

The mission of the LGfL SEND team is to:

1. Develop and procure content that promotes the inclusion of pupils with SEND. Content will support the four areas of special educational needs and disability in the new SEND Code of Practice (which applies equally to mainstream and specialist schools across Primary and Secondary phases):
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental-health difficulties
 - Sensory and/or physical
2. Ensure that SEND content development is a response to the needs of schools. This is achieved by collating feedback from SEND staff via online questionnaires, termly bulletins and e-mails, and discussions at shows, conferences and schools.
3. Publicise LGfL tools and resources which support pupils with SEND at events including The SEN Show and BETT, and via termly bulletins, e-mail distribution list, social media and send.lgfl.net.
4. Inform the LGfL procurement and development process across all learning resources – mainstream and SEND-specific – to ensure the broadest range of pupils can access our materials.
5. Phase in SEND support and best-practice advice for all LGfL resources, using case studies to demonstrate the ways in which LGfL tools can be used to support pupils with SEND.
6. Develop materials in collaboration with key SEND organisations and experts.
7. Support key objectives within the new SEND Code of Practice, namely by:
 - considering the views of children and young people in LGfL content decision-making and production, and facilitating children and young people to express themselves effectively and meaningfully through the use of our resources and tools.

Updated: 24/03/2016

- supporting parents and carers by procuring or developing content that can support them and their children and young people at home, and by seeking their views to inform our resources where appropriate.
- placing the young person as an individual at the heart of SEND support materials. Materials must emphasise the importance of outcomes via focussed and tailored support.
- supporting high aspirations and outcomes for young people. Content should enable staff to effectively support pupils' progress and development and assist with high-quality teaching and differentiation, accommodating a range of learning styles. Materials should facilitate children with SEND taking part in school activities alongside children who do not have SEND.
- supporting a smooth transition to adulthood, by focussing on life and work skills when considering any development or procurement.
- reflecting in content design the joint planning and service commissioning that already exists between education, health and social-care providers. For example, staff such as occupational therapists will be consulted to support sensory integration and motor-skill issues, as will education professionals about curriculum materials.
- providing links to all London LA local offers of support for children and young people with SEN and/or disabilities (via send.lgfl.net).
- considering and where appropriate reflecting the graduated approach (Assess, Plan, Do, Review) to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus) and the new 0-25 Education, Health and Care (EHC) plan for pupils with more complex needs.

Updated: 24/03/2016