



Ordinarily Available Offer

for children and young people with Special Educational Needs
and Disabilities in Sunderland

together for
children
SUNDERLAND

Contents

About this document	4
Terminology	5
Context	6
What is inclusive education?	7
Inclusive education principles	11
Quality first teaching for all	17
Understanding the individual	23
Positive and supportive environments	25
High expectations and values	28
Hyperlinks	31



Foreword

Welcome to our Ordinarily Available Offer for children and young people with Special Educational Needs and Disabilities in Sunderland.

Our vision

“In Sunderland our vision is to improve the lives of children and their families, keep children safe from harm and ensure they have the opportunity to fulfil their potential.”

We want Sunderland to be a place where everyone leads healthy, happy, fulfilled lives. We recognise that when children are included in their school and community, with education support tailored to their unique learning needs, they will learn, grow and achieve.

Timely identification and well-planned support are essential to secure the best outcomes for children and young people with Special Educational Needs and Disabilities (SEND) and it is the responsibility of all to identify and address those needs.

All children and young people are unique; therefore, the support should be adapted to meet their needs. This guidance explains to schools/settings, parents/carers and other practitioners what should be in place for those with SEND.

It is not intended that every element of this guidance will be required for every child, it provides a range of strategies and interventions that schools/settings can use flexibly. Above all, settings should work collaboratively with children and young people, their families, and other practitioners to identify approaches and strategies that work best for them.

We have worked in partnership with our settings and families to produce this guidance and believe that this guidance alongside the [SEND Ranges](#) and the broad range of additional support available to settings will ensure our children and young people are supported to achieve the best outcomes.

About this document

We want every child and young person in Sunderland, to be included in their setting and community, with education support tailored to their unique learning needs so that they can learn, grow, and achieve.

The **right support** at the **right time** is essential to achieving the best outcomes for our children and young people with SEND. Quality first teaching, building strong relationships with families and a consistent approach to evaluating intervention are all important elements of providing inclusive education.

Sunderland's Ordinarily Available Offer (OAO) defines the expected high-quality provision to be available within all settings across the local area, ensuring inclusive practice that supports and enables our children and young people to learn, grow and achieve.

It describes a wide range of activities, opportunities and approaches that are offered as basic good practice to meet a range of additional needs without the need for formal diagnosis or specialist support. This document cannot describe every intervention or strategy but indicates the type of arrangement that should be typically available.

Ordinarily Available Offer is not about treating everyone the same, but it is about making adaptations and small changes, so all children get the same opportunities.

Every setting is required to identify and address the differing needs of learners, this guidance provides both explicit expectations and support strategies for leaders, SENCO's and staff within settings.

Settings should use the guidance alongside their legal duties and national guidance to ensure that they are providing the right support for CYP with SEND.

Terminology

SEND Special Educational Needs and Disabilities

OAo Ordinarily Available Offer

The term 'ordinarily available provision' comes from the SEND Code of Practice and refers to the support that mainstream settings should be able to provide for a child through their agreed funding and resource arrangements.

SENCo Special Educational Needs Coordinator

CYP Children & Young People

DfE Department of Education

EHCP Education Health & Care Plan

SCoP SEND Code of Practice (2015)

Settings Mainstream Settings (including Academies), Early Years Settings & Post 16 Provision

Staff Staff who support CYP

The OAo has been produced in partnership with Headteachers, SENCOs, parents/carers, pupils and other education, health, and care partners through a range of engagement methods. It has been written with reference to work published by other local authorities, including Essex and South Tyneside Council.

Context

The Local Authority and settings have defined duties in supporting CYP with SEND under the [Children & Families Act \(2014\)](#) and the [SEND Code of Practice: 0-25 years \(2015\)](#) and the [Equality Act \(2010\)](#).

These documents state that settings

- have a legal obligation under the preventing them from unlawfully discriminating against anyone because of their sex, race, disability, religion/belief, or sexual orientation
- must make [reasonable adjustments](#) to ensure pupils with disabilities or special educational needs are not at a disadvantage
- are required to identify and address the differing needs of all CYP, they must ensure that CYP with SEND can take part in all elements of setting activity alongside their peers
- must use their 'best endeavours' to support CYP with SEND. This means that they must do everything possible to meet a CYP's needs, and where necessary find specialist support from outside agencies. It is the settings Governing Body's responsibility to ensure that their setting is making all reasonable adjustments and adhering to their duties

Settings should work with Health Partners to support the wellbeing of children and young people to provide clear and concise guidance for health via their graduated response through 'Stronger Schools' and 'Healthier Together'.

Inclusive education is one of the principles that underpins the above documents, where the majority of children's needs or disabilities are met within mainstream settings.

What is inclusive education?

The DfE defines inclusion as...

- when pupils with SEN should wherever possible receive their education in a mainstream school, but also should join fully with their peers in the curriculum and life of the school. For example, we believe that children should generally take part in mainstream lessons. ([DfE, 1997](#)).
- where all children are included as equal partners in the school community [and] that is why we are committed to comprehensive and enforceable civil rights for disabled people. Our aspirations as a nation must be for all our people. ([DfE, 1997](#)).
- the participation of all pupils in the curriculum and social life of mainstream schools; the participation of all pupils in learning which leads to the highest possible level of achievement; and the participation of young people in the full range of social experiences and opportunities once they have left school. ([DfE, 1997](#)).

CYP in Sunderland have identified inclusion as...

"Including everybody together, making sure everyone has a part and a role"

Harry

"That everybody has the opportunity to be involved"

Emily

"Uniting everybody together without discriminating everybody for who they are"

Evelyn

"Everyone gets a voice, I guess"

Neave

"No one is left behind (like stitch), everyone is given the tools to reach their potential and valued in all scenarios. Inclusion shows we have been seen, heard and more importantly respected"

Mia

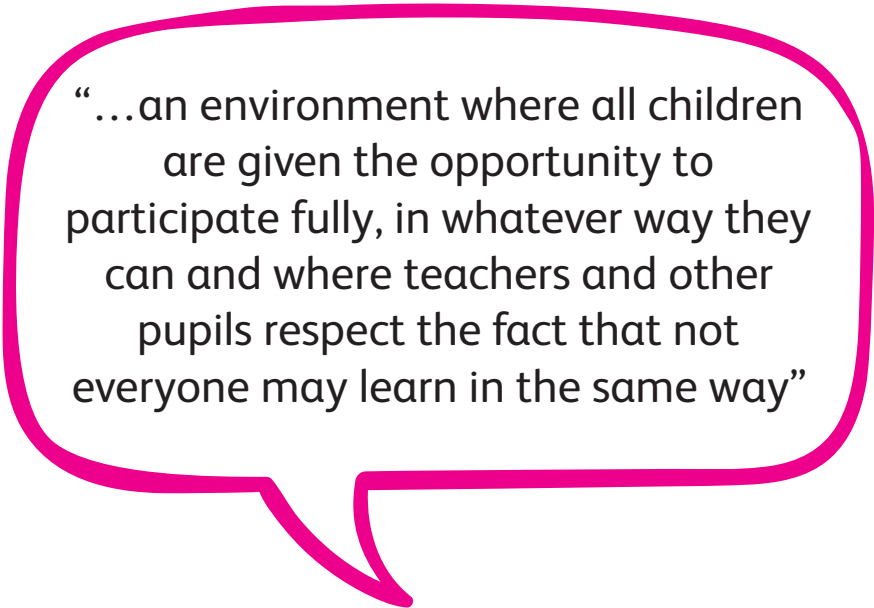
"Where involved, when involved, with participation and part of it, we are accepted"

Trinity

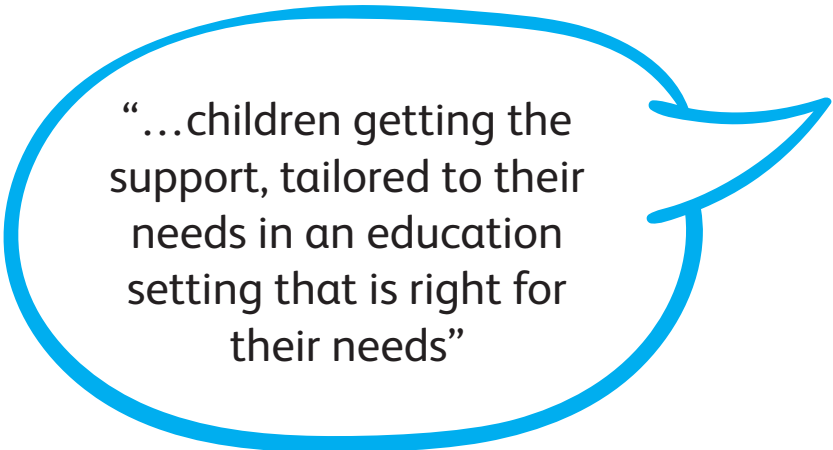
"Being given the correct support for me as an individual - still seeing the value I bring to discussions and that my view is just as important. Give me the opportunity to show you what I can do instead of telling me what I can not do"

Name missing

Families in Sunderland have identified inclusion as...



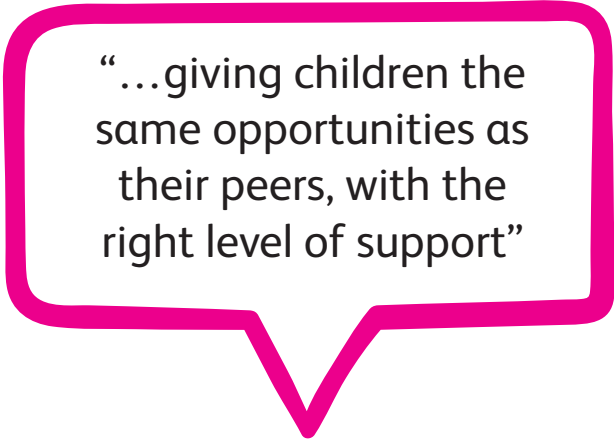
“...an environment where all children are given the opportunity to participate fully, in whatever way they can and where teachers and other pupils respect the fact that not everyone may learn in the same way”



“...children getting the support, tailored to their needs in an education setting that is right for their needs”



“...the acceptance and supporting of child needs in a school”



“...giving children the same opportunities as their peers, with the right level of support”

Our Inclusion Ambassadors, made up of children and young people (CYP) across the city, have actively contributed to the development of logos as part of our 'Whole School Approach' programme. These are the range of creative ideas developed;



This logo has been chosen to represent this document so that settings can display it making it clear to families they have embedded these inclusive principles in their practice.



Inclusive education principles

Sunderland have identified four inclusive principles:



These Inclusive Principles are intended to support all settings to plan, put in place and reflect on their inclusive practice for all CYP. By adhering to the following principles every CYP will be included in their setting and community with education support tailored to their unique learning needs

The segments have been organised in a way that aligns to, and supports with implementing, Part One of the [Teachers' Standards](#).

These Inclusive Practices are described as;



Quality first teaching for all

- Staff should be aware of potential barriers to learning in their classrooms and, using additional external information where appropriate, make reasonable adjustments for learners
- Staff should understand that some learners require tasks to be broken into smaller chunks, and plan for this
- Visual prompts should be used to supplement verbal instructions where it is appropriate
- Staff should understand that some learners struggle to process multiple instructions in one go and allow all learners time to process information
- Staff should model work, so that all learners understand the processes/steps required in the work they are being asked to complete
- Staff should carefully plan the order in which new skills/content is acquired to ensure that new learning is attached to prior knowledge
- Retrieval practice should be built into the curriculum and individual lessons to allow learners to constantly revisit prior learning
- Time should be given by all Staff to ensure learners are able to practise new skills that they have acquired so they can achieve fluency/mastery
- Staff should acknowledge that at times some learners will need additional support/time for emotional regulation, and there is an expectation that learners are supported in taking this time
- Oracy, and high quality, rich language should be modelled, promoted and encouraged by all staff in all interactions whether that be the classroom, social time or during meetings
- All learners should be given the opportunity to participate in class discussions, but recognition should be given to those who may want to do this in different ways



Understanding an individual

- Staff should have clear and consistent limits and boundaries which they share with all learners - where reasonable adjustments are required by individuals these should be made by the classroom teacher
- Staff should take the time to understand all individuals, including those with additional needs, making reasonable adjustments to their practise based on the individual's barriers to learning
- Positive, purposeful relationships should be developed between staff and individual learners to ensure Staff are aware of what is going on with the whole child and what behaviour they may be trying to communicate
- Reasonable adjustments should be made by teachers, Pastoral and Senior Staff for learners with additional educational needs
- Staff should build and maintain positive relationships with families and encourage regular communication to support the child/young person
- Staff should communicate effectively with parents all achievements, academic and holistic that learners have made
- The personal development of each individual should be encouraged and their successes celebrated
- All Staff should be aware of the support available to individuals should the need arise and the appropriate channels to go through to access this
- The mental health and well-being of all learners is planned for and supported across the curriculum



Positive and supportive environments

- Designated quiet spaces and sensory spaces should be available for learners with additional needs who require some reasonable adjustments to their timetable for co/self-regulation
- Assessments, formative and summative, should be used by Staff to challenge and support learners to ensure they are making effective progress
- Work that is set for learners in all classrooms should be set within the parameters of high challenge, low threat, so that all learners feel able to access the support they require
- Transitions between activities in classrooms should be consistent across the school to ensure clarity for all learners
- Learning environments should be established to ensure, wherever possible, that there is quiet, no distractions and learners are able to concentrate to their full ability on the lesson on being delivered
- Learning environments should have reasonable adjustments made for learners with additional needs, or physical/sensory disabilities at times of transition to ensure that they have a positive experience
- Consideration should be given by all Staff to the working environment, so space is not cluttered
- Seating plans should be carefully considered by Staff so they can effectively support all learners in their class, including those with additional needs

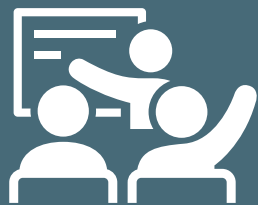


High expectations and values

- Staff should understand and show they are responsible for the education of all learners, including those with SEND and/or Disability
- All Staff should adopt a non-labelling approach and focus on individual barriers to learning
- All learners should have equitable access to a broad and balanced curriculum
- Staff should have high ambitions for all learners, regardless of their starting point, or whether they have SEND and/or a Disability
- All Staff should see the individual learner and what their need is, which they seek to support, irrelevant of any label
- Staff should proactively encourage all learners to participate fully in school life
- Staff should use and model positive and respectful language. Language should not limit the ambition or progress of any learners
- Learner voice should be seen as important by all staff and learners are encouraged to express their views
- Learners should be prepared throughout their school journey for the wider world through a clear pathway to adulthood. They should be encouraged to take a full role in all aspects
- Staff should provide regular feedback, which is specific, encouraging and supports further effort
- Learners should understand why they are being taught what they are being taught and see where lessons fit into a wider scheme of learning

Below sets out how these may be used flexibly in daily practice within the classroom.





Quality first teaching for all

Communication

Rich language in the classroom

Every teacher and adult in the classroom should understand that every moment is a language development and comprehension moment.

Staff should model and encourage the use of rich language and take time to listen to what, and how, pupils are speaking and talking in lessons.

Staff and non-teaching staff should be continuously aware of the quality of interactions and quantity of interactions.

Time for speaking and listening

The amount of time pupils is encouraged to speak during the whole day should be increased.

Oracy should be built into the day at every opportunity and Staff should address the 'word gap' through high quality teaching.

Staff should prioritise and support all pupils to articulate their ideas and thoughts, listen to others and have the confidence to express their views.

Pre-teaching

Staff should use a pre-teaching approach to topic specific of core vocabular.

Staff should model correct vocabulary use across vocabulary different topic areas to support full understanding and correct use. Repetition is essential.

Clear view of speaker

Pupils should have a clear view of the speaker to enable use of non-verbal communication such as gesture and facial expression.

The Speaker should move position to take into consideration the layout of the room enabling all pupils to be engaged.

Clear instructions

Instructions should be clear and simple.

Listening behaviours

Staff should give clear and explicit praise for displaying good listening and attention behaviours.

All Staff should model positive listening behaviours and refrain from talking to individual pupils during teacher input.

Time to process information

Pupils should have time to process information before being asked.

Equal opportunity to talk and contribute

Staff should make sure that all pupils have equal opportunity to talk and contribute to lessons.

Conversational rules reinforced

Staff should model, display and reinforce conversational 'rules'.

Non-verbal communication

Staff should model appropriate body language and facial expressions.

Staff should label feelings.

Establish attention before instruction

When appropriate, pupil's name should be spoken and joint attention be established before giving instructions.

Chunked instructions

Instructions should be broken down into small, manageable chunks or steps.

Visual strategies to support the spoken word

Staff should use visual strategies to supplement verbal information to assist with understanding and independence.

Modelling to aid understanding

Modelling should be used to aid understanding.

Avoiding direct correction of speech

Staff should avoid direct correction of speech and language.

Behaviours to learn

Teaching builds on what pupils already know

Teaching should build on what pupils already know.

New skills should be taught directly and explicitly - and linked to what pupils already know.

Teach most useful first

Staff should carefully plan the order in which new skills are introduced.

Staff should only introduce one new skill at a time; skills that are readily confused are separated and the most useful and highly generalisable skills are taught first.

High fluency

Staff should understand the importance of fluency and plan a range of learning activities accordingly.

- Acquisition - Pupils learn a new skill through explicit and intentional instruction
- Fluency/mastery - All pupils are provided with a high level of active practice to ensure skills are mastered to fluency
- Maintenance - To ensure retention of a skill, Staff continue to provide practise until pupils demonstrate a high accuracy and fluency rate
- Generalisation and adaptation - Staff also plan a range of different learning activities, so that pupils can generalise and apply their learning to solve problems

Explicit instruction

Explicit instruction should be used. Explicit instruction begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work.

Common aspects of explicit instruction include:

- teaching skills and concepts in small steps
- using examples and non-examples
- using clear and unambiguous language
- anticipating and planning for common misconceptions
- highlighting essential content and removing distracting information

(N.B. Explicit instruction does not mean 'lecturing,' 'teaching by telling,' or 'transmission teaching'.)

Thinking about attention

Staff should keep in mind that attention can be affected by a range of factors, including understanding of teaching, working memory difficulties, emotional needs, motivation, sleep, diet, hearing and vision.

Staff should support pupils to understand these factors and develop age-appropriate strategies to help themselves, with parental support as appropriate.

Memory

Memory is the ability to encode, process and retrieve information that a pupil has been exposed to. Staff should consider six elements to support pupil's memory.

- Attention: Staff ensure pupil's attention is maximized
- Working memory: Staff reduce working memory load by teaching one skill at a time to fluency, using short, chunked instructions and teaching note-taking skills
- Storage/encoding: Staff visually organise new material to ensure it is consciously linked with pre-existing knowledge and presented in a motivating way which enhances memory
- Retrieval
- Feedback: Staff give immediate feedback
- Staff to teach effective strategies for remembering different skills and content

Independent learning behaviours

Staff should directly teach and model so that pupils can think and talk about their own learning, take control of their own learning and manage their own motivation for learning.

- Staff explicitly teach study skills, study methods and frameworks. This is done in the context of the subject and not in isolation, so the skill of studying is combined with the subject/task
- Staff model their thinking aloud
- Pupils are taught to think and intentionally ask subject/ task specific questions about themselves as learners, the type of activity, and the best strategies to select for the type of activity
- Staff teach the cycle of 'plan, monitor, evaluate' in relation to themselves, the activity and the strategies

Over time, Staff should intentionally and gradually reduce the amount of scaffolding to promote independence so pupils can direct their future learning and explain their thinking to themselves and others.

Self-regulation of learning

Staff should explicitly teach the self-regulation of learning, including:

- Goal setting - sub-steps and planning
- Self-instruction
- Self-monitoring - this means pupils develop explicit internal self-instruction scripts to use at different points throughout the task/plan
- Self-reinforcement - pupils select reinforcement that works for them

Backward chaining

Staff should use backward chaining to allow pupils to experience success.

Use of technology

Technology should be used effectively to support pupil achievement.

Technology may include instructional apps. If technology is used, Staff must identify a clear role for it in pupils' learning; receive ongoing professional development related to how the technology can be used to improve teaching and consider potential costs including impact on workload.

Assessment, planning and teaching

Assessment for all pupils

Class and subject Staff should make regular assessments of attainment and progress for all pupils and use these to inform effective planning, teaching and monitoring.

Varied pace and order

Lesson structure should reflect pupils' concentration and attention span and provides appropriate task lengths, visuals, staged praise and rewards.

The pace and order of activities should be varied to maintain interest and attention of all pupils.

Daily review

Staff should plan a daily (or start of each lesson) review to strengthen previous learning, and aid fluent recall.

Independence, not dependence

Staff should promote independence and independent learning for all pupils.

All pupils should have opportunities to work independently.

Staff should guide pupils as they begin to develop independence but then Staff should intentionally and gradually reduce the amount of scaffolding (verbal or physical modelling and support) provided to pupils to develop independence.

Staff should be mindful that grouping/seating arrangements and additional support allows pupils to develop independence and not create dependence.

Flexible groupings

Staff should consider flexible grouping.

Systematic checking and correction

Staff should address misconceptions and understand why pupils may persist with errors.

Plans for transitions

Staff should plan for routine, everyday transitions.

New learning in manageable steps

Staff should introduce new learning in small steps, with pupil practice after each step.

Real life experience

Examples of new concepts could come from pupil's own real-life experience rather than the abstract.



Understanding the individual

Scaffolding

Scaffolding (visual, verbal or written support) should be common practice but must be in addition to, and not replace, effective differentiation of tasks to the pupil's attainment level so they can learn skills to fluency. Initially, an adult should provide enough support so that pupils can successfully complete tasks that they could not do independently. The teacher should gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.

Awareness of individual's needs

Staff should use the systems that are in place to ensure they are aware of individual pupils' needs, and that those with medical needs are receiving the required support in line with both DfE recommendations, and legal health and safety requirements.

Reasonable adjustments

Staff should identify any barriers to learning and participation including barriers which are non-academic. Pupils' strengths and barriers should be observed and monitored, in different settings and contexts, to inform planning. Staff should make reasonable adjustments and explore creative solutions to enable pupils to continue to make progress.

Planned regulation

Staff should acknowledge there will be times when pupils will need some additional support for emotional regulation. This requires planned and purposeful opportunities that meet the pupil's needs at that time

Physical equipment to aid concentration

Staff should be open and willing for pupils to experiment and use physical equipment to aid their concentration,

Visual approach to aid organisation

There should be a visual approach to support pupil's organisation, understanding of task requirements, expectations and independence.

Referrals for additional support

Staff should know when to refer for extra support or advice and make use of external support, when needed and relevant. (this can be accessed via the [Local Offer](#))





Positive and supportive environments

Relationships and behaviour

Consistent boundaries

Staff should have clear and consistent limits and boundaries.

Language of positive regard

The language used by Staff should demonstrate unconditional positive regard for every pupil.

Time to listen and know well

Staff should take the time to get to know all pupils as people and not just as learners. Staff should take time to listen to what pupils are saying.

Curiosity and empathy

Staff should be curious about behaviour and question what the behaviour is trying to communicate about the situation. Staff should respond to behaviour from a position of curiosity and empathy, demonstrating compassion, kindness and hope rather than blame and shame.

Positive relationships with families

Staff should actively seek to build and sustain positive relationships with all families. Relationships with parents should be rooted in mutual respect and understanding for why some families feel less able to engage with education. Staff should always ensure a professional welcome and show empathy for families' circumstances and situations.

Staff model resilience

Staff should model resilient attitudes demonstrating growth resilience mindset and skills.

Recognition and value

Staff should demonstrate their recognition of all pupils and every pupil's contribution to the learning community. There should be plenty of opportunities to develop and support self-worth through celebration and sharing of interests and strengths.

Routes for self-referral

There should be effective routes for self-referral for pupils and staff to seek help if they have a concern or need support. All Staff should know how pupils can access support so that they correctly signpost to ensure pupils receive the right help at the right time. It is essential that there is no 'wrong door' for pupils when it comes to getting help.

Connection and belonging

Staff should help all pupils to connect and belong within the class, form or group. Staff should support pupils to develop friendships and constructive relationships with each other and appropriate adults.

Self-regulation and co-regulation

Pupils should be taught self-regulation through the Staff who co-regulate with them. This includes:

- Consciously and proactively using techniques and strategies which maintain a state of calm during challenging tasks and interactions
- Self-regulation strategies to help pupils to set goals, plan, monitor, and evaluate their emotional and behavioural responses to stressors
- Those who are suspended from school or at-risk from exclusion, pupils with SEND

Plans for transitions

Staff should be aware of those who will need additional support for all or most transitions, and plan for these transitions.

Consequences are 'reasonably adjusted'

Consequences should be 'reasonably adjusted' for pupils with special educational needs, as required by law. Timely and well-informed processes should be in place to identify possible emerging or unmet special educational needs, in order to avoid unnecessary multiple and escalating consequences.

Support for potentially vulnerable pupils

The emotional health needs of potentially vulnerable pupils should be identified and addressed.

Calm and collaborative climate for learning

Staff and pupils should create a calm and collaborative climate for learning where pupils feel they belong, and their contributions are valued. Staff and pupils should work together to understand and to create the best possible learning environment.

Well-organised learning space

The learning space should be well-organised. Equipment is easily accessible to all pupils and consideration is given to appropriate seating.

Learning materials and resources are clear and accessible.

Representation in displays

Posters, wall displays and role models should be representative of the diversity of the local community and national picture. Pupils should be able to see themselves represented clearly and positively.

Seating and groupings

Seating plans and groupings should take account of individual needs and routinely provide opportunities for access to positive role-models, mixed-ability groups, structured opportunities for conversation and equal access to additional Staff where they are available.

Safe, inclusive environment

The physical environment should be safe and inclusive. Staff should regularly review the environment to ensure all pupils are included and the environment meets the needs of all pupils.

Spaces for emotional co-regulation and self-regulation

Spaces and systems should be available and in place to support emotional co-regulation and self-regulation.



High expectations and values

Responsibility for every pupil

Staff should understand that they are responsible for the education of all pupils, including those who are disadvantaged, vulnerable or with Special Educational Needs or Disability.

Curriculum equity

All pupils should have equitable access to a rich, broad and balanced curriculum, without exception.

High ambition for every pupil

Staff should be ambitious for the achievement of all pupils, regardless of starting points and the challenges they face. Staff should directly address low expectations of others (teachers, non-teaching staff and pupils) for all pupils, including those who are disadvantaged, vulnerable, with diagnosis or Special Educational Needs or Disability.

Non-labelling approach

All Staff should adopt a non-labelling approach to early identification of need and early intervention.

Full participation in school life

Staff should proactively encourage all pupils to participate fully in school life, including clubs, activities and opportunities. Staff should plan extra-curricular activities and educational visits to fully include all pupils (in line with the Equalities Act 2010) including those with SEMH, physical disabilities and disadvantage.

Respectful language that conveys hope

Staff should use and model respectful language. All language needs to provide hope, promote engagement and have high ambition

Pupils involved in decision making

Pupils' should feel their voice is heard. Pupils should be encouraged to express their views and their ambitions for their future, make informed choices and participate in decision-making.

Education about difference and diversity

The pupil community should be educated about diversity and additional needs in an informative yet sensitive way. Negative attitudes, beliefs and perceptions towards individuals and groups should be questioned and addressed, in the classroom, the wider setting and school community.

Preparation for the world beyond school

Throughout their education, pupils should be equipped to understand and engage with life outside and beyond the school/setting gate.

Motivation, recognition and feedback

Growth mindset

Staff and pupils should recognise effort, perseverance and that mistakes are a natural part of learning. Pupils should be encouraged to take risks and attempt learning in new ways. Support should be given for building resilience in continuing to apply skills.

Regular, meaningful feedback

Staff should provide regular and meaningful feedback, recognition and praise. Feedback should be specific, clear and manageable.

Learning goals

Pupils should understand their goals and know how they will reach their learning goals. Staff should show pupils how to create plans and timetables, with appropriate self-rewards along the way. Staff should intentionally discuss, and teach pupils to set short and longer-term goals,

Self-evaluation

Pupils should have regular opportunities to evaluate their own performance. They should be aware of their progress and the next steps in moving learning forward.

Pupils should be helped to understand their own barriers to learning and to value their achievements, progress and strengths.

[Stronger Schools](#) is to support practitioners with recognising and responding to wellbeing, health, developmental, and behavioural needs, give advice and resources for working with individual children, the class, the family, and support agencies and how to make requests for support in the local education and health systems.

[Healthier Together](#) is to support CYP and their families find accurate and trusted NHS healthcare advice with all the information been checked by clinicians, to ensure the best advice for parents, carers, young people.

Hyperlinks

[SEND Ranges](#)

[Children and Family Act](#)

[SEND Code of Practice](#)

[Equality Act](#)

[Reasonable Adjustments](#)

[Inclusion](#)

[Local Offer](#)

[Teacher Standards](#)

Local offer QR code



