



## 1.1 Introduction – purpose of the toolkit

**“Special educational provision is underpinned by high quality teaching and is compromised by anything else”**

- Section 1.24, SEND Code of Practice 2015

In South Gloucestershire, we are committed to working together and in partnership with all agencies providing services to children, young people and their families.

The South Glos Way toolkit provides an evidence-based reference for schools and settings, following the principles of the graduated approach.

A range of professionals have contributed to the South Glos Way toolkit. This document provides advice and guidance to help educational settings, including early years’ providers, schools and specialist provisions to continue to build inclusive, enabling environments with understood processes and protocols that enable all children and young people with SEND, including some of our most vulnerable learners, to thrive.

Together, we have identified and agreed what effective, inclusive practice looks like – universal provision; high quality teaching that is adapted to meet the needs of individual learners. We believe that every practitioner/teacher is a practitioner/teacher of SEND and every leader is a leader of SEND. Our aim is that there is equity within and between our schools and settings in South Gloucestershire.

Leaders within the council, schools and settings, have worked together to agree systems to support the review of current provision ensuring all learners have access to universal, high quality teaching and a graduated approach that ensures learners with SEND have their needs assessed early and personalised support put in place.

The intention, through the toolkit, is to provide clarity and consistency when deciding the level and type of support a child or young person (CYP) with special educational needs may need. The guidance supports leaders and professionals in identifying need from first concerns to SEN Support, to more complex and specialist needs. Throughout this process, leaders and professionals will work together to agree what quality, universal provision and support should be in place throughout all schools and settings in South Gloucestershire, so that there is equity within our system and through mutual trust and collaboration we promote the very best, the most effective practice.

## **The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals**

This is a practical resource and evolving toolkit, providing school leaders Early Years Managers and practitioners with tools to support the 'assess, plan, do, review process'. The toolkit throughout focuses on leadership for inclusion with high quality teaching and intervention as central to all provision. The toolkit also supports leaders and practitioners in developing their own knowledge and understanding around special educational needs and disability (SEND) so that CYP's needs are accurately identified and effective provision planned.

There are five SEND School Clusters covering all six geographical areas of South Gloucestershire are central to this work, supporting groups of schools to work collaboratively together, developing, and sharing good practice. The key strategic outcomes identified for the SEND Clusters are:

- Better educational outcomes for children identified at SEN Support
- Earlier identification of need at SEN Support so that there is a reduction in requests for Education Health and Care Plans (EHCPs)
- Meeting the needs of pupils with behaviour that challenges in schools and reducing the number of exclusions

## **How could you use the toolkit?**

- To support working in partnership with parents and families; providing clarity and transparency when explaining provision, the setting/school is making
- To support teachers, practitioners, and setting/school leaders in the process of building on current good practice and to help schools and settings to develop systems, skills and structures for responding to CYP's needs
- To support leaders at all levels in the strategic leadership of SEND
- As an audit tool for individual CYP or for school and setting practice, so that leaders and staff can check that universal provision is in place and the graduated response is used to plan and review targeted support so that the very best provision is in place for CYP with an identified SEND
- A self-help guide for practitioners when considering provision
- Providing a point of reference for staff when deciding which level of the graduated response CYP are working at
- To identify gaps in provision or signpost to new ideas for working with CYP
- Used by the Local Authority to determine whether schools and settings are making appropriate provision to meet the needs of all children and to help determine whether schools and settings have taken sufficient, relevant and purposeful action before requesting additional resources
- To support newly qualified members of staff
- To identify areas for future training or continuous professional development