



Guide for Early Years, Schools and Educational Settings and the Local Offer.

For SENCOs, Additional Learning Support Managers, Inclusion Managers and anyone with responsibility for special educational needs and disabilities in an educational setting from birth - 25 years old.

What is the Local Offer?

In September 2014 the Children and Families Act 2014 introduced the Local Offer as part of the SEND Reforms.

The Local Offer required all Local Authorities to create, in one place, information on services and provisions that they expect to be available across education, health and

social care for children and young people (birth to 25 years old) with Special Educational Needs or Disabilities.

In Somerset this information can be found on Somerset Choices.

<https://www.somersetchoices.org.uk/>



The winners of the competition held by the Engagement and Participation Team 2015.



Guide for Early Years, Schools and Educational Settings and the Local Offer.

Whether you are Early Years, mainstream school, an academy, specialist school, alternative learning provider or college you will need to have your service and information on Somerset Choices.

This is to ensure that young people and parent or carers are able to find special educational needs and disability information in one place.

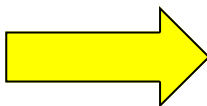
Your information is taken from Capita.

You will need to tell us if this information changes.

You do this on Somerset Choices.

Look for,

'Help for providers'



<https://www.somersetchoices.org.uk/family/about-this-site/technical-support-for-providers/>





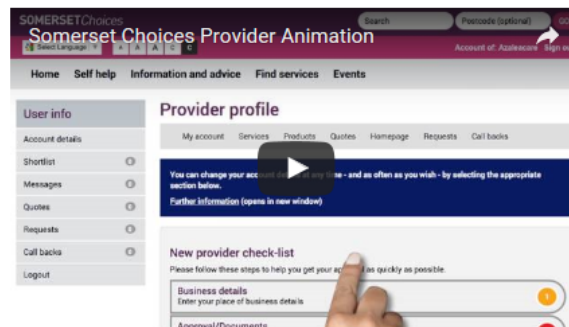
Guide for Early Years, Schools and Educational Settings and the Local Offer.

Click on 'Help for providers'

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Technical support for providers

You can watch this video to help you get started:



Make sure your information is up to date by checking every 12 months

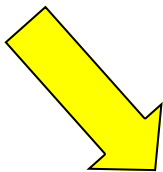
Updating my information

Providers whose Somerset Choices record is maintained through our Local Authority Education database need to complete the relevant Somerset Choices Update Form to update their records. The types of records who are maintained in this way are:

- Childminders
- Children's Centres
- Colleges
- Nannies / Home childcarers
- Nurseries and pre-schools
- Out of school / Holiday clubs
- Schools

If you have any questions please contact us at help@somersetchoices.org.uk or by using the feedback form on this site.

If you are a provider and need help we have a [help section](#). You can also use the [quick reference guide](#) or the [full provider manual](#). If you need more help email us help@somersetchoices.org.uk



You can watch the video or just click on [Somerset Choices Update Form](#)



Somerset Clinical Commissioning Group

WWW.SOMERSET.GOV.UK





Guide for Early Years, Schools and Educational Settings and the Local Offer.

A screenshot of the 'Somerset Choices Update Form' for Schools and Colleges. The form includes fields for 'School name', 'Address Line 1', 'Address Line 2', 'Address Line 3', 'Postal Town', and 'Post Code'. A yellow speech bubble points to the form with the text: 'Make sure you tell us who you are. You only need to fill in the parts that need changing'.

You add your web site address on this form

You add the web page

URL link to your special educational needs and disability page on this form

Add your SEND URL here.

A screenshot of the form fields for website and SEND information. Fields include 'Lower Age', 'Upper Age', 'School Web Address', 'School Local Offer Address', 'Head Teacher', 'Chair of Governors', 'Clerk to Governors', 'Finance Officer', 'School Senco', and 'County Council'. A yellow speech bubble points to the 'School Web Address' field with the text: 'Add your website URL here'.

Add your website URL here





Think about Accessible Information when writing your SEN

Information Report and what is on offer locally by you.

	Local Offer	SEND Policy	SEN Information Report
Responsibility	Local Authority	Governing Body	SENCO, SLT, Governors
Purpose	What's expected to be on offer in the area	How SEND provision is designed/planned and will be delivered	What is actually/ has been delivered and how the policy has been implemented (see list and requirements 6.79 – 6.83 of COP) and The Special Educational Needs and Disability Regulations 2014- Schedule 1 (Regulation 51) .
Where published	Local authority portal Somerset Choices website	School website Hard copy available on request	School website Hard copy available on request
Involvement of children, young people and families	Co-produced and feedback published online	Consultation	Good practice to co-produce
Reviewed/ Updated	Ongoing as required but reviewed at least once a year	Every 3 years	Annually or as soon as possible where changes occur
Children, young people and family friendly format required	Yes	Yes	Yes

URL links are needed to your webpage for special educational need and disability and your SEND Policy

On Somerset Choices we will be calling this button

'Special Educational Needs and Disability Offer'





‘The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools ‘accessibility plans’

Your Accessibility Plan should be compliant with the Equalities Act 2010, Schedule 10.

Your Accessibility Plan needs to be published on your website.

SEND Code of Practice 4.35

Early Years, Schools and Educational Settings
Local Offer Checklist

Your SEN Policy is on your website

Your SEN Information Report is on your website

Your Accessibility Plan is on your website

Check the link to your Special Educational Needs and Disability webpage works.





Checklist -Tool

Accessible Places

The physical accessibility is of a building or venue

- Our buildings, or the venues we use, can be accessed easily by public transport.
- We ensure there are safe pedestrian routes to our building or the venues we use.
- We ensure there is good lighting in our building, or the venues we use.
- We have adapted stair for those with mobility needs.
- We have parking nearby that can be used by Blue Badge holders.
- We publish information on how accessible our building, or venue, is to the people who use our service in advance.
- We have wheelchair suitable lifts that are easy to access and support access to different parts of the building/venue
- We have disabled parking on site
- We have an understanding how assistive devices work and are able to support people who use them.
- We have assistive listening devices available, or can easily access them.
- We have a quiet space or room for people to use if they need it.
- Our buildings, or the venues we use, are fully accessible to wheelchair users.
- There is a fully accessible toilet, with a hoist and adult changing facilities



Checklist -Tool

Inclusive Practice

How an organisation or service is able to make sure children and young people with special educational needs or disabilities are included.

- We have an awareness of different types of special educational needs and disabilities
- We welcome children and young people with different special educational need and disabilities
- We have experience of providing services to children and young people with special educational needs or disabilities, and their families.
- We communicate effectively with families and support children and young people to transition into our service.
- We have an accessibility plan to help us anticipate the needs of disabled people who might want to use our service.
- Our staff have specialist training to meet the special educational needs or disability of the people who use our service.
- We use personalised planning to ensure children with special educational needs and disabilities, and their families are able to use our service.
- We seek advice and support from other professionals, if we need it.
- We have a lead in our service that promotes inclusive practice in our service and they are suitably qualified.
- Our staff have specialist training that is recent, up to date and relevant to the people who want to use our service.
- We have staff trained in the communication systems commonly used by the people who use our service.
- All our staff, including our management committees, have an in depth understanding of the barrier to inclusion for people with special educational needs and disabilities (and do everything we can to remove these barriers).



Checklist -Tool

Participation (1)

How services involve children, young people and parents in the development of their service

- It is clear what your service does and how it works to the people who use
- (or might use) your service
- The people who use your service know how to get involved with the
- development of your service.
- Feedback is meaningfully in the development of the service.
- It is clear how decisions are made about your service and how the service is being developed
- You use different ways to engage your service users to gather their views on the service and provide information on how their feedback is used to develop the service.
- You ask the opinion of the people who use your service on some aspects of your service.
- Staff choose an area of the service to develop and work with the people who use the service to share decision-making.

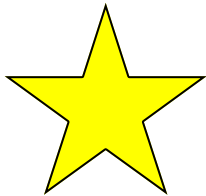


Checklist -Tool

Participation (2)

How services involve children, young people and parents in the development of their service

- All people who use your service are given the opportunity to participate in shared decision-making.
- It is clear what decisions and areas of development have been done through shared decision-making
- People who use your service are empowered and encouraged to approach the service directly with ideas for how the service could be developed.
- There is clear, well publicised pathway for how people who use your service can initiate and direct ideas and your service have anticipated this.
- The people who use your service have some representation in the management of the service and make meaningful contributions to the development of the service.
- People who use your service have ideas for developing parts of the service and staff offer advice and support to them
- People who use your service share decision-making on a strategic level, ensuring the service is representative of their priorities
- The ways in which people who use your service have led developments or are involved strategically is clearly published and these opportunities are open to everyone.



You should inform Children, Young People, Parents and Carers that they can find more information on Special Educational Needs and Disabilities in Somerset on Somerset Choices. We recommend you include our poster.

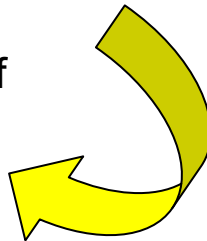
'It should also give details of the school's contribution to the Local

Offer and must include information on where the local authority's Local Offer is published.'

SEND Code of Practice 6.81

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