


Bury's SEND and Inclusion Support Offer 2025-26

	Universal	Targeted	Specialist
<p>Early Years SEND - offer available to EY settings including maintained and non-maintained nurseries, childminders, pre-schools, playgroups, Out of School Clubs and playschemes.</p> <p>Email EY.SEN@bury.gov.uk</p>	<p>EYs SEND Pathway –</p>  <p>Revised July 2024 EY SEND Pathway.docx</p> <p>To ensure children receive relevant support at the right time.</p> <p>(Subject to review)</p> <p>EYs SEND Consultation Sessions</p> <p>Conducted virtually, weekly and facilitated by the EY SEN team. Provides general early years SEND advice to EY SENCOs.</p> <p>EY SEND Networks</p> <p>Quarterly meetings to bring Early Years providers together to share good practice in relation to new initiatives, to inform best practice, and to receive local and national updates.</p> <p>GM Early Years Ordinarily Available Provision Framework</p> <p>Framework describing what should be available as part of basic good practice in any Early Years setting.</p>	<p>Early Years Multiagency Inclusion Panel</p> <p>This Panel meets on a fortnightly basis to discuss requests for Early Years Inclusion Funding. Email: EY.SEN@bury.gov.uk</p> <p>Portage Service</p> <p>A service for children from birth to 5 years old who live in Bury.</p> <p>EY SEND Quality Assurance Audit</p> <p>To support settings to evaluate the effectiveness of their provision for children with special educational needs and disabilities (SEND).</p> <p>SEND Transition support</p> <p>To support transitions from home to an early years setting, and from setting to setting (including transition into Reception).</p> <p>CPD</p> <ul style="list-style-type: none"> • Apprenticeship SEND Awareness training • SEND Practitioner Training 	<p>Annual Review and person-centred reviews support</p> <p>Guidance and practical support regarding person-centred approaches and annual review procedures. Statutory Assessment etc</p>

		<ul style="list-style-type: none"> Guidance and practical support for all SENCOs focussing on effective implementation of the Graduated Approach. 	
SEND and Inclusion Resources	<p>Local Offer Information about the provision that is available across education, health and social care for children and young people who have Special Educational Needs or Disabilities (SEND). Bury SEND Local Offer - Bury Council Email: send.localoffer@bury.gov.uk</p> <p>Bury OAIP & Integrated Graduated Approach Bury's local area partnership approach to delivering the graduated approach across education, health and social cares services includes Ordinarily Available Inclusive Provision (OAIP) guidelines which set out the provision that schools and post16 settings should have in place to ensure access to education for all children and young people. SEND Support Services - Bury Council</p> <p>Graduated Approach Toolkit An online document which sets out Bury's advice and guidance for</p>	<p>Multiagency Inclusion Panel This Panel meets fortnightly to consider applications for</p> <ul style="list-style-type: none"> SEN Support Plus funding (top up funding to support the delivery of additional targeted intervention over and above the cost of delegated funding) Medical Funding (top up funding to meet the provision outlined in a Health Care Plan over and above the cost of delegated funding) Funding for specialist medical equipment for children without an EHC Plan (funding to help with the costs of medical equipment) <p>For further guidance and forms: Finance and Personal Budgets - Bury Council</p>	<p>Support for children subject to an EHC Plan A termly meeting with settings to discuss annual reviews where there is an escalation of need and/or barriers to delivering provision. Email: ehc@bury.gov.uk</p>

	<p>fulfilling the statutory duties set out in Section 6 of the Special Educational Needs and Disabilities (SEND) Code of Practice 2015.</p> <p>Bury SEND Graduated Approach Toolkit - Bury Council (contensis.com)</p>		
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<p>SEND and Inclusion Services to Schools</p>	<p>Communities of Practice Each community will benefit from a rich and responsive package of support, including:</p> <ul style="list-style-type: none"> • Training for staff and leadership • Casework and direct work with children and young people • Support for families and wider community groups • Coaching and group consultation with CEPS and Outreach <p>This model is designed to foster stronger relationships, shared learning, and more joined-up working across services, ensuring that every child and young person receives the right support at the right time.</p>	<p>Outreach Team consultation Consultation and advice with a specialist officer regarding individual pupil needs at SEN Support. Email: inclusionsupport@bury.gov.uk</p> <p>Neurodiversity in Schools project Partnerships for inclusion of neurodiversity in schools (PINS) programme - GOV.UK</p>	<p>Outreach Team casework Consultation with a named specialist officer where there is significant change in individual pupil needs. Email: inclusionsupport@bury.gov.uk</p>
<p>Continuing Professional Development</p>	<p>Induction programme for new SENCOs A series of 6 sessions for new SENCOs to outline local systems and priorities for SEND. Email: inclusionsupport@bury.gov.uk</p> <p>Bury's SENCO Network A half-termly forum for school SENCOs to find out about local</p>	<p>Emotional Literacy Support Assistant (ELSA) CPD (1 year course) ELSAs are trained and regularly supervised by Educational Psychologists. The course is 6 full days, for TAs/ HLTAs/ support staff and covers many areas from emotional literacy to active listening. ELSAs must be supervised regularly by the</p>	

	<p>and national SEND priorities and to share local practice in delivery of the graduated approach. The first half of each term is a centrally delivered session to all Bury schools. The second half of each term is delivered in locality of areas, via our communities of practice model, in groups of up to 17 schools.</p> <p>The SEND & Inclusion Team offers a range of CPD programmes focussing on key areas of need identified through the Communities of Practice. This work encompasses the wider work of the Priority Impact Plan and The SEND Workforce Development Strategy.</p>	<p>Educational Psychologists who trained them, four half day sessions. Ceps@bury.gov.uk</p> <p>Emotionally Friendly Settings CPD</p> <p>EFS is a whole-setting approach to supporting the emotional health and wellbeing of children and young people, staff and parents/carers. The EFS programme is available in schools who can then apply for accreditation. Further information can be found on the EFS website. Whole school programmes/accreditations - Bury Council EFS@bury.gov.uk</p>	
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<p>Vision & Hearing Impairment/Deaf Education Service</p>	<p>Referral and advice enquiries via hiteam@bury.gov.uk for hearing and VITeam@bury.gov.uk for vision.</p> <p>Padlet access to view key information:</p> <p>Click here to view our Vision Impairment Education Service Padlet – sharing key information with Parents and Professionals</p> <p>Click here to view our Hearing Impairment/Deaf Education Service Padlet – sharing key information with Parents and Professionals</p>	<ul style="list-style-type: none"> • Weekly pre-school group for VI/HI children on caseload who are not yet in school. • Half/termly events for Vision Impairment /Hearing Impairment Youth Group • Service attendance to Special Schools Therapist meetings <p><u>Partnership working</u></p> <ul style="list-style-type: none"> • Deaf and Hearing Impairment Team • Local and regional health professionals • Early Years Providers • Schools and colleges • School support networks • Education and Health Care Team • EP Service • Portage • Social Care Team <p><u>The service supports families to:</u></p> <ul style="list-style-type: none"> • Understand the implications of a vision/hearing impairment. • Help their child make use of their residual vision/hearing devices. • Learn about the different communication methods used by deaf people including speech and sign language. • Consider all available options when choosing schools for their children. 	<p>Vision Impairment /Hearing Impairment /Multi-Sensory Impairment caseload work:</p> <ul style="list-style-type: none"> • Individual specialist teaching. • Specialist HI Unit • Provision of specialist equipment modified teaching materials and specialist assistive equipment such as radio aids. • Monitoring how children use their hearing devices. • Ongoing assessment of language & communication development and functional vision. • Provision of specialist skills training - touch typing, mobility & independence, braille. • Additional specialist support during examinations and at times of transition. • Annual Review advice & reporting and attendance (as required) • CPD delivery across settings (Mainstream and Special: nurseries, primaries and secondaries) • Traded Service at Post 16, independent settings and OOB.
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