Your Guide
to
Special Educational Needs & Disabilities (SEND) Support in Dudley 2017
Subject to review in September 2018
Introduction

This is a Dudley guide for parents, carers and young people working in partnership with settings and support agencies, to help children with special educational needs and/or disabilities achieve their full potential. It explains how we make provision in Dudley and should not be taken as a guide to any other Local Authority (LA).

The information here is based upon the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs (Personal Budgets) Regulations 2014. It is also based on the 0-25 Special Educational Needs and Disability Code of Practice 2014 (0-25 SEND Code of Practice) which is statutory guidance (see Glossary).

In this document:
The term ‘parent’ is used and should be taken to mean anyone with parental responsibilities.
The terms ‘child or children’ should be taken to mean all children and young people from 0-25, including pre-setting and all of those in full-time education, training, an apprenticeship or supported internship.

Our principles are in line with the SEN & Disability Code of Practice 0-25 years (2015).

These principles are designed to support:
- The participation of children, their parents and young people in decision making.
- The early identification of children and young people’s needs and early intervention to support them.
- Greater choice and control for young people and parents over Support
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment.

This is a reference booklet; you do not need to read all of it unless you want to; choose the sections that you wish to read from this contents page.
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Chapter 1

What are special educational needs and disabilities and what must be provided for children & young people with Special Educational Needs and/or Disabilities (SEND): the Law?

Under the Children and Families Act 2014, a child of compulsory setting age or a young person has a learning difficulty or a disability if he or she:

- has 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 nurseries, mainstream settings or post 16 settings and,
- needs special educational provision to be made for him/her.

For example, children could have difficulty with:

- keeping up with children in all of their subjects
- some of the work in settings such as reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in setting
- anxiety and stress
- organising themselves
- their sensory or physical needs which may affect them in setting.

Children and young people with SEN may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEN:

The four areas of need:
Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEN:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

Please follow this link to read the full Department for Education - Guide for parents and carers (2014).

Definition of Disability:
Many children and young people who have SEN may also have a disability.

A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, settings, colleges, other educational settings and local authorities:

- **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **must** make reasonable adjustments (see Glossary), including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people.
This duty is what is known as ‘anticipatory’ – people also need to think in advance about what disabled children and young people might need.

**What you can expect for your child**

The principles of the system are set out in Chapter 1 of the 0-25 SEND Code of Practice.

The basic principles you need to keep in mind when thinking about your child’s needs are:

1. All children have a right to an education that enables them to make progress so that they:
   - achieve their best
   - become confident individuals and live fulfilling lives
   - make a successful transition into becoming an adult – whether that’s into further and higher education, training or work

2. All children with special educational needs (SEN) or disabilities should have their needs met, whether they are in early years settings (like a nursery or a childminder), in setting or in college.

3. When making decisions about SEN or disabilities, your local authority must:
   - have regard to the views, wishes and feelings of children, their parents and young people
   - make sure that children, their parents and young people participate as fully as possible in decisions that affect them
   - provide support to children, their parents and young people so that children and young people do well educationally and can prepare properly for adulthood

Parents should have a real say in decisions that affect their children, should have access to impartial information, advice and support and know how to challenge decisions they disagree with.
What else parents can expect from the setting and Dudley Local Authority?

- The Local Offer sets out what support is available from health services and social care and through voluntary agencies.
- Each setting gives a link to the Dudley Local Offer and their own more detailed information about their approach to meeting SEN, through their SEND Information Report/SEN Policy. This must be on a setting’s website.
- The Local Authority publishes an Accessibility Strategy which shows how it will support those settings for which it is responsible, to promote access for disabled pupils. This strategy is available on the Dudley Local Offer website.
- Parents must be informed by the setting if and when their child needs help due to special educational needs being identified and additional and different support being needed in order to make progress.
- Parents should be encouraged to make regular contributions to planning the programme for their child.
- Parents should be able to state their views and be involved in reviews and decisions about their child’s educational progress.
- Parents should be able to consult and inform all the professionals involved with their child.
- Every effort will be made to provide information in a language and format which parents can understand.
- Parents can express a preference about which setting their child attends.
- Parents will receive information about provision for children in Dudley with SEN through the Local Offer website.
- Parents are invited to give the Local Authority feedback on the Local Offer so that it can be changed and improve. Please e-mail sen_team@dudley.gov.uk
- Parents can request an Education Health and Care Assessment under the Children and Families Act 2014.
- Parents will receive information about the Dudley SEND Information and Advice Support Service (SENDIASS) which is able to offer independent information, advice and support (see Part Two).
- Parents will receive information about mediation arrangements.
**Chapter 2**

**Who can help if I think I have SEND and I am under 25?**

**Who can help if I think my child has SEND? Information, Advice & Support.**

**Where to go for help if you think your child has a special educational need or a disability?**

Children and young people with SEN or disabilities will usually be able to get help from their early education setting, setting, or college, sometimes with the help of outside specialists. This is often where SEN are first identified. If they do identify that your child has SEN, your setting or other setting must contact you (or, if your son or daughter is over 16, they might contact them directly) and should discuss with you what support to offer your child. The setting must tell you if they are making special educational provision for your child unless your child is over 16 and wishes to make their decisions independently. All educational settings must publish details of how they support children with Special Educational Needs and Disabilities: links to these reports can be found on your **Local Offer**.

If you think your child has SEN, you should talk to your child’s early education setting, setting, college or other provider. They will discuss any concerns you have, tell you what they think and explain to you what will happen next. There are other sources of information, advice and support you can access such as:

- the Dudley SEND Information, advice and support service ([SENDIASS](#))
- your doctor, or other local child health services
- charities and other organisations that offer information, advice and support. You should be able to find information about these in the Dudley Local Offer (see [Part 3](#) in this guide: the Local Offer).
- The [Connexions Service](#)
- Your local Family Centre – your GP will have this information.
**SENDIASS** - Dudley SEND Information, advice and support service.

SENDIASS provides impartial information, advice and support to children, young people and parents, covering special educational needs (SEN), disability, health and social care.

SENDIASS can be contacted on 01384 817 373 or by email on dudley.sendiass@gov.uk.

Many children will access information, advice and support via their parents, but older children may want to access the service separately from their parents.

Their services include support in all matters relating to your child’s SEND provision, assessment and Local Authority decisions. SENDIASS can advise on Education Law on SEN and related law on disability, health and social care.

SENDIASS can also assist in understanding and accessing the SEND Tribunal appeal process.

SENDIASS can signpost you to other services that may also help you.

Further information is available from their [national website](#).

**The SEND Assessment Team**

If you need further information, your SEND team can also help you.

**Who are we?**

The Special Educational Needs & Disabilities (SEND) Assessment team supports children and young people from the age of 0-25 years who may have a learning need or disability and who may need more support than a mainstream setting can usually provide from their own budget. Young people from this group who are beyond compulsory setting age but wish to stay in education, training, a supported internship or apprenticeship may access our service.
What do we do?
The Special Educational Needs & Disabilities (SEND) Assessment team has responsibility for managing the Education, Health and Care (EHC) Needs Assessment process, for issuing Education, Health and Care Plans where appropriate, and arranging suitable education provision (either extra support in mainstream setting or a specialist placement). The team is also responsible for maintaining Education, Health and Care Plans and making any changes which may be needed following Annual Reviews.

The Special Educational Needs Assessment Team also has responsibility to convert existing Statements to EHC Plans, by the end of the Spring Term 2018, where necessary. Statements remain a legal document until changed into an Education, Health and Care Plan or they are formally ceased; the team are also responsible for managing Statements. This is called the Transfer Review Process

The SEND Assessment Team also:
- Offers a point of contact for parents, pre-settings, settings, colleges and professionals
- Advises professionals and parents of statutory requirements for Special Educational Needs and Disability
- Provides challenge and support to settings and colleges
- Attends Education, Health and Care Panel meetings. The Panel meets to consider a range of topics including determining whether EHC requests meet the criteria for an assessment, setting budgets for EHCs plans and considering requests for changes to funding or placement.
- Has responsibility for the appropriate delegation of resources to support children’s needs
- Supports young people with EHC Plans with the transition from setting to further education and training

SEND Assessment Team Contact:
Call: 01384 814360
Email: senteam@dudley.gov.uk;
Chapter 3

The Local Offer: Local provision for children & young people with SEND

Dudley's Local Offer: www.localoffer.dudley.gov.uk

What is the Local Offer?
The Local Offer aims to provide information about all the local services and support available for children and young people with Special Educational Needs or Disability (SEND) with or without an education, health and care plan (EHCP) from birth to 25.

Information about services and support can be from the public sector (such as council services and health departments), private sector (independent companies or organisations) and voluntary sector (such as charities).

The Local Offer will develop and improve over time as our engagement with parents, carers, children and young people, education, health and social care professionals and others widens.

Local Offer Champions Project Group
'We are very excited that our Young people and parent and carers are currently leading the review and redesign of Dudley’s Local Offer website which will be co-produced with officers from across the Council and partner Agencies.'

Having your say
We would welcome your views on the current Local Offer and any ideas and suggestions you have for a revitalised one. Please take 5 minutes to complete the online survey.

The Local Offer provides information in age groups including:
0-5 years (Early Years)
5-11 years (Primary)
11-16 years (Secondary)
16-25 years (Post 16 / Further Education)

A complete list of settings and other educational settings is provided on the Local Offer, including links to their websites and SEND provision.
The SEND information report
All settings must publish a SEND information report to their website and now provide a web-link to it for the Local Offer web pages.

Information included in the SEND Information Report:

1. The type of special educational needs for which provision is made at the setting.

2. Information, in relation to mainstream settings, maintained colleges and maintained nursery settings, about the setting’s policies for the identification and assessment of students with special educational needs.

3. Information about the setting’s policies for making provision for students with special educational needs whether or not students have EHC Plans, including—
   (a) how the setting evaluates the effectiveness of its provision for such students;
   (b) the setting’s arrangements for assessing and reviewing the progress of students with special educational needs;
   (c) the setting’s approach to teaching students with special educational needs;
   (d) how the setting adapts the curriculum and learning environment for students with special educational needs;
   (e) additional support for learning that is available to students with special educational needs;
   (f) how the setting enables students with special educational needs to engage in the activities of the setting (including physical activities) together with students who do not have special educational needs; and
   (g) support that is available for improving the emotional, mental and social development of students with special educational needs.

4. In relation to mainstream settings, colleges and maintained nursery settings, the name and contact details of the SEN Coordinator (SENCO).

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the setting.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.

11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32.

12. The setting’s arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and

13. Information on where the local authority’s local offer is published.

What support is on offer in education?
The Dudley SEN Provision Maps detail the type of support you can expect to be able to access where appropriate, in all four areas of need.

The maps show what is available to all children in education (Universal service) including training and resources. Also, more specific support is described under the heading of Targeted Services: this will include additional resources and strategies required to meet the needs of your child and can be funded by the setting through their own delegated SEN budget.

The engagement of Specialist Services will often require additional funding from the local authority (known as element 3 funding) and will include the support of a wider range of agencies and teams. Sometimes, there will be a Team Around the Child/Family (TAC/TAF) to enable effective planning and
support for your child; for example, therapeutic interventions and
counselling may be needed, or a detailed Health Care Plan.

The provision maps will describe how the educational setting should consider
the learning environment, staff training needs, specialist resources and
referrals to other agencies to support your child. The SENCO will co-ordinate
this provision and seek the support of other agencies where necessary.

**Specialist Educational Services include:**
- Physical Impairment & Medical Inclusion (PIMIS)
- Learning Support (LSS)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Autism Outreach (AOS)
- Speech & Language Centre (SLC)
- Home & Hospital Tuition (Cherry Trees Learning Centre)
- Educational Psychology (EPS)

**Other agencies:**
- Child & Adolescent Mental Health Service (CAMHS)
- Children with Disabilities Team (Social Care)
- Transition Team (Social Care)
- Adult Social Care
- Adult Mental Health Service
- Occupational Therapy Service
- Physiotherapy Service
- Speech & Language therapy (SLT)
- Early Intervention Team
- Sexual Exploitation Service
- Domestic Violence Service
- Drug and Alcohol Services
- Stop Smoking Service
- Connexions
- Rape & Sexual Assault Counselling & Trauma Service
Chapter 4

**Education, Health and Care Plans – what are they? Do I need one? How do they work?**

Chapter 9 of the SEND Code of Practice 2015 (Education, Health and Care Need Assessments and Plans) sets out the key stages in the statutory assessment process and incorporates planning and guidance on related topics including:
- requesting a statutory assessment
- considering whether an EHC needs assessment is necessary

**SENS – Special Educational Needs Support**

This SEN support is provided in setting, using SEND funding already provided to each setting. All Local Authority settings and academies have SEND Funding to use for children and young people who have additional educational needs. It is calculated as follows:

**Element 1 (Universal):** an amount of money for each pupil in the setting. Settings receive most of their funding based on the total number of pupils in the setting. Every pupil in a setting attracts an amount of money. This is called the age weighted pupil unit (AWPU).

The amount varies marginally from one authority to another. Secondary settings usually receive slightly more funding than in primary settings. In 2014, all secondary settings, including academies, received around £4000 per pupil and this is in line with national expectations.

This is the setting’s basic funding and it is used to make general provision for all pupils in the setting, including pupils with SEN.

**Element 2 (Targeted):** the setting’s National SEN Budget.

The nationally determined threshold is currently £6000.

Element 2 funding is expected to make provision for a graduated approach to support SEN students: this involves assessment, planning, delivering and reviewing SEN provision (Assess, Plan, Do, Review).

**Element 3 (Specialist):** top-up funding from the high needs block.

Where the setting is unable to meet the needs of the child or young person from within their notional budget and can demonstrate that they have fulfilled all their duties at SENS, a request for a statutory assessment may
be submitted to the Local Authority which, may or may not, result in an Education, Health and Care Assessment and Plan.

In all circumstances, early years’ providers, schools, colleges and post 16 providers should ensure they are:

- providing good quality teaching
- assessing pupils needs accurately and in a timely manner
- well trained and confident about identifying a range of needs within the setting
- accessing specialist services to gain insight where this is needed.
- aware of a full range of strategies and resources via Provision Mapping
- recording data on progress and the rate of progress
- recording the level of input over a sustained period of time
- accessing the SEN Notional Budget where this is necessary.

**The Graduated Approach**
The 4 part cycle, known as the graduated approach to managing SEN in setting is familiar, and you should refer to the following sections in the SEN Code of Practice for more detail:

- Assess (Code of Practice 6:45 -6:47)
- Plan (Code of Practice 6:48 – 5:51)
- Do (Code of Practice 6:52)
- Review. (Code of Practice 6:53- 6:56 )

Educational settings are expected to explore what is ordinarily available and they can explore the Local Authority’s Local Offer and Dudley provision maps to find suitable support and services.

Once all relevant and ordinarily available resources and strategies have been implemented and reviewed over at least two terms, the setting may then wish to consider making a request for an Education Health & Care (EHC) needs assessment.

**Requesting an EHC assessment**
Should you wish to request an assessment, you are strongly advised to seek further advice, prior to any referral, from:

- your/ your child’s educational setting, if you/they have one;
- the SEN Team – the local authority team which manages the statutory assessment process
  Call:01384 814360
  Email: senteam@dudley.gov.uk ;
SENDIASS: (formerly Dudley Parent Partnership) who offer impartial advice and support to children/young people and their families on matters relating to special educational needs.

Call: 01384 817373
http://www.dudley.gov.uk/dudleysendiass

You should arrange for a discussion to include any or all of the above to establish the reasons why this may or may not be appropriate.

How long does it take?
The assessment timeline is included below. Once a request is received from either you or the educational setting, a 20 week ‘clock’ begins:

- **Week 6** – you will know if an assessment will be carried out
- **Week 10** – you will know if the local authority has agreed to issue an Education, Health & Care Plan (EHCP) based on a completed assessment.
- **Week 14** – if an EHCP has been agreed, you should have received a draft EHCP for consideration and have the opportunity to state your preference for a setting, college or training provider. The setting/s will be consulted by the Local Authority.
- **Week 20** – the final plan should be issued to you, naming a setting.

Who else can request an assessment?
The following people also have a specific right to ask a local authority to conduct an Education, Health and Care Needs Assessment for a child or young person aged between 0 and 25:

- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a setting or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)

Anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, setting or college staff or a family friend. **This should be done with the knowledge and, where possible, agreement of the child’s parent or the young person.**
Additionally, those that have a professional interest in the child or young person and young people themselves between the ages of 10-18 in youth custody may also request an assessment.

For further detail refer to the Code of Practice 9.8- 9.10.

**Considering whether an EHC needs assessment is necessary**

Relevant legislation: Section 36 of the Children and Families Act 2014 and Regulations 3, 4, and 5 of the SEND Regulations 2014

When a request is received the SEN team will write to parents, the young person (if they are over 16), the setting or college, the health service and social care to request further information.

Within 6 weeks of the request being received, a multi-agency panel will consider the request and decide if it meets the LA's thresholds for an assessment.

The Local Authority will seek a wide range of evidence to include:
- Academic attainment and rate of progress/development
- Information about the nature, extent and context of the student’s SEN
- Evidence that where progress is made it has only been as a result of much additional intervention and support over and above that which is usually provided
- Evidence drawn from relevant clinicians and other health professionals

The Local Authority will also consider whether a young person aged over 18 will require *extra time* to complete their education or training, to prepare them for adult life. In this case, an EHC assessment is necessary.

Where the Local Authority believes that the resources ordinarily available to a setting are not sufficient to meet the needs of a child or young person, they are likely to carry out a statutory assessment.

If the assessment is not agreed then the parent/young person will receive a letter explaining this decision and advising them of their right to appeal.

See also Sections 9.11 – 9.19 (SEND Code of Practice 2015).
The Local Authority SEN Panel
The panel meets each week to discuss requests for assessment and to consider completed assessments. The **terms of reference** for this panel can be read via this link.

The Assessment
If an assessment is agreed, you will be notified by letter.

We will then write to all involved professionals to request any further reports and assessments completed within the last 6 months but will accept reports from within 12 months if both you and the professionals are happy that these reports are relevant now. We will also ask you if you have any further information to add.

An Educational Psychologist (EP) will contact you, with your permission, to complete their report for the assessment. They will make their own observations of your child, discuss your views and those of the current setting and look at any relevant reports from other professionals, including other EP reports available. You may already have worked with the Local Authority EP and so further assessments may be unnecessary.

By week 10, the evidence is presented to panel for consideration. The panel should be able to make a decision about whether or not there is enough evidence to show that an EHC Plan is necessary and we will let you know in writing. Panel may request further evidence.

If the assessment is not agreed then the parent/young person will receive a letter explaining this decision and advising them of their right to appeal.

The EHCP
If an EHC plan is to be drawn up, then a planning meeting will take place, wherever possible, involving parents, the child/young person, the LA, setting or college and any other relevant professionals. This meeting will develop the EHC plan.
The EHC Plan will contain:

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Background information including family’s and child’s wishes and feelings, people working with the child/family/young person and personal contact details;</td>
</tr>
<tr>
<td>B</td>
<td>A description of strengths and difficulties across the four areas of need (Communication &amp; Social Interaction; Cognition &amp; Learning; Social, Emotional &amp; Mental Health; Sensory &amp; Physical);</td>
</tr>
<tr>
<td>C</td>
<td>The Child’s Health needs related to their SEN;</td>
</tr>
<tr>
<td>D</td>
<td>A child’s Social Care needs which are related to their SEN or disability</td>
</tr>
<tr>
<td>E</td>
<td>The outcomes sought for the child or young person, by the setting including outcomes for adult life. The Plan will also identify the arrangements for shorter term targets (this may be through updating separate reports provided by the setting or specialist agency and acknowledged through monitoring/reviewing arrangements).</td>
</tr>
<tr>
<td>F</td>
<td>The special educational provision required to meet the outcomes.</td>
</tr>
<tr>
<td>G</td>
<td>Any Health provision reasonably required.</td>
</tr>
<tr>
<td>H</td>
<td>Any social care provision which must be made for a child under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (H1); any other social care provision reasonably required for a child or young person under the Care Act 2014, including adults (H2 – for example, this may be short breaks, children being accommodated by the LA, supported living).</td>
</tr>
<tr>
<td>I</td>
<td>The name of the setting to be attended by the child/young person. Where a setting is not specified in a Plan, the type of setting will be described. This will only be included in the final plan and not in the draft plan.</td>
</tr>
<tr>
<td>J</td>
<td>Personal Budget details, where one is necessary.</td>
</tr>
<tr>
<td>K</td>
<td>List of reports and information received for the assessment or through the review process.</td>
</tr>
</tbody>
</table>

Also, where a child is in Year 9 or above, provision required to assist the child/young person to prepare for adulthood and independent living.

The EHC Plan will then be issued to you in draft form. You will be asked if any further changes to the plan are needed; whether a request is to be
made for a personal budget; and the educational setting that you would like to be named on the plan.

You will have 15 days to consider the draft plan. If we do not hear from you, we will assume you are happy with the content. If you want the Local Authority to consider amending the Plan at this stage, we can arrange a meeting to discuss your suggestions.

**Choosing a setting (Nursery/Setting/College):**
We will consult with your preferred setting/s or College/s and they will have 15 calendar days to respond to the Local Authority (LA). If they do not respond within timescales then we may name them in the final EHCP if they are maintained by the LA or if they are:

- an Academy (mainstream or special)
- Free School (mainstream or special)
- non-maintained special school
- FE or 6th Form College
- independent school or independent specialist college (where they have been approved by the Secretary of State and published in a list available to all parents and young people).

Any of the settings listed above **must** comply with your request unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child, or
- the attendance of the child there would be incompatible with the efficient education of others, or the efficient use of resources

If the setting is not in the Dudley Local Authority and is maintained by another authority, we will also have to consult with that authority for a place in their setting or college.

**Personal Budgets:**
During the EHC assessment process or when an EHC plan is reviewed, parents or a young person can request a Personal Budget to support some of the outcomes in an EHC plan. A Personal Budget is an amount of money that is identified to meet some of the needs and outcomes described in the plan.
Personal budgets are most commonly provided for social care support, for example when a child requires a personal assistant or short break: social care assessments are necessary for a personal budget to be agreed.

In exceptional circumstances, a personal budget may be allocated for an educational need or health need (such as a therapy that cannot be provided from existing LA services and partner agencies): the LA must secure the agreement of the educational setting for any separately funded provision to be delivered on the setting’s premises. Of course, this will also be subject to assessment.

Most provision available is already planned and funded through local agreements with public services. Where it is appropriate for you to have a personal budget for education or health purposes, the detail of that budget will be described in your EHC Plan.

A personal budget can be made in three different ways:

- **Direct Payments** - individuals receive cash to contract, purchase and manage services themselves;
- **An arrangement** – the LA, setting or college holds the funds and commissions the support specified in the Plan;
- **Third Party Arrangements** - where funds (direct payments) are paid to and managed by an individual organisation on behalf of the child’s parents or the young person.

The LA will monitor how this budget is used and whether or not it is effective: i.e. is the service helping the child or young person to make progress? The LA will request reports from the provider, third party, setting or budget holder at the annual review.

Education teams, Social Care and Health partners in Dudley aim to jointly commission placements and resources and, ultimately, personal budgets.

Please see the [Personal Budget Policy](#) to find out more.

**What happens next?**

If you are happy with the EHCP and your preferred setting/college/training provider *is* able to offer your child a place (it may be your child’s current setting), then we will finalise the EHCP, naming the preferred setting by Week 20.
If you have not told us which setting you would like for your child, we will consult with your child’s current setting and another suitable setting nearest to your home address, where necessary.

**What happens if I disagree with a decision?**
We are anxious to discuss any concerns you have as and when they arise. We will try to resolve them with you in a co-operative, friendly manner.

The Code of Practice states that parents and a young person (over the age of 16 and below 25) can formally challenge the following decisions that are made by the LA:

- the decision not to carry out an EHC assessment;
- the decision not to issue an EHC plan;
- the description of the SEN and provision within an EHC plan;
- the name or type of setting or other educational institution.

Where possible the LA will seek to resolve any disagreements as quickly as possible and at a local level. However parents and young people will be advised on how they can appeal to the SEND tribunal throughout the assessment process.

**The Annual Review**
EHCPs must be reviewed every 12 months as a minimum. The reviews must focus on the child or young person’s progress towards achieving the outcomes specified in the EHC Plan. The review will also consider whether these outcomes and supporting targets remain appropriate.

Please click here to see the Review Document and Guidance. Your views and your child’s views are also invited.

Reviews must be undertaken in partnership with the child and their parent or the young person, with or without their parent (the young person’s choice): the review must take account of their views, wishes and feelings.

In most cases, the reviews will take place at the educational setting and are most effective when led by the setting.

The child’s parents or young person must be invited.
A representative of the setting must also be invited, along with a local authority SEN officer, a health service representative and a local social care representative.

All advices and information gathered prior to the review must be sent to all those invited at least 2 weeks before the meeting.

Within 4 weeks of the meeting, the LA must decide whether it proposes to keep the EHC plan as it is, amend the plan or cease to maintain the plan and notify the child’s parent or the young person and the setting or setting attended. This is, however, dependent on whether the reports from the meeting have been sent by the setting to the LA within 2 weeks, as required.

See Sample EHC Plan Template here
Chapter 5

Early Years support – 0 – 5 years

Our aim is to provide the best start in life for every child across the borough by providing quality services and support to children and their families. This includes:

- Free Early Education Places for all 3 and 4 year olds, for at least 3 hours a day over 38 weeks a year;
- Family Centres in five areas to provide support across health, care and education;
- Time for Twos – up to 15 hours’ free childcare each week, subject to eligibility;
- Parents can now apply for a number of schemes, including the 30 hours free childcare, through Childcare Choices. To find out more visit www.childcarechoices.gov.uk
- Specialist Early Years Service – Specialist Teachers who will assess and advise on your child’s needs.
- Area Special Educational Needs Co-ordinators (Area SENCOs)

The Specialist Early Years Service

The Specialist Early Years Service (SEYS) identifies and assesses children under 5 with significant special educational needs. They deliver specialist educational support for children with a range of needs from birth up to entry into reception year group.

SEYS has an open referral system and works in the family home, in specialist settings and in mainstream early years settings. The service values partnership work with parents which it believe facilitates the best outcomes for children.

The service aims to support families and settings to understand children’s development and needs, in a holistic way, offering advice, training and specialist strategies and resources.

Families become empowered to support their child in the most beneficial way. The service aims to increase the capacity in early year’s settings to include all children in an effective way to achieve the best outcomes for all the children in their care.

A special Early Years panel meets regularly to consider requests for statutory assessment and, where successful, the process will complete
within 20 weeks (see Part 4 for details of the statutory assessment process). If successful, your child will receive an Early Years Support Plan.

An example of an Early Years Support Plan can be viewed [here](#).

There are 3 specialist provisions which make provision for the children who have significant special educational needs and disabilities:

1. The [Phoenix Centre](#) is an independent charity in a self contained centre which runs a Pre-school and Play group for children with an additional need, developmental delay or disability who live within the borough of Dudley. The Centre is registered by OFSTED and works within the Early Years Foundation Stage.

   The Phoenix Centre – Barnett Lane, Wordsley, Stourbridge DY8 5PY
   Tel: 01384 273189
   Email: info@phoenixcentre.org.uk

2. Bromley Specialist Nursery- Bromley Pensnett Primary
   Pensnett DY5 4PJ
   Tel: 01384 816865
   Email: info@bromley.dudley.sch.uk

3. Leapfrog – Netherton Park Nursery
   Netherton Park, Dudley DY2 9QF
   Tel: 01384 818255
   Email: info@neth-nur.dudley.sch.uk

There are 40 nurseries based within our mainstream primary schools. Please see [www.dudley.gov.uk/residents/learning-setting/#](http://www.dudley.gov.uk/residents/learning-setting/#) for details of what each additional support each setting can provide for children with additional needs.

**What is the Early Years Foundation Stage?**

The [Early Years Foundation Stage](#) (EYFS) is a statutory framework for all childcare providers who work with children aged from birth to five. It covers the stage of a child's development from birth to the end of their first year in school (Reception).

The EYFS framework contains two sets of requirements; the learning and development requirements which describe how early years practitioners should work with children and their families to support their learning and
development. The safeguarding and welfare requirements cover all other aspects of maintaining a safe and healthy environment for the children.

It describes how your child should be kept safe and cared for and how all concerned can make sure that your child achieves the most that they can in their earliest years of life.

Ask at your child’s setting or school for more details.

The Specialist Early Years Strategy can be found in the Policies and Strategies section (see tab to left hand side of the Local Offer Page).

**Family Centres:**
Five Family Centres now also provide a wide range of services to support your child from birth and up to 25; they will also support your family. Here, health and social care professionals will listen to your concerns and make the necessary referrals or assessments to help identify next steps. The family centres are based at the following addresses:

**Dudley Central Family Centre**  
Selbourne Road, Dudley, DY2 8LJ  
Family Centre Manager: Susan Powell  
Tel: 01384 812440  
Email: FS.DudleyCentral@dudley.gov.uk

**Dudley North Family Centre**  
Bayer Street, Coseley WV14 9DS  
Family Centre Manager: Sarah Roper  
Tel: 01384 813096  
Email: FS.DudleyNorth@dudley.gov.uk

**Brierley Hill Family Centre**  
18 Parkes Street, Brierley Hill DY5 3DY  
Family Centre Manager: Teresa McNally  
Tel: 01384 813322  
Email: FS.BrierleyHill@dudley.gov.uk

**Stourbridge Family Centre**  
Forge Road, Stourbridge DY8 1XF  
Family Centre Manager: Calcyta Mapp  
Tel: 01384 818780  
Email: FS.Stourbridge@dudley.gov.uk
**Halesowen Family Centre**  
Lye Bypass, Lye, West Midlands DY9 8HT  
Family Centre Manager: Tahra Hussain  
Tel: 01384 813954  
Email: FS.Halesowen@dudley.gov.uk

If you need to send a family centre any confidential documents, you can use the following email address:  
Fs.secure@dudley.gov.uk

**Childcare:**  
You can contact the Family Information Service for details of any childcare and leisure activities for children and young people from birth to 20. This service will be able to signpost you to other provision for young people up to 25 years of age if they have special educational needs and disabilities.

Family Information Service – Tel: 01384 814398

For more information on Early Years Provision, see the Early Years section on the Local Offer.
Chapter 6

Primary School provision 5 – 11 years

There are 78 mainstream primary settings in Dudley (40 of which have Nursery provision). Each setting has published a description of their SEND support on their website and links to this information can be found in Schools & Colleges SEND Reports. You can also search for your nearest setting by entering your postcode on the following link: www.dudley.gov.uk/residents/learning-school

All mainstream schools use the graduated approach to meeting your child’s needs. They also have a delegated SEND budget to meet additional learning needs. They will all have a SENCO or Inclusion manager to co-ordinate the provision your child needs. If you are concerned about your child’s progress, talk to your child’s teacher in the first instance. If you are still concerned, make an appointment to see your SENCO.

Our Special Schools:

There are 5 LA maintained special schools in the Dudley borough with primary provision:

Brier School – Bromley Lane, Kingswinford DY6 8QN Tel: 01394 816000
For pupils aged 4 – 16 with moderate learning difficulties

Halesbury School – Feldon Lane, Halesowen B62 9DR Tel: 01384 818630
For pupils aged 4 – 16 with moderate learning difficulties

Woodsetton School – Tipton Road, Woodsetton, Dudley DY3 1BY Tel: 01384 818265. For pupils aged 4 – 11 with moderate learning difficulties

Pens Meadow School – Ridge Hill, Brierley Hill Road, Kingswinford DY8 5ST
Tel: 01384 818945 For pupils aged 3-16 with severe and complex learning difficulties

Old Park School – Thorns Road, Brierley Hill DY5 2JY Tel: 01384 818905
For pupils aged 4 – 19 with severe and complex learning difficulties
Specific Language Impairments:
The LA has provision for children with severe and complex specific language impairments who needs require highly specialised provision within a mainstream setting (they are not for children with learning difficulties):

Speech and Language Base (Reception/Key Stage 1) at St Margaret’s at Hasbury CE Primary School. A 12 place base for children with severe receptive language disorders and associated communication difficulties. The SLB is not aimed at children with global learning delay.

Speech and Language Centre (Reception/Key Stage 1) at Quarry Bank Primary School. 20 Part time placements. The pupils remain on roll to their local mainstream school. Target group complex speech and expressive language disorders. The SLC is not aimed at children with global learning delay.

Speech and Language Base (Key Stage 2) at Hob Green Primary School. A 12 place base for pupils with complex speech and language disorders. The SLB is not aimed at children with global learning delay.

Autistic Spectrum Disorder (ASD):
The LA sometimes makes provision for children with ASD in a highly specialised Base within a mainstream setting:

Gigmill Primary ASD Base. The Base is an 8 place commissioned provision and admission is considered by the Management and Admissions Board. Referrals are from The Specialist Consultation Panel or SEN Assessment Panel following the statutory assessment process. Referrals are made by the specialist services after a period of assessment, usually covering at least 2 terms. Base places are for those children with the most significant level of need but who are also able to access the mainstream curriculum.

When a child is not able to access the mainstream curriculum, a special setting place or alternative setting will be sought for them. However, until a special setting place has been secured, the mainstream setting must continue to provide education for your child.

Most children with Autism or Speech & Language needs have their needs met in our mainstream settings with the support of our Speech & Language Therapy Service and Autism Outreach Service.
There is one setting which has specialist provision for children with a Hearing Impairment:

**Ashwood Park Hearing Impaired Resource Base:**
Off Bells Lane, Stourbridge DY8 5DJ  Tel: 01384 818545

This is based within Ashwood Park Primary School which makes provision for 3-11 year olds. The 20 place base delivers specialist education and support to enable children with profound hearing impairment to integrate into the mainstream setting. Referrals to the unit would be made through the Hearing Impairment Service and considered by the Local Authority.
Chapter 7

Secondary School provision – 11-16 years

There are 20 mainstream secondary schools in Dudley. Each setting has published a description of their SEND support on their website and links to this information can be found in Schools & Colleges SEND Reports. You can also search for your nearest setting by entering your postcode on the following link: www.dudley.gov.uk/residents/learning-school

All mainstream settings use the graduated approach to meeting your child’s needs. All settings maintained by the local authority have a delegated SEND budget to meet additional learning needs. They will all also have a Special Educational Needs Co-ordinator (SENCO) or Inclusion manager to coordinate the provision your child needs. If you are concerned about your child’s progress, talk to your child’s teacher in the first instance. If you are still concerned, make an appointment to see your SENCO.

Our Special Schools:

There are 6 LA maintained special schools in the Dudley borough with secondary provision:

Brier School
Bromley Lane, Kingswinford DY6 8QN Tel: 01394 816000
For pupils aged 4 – 16 with moderate learning difficulties

Halesbury School
Feldon Lane, Halesowen B62 9DR Tel: 01384 818630
For pupils aged 4 – 16 with moderate learning difficulties

Rosewood School
Bell Street, Bilston, Dudley WV14 8XJ
Tel: 01384 816800. For pupils aged 11 - 16 with social, emotional & mental health needs

Pens Meadow School
Ridge Hill, Brierley Hill Road, Kingswinford DY8 5ST
Tel: 01384 818945. For pupils aged 3-16 with severe and complex learning difficulties
Old Park School
Thorns Road, Brierley Hill DY5 2JY Tel: 01384 818905
For pupils aged 4 – 19 with severe and complex learning difficulties

Sutton School
Scotts Green Close, Dudley DY1 2DU Tel: 01384 818670
For pupils aged 11 – 16 with moderate learning difficulties

The LA sometimes makes provision for children and young people in a Base that specialises in the Autistic Spectrum Disorder, within a mainstream setting:

High Arcal ASD Base
The Base is an 8 place commissioned provision and admission is considered by the Management and Admissions Board. Referrals are from, The Specialist Consultation Panel or SEN Assessment Panel following the statutory assessment process. Referrals are made by the specialist services after a period of assessment, usually covering at least 2 terms. Base places are for those children with the most significant level of need but who are also able to access the mainstream secondary curriculum and secondary school environment. The pupils in the Base are fully integrated into the main school.

When a child is not able to access the mainstream curriculum, an alternative setting will be sought for them. However, until an alternative setting has been secured, the mainstream school must continue to provide education for your child.

Most children with Autism or Speech & Language needs have their needs met in our mainstream settings with the support of our Speech & Language Therapy Service and Autism Outreach Service.

Children at risk of exclusion or who have been permanently excluded:
Sycamore Short Stay School, Old Farm Estate, Dudley DY1 3QE
Tel: 01384 818237

The Sycamore Short Stay Setting is for those children and young people of secondary age who have been permanently excluded from settings across Dudley. Pupils stay here on a short term basis, moving on to permanent setting places as appropriate. The Sycamore also provides outreach support to mainstream primary and secondary settings across the borough.
**Further Education 16 – 25 years**

With an EHCP, a young person can access all suitable providers up until the end of the academic year in which they are 25 years old, as long as they are making progress in their learning.

With an EHCP, a young person is entitled to support to access a college, training provider, supported internship or apprenticeship, if they have met the entry criteria.

There are 3 maintained colleges within the Dudley area, a separate 6th form college and a number of settings with 6th form provision. There is also a wide range of training providers who can meet the needs of learners who want more vocational education in preparation for adulthood and the world of work. Ask for the Learning Support team when contacting the colleges.

**Dudley College**

Broadway, Dudley DY1 4AS  
Tel: 01384 363000

**Halesowen College**

Whittingham Road, Halesowen B63 3NA  
Tel: 0121 602 7777

**Stourbridge BMET College**

- Hagley Road Campus – all mainstream courses, including advanced level  
  Hagley Road, Stourbridge DY8 1QU  
  Tel: 01384 344344

- ADC Campus – houses the Independent Living Centre  
  Art & Design Centre, Venture Way, Brierley Hill DY5 1RG  
  Tel: 01384 344344

**King Edward’s VIth Form College**

Stourbridge DY8 1TD  
Tel: 01384 398100
There are two special school providers of 16-19 education:

**Pens Meadow Post 16 Unit**
Tiled House Lane, Pensnett Tel: 01384 818945
This unit makes provision for young people from other settings who are not college ready and some students from the Pens Meadow Setting who have severe learning difficulties and/or disabilities and wish to continue with their learning. Pens Meadow Post-16 Unit also provides access to a limited number of classes for young people/adults under 19 who have social care funding.

**Old Park School**
Thorns Road, Brierley Hill DY5 2JY Tel: 01384 818905
For pupils aged 4 – 19 with severe and complex learning difficulties

Old Park School makes provision for its own students in the first instance but are able to consider applications from students who did not attend the setting beforehand, if they have places available.

There are several independent providers in the area which may also be suitable for young people when a locally maintained provider cannot meet need. Details of these can be found in the Local Offer under the D f E register of schools called Section 41. Funding for these providers will be considered through a special board that meets regularly to commission places that have met the funding criteria. The LA will have to consult with these providers in the same way as if they were locally maintained providers, using the EHCP and supporting documents to help the setting make an informed decision.

An EHCP is not always needed for a learner with SEND who is under 18 as each setting can apply to the high needs board for additional funding from the Educational Funding Agency (EFA). An EHCP is only necessary in these circumstances when the funding required is significantly high or when the young person wishes to access specialist provision.

When a student with SEND is over 19, funding is through the Skills Funding Agency (SFA) unless the young person has an EHCP. The SFA will not fund some courses and so an EHCP will be required to access these courses. However, most young people and adults are eligible for government grants to access learning from 19 years if they self-declare their special educational needs or disability. The college or training provider will be able to support you to access this funding.
For a complete listing of local training providers, supported internship opportunities or apprenticeships, please explore the Connexions website.

**Planning for Adult Life**

Young people entering post-16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood. Young people with EHC plans are likely to need more tailored post-16 pathways SEND Code Of Practice 8.22.

**Preparing for adulthood** is about preparing for things like higher education, independent living, being involved in the community and being as healthy as possible in adult life. It needs to start early – schools and other service providers should start having discussions with young people about long-term goals, ideally before they reach the age of 14.

The following links offer advice and support to young people:

- [Preparing For Adulthood](#)
- [Connexions Dudley](#)
- [Department For Work & Pensions](#)
- [Dudley Community Voluntary Sector](#)
- [Adult Health & Social Care](#)
- [Employment Plus](#)
- [Gov.uk Job Search](#)
Chapter 9

Children in specific circumstances - for example: Looked After children and young people; young people in custody; children and young people needing home and hospital tuition; children whose parents are in the armed forces.

(Chapter 10 of the SEND Code of Practice 2015)

For children who have been permanently excluded:

**Short Stay School:**
Old Farm Estate, Dudley DY1 3QE Tel: 01384 818237
The Sycamore Short Stay School is for those children and young people of secondary age who have been permanently excluded from settings across Dudley. Pupils stay here on a short term basis, moving on to permanent setting places as appropriate. The Sycamore also provides outreach support to mainstream primary and secondary settings across the borough.

The Access & Inclusion team will seek to find your child a new setting as soon as possible. If your child has an EHCP, the SEND team will consult with appropriate settings to find your child a new setting as soon as possible.

**Looked After Children & Young People**
(Working Together to Safeguard Children 2013)
Around 70% of Looked After Children have some form of special educational need and many will also have an EHCP.

All maintained settings will have a Designated Teacher for Looked After Children: they work closely with the SENCO (and may sometimes be the SENCO) to ensure staff fully understand the implications of the child’s Looked After status.

Educational achievement of all of Dudley’s Looked After Children is monitored by the Headteacher of the Virtual School, who tracks progress.

A considerable amount of planning will be needed in all education, health and care: this will include emotional and behavioural development, identity, family and social relationships, social presentation and self-care skills. The Social Care Plan will include a Personal Education Plan (PEP) and a Health Plan (both are statutory). These will inform other services if a child has special educational needs too.
If a Looked After Child requires an EHCP, then only information in the Care Plan that is relevant to his special educational needs will be included. The social worker will share the relevant information with the SEND team during assessment and reviews.

When a Looked After child lives with carers or in a care setting in another authority, the Local Authority where the child now lives will be responsible for securing a suitable setting or college, and any statutory assessments, and Dudley will send the new authority all of the information they hold on the child if they have SEND. Dudley will also remain the ‘corporate parent’ in any disagreement resolution. However, if your child receives education in the same setting as the care home then Dudley will manage the information and reviews and not send the file away.

A social worker, in close consultation with the Virtual Setting Headteacher, will make educational decisions on the child’s behalf. These decisions may often be delegated to foster carers who will advocate for the child and who can also appeal to the First-tier Tribunal (SEND) as necessary.

Annual reviews of EHCPs should take place at the same time as a Care Plan review or PEP, wherever possible.

**Care Leavers**

A Looked After Child who is leaving care must still have access to a Personal Advisor and will have a Pathway Plan. The Pathway Plan plots transition from care to adulthood for care-leavers up to the age of 25. This can also be supported by the Careers Action Plan developed by the Connexions Service – this Plan begins to be developed in year 9 and supports all areas of Preparing for Adulthood:

- Employment Pathway
- Independence
- Community Inclusion
- Health Pathway

Where a Local Authority has been providing children’s social care services to a young person under the age of 18, and they have an EHC Plan in place, they can continue to provide these services on the same basis after the age of 18. This can help to make the transition to adulthood better planned and at the right time for the young person.
Children & Young People educated out of area
The Home Local Authority is where the child normally lives. If a child is educated out of area, the Home Authority remains responsible for deciding whether to conduct and EHC assessment and, if they already have an EHCP, is responsible for making sure provision set out in the Plan is being made.

Sometimes a child needs to live and learn away from the Local Authority (e.g. a residential setting): if Dudley names this type of setting in an EHCP, they will also provide reasonable transport costs.

Children who are educated at home
Under Section 7 of the Education Act 1996, parents have a right to educate children at home, including those children with SEND.

Home Education must be suitable to the child’s age, ability, aptitude and SEN. It can extend to young people up to the age of 18.

Local Authorities do not have a duty to assess every home educated child to see whether or not they have SEND.

Where it is appropriate to do so, the Local Authority should fund the SEN needs of home educated children through the Dedicated Settings Grant.

If the Local Authority agrees that home education is the right provision for a child with an EHC Plan, the Plan should reflect this in Section I and the Local Authority will arrange the special educational provision set out in the Plan.

If the Local Authority names a setting or type of provision in the EHCP, they are not under a duty to make the special educational provision set out in the Plan; the LA must be satisfied that arrangements made by the parents are suitable.

The EHCP will be reviewed annually.

Local Authorities do not have the right to enter the family home to check that the educational provision is appropriate: they may only enter by invitation of the parents.

If the Local Authority concludes that the provision being made at home does not meet the child’s needs, the LA is required to intervene through a Setting
Attendance Order. This is only ever applied after all attempts to support improvement have failed.

**Children & Young people in alternative provision**

Education must be full-time unless the LA decides that, for reasons relating to the physical or mental health needs of the child, a reduced level of education would be in the child’s best interests.

Education that is arranged elsewhere that at setting is commonly referred to as alternative provision. This can include pupil referral units, alternative provision academies and free settings, online learning. Often a training provider can be found once your child reaches Key Stage 4 (Years 10 -11).

Support that is provided in an alternative provider for children & young people with SEN, with or without an EHCP, should be agreed as part of the commissioning process. Whether or not the child has an EHCP, the commissioners should monitor the provision and regularly review progress.

The alternative provider may request a statutory assessment for a child or young person who they believe needs more support than is usually provided.

Online learning is one alternative to mainstream provision and works well for some young people who cannot function well in a group or class setting either temporarily or long-term: this may be as a result of diagnosed anxieties, physical barriers or significant social, emotional and mental health needs. Online Learning can include short courses, vocational courses or full GCSE courses. It is most suitable for young people in Key Stage 4. Opportunities for face to face interaction with peers should be planned as part of this provision, where feasible. The Local Authority will decide whether this is the most appropriate provision available to the young person.

**Children needing Home & Hospital Tuition**

Alternative provision can be made for children who have significant health needs – this is often referred to as Home & Hospital Tuition and can be carried out at The Cherry Tree Learning Centre or through home tuition, by arrangement.

Some children and young people may have been admitted to hospital under Section 2 of the Mental Health Act 2007. The educational provision will be delivered by qualified staff who will help pupils to progress and enable them
to successfully reintegrate back into setting as soon as possible. Reintegration must be carefully planned. The Local Authority must be informed if a child is admitted to hospital. The Home Local Authority is responsible for arranging educational provision, wherever the child is in hospital.

For those with ongoing health needs over setting leaving age, Under Raising the Participation Age legislation, the Local Authority has a duty to promote effective participation in education or training for 16 and 17 year olds.

**Children whose parents are in the Armed Forces**
The Ministry of Defence will arrange education for the children of Service Personnel when the children live in overseas locations: the service is called The Children’s Education Advisory Service (CEAS). Personal budgets agreed in the UK will not apply to these children.

When Service children are educated in the UK, mobility issues must be taken into account and the Local Authority and all agencies involved must be responsive to transferring key documents in a timely way (within 15 days from when they first become aware of the move).

The Local Authority must seek advice from the CEAS when carrying out an assessment.

A Service Pupils’ Premium may be available to improve the overall approaches to meet the SEN of Service children.

**Young People in Custody**
Custody can include a Young Offenders Institution, Secure Training Centre, Secure Children’s Home or Secure College.

An EHCP or details of SEN needs should be part of the pre-sentencing report if relevant to the court case.

The Youth Offending Team (YOT) will inform the Home Local Authority when a young person is detained.

Detained persons will be supported to achieve the best possible educational and other outcomes and to prepare for adulthood and independent living.
An EHCP will be maintained when a young person enters custody. The Home Local Authority will arrange appropriate special educational provision during the period of custody. The Local Authority will send a copy of the young person’s EHCP to the custody provider.

When a detained person is released, the Local Authority must plan a review of the EHCP as soon as possible.

If there are Health needs, the health services that are responsible for the relevant youth accommodation will arrange appropriate health care provision for the young person.

It may not always be practical to arrange the provision described in the EHCP but the Local Authority must make provision it considers appropriate. If a young person is Looked After by the Home Local Authority, the existing relationship with the social worker should continue.

If an assessment is incomplete when the young person enters custody, the process must continue and the usual 20 week deadline met.

If a young person does not have an EHCP, the custody provider can make a request for statutory assessment of the young person’s post-detention EHC needs if they feel it is necessary. Anyone else, including the YOT and the education provider in custody can bring the detained person to the notice of Dudley Local Authority who will then consider whether an assessment of their post-detention needs is necessary.

All detained persons under 18 and entering custody are also assessed by the YOT and will seek information from all agencies and the Local Authority to support the assessment.
Further information & Useful Contacts

https://dudleyparentcarerforum.com
Working Together for Change – Dudley Parent Carer Forum
Tel: 01384 573381 Email: donna@dudleycvs.org.uk
Committed to ensuring that parent carer voices are heard to influence decisions and improve changes to service delivery and redesign.

https://councilfordisabledchildren.org.uk/
The Council for Disabled Children has over 250 member organisations covering the width and breadth of the country and representing the full diversity of the disability sector. Working to the same values of participation, co-production and consultation we work with children, young people, parents and professionals to learn what’s working and what’s not and we use that information to lobby, influence and effect policy change. We continue to work closely with national and local government informing and advising them about the issues we hear from the ground.

https://www.specialneedsjungle.com/
Special Needs Jungle provides parent-centred information, news, special needs resources and informed opinion about SEND

http://www.autismwestmidlands.org.uk/
Autism West Midlands – a leading charity for people with Autism
What do they do?

- Support people with autism to live as independently as possible, in residential care, or in their own or the family home
- Provide activities and events and support for families, and an information helpline
- Help people with autism to find and keep a job
- Offer training for parents of children with autism, and the professionals who help them.

Dudley Admissions Service – 0300 555 2345
Dudley Transport Service – 01384 817035
Email lynnette.marks@dudley.gov.uk
Regional Local Offer websites:

BIRMINGHAM

COVENTRY
http://www.coventry.gov.uk/sendlocaloffer

HEREFORDSHIRE
https://www.herefordshire.gov.uk/info/200228/Local_Offer

SANDWELL
https://www.sandwell.gov.uk/send

SOLIHULL
http://socialsolihull.org.uk/localoffer/

STAFFORDSHIRE

STOKE ON TRENT
http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page

TELFORD & WREKIN
http://www.telford.gov.uk/info/20027/special_educational_needs_and_disability_send

WARWICKSHIRE
http://warwickshire.gov.uk/send

WORCESTERSHIRE
https://worcestershirelocaloffer.org.uk/#/directory

WOLVERHAMPTON
http://www.wolverhampton.gov.uk/send

WALSALL
http://www.mywalsall.org/fis/walsall-send-local-offer/
http://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0