



Northumberland
County Council

SEND : Ordinarily Available Provision

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Current situation

Graduated approach co-produced with schools and working towards consistent implementation. Training and support in place across Northumberland available at a whole school level, different needs and for individual learners. However...

- Expectations from parents and carers that support in mainstream = one to one full-time support, leading to ...
- Lack of parental confidence in mainstream settings to meet their child's needs
- Local Area Peer SEND Review identified inconsistent understanding of the graduated approach and models of support across the system.

Actions being taken

Costed provision map

- to enable schools and settings to demonstrate how the notional funding is being used
- to establish equity of support across all schools and settings

Review of STAR funding

- to enable prompt access to support without the need to apply for an EHCP
- to provide support to enable the graduated approach to be delivered in mainstream schools

Ordinarily available provision

Need > to describe and agree across the system what provision is ordinarily available within mainstream schools and settings

This would enable

- Parents to understand different types of provision that is available and their value (ie different types of support are as good as, and sometimes better than velcro TAs)
- Establish a clear threshold between provision that is ordinarily available and provision that requires an EHCP to be delivered

Policy context – Local Offer

The Children and Families Act 2014 requires Local Authorities to publish a local offer. This requires:

- the publication of a wide variety of content
- significant engagement with parents, children, young people and service providers in developing the local offer
- feedback and review functions that hold the potential for improved matching of services to local needs

Northumberland Local Offer can be found [here](#)

Policy context - Legislation

Elements required of the local offer are:

- The requirement on the LA to set out that special educational provision and special training provision it expects schools, early years and post-16 providers to make available (Schedule 2, Regulation 53)
- The requirement of the LA to consult with schools and settings on the content

[Special Educational Needs and Disability Regulations 2014 \(S1 1530\)](#)

Context - What the Code of Practice says

4.32 The local authority must set out in its Local Offer an authority-wide description of the special educational and training provision it expects to be available in its area [...] for children and young people in its area who have SEN or disabilities from providers of relevant early years education, maintained schools... post-16 providers. This includes information about the arrangements the local authority has for funding children and young people with SEN, including any agreements about how providers will use any budget that has been delegated to them.

A bit more about what the Code says

4.8 Local authorities must involve children with SEN or disabilities and their parents and young people with SEN or disabilities in:

- planning the content of the Local Offer
- deciding how to publish the Local Offer
- reviewing the Local Offer, including by enabling them to make comments about it

4.14 Local authorities and their partner bodies and agencies must co-operate with each other in the development and review of the Local Offer. This is essential so that the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available.

4.16 The local authority should engage with the providers of relevant early years education, particularly those in receipt of early education funding.

Aims

- Enable more informed conversations between parents/carers and professionals
- Focus on inclusion and the graduated response – getting it right for all children
- Greater transparency about what parents/carers can expect settings to provide for their child
- Improve parental confidence around support for their child in a mainstream school
- Enable more robust decision-making
- Provide an evidence base for improving progress and outcomes
- Greater consistency between schools/settings
- Clear expectations of what ‘good’ looks like
- Links to high needs block funding – threshold for EHC Needs assessment
- Change in conversations about models of support with practitioners and families

Next Steps

- A working group of Headteachers/Senior Leaders from across all phases/age ranges and school sizes (End of Spring Term)
- Review of best practice nationally and agree principles and content
- Co-produce 'Northumberland Ordinarily Available Provision' with schools, settings and parents and carers (Early Summer Term)
- Group of Headteachers/Senior Leaders to provide feedback on draft
- Final draft to print (Summer Term)
- Timescale > to go live 1st September 2021

Expressions of interest are sought, please contact

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