

**Torkington School Information Report**

**Name and contact details of the SENCO (special educational needs coordinator):**

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| In 2021/22 what kinds of SEN/D did we provide for? |
| * Social, emotional and mental health * Speech, language and communication * Multisensory * Physical Development * Moderate Learning Difficulties * Other/medical * Visual Impairment 1/24/ Hearing Impairment * ASD, ADHD, dyslexia, Diabetes, Oxygen dependence |
| What is our policy for identifying pupils with SEN and assessing their needs? |
| ***Our Graduated Approach***  ***Principles of our SEN Policy:***   * setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. * responding to pupils’ diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. * overcoming potential barriers to learning and assessment for individuals and groups of children - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given. * having policies and procedures in place to ensure that all children, whatever their needs, are safe in school.   **At Torkington we believe that in pursuit of our aims we will:**   * Ensure that any child’s special educational needs are identified early through on-going assessment. This is most effectively done by gathering information from parents, education, health and care services and early year’s settings/feeder primary schools prior to the child’s entry into our school. * Monitor the progress of all pupils in order to aid the identification of pupils with SEN through Pupil Progress and Inclusion meetings and the use of our SEN Flowchart. * Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for. Teaching staff use our provision pyramids to explore next steps for the identified need, beginning with quality first teaching. * Work with parents to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress. * Work with and in support of outside agencies when the pupils’ needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Stockport Additional Needs Service, SEN Assessment Team, Speech and Language Therapy, Healthy Young Minds.   SEE FLOWCHART |
| What are our arrangements for consulting parents and involving them in their child’s education? |
| ***Working in partnership with parents:***   * As a Local Authority, Stockport have placed a huge and renewed emphasis on the vital role of parents and carers. This ethos is echoed in our school and we will be endeavouring to create a school ‘Co-production’ charter that reflects the one produced in May by the Local Authority in conjunctions with all child and family services. At Torkington we are fully aware that partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child’s needs. All parents of children with SEND will be treated as partners; they will be given support to play an active and valued role in their child’s education. * At all stages of the SEND process, the school keeps parents fully informed and involved. Class teachers discuss progress at parent’s evenings. In addition to normal reporting arrangements, there will be the opportunity for parents to attend a child centred review meeting with their child’s class teacher and SENCO to review the short-term targets and to discuss the progress the child has made. We also encourage an “open door” approach whereby teachers are accessible at the end of the day. * Parent’s also have access to the school’s SEND information report on the school website as well as our policy for special educational needs. * The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service when independent advice, guidance and support is required or parents can access this service themselves via - <http://Stockport.fsd.org.uk/kb5/Stockport/fsd/organisation.page?id=glCb-bL0s9ss> * Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. * The school’s SEND Governor may be contacted at any time in relation to SEND matters. * We provide support workshops led by school staff and/or external providers such as WELLCOMM, Supporting anxiety in children, Dyslexia focused morning, narrative workshops. |
| What are our arrangements for consulting young people with SEN and involving them in their education? |
| ***Involving children:***  At Torkington, we are committed to listening to the child’s voice and involving children with SEN in decisions about their learning. Person centred planning and thinking will be used to:   * Ensure the views, wishes and feelings of children are at the forefront of all decisions. This is seen in the co-production of one-page profiles/ all about me posters. The children choose the environment for their review meetings, including the rooms where they take place, music and refreshments. * Provide children with the information and support necessary to enable full participation in decision making. * Ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes, and prepares them effectively for adulthood. |
| What are our arrangements for assessing and reviewing pupils’ progress towards outcomes?  (opportunities available to work with parents and young people as part of this assessment and review) |
| ***Monitoring and Evaluation:***   * The class teacher as well as the SENDCo is responsible for monitoring the progress of all pupils with special educational needs and disabilities. This information is shared with the SEND link Governor. The SENDCo supports teachers where necessary, in drawing up support plans and deciding on the most appropriate interventions to support the pupil’s needs. * In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through meetings with parents. * Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. * SEND provision and interventions are recorded on a provision map, which are updated termly. These are updated and monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective. This document is also vital for a smooth transition for children throughout school. It allows the new teacher to have a clear picture of what each child has received throughout the academic year, what has worked well and even better if discussion points, to plan for the next year. * This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school. |
| What are our arrangements for supporting pupils in moving between phases of education and in preparing for adulthood? |
| * Before entry into Torkington Nursery or Reception class all information will be gathered regarding any SEND so that any necessary support can be planned for. Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place. We send home ASQs to gage parental view and begin communication between home and school. Any children/families that have identified additional needs will be invited to school for additional visits and any initial training that needs to be undertaken by staff will be arranged, for example Diabetes training, BSL and supporting the use of Oxygen. * For children who find change a challenge, we also organise transition sessions at the end of an academic year in preparation for a change of teacher and classroom. These involve talking about how things will change and how things will stay the same, as well as visiting new classrooms and teachers. All children in the school have a “Move Up Day” when they meet their new class teacher.   **Transition each year:**   * Each class teacher updates pupil passports with the children * SEN children to have a transition pack sent containing photographs of key areas in their classrooms, visual timetables, ‘All about me’ sheets about their new teaching team and an overview of the learning covered for the year. * When children transfer to a new school, information about their educational needs is always shared with the receiving school and records passed on. At the end of Year 6 staff from the receiving secondary school will visit Torkington and talk to staff about the individual strengths and needs of all pupils. Additional visits to the secondary school may be arranged if necessary. |
| What is our approach to teaching pupils with SEN? |
| ***Our Graduated Approach to SEN Support (explained): SEE KEYSTAGE PYRAMIDS***   * **Quality First Teaching (QFT) -** Every teacher is a teacher of every child or young person including those with SEND. All children will have the opportunity to experience high-quality everyday personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Quality of teaching is regularly reviewed in school to ensure that all pupils make progress. The progress of SEND pupils forms part of the agenda in pupil progress meetings held each term with the Headteacher and SENDCo. * If, despite the above QFT provision, a teacher has concerns about a child’s progress the following systems are in place: the class teacher shall seek support from the SENDCo, this will allow time for the teacher and SENDCo. to fully discuss the child, review what has worked and where we still need to support the child and how using the provision pyramids. The class teacher will then continue to work closely with the child, implementing the agreed actions, observing the child’s progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant/additional resources from the targeted section of the provision pyramid. This will then be reviewed at the next SEND Clinic. * The schools robust monitoring systems will quickly highlight pupils whose progress is less than expected. After discussions with staff, this might lead to the conclusion that an individual pupil may require intervention to diminish the gap which means provision which is ‘additional to’ or ‘different from’ other pupils in their class. * If a child does not make significant progress further intervention for another fixed term may be required. At the end of 2 cycles if the gap has not diminished, school will consider putting the children on the SEND register at SEND Support. * Parents and pupils are notified and involved in the discussions, setting targets with their child as part of an assess, plan, do and review cycle. * For higher level of need, outside agencies are involved, provided more specialised assessments these include Educational Psychology, Stockport Additional Needs Service or Health Professionals such as Speech and Language Therapy, Healthy Young Minds, Occupational Therapy. |
| How do we make adaptations to the curriculum and the learning environment? |
| * Our school is accessible to anyone with physical needs including wheelchair access and disabled parking bays. * A ramp provides access into the main reception area into school to ensure the site is accessible to all. * Ramps have been installed to provide direct access to all key stage 1 classrooms from the rear of the building. * One toilet has been adapted to ensure accessibility for visitors with a disability. * A room has been allocated in order to enable a safe place for insulin testing/injections. * Rainbow Room has been developed to improve inclusion for vulnerable pupils. * We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment such as slopping supports, use of ICT, use of hearing support services. * After-school provision is accessible to all children, including those with SEN. * In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations. * Extra-curricular activities are accessible for children with SEN. * The school has an outside learning area. * The school has an up-to-date accessibility plan which is considered each year and whenever there is building work * As a school, we are happy to discuss individual access requirements. Specific health and medical requirements will be discussed on an individual basis. Parents are welcome to enquire or visit at any time to discuss any concerns. |
| The expertise and training of staff to support pupils with SEN, including specialist expertise |
| Wherever possible SEN training is delivered to all staff, including lunch time and office-based staff. All staff encounter interactions with our young people and need to understand need and how we can support them whether they are entering school via the main entrance/office, into their own classroom, moving around school in transition times and also more unstructured times such as break and lunch times.  This year staff have attended a variety of training based both in school and via external providers. We have arranged SEND clinics using their expertise of the new ‘Inclusion Team’ and SENCo. Knowledge. These will continue to run throughout the academic year.   * Elklan- EYFS and 5-11 years * Speech Link. * Autism Training- AET- Module 1 and 2 * Team teach * Supporting a child with oxygen * Dyslexia training June * Safe guarding training * Medical Needs Training * Level 3 Pediatric First Aid- Millie’s trust * Using stories to develop emotional literacy- Primary Jigsaw * Using play to develop emotion literacy- Primary Jigsaw * Solihull emotional literacy- Solihull * Behaviour That Challenge’s Us * SENCo. Network meetings- termly * Word shark training- Inclusion Team- Ann Worrall * Senior mental health leader training |
| How do we evaluate the effectiveness of the provision made for pupils with SEN? |
| * By continued monitoring by class teacher. * Progress is reviewed formally and tracked with the SENCO every half term using EduKey, provision mapping tool. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made. * At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally. * Where necessary, children will have an SEN Support plan and passport based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. * The progress of children with a statement / top up funding / Educational Health Care Plan (EHCPs) will be formally reviewed at an Annual Review with all adults involved with the child’s education. * SENCO monitors the progress made by SEN children in their class work and any intervention that has been put into place using pupil voice, book looks and EduKey intervention reviews and next steps. * Regular lesson observations are carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high. |
| How do we enable pupils to engage in activities available with others in the school who do not have SEN? |
| We enable all children to engage fully in all aspects of school life. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities in order to promote the highest levels of achievement.  **To do this, we:**   * Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that children with language delay are supported with visual aids and prompts. * Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning. * Ensure every child has the entitlement to a sense of achievement through celebrating progress, for example; we have a weekly celebration assembly where academic and non-academic progress is celebrated. * When planning activities such as visits and trips SEN children are considered to ensure they can fully participate, for example; staff will visit places and complete risk assessments. |
| How do we improve emotional and social development, including extra pastoral support and arrangements for listening to the views of pupils and measures to prevent bullying? |
| We provide extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying. We provide in-house counselling via ‘Turn the Page’ counselling. This is used in two ways. Children can access a block of support ranging from 6 weeks and beyond or children can self-refer using the confidential post box in the school library.  **We provide support for pupils to improve their emotional and social development in the following ways:**   * Pupils with SEN are encouraged to be part of the school councils * Pupils with SEN are also encouraged to be part of our after-school clubs to promote teamwork/building friendships etc. * If needed, we use social stories as an intervention to support a child with SEN. * We advocate a Growth Mindset approach to behaviour therefore encouraging empathy from our children. * We have a well-established PSHE scheme via Jigsaw. This explores a range of study focuses from ‘Celebrating difference’ to ‘Changing me’.   We have a zero tolerance approach to bullying. |
| How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people’s SEN and supporting their families? |
| **School has access to a range of services which it calls upon as required, as listed below:**   * Educational Psychologist. * Vision and hearing sensory support. * Speech and Language therapy service involvement. * SEMH Outreach Inclusion Team * Cognition and learning teacher from the Inclusion Team * Requests for involvement from the school nurse and referrals to occupational therapy and physio. Liaison with paediatricians eg writing reports to give information regarding particular children’s difficulties. * Referrals to social care and the multi-agency safeguarding hub as required.  Involvement in TACs and Team around the School. * Referrals to CAMH. * Attendance at PEP meetings and discussions with CYPIC professionals. * Diabetic nursing team * Cardiology team * Primary Jigsaw * Signpost for Young Carers * Inclusion Lead Liz Hitchinson   These agencies work in different ways at different times depending on the needs of the child – this may involve staff training, meeting with teachers/parents or working directly with a child. |
| What are our arrangements for handling complaints from parents about the provision made at the school? |
| ***Complaints Procedures:***  Any matters of complaint from parents try to be dealt with effectively and efficiently. In the first instance, parents are encouraged to speak to their child’s class teacher where hopefully the issue can be resolved. If parents are still unhappy an appointment is made with the SENDCo and/or the Head teacher where the issue can be discussed further.  In the event of the issue failing to be resolved, the chair of Governors Mr Alan Hurst will happily meet with parents where hopefully the issue will be rectified. Minutes of all meetings are kept in school as a record of what has been discussed. |
| What are the arrangements for supporting pupils who are looked after by the LA and have SEN? |
| Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child’s educational achievement, wherever they live or are educated.  The authority must, therefore, give particular attention to the educational implications of any decision about the welfare of those children. The Children and Families Act 2014 amended the Children Act 1989 to require local authorities in England to appoint at least one person for the purpose of discharging the local authority’s duty to promote the educational achievement of its looked-after children, wherever they live or are educated. That person (the VSH) must be an officer employed by the authority or another local authority in England.   * Social workers, VSHs, IROs, school admission officers, and Special Educational Needs and Disability (SEND) departments should work together to ensure that, except in an emergency, appropriate education provision for a child is arranged at the same time as a care placement. * All looked-after children should have a Personal Education Plan (PEP) which is part of the child’s care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 (paragraph 2) of the Care Planning, Placement and Case Review (England) Regulations 2010 as amended. The PEP must include the contact details of the VSH for the authority that looks after the child. * Ensure social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child’s PEP and how they help meet the needs identified in that PEP * Ensure up-to-date, effective and high-quality PEPs that focus on educational outcomes, and that all looked-after children, wherever they are placed, have such a PEP * Avoid drift or delay in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation. Where this requires negotiation with other authorities this should be completed in a timely manner and with the best interest of the child as paramount. * Ensure the educational achievement of children looked after by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare. * • Report regularly on the attainment, progress and school attendance of looked-after children through the authority’s corporate parenting structures. |
| **Children and young families Act 2014 – section 69. Section 6.2 of the code of practice** |
| **What are our arrangements for admitting a pupil with a disability?** |
| We follow policy laid down by the Local Education Authority (Stockport). We are always pleased to meet new parents in person and show them around. The Headteacher/SENCO will meet with you in the first instance so that we can do everything reasonably possible to meet your child's specific needs. You will always be welcomed!  We can also advise you on the application process if needed.  Please refer to the information on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Our Early Years teachers visit children at their Nursery/childminders or at home before they start our Nursery or Reception class. They talk to the nursery/childminder providers and parents about any concerns they may have. |
| **What steps have we taken to prevent disabled pupils from being treated less favourably than other pupils?** |
| **General duties**  **Public Sector Equality Duty (PSED)**  The PSED applies to all state funded schools, including Academies. This is a duty to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic, such as disability, and those who don’t. Schools must have regard to PSED in everything they do, so disability issues should not be treated in a separate silo.  All schools, including independent schools, must publish an accessibility plan that sets out how they will improve access for disabled pupils in the following areas:   * Access to the curriculum. * Improving the physical environment of the school. * Access to information, for example by providing it in a range of different formats. * Local authorities in England and Wales have a similar duty to publish an accessibility strategy. This sets out how they plan to improve access in maintained schools in the area. In England, the accessibility strategy may be available on the local authority’s ‘local offer’ site.   **Anticipatory adjustments**  Schools should be looking ahead at how they can do things differently for disabled pupils if necessary. They don’t have to wait until a disabled pupil joins the school. |
| **What facilities do we provide to help disabled pupils to access the school?** |
| * Our school is accessible to anyone with physical needs including wheelchair access and disabled parking bays. * A ramp provides access into the main reception area into school to ensure the site is accessible to all. * Ramps have been installed to provide direct access to all key stage 1 classrooms from the rear of the building. * One toilet has been adapted to ensure accessibility for visitors with a disability. * A room has been allocated in order to enable a safe place for insulin testing/injections. * Rainbow Room has been developed to improve inclusion for vulnerable pupils. * We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment such as slopping supports, use of ICT, use of hearing support services. * After-school provision is accessible to all children, including those with SEN. * In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations. * Extra-curricular activities are accessible for children with SEN. * The school has an outside learning area. * The school has an up-to-date accessibility plan which is considered each year and whenever there is building work   As a school, we are happy to discuss individual access requirements. Specific health and medical requirements will be discussed on an individual basis. Parents are welcome to enquire or visit at any time to discuss any concerns. |
| **What is the plan prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for: increasing the extent to which disabled pupils can participate in the school’s curriculum** |
| **Increasing the extent to which disabled pupils can participate in the curriculum.**   * The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation. |
| **What is the plan to improve the physical environment of the school to increase the extent to which disabled pupils take advantage of education and benefits, facilities and services provided/offered by the school?** |
| **Improving the physical environment of schools.**   * This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds, sound fields, communication aids such as ‘pass microphones’ and ‘Hush-ups’ on chair legs. The provision of ‘quiet’ areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils. |
| **What is the plan to improve the delivery to disabled pupils of information which is accessible to pupils who are not disabled?** |
| **Improving the availability of accessible information to disabled pupils.**   * This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This includes alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. We consider the pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. We reflect how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability. |

**The SEND Local Offer** provides information for parents, in a single place, which helps them to understand what services are available to support disabled children and children with SEND and their families.

This information sets out what is normally available in schools to help children with SEND as well as highlighting what support is available for families who need additional help to support children with more complex needs.

Stockport’s Local Offer provides parents and carers with information about how to access services in the region and what they can expect from those services. With regard to education, it allows parents, carers and young people know how schools and colleges will support them.

You can access the Stockport SEND site and see details of their Local Offer at www.Stockport.gov.uk/sendlocaloffer. For specialist autistic services and further information please follow the link below: <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=85CE2EC3070FFAB61769C0EC2F4F6922?localofferchannel=0>

**Section 19 of the Children and Families Act 2014:**

The Children and Families Bill takes forward the Government’s commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs and disabilities (SEND), so that services consistently support the best outcomes for them. The Bill extends the SEND system from birth to 25, giving children, young people and their parents or carers’ greater control and choice in decisions and ensuring needs are properly met.

**It reforms the provision by:**

Replacing statements and learning difficulty assessments with a 0-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets;

Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;

Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a local offer of support.