



We received a total of 5 responses

# APPENDIX 2 - Ordinarily Available Guidance and Profile of Need Consultation

## We asked

We asked for views on the draft H&F Ordinarily Available Guidance and Profile of Need.



## You said

All respondents felt that both documents were clear, comprehensive and accessible. Some were concerned about the level of need expected to be supported under SEN Support where multiple children may have needs in one class and the inconsistency in the current delivery of ordinarily available provision across settings.

You said	We did
ADHD is not referenced in the document	The ordinarily available guidance has been categorised by the broad areas of SEND need. ADHD is typically categorised under Cognition and Learning or Social, Emotional and Mental Health Difficulties. The strategies within these sections are expected to be ordinarily available.
Personal experience has found that the delivery of ordinarily available provision across schools is not consistent.	Setting this out formally provides everyone concerned with a shared understanding and set of expectations about provision that should be made for most children and young people with SEND. There will be an ongoing programme of work to embed this in H&F schools through workforce development, School Effectiveness monitoring and local area champions.
Concerned about the level of need expected to be support under SEN Support where multiple children require support in one class and the subsequent additional adults that may be required in the current economic climate.	We have made significant investment in creating Tier 2 SEN Support services with the intention to support school partners to meet a higher level of need. We will also be putting in place a local area Special Educational Needs and Disabilities Coordinator (SENDSCO) to support leadership teams across education settings in H&F to better plan at SEN Support and harness what is ordinarily available in embedding local area guidance.



**We received a total of 6 responses**

# SEND Sufficiency Review Consultation

## We asked

We asked for views on the draft H&F Special Educational Needs and Disabilities (SEND) Sufficiency Review.



## You said

All respondents felt that the review was clear, comprehensive and accessible and felt the recommendations were clear. Some responses raised the challenges of recruiting sufficient staff in schools and felt there was a need for specialist provision for those with ASC or ADHD who are academically able.

You said	We did
There is a need for a specialist provision for ASC/ADHD academically capable children	The resourced provision will be targeted towards those pupils who are able to access elements of a mainstream curriculum however their ASC impacts their ability to access a mainstream classroom. Resourced classes will have low pupil numbers and be specially adapted environments to support meeting needs e.g., improved acoustics / sensory environments.
Settings are often struggling to recruit suitable staff with sufficient expertise	We will work via the Learning Partnership, LA officers will continue to work in collaboration with schools to explore strategies to support recruitment and retention and develop teacher and support staff expertise.
The review does not include transitions across schools e.g. Nursery - Reception and Year 6 - Year 7 and associated information sharing between settings	Transitions has been addressed in the draft Ordinarily Available Guidance for settings establishing the expectations of all settings and expected strategies to ensure successful transitions for children and young people.
Outreach support for children with ASD is not timely	Recommendation four amended to include the sufficiency of timely ASD outreach support.
Further information in relation to SALT provision	We have made significant investment in creating Tier 2 SEN Support services with the intention to support school partners to meet a higher level of need. This includes the creation of a new Joint Communication Team who are working closely with school partners to build their skilled capacity in identifying and meeting speech, language and communication needs at SEN Support through a range of universal and targeted provision.