

Information on SEND processes and support:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Inclusion and Intervention Team duty number/email: **01908 657825/ inclusionandinterventionteam@milton-keynes.gov.uk**

Key documents:

- FACT/FACT Plus
- Good Practice Guidance For All Learners Through The Graduated Response – Minimum Standards



Milton Keynes SEND Local Offer

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Milton Keynes SEND Local Offer

Special Educational Needs and Disabilities

Local Offer search

Home > Schools and Lifelong ... > SEND Local Offer

- Health
- Education and SEND Support
- Tell us what you think
- Young people's local offer
- Social Care
- Early Years
- Leisure
- Support and Advice

SEND Local Offer

Milton Keynes' vision for children and young people with special educational needs and disability is the same as for all children and young people - that they achieve their full potential in early years, at school, at college, at home and out and about in the community to enable them to lead happy and fulfilled lives within a safe environment and where they have choice and control.

Top ten quicklinks

1. Education and SEND Support
2. Information for schools and settings (including FACT and FACT+)
3. EHC Needs Assessments
4. Health - ASD
5. Early Years
6. SEND Services
7. Children and Young people with SEND in Schools and Settings
8. Young people's local offer
9. Early Years information pack
10. SEND Area Inspection

Facebook

Milton Keynes SEND is on Facebook! Follow us at www.facebook.com/mksend

What is the Local Offer?

The Local Offer is part of the MKC website and contains all of the information regarding the provision for children and young people who have special educational needs and disabilities in Milton Keynes

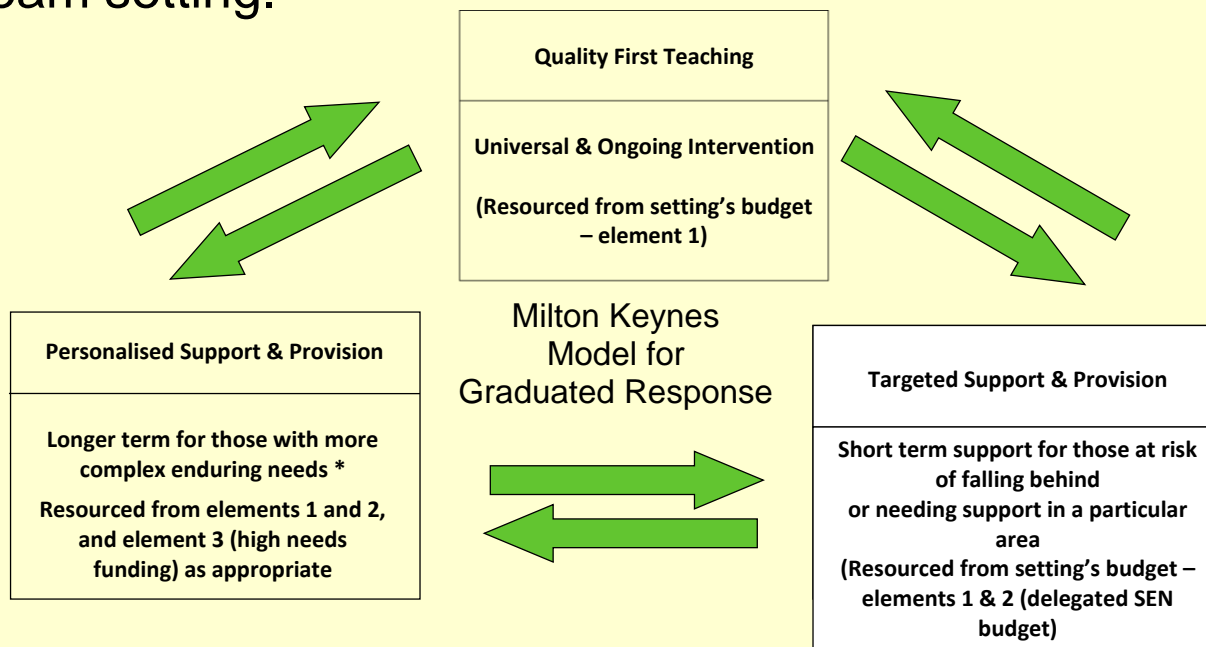
Who is the Local Offer for?

Everyone 😊

Parents, children, families and professionals can use the Local Offer to find advice, resources and information.

The Graduated Approach

The graduated approach ensures inclusive quality first teaching, evidence based targeted interventions and when necessary personalised provision. This collective approach supports the effective progress of **most** children and young people with SEND within their mainstream setting.



The Graduated Approach

- The **majority** of children and young people with special educational needs and disability will be supported within their educational setting through the **graduated approach**.
- Only a **small** minority of children and young people with **complex, long term** needs will require an EHC plan.
- EHC plan guidance has been developed and written.
- <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/education/ehc-needs-assessments>
- Parents and settings can make requests for an EHC plan assessment.
- Milton Keynes makes decisions within the SEND Inclusion Forum. The Forum consists of Head of Delivery (SEND) A specialist teacher, SEN Casework representative, School representatives and health colleagues.

The SEND Teams – Who we are

Caroline Marriott

(Head of Special Educational Needs and Disability)

SEND Casework Team

Children with Disabilities Team

Educational Psychology Team

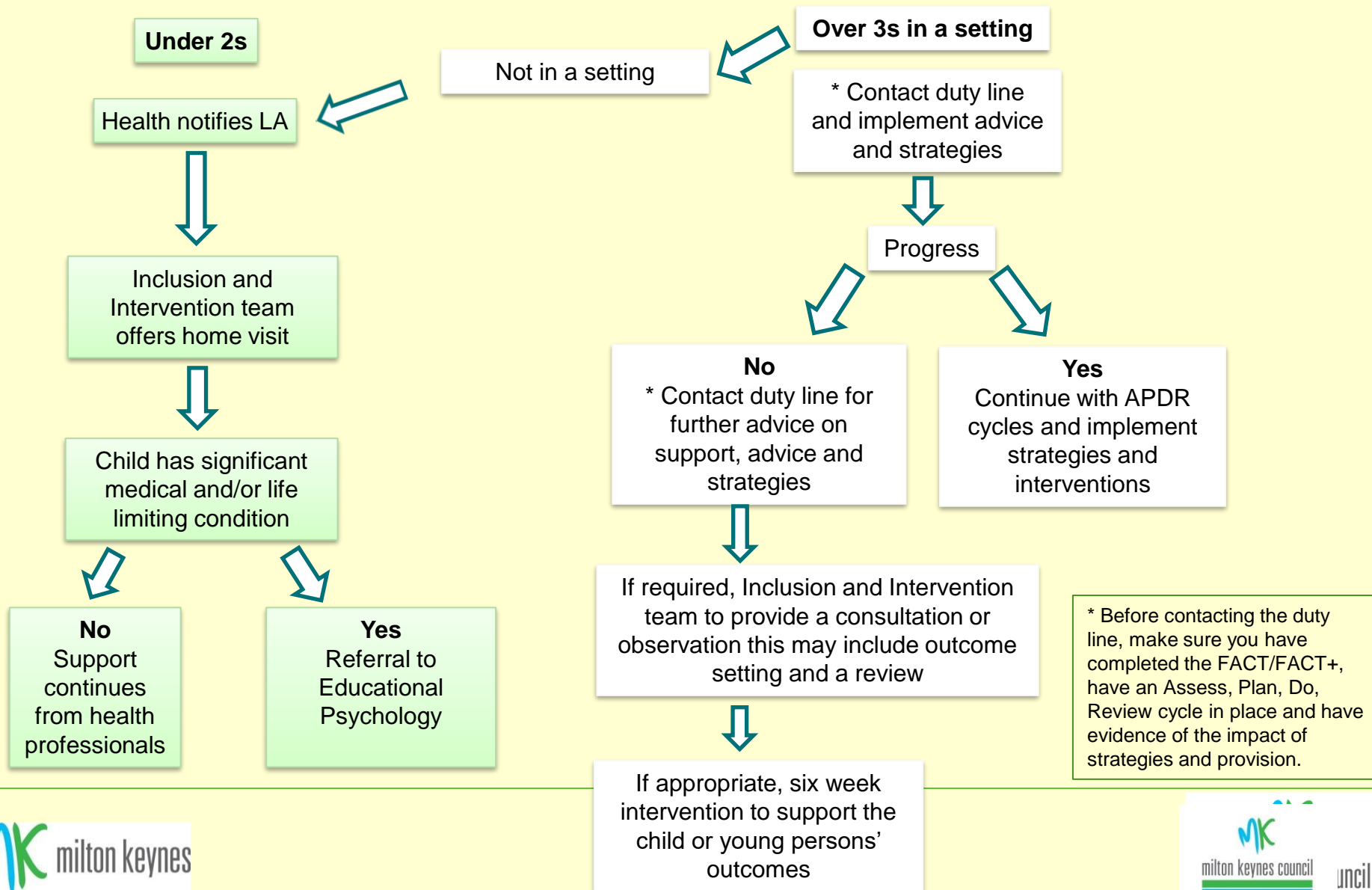
Sensory Specialist Teaching Team

Inclusion and Intervention Team

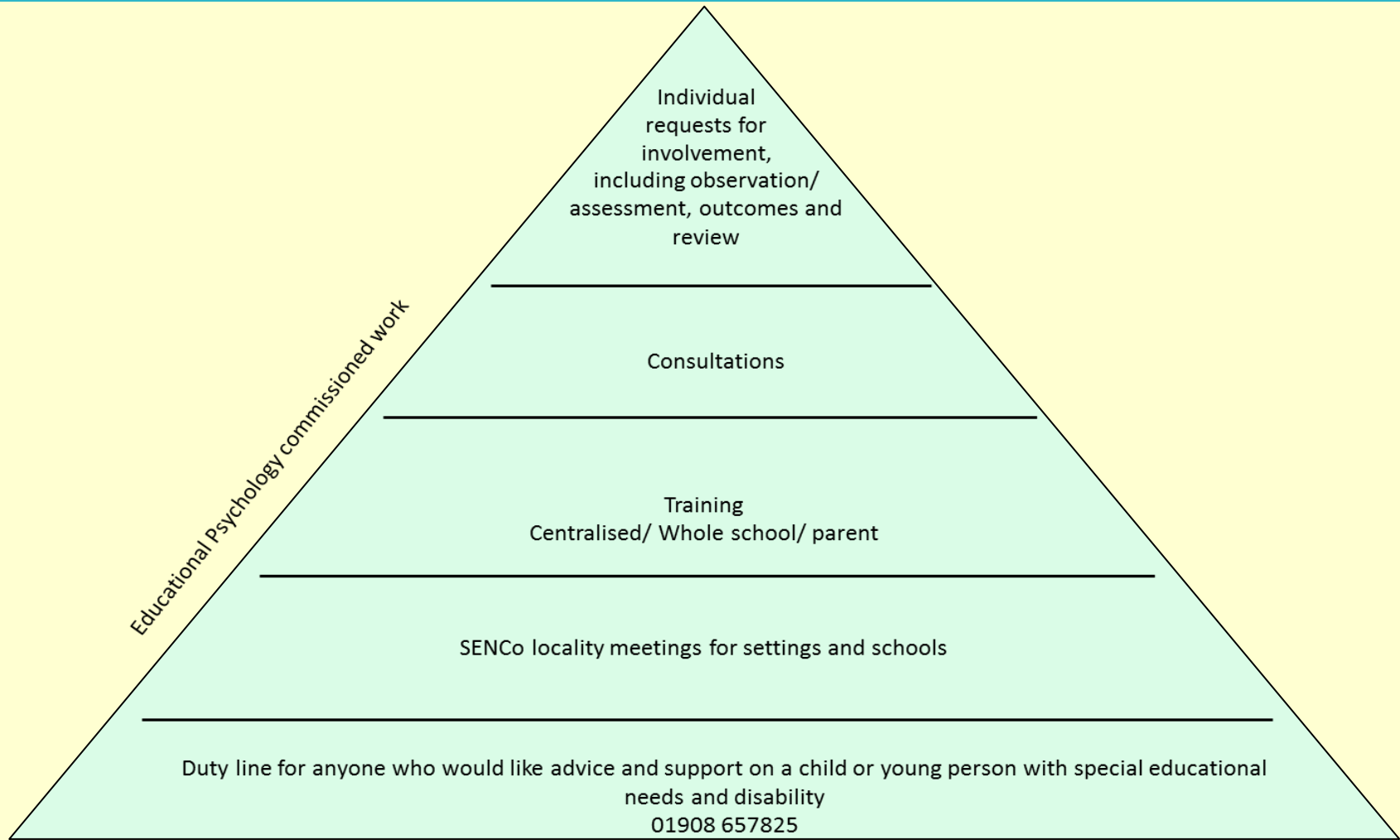
- SEMH
- Early Years settings and mainstream settings/schools
- Outreach team and support for children with EHCPs

Inclusion and Intervention Team (IIT)/Sensory Specialist Teaching Teams

- Work together with children, young people, families and educational settings, enabling children and young people with Special Educational Needs and Disability to enjoy and achieve in their learning whilst developing greater independence.
- The team works across Milton Keynes supporting children and young people from birth (sensory team), 2 - 19 years old (IIT).
- The IIT consists of **Specialist Teachers** and **Inclusion and Intervention Workers** who can work both in settings and homes.
- To ensure support at the earliest opportunity, we provide a duty line where we can provide advice, support and signpost as necessary. The **duty line** can be used by SENCos, professionals and parents/carers.
- Other responsibilities include overseeing the management of the **Local Offer**



Inclusion and Intervention Team - Support



Facilitate the statutory process around Education, Health and Care (EHC) plans for children and Young people from 0-25 including:

- New requests
- Writing EHC plans
- Interim and annual reviews
- Coordinate school admissions for children and young people with an EHC plan
- Coordinate the SEND Inclusion Forum for new requests and all associated decision making processes
- SEN Tribunals (SENDIST)

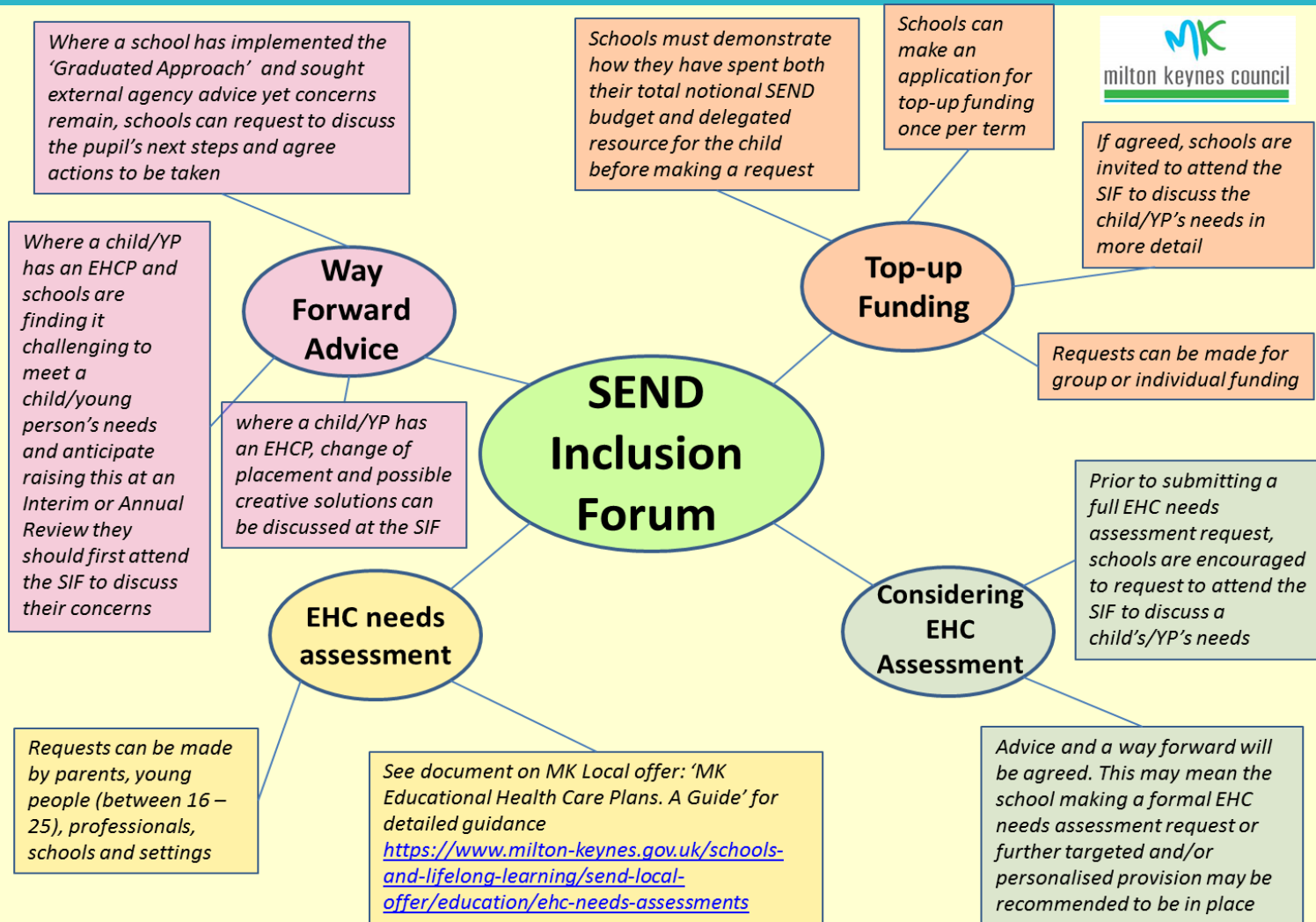
Educational Psychologists apply their training and knowledge of children's development, learning and behaviour, which includes social and emotional wellbeing, in the work they do with organisations, teachers, parents and carers.

- Educational Psychology Service have two elements:
 - Core work; which includes Statutory work as part of the Education, Health and Care Needs Assessment
 - Commissioned; where schools can buy in blocks of time from an Educational Psychologist based on their individual needs.

The Children with Disabilities Team

- The Children with Disabilities Team works exclusively with children who have profound and significant learning and/or physical disabilities or life-threatening illnesses and their families. There is a wide range of support available to families ranging from bespoke parenting packages to attending various professional meetings.
- We also offer a duty/signposting service to enable you to explore both specialist and mainstream clubs and social groups for your family to go to.

SEND Inclusion Forum (SIF)



If agreed, schools are invited to attend the SIF to discuss the child/YP's needs in more detail

Requests can be made for group or individual funding

Prior to submitting a full EHC needs assessment request, schools are encouraged to request to attend the SIF to discuss a child's/YP's needs

Advice and a way forward will be agreed. This may mean the school making a formal EHC needs assessment request or further targeted and/or personalised provision may be recommended to be in place