

What is the toolkit?

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This toolkit has been produced to support colleagues in meeting need and achieving the best outcomes for our children and young people. It will allow mainstream schools to understand what is expected of them, as well as identify additional avenues for support when the child/young person needs it. It is not a 'tick-list', and needs based approaches should be used.

Who can use it?

- **Parent/carers** can use this toolkit to better understand the resources available to providers
- **Schools** can use this toolkit as plans are made to meet pupil or student needs, and to understand what is expected of them. It is primarily aimed at both mainstream primary and secondary settings.
- **The Local Authority** can use this toolkit as part of decision making to understand whether in spite of the setting appropriately applying the Graduated Response, provision is needed for the pupil that is over and above what is ordinarily available.

Who has been involved in producing it?

The following toolkit has been produced with the support of SENCo's, Headteachers, Parent/Carers, Educational Psychologists, Specialist Teaching Services, SENA (The Special Educational Needs Assessment Department within Leicestershire County Council), the transformation unit and others. It has drawn on the existing local offer and the SEND Handbook, and must be read in the context of [The Equality Act \(2010\)](#), the [SEND Code of Practice](#), the [National High Needs funding approach](#), and the [Children and Families Act](#) and associated legislation and regulations.

"An inclusive school makes a massive difference to the life of the child with SEND, and to all the other children in the class who don't have SEND"

Primary SENCo

"It shouldn't be that children and young people with SEND are written off in mainstream settings. They shouldn't need to fit into the system, the system should work for them"

Parent/Carer

"Parents, carers and providers alike do not know what is reasonable to expect from their local settings and so lose confidence that mainstream settings will be able to meet the needs of their children and young people effectively."

Paragraph 17, SEND Green paper

Thank you to the following for their contributions to the best practice toolkit



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Glossary

AOT	Autism Outreach Team
CAMHs	The Child and Adolescent Mental Health Service
CYP	Children and Young People
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychology
KS	Key Stage
OT	Occupational Therapy
PECS	Picture Exchange Communicaton System
PEEP	Personal Emergency Evacuation Plan
SALT	Speech and Language Therapist
SEIP	Secondary Education Inclusions Partnership
SENCO	Special Educational Needs Co-Ordinator
SENIF	Special Educational Needs Intervention Funding
SMART Targets	Targets that are Specific, Measurable, Achievable, Realistic, Time bound
TA	Teaching Assistant
ToD	Teacher of the Deaf
QTVI	Qualified Teachers of Children & Young People who are Visually Impaired

