

# Oxfordshire Local Area Special Educational Needs and Disability (SEND) Draft Strategy 2022-2027

**Have your say**

**10 January to 10 March 2022**

*Rich and fulfilling lives at the heart of their communities.*



## Foreword

Children and young people are at the heart of everything we do. We are committed to every child having the very best start in life. This includes opportunities for them to realise their dreams and achieve their potential.

We want to constantly improve. We believe the current outcomes for children and young people with special educational needs and disabilities (SEND) in Oxfordshire can be made even better.

Changes are required to achieve these improvements.

To achieve a shared ambition that Oxfordshire will be a place where all children are healthy, happy, and achieving their potential, organisations that work with children and young people have co-produced a draft strategy for SEND.

This sets out how Oxfordshire will develop high quality services across education, health and social care to support children and young people with SEND and their families.

**This draft strategy has been developed for consultation. We want to hear what you think.**

Alongside consultation on the SEND Strategy, Oxfordshire County Council is consulting on the best use of the funding available to the council for SEND through the High Needs Block.

**Find out more about both consultations at [letstalk.oxfordshire.gov.uk/SEND-2022](https://letstalk.oxfordshire.gov.uk/SEND-2022)**

### How to get involved

There are several ways in which you can have your say on our proposed approach.

- Visit [letstalk.oxfordshire.gov.uk/SEND-2022](https://letstalk.oxfordshire.gov.uk/SEND-2022) for information and to complete the online survey.
- Roadshows will be held online during the consultation, but if national and local guidelines relating to COVID-19 allow, in-person events may be considered. At these sessions, senior leaders will introduce the two SEND consultations, explain the proposals and answer any questions that you may have.
- Visit [letstalk.oxfordshire.gov.uk/SEND-2022](https://letstalk.oxfordshire.gov.uk/SEND-2022) for dates and times, and to book a space.
- We are asking partners to send out information to parent carers encouraging them to get involved.

If you need an Easy Read version, or other alternative formats, or you wish to speak to someone, please email: [consultations@oxfordshire.gov.uk](mailto:consultations@oxfordshire.gov.uk) or call **01865 792422**



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# 1) Underpinning Principles

## Welcome to Oxfordshire's Draft Local Area SEND Strategy.

Oxfordshire's ambition is for those with SEND to have rich and fulfilling lives at the heart of their communities.

This strategy sets out how Oxfordshire will work towards that ambition by developing high quality services across education, health and social care to support children and young people with SEND and their families. This is to ensure that they can access high quality services across education, health and social care.

To do this, we have had to rethink the ways in which we work. This strategy reflects the need to build strong partnerships using the principles of co-design and co-responsibility, including our plan for securing this long-term change and how we will know it is working.

This strategy will be reviewed annually so that we can be sure that it is addressing current needs, and identifying where the focus should be.

## 2) Easy Read version

**The intention is to embed an Easy Read version within this document when it is finalised. The Easy Read version of this draft document can be found [here](#)**

Rich and  
fulfilling lives  
at the heart  
of their  
communities

### 3) Executive Summary

Oxfordshire’s strategy outlines the vision and key priorities for improving the outcomes achieved and lived experiences of children and young people aged 0-25 with SEND from 2022 to 2027.

Our ambition is for all children and young people with SEND to have the right support and opportunities at the right time so that they go on to live rich and fulfilling lives at the heart of their communities.

To achieve that ambition, we will publish detailed and specific implementation plans that sit beneath this strategy and that focus on taking actions to reduce inequalities.

#### Our four priority areas:

Develop a continuum of local high-quality provision and enable all services to be inclusive and deliver excellent outcomes for children with SEND, including building on existing good practice

Enable children and young people with SEND to access opportunities that are important to them and for them

To provide timely and equitable access to high quality services before, during and beyond statutory school age including education, health and social care

To ensure that there is seamless and effective transition at all points for young people with SEND to access opportunities that are important to them and for them

## 4) Introduction

By placing children and families at the heart of our thinking and our actions, this strategy sets out how we will work collaboratively to ensure the Oxfordshire Local Area acts within both the spirit and the letter of the 2014 [Children and Families Act](#).

The Local Area receives funding from government to meet the needs of children and young people with SEND. Our collective view is that this funding is insufficient to meet the requirements of the Local Area. That said, the Local Area is responsible for using the available funding wisely and effectively. As such, some hard choices have to be made about what services/provision can be supported, and these choices will be made in ways that are transparent, consistent and fair.

Our strategy will be guided and informed by the views of families, children and young people. Parents, carers, children and young people will also be central to developing and reviewing our strategy and measuring its success.

Achieving the aims of this strategy will take collective effort and responsibility from statutory and non-statutory services (including the private and third sector) working in close partnership with families, children and young people to reflect their views and ideas.

Critical to the development of this strategy will be ensuring that co-responsibility across agencies is built into the implementation process leading to co-production with all stakeholders, including families. This is so that the challenges to service delivery for Education, Health and Care are fully reflected, and that there is a joint strategic approach to overcoming them.

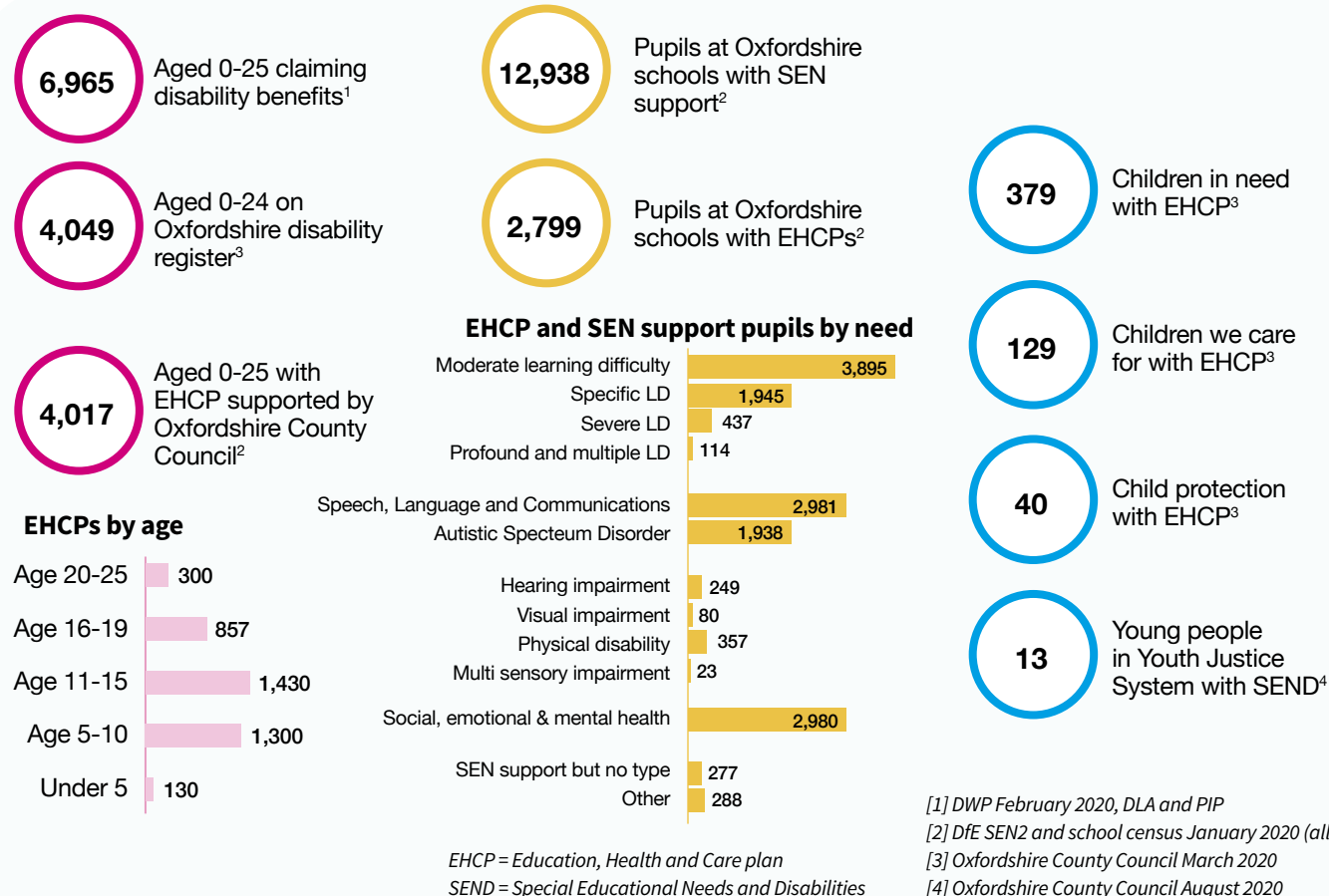
The success of this strategy will be defined by whether Oxfordshire will be a place where children and young people with SEND have every opportunity to:

- **Learn and achieve as a result of inclusive, effective, timely and joined-up support from a range of services**
- **Be educated in the most effective setting as close to their home as possible**
- **Belong and feel safe within a community, taking into account their aspirations, choices and individual requirements**
- **Find meaning and purpose within a community, including paid employment that meets their individual aspirations and skills**

## 5) Context - Setting the Scene in Oxfordshire

The following diagrams provide some high-level information about children and young people in Oxfordshire with SEND. Further detailed sources of available data can be found in the Appendices to this document.

### Oxfordshire SEND in numbers



### GROUPS: Vulnerable groups

As of March 2020, Children and Young People with an Education, Health and Care Plan in Oxfordshire made up:

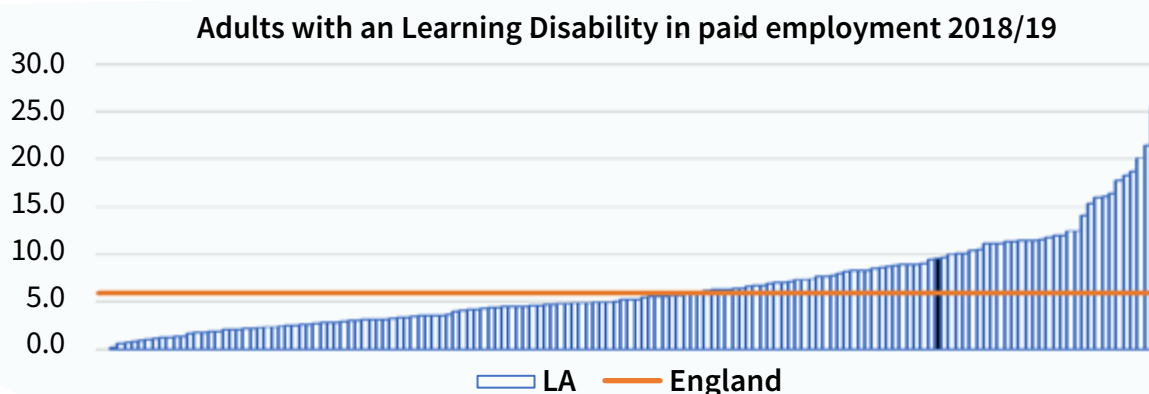
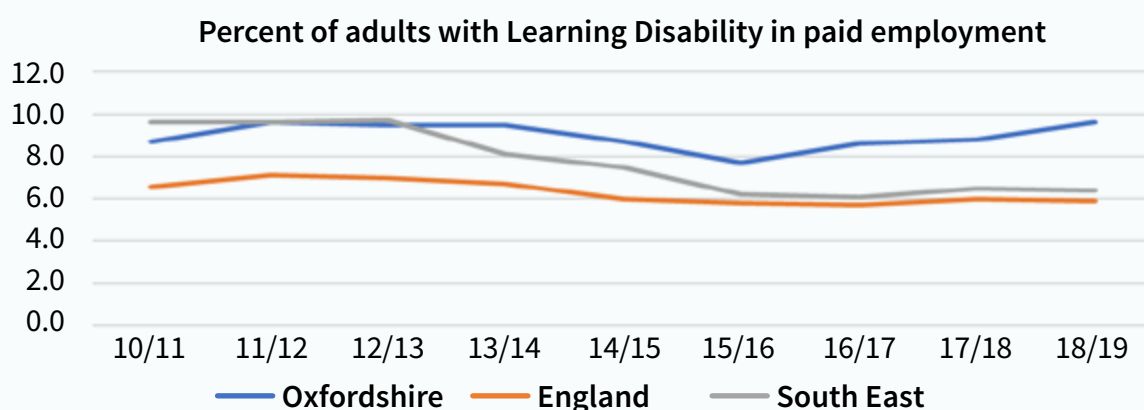
- **379** EHCPs of 1,430 children with a Children in Need plan (27%)
- **40** EHCPs of 530 children with a Child Protection plan (8%)
- **129** EHCPs of 788 Children we care for (16%)
- **13** EHCPs of 92 young people in the youth justice system (14%)

**OUTCOMES: Attainment and progress of pupils with SEN support**

- Pupils with Special Educational Needs in Oxfordshire do less well than nationally at each stage from Early Years to GCSE
- This is a very different picture to attainment by the cohort of pupils without SEN, where Oxfordshire pupils do better than average at each stage

2018/19	SEN support Oxfordshire	SEN Support England	No SEN Oxfordshire	No SEN England
Early years: % good level of development	25	29	78	77
Key Stage 2: % expected level in reading/ writing/ maths	22.2	25.4	75.5	74.9
Key Stage 2: progress in reading	-1.71	-1.01	0.45	0.35
Key Stage 4: average attainment 8 score	29.3	32.6	51.4	50.1
Key Stage 4: average progress 8 score	-0.56	-0.43	0.22	0.08

**Access to work by Learning Disabled adults**



People with learning disabilities have a lower than average life expectancy/higher mortality.

The strategy will need to be informed by further analysis of life outcome data to ensure that there is a detailed understanding of the circumstances people with disabilities are living in within Oxfordshire.



## 6) Reasons to Change

There are compelling reasons why the Local Area needs to improve SEND services, and therefore outcomes for children and young people with SEND. These reasons include:

- **The need for clarity about what support is available for children and young people with SEND in all mainstream schools and settings from 0-25**
- **A lack of understanding around parental confidence in the support for children with SEND**
- **Insufficient understanding around children and young people with special educational needs who are not consistently accessing full time education, including children with EHC Plans without a school place**
- **Insufficient capacity within local specialist education provision, leading to the use of independent non-maintained special schools**

Stakeholders have clearly told us about the lack of trust and confidence families have in the ability and willingness of the Local Area to consistently deliver what has been promised.



## 7) Our Vision

We are ambitious for all children and young people with SEND. This vision is underpinned by our strategic principles:

- That the perspective of families will inform the development of plans, services and policies
- Protecting and promoting the human rights of children and young people with SEND, ensuring that they are treated as individuals
- Promoting authentic inclusive behaviours in order to ensure high quality and impactful services for all
- Effective early identification, help and provision available across the Local Area
- Building meaningful and purposeful opportunities for a rich and fulfilling adulthood
- Ensuring that systems are transparent and fair

By working together we will consistently secure good outcomes for children and young people aged 0-25 with SEND, and their families.

The implementation of our vision will be underpinned by the key principles of:

- Effective communication
- Building trust and confidence through dignity, respect and understanding
- Working in partnership
- Maximising the impact of available resources



### **Strategic Objective 1 - Improving outcomes for children with SEND**

We are committed to the Local Area effectively discharging their duties under the [Children and Families Act](#). We want the Local Area to be equipped to effectively secure high quality outcomes for children with SEND. High quality services that are accessed in a timely manner and at the earliest opportunity have a significant impact on outcomes for children, and lay the foundations for better life chances.

The following priorities have been identified:

- Timely identification and assessment across the Local Area that leads to earlier intervention
- Development of meaningfully joined-up services and approaches
- Improved outcomes for children with SEND
- Increased expertise, competence and confidence of staff working to meet the needs of children with SEND

### **Strategic Objective 2 - Developing a continuum of local provision to meet the requirements of children and young people with SEND**

There is a range of provision for children with SEND in Oxfordshire. It is essential that we develop more local provision so that more children have their holistic needs met within their own communities.

The following priorities have been identified:

- Identify any gaps in the continuum of provision
- Improve multi-agency early intervention for children and young people with a range of needs
- Develop more local provision that can effectively meet the range of identified needs and demand

### **Strategic Objective 3 - Good physical and mental health and wellbeing**

We want healthy, happy children and young people who enjoy life. We will work in partnership with children and young people and their families to improve access to both the universal and specialised services they need.

The following priorities have been identified:

- To empower children and young people with SEND and their families to share their lived experiences in order to better understand and support their health and wellbeing
- To provide meaningful, high quality support that meets the holistic needs of the whole family
- To ensure that all children and young people with SEND can access seamless, joined-up services at the right time and in the right place

### **Strategic Objective 4 - Improving post-16 education, learning, employment and training**

All young people will have access to high quality provision in education, training, work experience, apprenticeships and study programmes that support them into meaningful, paid employment and provide them with skills for independent or supported living.

The following priorities have been identified:

- Develop the range and choice of local post-16 SEND provision
- Develop a comprehensive range of aspirational pathways to sustainable, paid employment
- Improve the quality and accessibility of information about post-16 options for young people with SEND, and develop training and guidance for families, providers and employers
- Develop systems for collecting and monitoring outcomes data from post-16 education providers

## **Strategic Objective 5 - Positive move into adulthood for young people with SEND**

All young people with SEND and their families should have a positive experience of moving into adulthood. We want young people with SEND to develop the skills, knowledge and confidence to have choice and control over their adult lives.

The following priorities have been identified:

- **Information, advice and guidance available at key transition points so young people and families have the information they need to plan as early as possible**
- **Earlier identification of young people with SEND with timely assessments and support planning**
- **Improved partnership working with young people and families, Children's and Adults Social Care, health, schools and colleges focusing on young people's strengths and aspirations**
- **Improved social care experience for young people and families**
- **Better outcomes for young people with SEND in adulthood**
- **More young people with SEND living closer to home**



## 8) What do we need to make this happen?

To ensure that we collectively deliver our vision, SEND will be a golden thread weaving through all provider services, with a clear and shared commitment to it from senior leaders.

Budgets will be aligned to our strategic priorities with team plans, individual performance and development targets consistent with the strategic objectives.

Carefully developed implementation plans will be co-produced in partnership with families and service providers. These should be reviewed regularly to ensure that the necessary pace of change is maintained, and action taken when key improvement markers are not met.

Professionals will require a comprehensive, holistic training offer to increase competence, confidence and effectively share good practice.

This will be overseen by joint strategic governance, accountability and challenge through the Oxfordshire SEND Strategic Partnership Board and the Oxfordshire Health and Wellbeing Board.



## 9) What does success look like?

### We will know we are successful when:

- Children, young people and their families tell us that the services provided are meeting their needs
- Children and young people's needs are identified early, and partners communicate and coordinate services well, working together to meet these needs
- Early preventative services help parents to provide appropriate physical and emotional care to their children
- Families can access the right level of support when it is needed
- Reviews are thorough, and support providers to enable improvements in the outcomes for the child or young person
- Children and young people with SEND are fully involved in all aspects of education, and feel part of their community
- Children's needs are met in mainstream settings as appropriate, and when more specialist help is needed we are almost always able to provide this in Oxfordshire
- Services use effective interventions so children and young people with SEND make evidenced progress towards their outcomes
- There are well-coordinated transition for children and young people at all key points, through to adulthood and beyond
- All agencies have high aspirations for all children and young people with SEND and we are working effectively together to support them through key transitions to be independent and well-prepared for adult life
- Children and young people and their families are positive about their experiences of the SEND system in Oxfordshire
- Professionals are confident about meeting the needs of children with a broad range of SEND working closely with their parents
- Children and young people with SEND and their families are partners in designing and evaluating services



## 10) Governance, Monitoring and Review

SEND is a golden thread weaving through everything we do as a Local Area. The delivery of our Local Area strategy is a partnership responsibility which needs to be collectively owned by all stakeholders working with children, young people and families. Strong governance, accountability and challenge will be provided through the Oxfordshire SEND Strategic Partnership Board and the Oxfordshire Health and Wellbeing Board.

The SEND Strategic Partnership Board meets regularly and reports to the Council Executive. Partners grouped under thematic priorities will be the delivery vehicle for implementation of the strategy.



## Appendices

### 1) The legal requirements underpinning the Local Area SEND Strategy.

In relation to special educational needs and disabilities, statutory services are currently bound by three pieces of legislation and the associated statutory guidance:

- (i) The Children and Families Act 2014, The Carers Act 2014 and the Equality Act 2010.

The Carers Act mirrors the Children and Families Act in relation to SEND as this legislation applies to young people with SEND from the age of 18, and wholly so from the age of 25. The Children and Families Act 2014 (Part 3 relates to SEN) and the SEND Code of Practice set out the following:

- **The strategic planning duties apply to all disabled children and young people and those with SEN;**
- **The individual duties generally apply to children and young people with special educational needs and disabilities. Individual duties related to children and young people with a disability are also contained in the Equality Act 2010.**

- (ii) The Equality Act 2010 brought together a range of existing equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PSED) or 'general duty'. This applies to public bodies, including maintained schools and academies, free schools etc. It covers all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. This combined equality duty came into effect in April 2011.

The duty has three main parts. In carrying out their functions, public bodies (including educational settings) are required to have due regard to the need to:

- **Eliminate discrimination and other conduct that is prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.**

Early years providers, schools/academies, FE colleges, sixth form colleges, 16-19 academies and independent special schools approved under Section 41 of the Children and Families Act 2014 all have duties under the Equality Act 2010.

All publicly funded early years providers must promote equality of opportunity for disabled children. Schools, academies and colleges have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Local authorities are required to put in place an Accessibility Strategy as specified in Schedule 10 of the Act: Accessibility for Disabled Pupils.

All schools/academies are required to put in place an Accessibility Plan, covering the same responsibilities (see Schedule 10). They are also responsible for the provision of auxiliary aids and services to individual pupils. All schools/academies must make reasonable adjustments to meet the individual needs of children and young people with SEND; this will address the needs of the majority. More specific local guidance about schools' responsibilities is available on the [local Offer website](#).

Schedule 10 says: An accessibility strategy is a strategy for, over a prescribed period:

- 1) Increasing the extent to which disabled pupils can participate in the school curriculum;



- 2) Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- 3) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery of information in 3) must be:

- Within a reasonable time
- In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents

## 2) How the Local Area SEND Strategy was developed

The review of SEND was overseen by the Oxfordshire SEND Performance Board, a multi-agency partnership, with parents and carers at its core and comprising stakeholders across education, health, public health, social care, voluntary and community sector partners, and the Oxfordshire Lead Member and Executive Portfolio Holder for Children, Education and Young People. Our review comprised:

**Phase 1:** Data and evidence gathering and analysis to answer:

- Is our pattern of provision for children and young people with SEND suitable to meet changing needs?
- Do parents and young people find it attractive?
- Will it be affordable within future financial allocations?

We gathered and analysed:

- Data on the range of SEN in the area, recent trends and likely changes in the future
- Evidence on how effectively the current pattern of special educational provision meets needs in the area

- Evidence on how effectively the current pattern of special educational provision prepares children and young people for adult life
- The range of special education needs which would generally be met by mainstream providers
- The range of SEN and disabilities which would generally be met by specialist providers
- The range of SEN and disabilities which would be generally met by highly specialised providers

A core element was to gather evidence about what works well across the current system, areas for improvement, and SEND provision mapping for the future across the whole life cycle from birth through to young adulthood.

**Phase 2:** Analysis and shaping of emerging themes

Our analysis identified a number of common issues, falling into five over-arching strategic themes. These themes were agreed by the SEND Performance Board as the five strategic themes needed to strengthen and improve current arrangements for SEND across Oxfordshire and the basis for the SEND Strategy:

- Improving inclusion and education outcomes for children with SEND in Early Years settings and mainstream schools
- Developing a continuum of local provision to meet the needs of children with SEND
- Promoting good physical and mental health and wellbeing
- Improving post-16 education, learning, employment and training
- Facilitating positive transitions for young people with SEND to enable them to prepare for adulthood

Parents and carers were involved in all strategic group discussions. Building on this work, through a series of visioning events a joint vision statement was developed.

**Phase 3: Public Consultation**

The Strategic SEND Performance Board has given agreement for the vision and priorities to be consulted on more widely through a public consultation exercise to run from January to March 2022. This will involve an online survey alongside a series of public engagement events, to seek views from a wide range of key stakeholders and to enable people to share their thoughts and ideas to help shape the final version of the document.

**3) Data Sources**

**School Census**

The School Census is collected every January and covers statutory school-aged children. Further information can be found on the government website through the following link: <https://www.gov.uk/guidance/school-census>

**SEN2 Survey**

The SEN2 survey takes place every January and covers those individuals for whom the Local Authority maintains an EHCP. Further information can be found on the government website through this link: <https://www.gov.uk/guidance/special-educational-needs-survey>

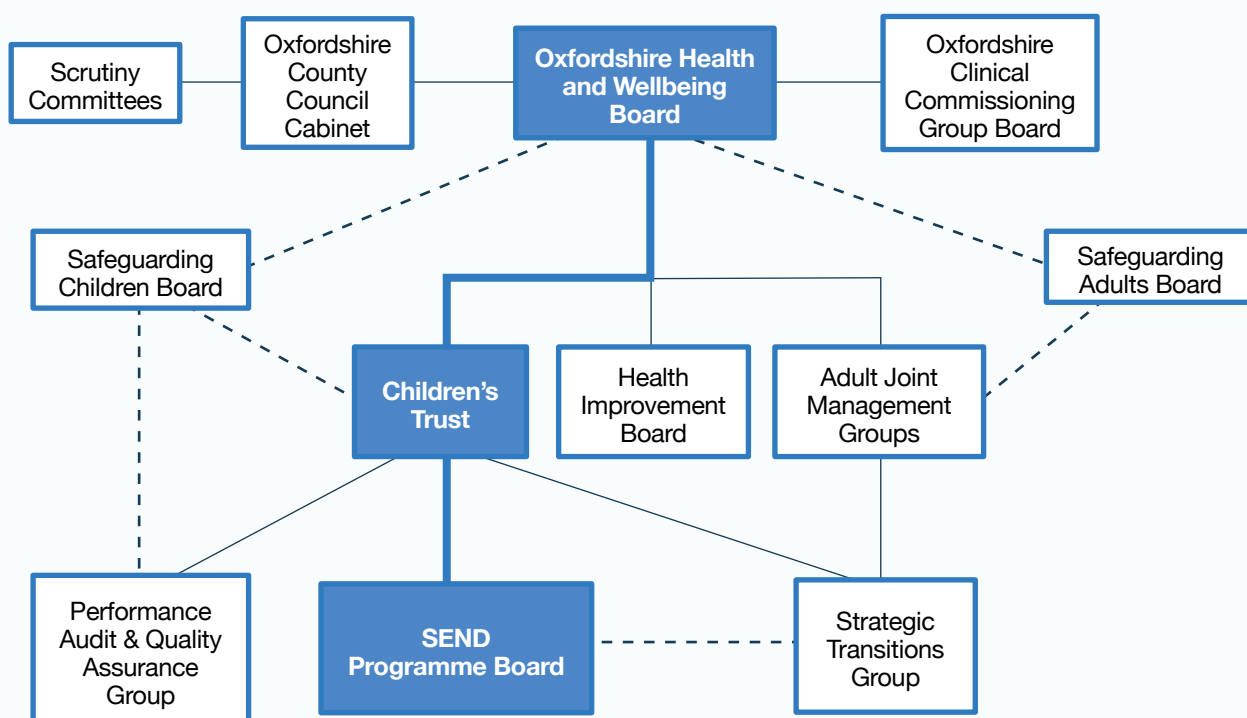
[Oxfordshire County Council population forecasts](#)

[Office for National Statistics population estimates and projections](#)

[DWP StatXplore](#)

[Oxfordshire Joint Strategic Needs Assessment](#)

**4) Governance Structure**



## 5) Glossary

### **Age Weighted Pupil Unit (AWPU)**

The AWPU is the funding a maintained mainstream school receives for every pupil on roll. The AWPU amount varies by Key Stage.

### **Alternative Provision (AP)**

Alternative provision is something a pupil participates in as part of their regular timetable away from the site of the school where they are enrolled.

### **Annual Review**

Each Education Health and Care Plan must be formally reviewed at least every 12 months.

### **Children and Families Act**

The Children and Families Act 2014 sets out the key SEND legislation.

### **Compulsory School Age**

A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

### **CYP**

Children and young people. The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16).

When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved, and how to involve them. A person is no longer of compulsory school age after the last day of the summer term during the year in which they become 16.

This distinction is important because once a child becomes a young person they are entitled to take decisions in relation to the Act on their own behalf, rather than have their parents

take the decisions for them. This is subject to a young person 'having capacity' to take a decision under the Mental Capacity Act 2005.

### **Education Health and Care Needs Assessment (EHCNA)**

An assessment carried out by the Local Authority that determines whether a child or young person needs an EHC Plan.

### **Education Health and Care plan (EHC Plan)**

An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the Local Authority and is used for children and young people who have high support needs.

### **The Graduated Approach**

Schools use the graduated approach of **Assess -> Plan -> Do -> Review** to remove barriers to learning and put effective special educational provision in place.

### **High Needs Block**

The High Needs Block is used to fund specialist placements and top up funding for children and young people with an EHC Plan.

### **Independent and Non-maintained Special Schools**

Independent schools are usually privately run for profit. Non-maintained schools are usually managed by charitable organisations and are not profit-making. Neither is maintained/overseen by Local Authorities.

### **Information, Advice and Support Service (IASS or SENDIAS)**

SENDIAS Services provides impartial advice on the special educational needs system to help children and their parents, and young people, to play an active and informed role in their education and care. Although funded by Local Authorities, SENDIAS Services is run at arm's length from the Local Authority.

**Key Stage**

There are 5 key stages of education:

Key Stage	National Curriculum Year	Age
KS1	1 and 2	5 – 7
KS2	3 to 6	7 – 11
KS3	7 to 9	11 – 14
KS4	10 and 11	14 – 16
KS5	12 and 13	16 – 18

**Local Authority**

Local authorities are administrative offices that provide services within their local areas. There are 152 across England that have statutory SEND responsibilities.

**Local Offer**

The [Local Offer](#) is published by the Local Authority to give children and young people with special educational needs or disabilities and their families information about what education, health and care provision is available in their local area. It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.

**Mainstream Schools**

Schools that provide education for all children

**OCC**

Oxfordshire County Council

**OCCG**

Oxfordshire Clinical Commissioning Group

**Outcome**

An outcome is a benefit or difference made to an individual as a result of an intervention.

**Non-Statutory Services**

Non-statutory public services are not required by law.

**Parent Carer Forum**

The [Parent Carer Forum](#) is a representative local group of parents and carers of disabled children

who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

**Pupil Premium**

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

**Pupil Referral Unit (PRU)**

PRUs teach children who aren't able to attend school and may not otherwise receive suitable education. This could be because they have a short- or long-term illness, have been excluded, or are a new starter waiting for a mainstream school place.

**Reasonable Adjustments**

Under the [Equality Act 2010](#) public sector organisations have to make changes in their approach or provision to ensure that services are accessible to disabled people as well as to everybody else.

**Resource Base**

Resource Bases cater for pupils with EHC Plans who require a specialist environment within a mainstream school to support their access to the curriculum and activities offered by the school. A Resource Base usually has a specialist focus such as hearing impairment or Autism Spectrum Disorder.

**Special Educational Needs and Disabilities (SEND)**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children of compulsory school age or a young person have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of any kind generally provided for

**children of the same age in mainstream schools or mainstream post-16 institutions within the Local Education Authority area**

- **Are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision were not made for them.**

For children aged two or over, special educational provision means educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

### **SEND Code of Practice**

The [statutory guidance](#) arising from the Children and Families Act 2014. A version for parents can be found [here](#)

### **SENDIASS**

Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS provides free impartial and confidential information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability.

### **Special Educational Provision**

Special educational provision means any educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

### **Special School**

A school which specifically caters for children with SEND. To attend a special school, the child must have an EHC Plan.

### **State School**

All children in England aged 5 to 16 are entitled to a free place at a state school. State schools receive funding through the Local Authority or directly from the government, and include community schools (sometimes called Local Authority maintained schools), foundation schools and voluntary schools, academies and free schools, and grammar schools. There are both mainstream and special state schools.

### **Statutory guidance**

Statutory guidance sets out what schools and local authorities must do to comply with the law.

### **Statutory Services**

Statutory public services are required by the law and there are legislations that government sets for them to be in place.

### **Transition Planning**

Planning for moves between phases of education or preparation for adult life.