

	SEND Code	Area	Criteria	RAG	Parents Comment	Action
1	4.1	Local Offer in one place	A single route to the information.		The Local Offer is held in one place on the IW Council site - iwight.com . https://www.iwight.com/localoffer	As the risk is minimal no further action needed.
2	4.62	Local Offer	Arrangements for enabling those without access to the internet to get the information and also how access for different groups is enabled – e.g.+ those with SEND, EAL (English as an additional Language)		There are resources and processes in place for those who cannot access the internet to access the local offer, with varying options to meet a range of needs. However this option is not widely known. More work is needed on EAL.	Increase awareness of the non-technology based options and how to access. Add EAL support onto the local offer.
3	4.21	Comments on the Local Offer	A summary of comments and the response must be published annually		Published and accessible on the local offer website, with responses on how these comments have been addressed. Responses come from several ways – via each page, email, written/phone call, survey.	DfE recognition of good practice. No further action needed
4	4.4/ 4.30/ 4.36/4.38/ 4.46	In area education provision	To include education settings (early years, schools and Post 16 – including apprenticeships, traineeships and supported internships), where to find schools' SEN Information reports (sometimes called the schools SEN offer) and SEN services including early years		All sections included – although as expected this piece of work will be ongoing and continually changing to reflect the local picture.	Remind education providers on an annual basis to update their SEN information. Annual review of documents and links
5	4.30	Online and blended learning (Blended learning is a term used to describe the way e-learning is being combined with traditional classroom methods and independent study)	Special education, health and social care provisions for children and young people with SEN or disabilities – this should include online and blended learning.		The content is available, however, review accessibility of this information for young people with SEND More information on Blended Learning is needed	To review the work so far and update especially linked into e-learning

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6	4.30/4.58	EHC plan	Details of how parents and young people can request an assessment for an EHC plan. Timescales and process for EHC plan.		All included under "Special Education Need Support Service" TAB "Education, Health and Care Plans (EHCP)" including the documents being used at the moment.	Check that the information on new timescales is accurate and up to date for those going through transfer (14 weeks verses 20 weeks)
7	4.30/4.57/4.58	Identifying and assessing	Arrangements for identifying and assessing children and young people's SEN – this should include arrangements for EHC needs assessments.		The assessment information is on there and categorised into the varying ages/stages. There is information for ASD assessment and pre-assessment. However, clarity is needed on requesting assessment as part of the EHCP process i.e. OT assessments for those without physical needs. A clearer process is needed to find simple and clear routes to assessment for SPLD or Dyslexia etc. Support materials for Dyslexia are well documented.	To look at developing further easy to understand referral information for those who are looking for assessments in specific areas. i.e. OT, SPLD, Dyslexia assessments etc.
8	4.30	Other educational provision	Local Offer must include information about other educational provision for example sports or art provision, paired reading schemes. (students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read.)		It includes other education provision across the island but does not include a lot on literacy around paired reading schemes Accessibility for children and young people with SEND for these pathways needs to be explored	To investigate literacy around paired reading schemes. To include accessibility to this provision.
9	4.30	Post 16	The Local Offer must include information about post-16 education and training provision.		This is well developed including education providers and "Island Futures"	Review every 3 months
10	4.30	Apprenticeships and training	The Local Offer must include information about apprenticeships, traineeships and supported internships.		Includes a section in these areas and the pilot on Supported Internships across Hampshire and the IW	Review every 3 months
11	4.30	Preparing for adulthood	The Local Offer must include information about provision to assist in preparing children and young people for adulthood (see paragraphs 4.52 to 4.56)		Section on Preparation for Adulthood well developed	Review every 3 months
12	4.30	Travel	Arrangements for travel to and from schools, post-16 institutions and early years providers		Information is on the site in each section, however not a lot of information on early years providers	To create summaries to make it more accessible and produce easy read document.

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13	4.30	Transition	Support to help children and young people move between phases of education (for example from early years to school, from primary to secondary).		Information on the different phases but no clear information on the support available to help children and young people through these phases. For example - how do individual schools help? How does social care help through phases? Steering group set up to look at transition between children services and adult services	To look at the support options available. Clear easy to understand information. Create a multi-agency transition protocol re Childrens to Adults services
14	4.30/4.45/ 4.59	Information	The Local Offer must include sources of information, advice and support in the local authority's area relating to SEN and disabilities including information and advice provided under Section 32 of the Children and Families Act 2014, forums for parents and carers and support groups.		All included	Reviewed every 3 months
15	4.30	Childcare	The Local Offer must include information about childcare, including suitable provision for disabled children and those with SEN		Section created on Childcare and Early Years Education - Needs more information on provision and SEN support	To move forward with making SEND /accessible childcare more explicit. Create a table with pre-school and childminder SEN information and to identify those with SEND expertise.
16	4.30	Leisure	The Local Offer must include information about leisure activities		Leisure activities identified but more needed on accessibility to those with SEND	To review the work so far and work with the service provides on accessibility to those with SEND needs
17	4.30	Resolving disagreements and mediation	Arrangements for resolving disagreements and for mediation, and details about making complaints.		This is up to date and was rewritten by SENDIASS and can be found in the "Special Education Need Support Service" and "Information Support and Advice" TAB	Reviewed every 3 months
18	4.30	Higher education support	Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an		Only showing in one area under "Financial Support/Welfare/Benefits" TAB	To also put this section into "Growing up 16-25" under "Starting Post 16 Education" and "Preparation for

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			application for DSA. (https://www.gov.uk/disabled-students-allowances-dsas/overview)			Adulthood”
19	4.30	First-tier tribunal	Parents’ and young people’s right to appeal a decision of the local authority to the First-tier Tribunal (SEN and disability) in respect of SEN and provision.		Section included on “Appeals about SEN Decisions” within “Special Education Need Support Service” TAB	Review every three months
20	4.30	Accessibility strategy	The local authority’s accessibility strategy (under paragraph 1 Schedule 10 to the Equality Act 2010).		Section included on “Children Services Accessibility Strategy and Inclusion” within “Special Education Need Support Service” TAB	Review yearly in line with the outlined procedure for Council strategies
21	4.30	Section 41	Institutions approved under Section 41 of the Children and Families Act 2014		Included within Age 5-11, Age 11+ and “Growing up 16-25” – Look under SEN for Primary/Secondary/Post 16	Review every three months
22	4.30/ 4.39/4.4	Out of area educational provision	The link to Section 41 and provision outside of the local area that the LA expects is likely to be used		Included within Age 5-11, Age 11+ and “Growing up 16-25” – Look under SEN for Primary/Secondary/Post 16. Examples provided of schools/colleges used over the last three years.	Review every three months
23	4.4/4.30	In area health provision	including information about support to settings on medical needs, therapy, mental health, wheelchairs and equipment, palliative care, continuing care, support for moving to adult care		Section on “Health Care” and Section on Transition within “Social Care”	To further develop the “Isle of Wight Multi Agency Transition Protocol”
24	4.4/ 4.30/ 4.38/ 4.42	In area social care provision, leisure	To include how to access social care services, childcare, leisure activities, support for moving to adult social care, support for living independently and the short breaks statement plus where the information on adult care can be found (under the Care Act 2014)		Mostly completed but more work needed in the following areas: <ul style="list-style-type: none"> • Accessibility to leisure for children with SEND • To further develop the “Isle of Wight Multi Agency Transition Protocol” 	Further define accessibility to some leisure activities and develop the “Isle of Wight Multi Agency Transition Protocol”

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25	4.58	Personal Budgets	Must include information about the option of having a Personal budget, including a local policy for Personal Budgets produced with parents and young people (for further details see 4.58)		Developing a process for personalised planning and personal budgets for children eligible for and EHCP policy with parents and reviewed by our "Young Inspectors"	To continue work in this area
25	4.32	Educational and training provision	The area wide offer – what the LA expects its educational settings to provide from within their budgets.		<p>Developing this across the education providers including Pre-school through to post 16 to include supported internships etc.</p> <p>Training programmes both nationally and locally identified and included on the Local Offer</p>	<p>Further work in developing training needs across the range of providers in the following areas:</p> <ul style="list-style-type: none"> • Awareness • Enhanced • Specialist
26	4.52	Preparing for adulthood	To include preparing for and finding employment, finding somewhere to live and participating in the community		Under Growing up 16-25. Articles on "Preparing for Adulthood" and "Finding Somewhere to Live" still being developed.	<p>Conference on "When a child becomes a young adult"</p> <p>Further develop the transition pathway.</p>
27	4.7	Collaborative	Must involve parents, children and young people in developing and reviewing Local Offer. Must also co-operate with those providing services.		Good professional, parent/carer and young person engagement	Continue monthly work stream meetings & "Young Inspector" meetings
28	4.7	Accessible	Should be easy to understand, factual and jargon free. Structured in a way that relates to young people's and parents' needs. Well signposted and well publicised		<p>Some sections "wordy" and can't always find specific areas under the search button.</p> <p>To further refine the Local Offer and reduce content where appropriate. To support young people with SEND re accessibility to the LO via symbols, audio and font size and to use dyslexia friendly fonts.</p>	<p>To continue to develop the site with the support of the ICT Web Team</p> <p>Take advice from the sensory team to refine colours for young people with autism and other sensory issues</p>
29	4.7	Comprehensive	Must include eligibility criteria for services where relevant and make it clear where to go for information, advice and support as		Eligibility criteria used throughout where appropriate + complaints process described.	Update and monitor eligibility criteria + create easy read documents where

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			well as how to make complaints about provision or appeal against decisions.		Comprehensive feedback process developed. (Now needs to be tried and tested).	appropriate.
30	4.5	Equality Act 2010	Need to comply with the Equality Act 2010, including when preparing, developing and reviewing the Local Offer. http://www.legislation.gov.uk/ukpga/2010/15 To make sure we are adhering to the protected characteristics		Equality impact statement written to protect the nine characteristics – linked to the accessibility strategy	Continually review the nine characteristics
31	Equality Act: 20.6	Duty to make adjustments	Where the first or third requirement relates to the provision of information, the steps which it is reasonable for A to have to take include steps for ensuring that in the circumstances concerned the information is provided in an accessible format. http://www.legislation.gov.uk/ukpga/2010/15/section/20 To make sure our Local Offer is fully accessible to all i.e. <ul style="list-style-type: none"> • Language • Visually impaired • Easily understood • Disabled • Etc. 		Equality impact statement written to protect the nine characteristics – linked to the accessibility strategy Further work to support accessibility for all.	Continually review the nine characteristics To develop easy to read documents that supports the documents linked to the LO
32	SEND regs 2014: 54	Consultation	When preparing and reviewing its Local Offer, a local authority must consult the following (page 25).(http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)		Good professional, parent/carer and young person engagement. Consultation events held with young people via “Young Inspector” framework. Parent bodies attend working groups across all of the SEND developments. Good engagement with all professional bodies within Pre-Schools, Schools, Social Care, CCG, NHS and third sector	Further develop good links with MLAFL (My Life A Full Life) –vanguard project. Further develop better links with third sector and YOT

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33	4.11	Young people	Must engage young people directly in developing and reviewing the Local Offer and should consider setting up a forum, or a range of forums, surveys, social media to do so.		Well defined “Young Inspector” programme with national acknowledgement of its success in developing and reviewing the LO. Parents with children and schools supportive in providing feedback via local surveys.	Ongoing work with Young Inspectors