment or Training
Personal Budgets Accelerated Testing Group	A group of the SEND Pathfinders asked to produce a set of case studies on work with families who have received SEN Personal Budgets.
PfA	Preparing for adulthood (both the theme and DfE SEND Delivery Partner - <a href="http://www.preparingforadulthood.org.uk/">http://www.preparingforadulthood.org.uk/</a> )
SE7	South East 7 – a consortium of 7 local areas in the South East of England, acting as a SEND Pathfinder.
SEN	Special Educational Needs
SENCo	SEN Coordinator (based in educational settings)
SEND	Special Educational Needs and Disability
VCS	Voluntary and Community Sector

# RESOURCES

In addition to the resources outlined in notes at the end of each section, below are links to additional resources linked to the SEND Pathfinder Programme.

**SEND Pathfinder Support Team (Mott MacDonald)** – [www.sendpathfinder.co.uk](http://www.sendpathfinder.co.uk)

**Department for Education (DfE) SEND Delivery Partners:**

There are seven Delivery Partners focusing on the following key issues:

- **The Bond consortium:** child mental health - [http://www.youngminds.org.uk/training\\_services/bond](http://www.youngminds.org.uk/training_services/bond)
- **The Early Language Consortium:** early language development - <http://eldp.talkingpoint.org.uk/>
- **The ES Trust with the National Children's Bureau:** early support and key working - <http://ncb.org.uk/early-support>
- **Contact a Family and the National Network of Parent Carer Forums (NNPCF):** parent participation - <http://www.nnpf.org.uk/> & <http://www.cafamily.org.uk/>
- **The National Parent Partnership Network:** supporting Parent Partnership Services - <http://www.parentpartnership.org.uk/>
- **The National Development Team for Inclusion the Council for Disabled Children and Helen Sanderson Associates (Preparing for Adulthood):** preparing for adulthood - <http://preparingforadulthood.org.uk/>
- **The IMPACT consortium:** short breaks delivery - <http://www.shortbreaksnetwork.org.uk/policyandpractice/impact>

**Achievement for All**, a school improvement approach that was piloted in ten local authorities from 2009 - 2011, is also being rolled out nationally - <http://www.afa3as.org.uk/>

**Additional DfE-funded SEND Organisations referenced in these packs:**

**Council for Disabled Children (CDC):** The Council for Disabled Children (CDC) is the umbrella body for the disabled children's sector in England, with links to other UK nations, bringing together the diverse range of organisations that work with and for disabled children to support the development and implementation of policy and practice. CDC has developed some useful resource sheets on SEN and Disability Policy which can be found on their website via the following link <http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources> (please refer to top right hand side of web page).

**In Control:** In Control is a DfE SEND Grant Holder, is a charity supporting organisations implement personalisation. They are one of the organisations supporting the SEN Personal Budgets Accelerated Testing Group - <http://www.in-control.org.uk/>

***The Communication Trust:*** The Communication Trust is a coalition of nearly 50 VCS organisations with expertise in speech, language and communication and has resources to help local authorities develop their local offers -

[https://www.thecommunicationtrust.org.uk/media/154158/resources\\_to\\_support\\_the\\_local\\_offer\\_final\\_version\\_september\\_2013.doc](https://www.thecommunicationtrust.org.uk/media/154158/resources_to_support_the_local_offer_final_version_september_2013.doc)