



“ Lancashire Toolkit
for Special Educational
Needs and Disability
(SEND) ”

0-25 Years

July 2024



Contents:

Chapter 1 – Introduction to the Lancashire Inclusion Toolkit

- 1. Foreword
- 1.1. Introduction
- 1.2. What are Special Educational Needs (SEN)?
- 1.3. Purpose of this document

Chapter 2 – The Continuum of Need explained

- 2. The Continuum of Need for SEN
- 2.1. Types of Need
- 2.2. Levels of Need
- 2.3. SEN Provision

Chapter 3 – The Graduated Approach

- 3. Introducing the Graduated Approach
- 3.1. What is the Graduated Approach?
- 3.2. Funding for SEN Provision
- 3.3 Using the Graduated Approach
- 3.4. Principles of the Graduated Approach
- 3.4. Assess, Plan, Do and Review
- 3.5. A person-centred approach

Chapter 4 – Person centred approach & Co-production

- 4. A person-centred approach & co-production
- 4.1. Improved outcomes for children and young people
- 4.2. Training and Workforce Development

Chapter 5 – The Graduated Approach in EYFS

- 5.1. Introduction
- 5.2. SEN Inclusion Funding

- 5.3. The Child Centred Planning Meeting Graduated
- 5.4. Specialist Teaching Service
- 5.5. The Graduated Approach for Early Years

Chapter 6 – The Graduated Approach in School

- 6. The Graduated Approach
- 6.1. Introduction
- 6.2. What is Quality First Teaching?
- 6.3. The Graduated Approach for Schools

Chapter 7 - The Graduated Approach for Post - 16

- 7. Introduction
- 7.1 The Graduated Approach for Post-16

Chapter 8 – The Graduated Approach – PFA

- 8. Introduction to Preparation for Adulthood
- 8.1. The Graduated Approach and Preparing for Adulthood

Chapter 9 - Transition

- 9. Transition between educational settings
- 9.1. Role of the educational setting
- 9.2. Role of the Local Authority and multi-agency working

Chapter 10 – SEN funding

- 10. An overview of SEN Funding
- 10.1. Inclusion funding and EYFS
- 10.2. Funding in schools and Post-16

Chapter 11 – EHC Needs Assessments

- 11. Education, Health and Care Needs Assessments
- 11.1. A collaborative approach
- 11.2. The EHC needs assessment
- 11.3. Annual Reviews & checklist for annual reviews



- 11.4. The annual review meeting
- 11.5. Amending the EHC Plan
- 11.6. Early annual reviews
- 11.7. Pathways for Requesting Health Advice for AR

Chapter 12 – Health

- 12. Health
 - 12.1. Role of the Designated Clinical Officer (DCO)
 - 12. 2. Health Services and pathways for children and young people with SEND

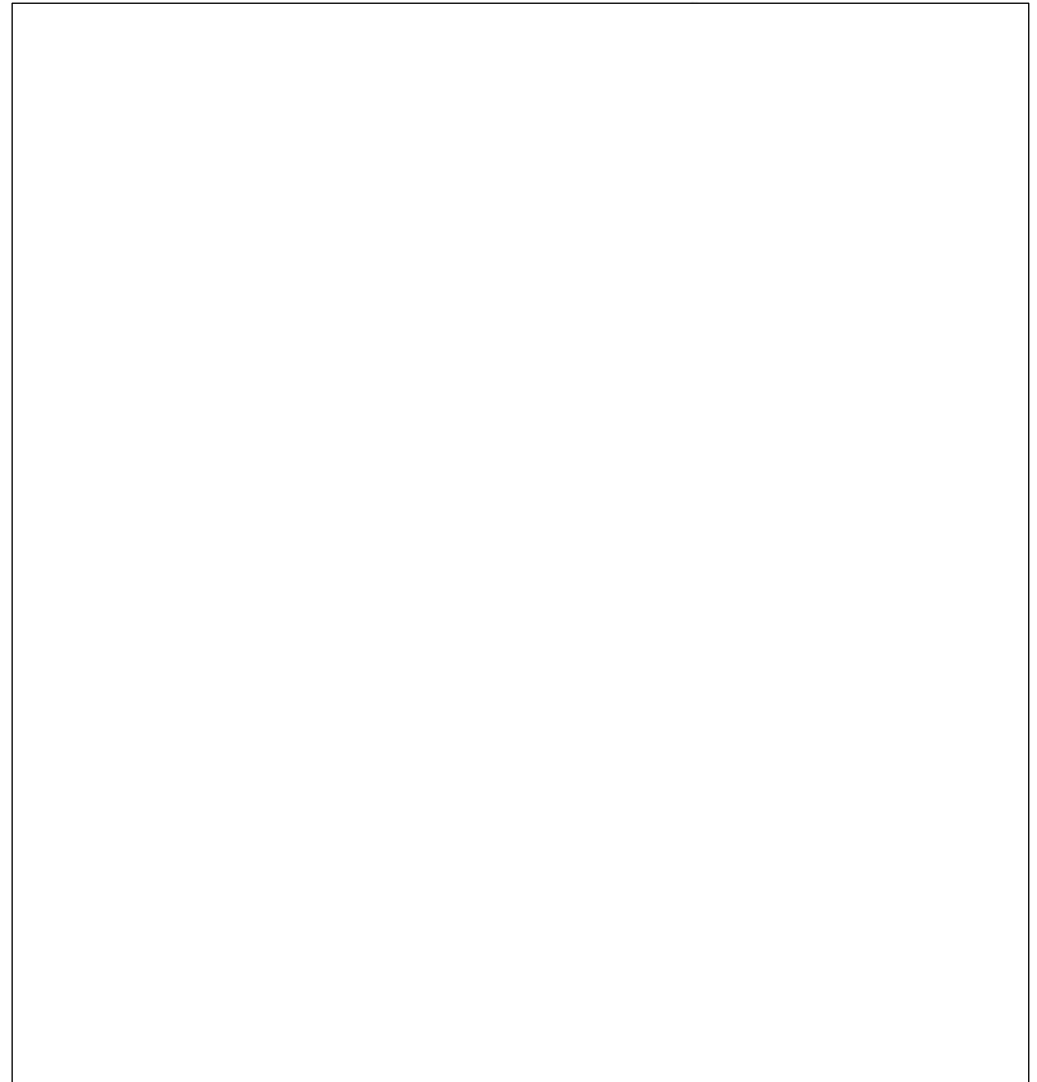
Chapter 13 – Early Help and Social Care

- 13.1. Introduction to Social Care
- 13.2. Inclusion Services
- 13.3. Lancashire Break Time
- 13.4. The Child and Family Well-being Service
- 13.5. Children with Disabilities Team
- 13.6. Transition from Children's to Adult's Services

Chapter 14 – Educational Psychologists

Chapter 15 – FAQs for SENDCOs

- 15.1. SEND Acronyms



Foreword:

The aim of this guidance is to support colleagues in meeting needs and to achieve the best outcomes for our children and young people. This document fulfils a Department for Education (DfE) requirement that each Local Authority (LA) explains the special educational provision it expects to be made from within a mainstream school's or early years setting's budget.

This toolkit aims to present and provide explicit examples of provision for children and young people requiring support from within the educational establishment without recourse to an Education, Health and Care needs assessment.

This guidance is important to all educational settings because:

- All Lancashire children and young people attending an Early Years setting or a mainstream school should have the same minimum entitlement to provision for special educational needs
- Settings and local authority staff need a joint understanding to support their dialogue about individual learners
- It supports the local authority in its statutory duty to monitor and evaluate effectiveness of special educational needs provision

- It provides the threshold for access to High Needs Funding and/or eligibility for an Education, Health and Care Plan

The SEND Code of Practice (January 2015) clearly states that, where possible, children and young people should attend mainstream

schools in their local area and should be encouraged to feel part of their local community.

This guidance sets out the continuum for a range of needs and identifies the types of interventions and support available from Universal 'Quality First Teaching' (identified and delivered by all teachers within a setting) through to 'Specialist'.

This guidance has been developed in co-production with Special Educational Needs Coordinators (SENDCOs), Post-16 representatives, parent/carers and a wide range of specialist education, care and health services.

A core aim for this document is to provide advice and guidance to help educational settings, including early years providers, schools and post 16 settings, to continue to build and enhance their offer for some of our most vulnerable learners.



Introduction:

1.2 What are Special Educational Needs and Disabilities (SEND)?

A child or young person is identified as SEND if they have a **learning difficulty or disability which calls for special educational provision to be made for him or her.**

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she has a learning difficulty or disability and will require special educational provision upon entering school.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is: **“a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”**

Children and young people with such conditions do not necessarily have SEND, but a disabled child or young person may be deemed to have SEND if they require special educational provision.

1.3 – The Purpose of this document

The Lancashire Inclusion Toolkit for Special Educational Needs and Disability (SEND) is aimed at all educational providers and settings supporting children and young people aged 0-25 years within Lancashire.

It outlines the provision and support that Lancashire County Council expects to be in place in all educational settings which support our children and young people with SEND, and therefore forms an important part of the **Lancashire Local Offer** for SEND.

Its purpose is to provide detailed guidance on how educational settings can identify children and young people with different types and levels of need, along with information on appropriate steps and strategies to support them.

The Lancashire Inclusion Toolkit also provides clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be require.



