



**STOCKPORT**  
METROPOLITAN BOROUGH COUNCIL

# **STOCKPORT ENTITLEMENT FRAMEWORK: SUMMARY DOCUMENT**

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## INTRODUCTION:

In September 2018, Stockport had a 'Local Area SEND (Special Educational Needs or Disabilities) inspection'. This inspection report said that in Stockport, children with SEND and their families have a very different experience depending upon which school\* they go to.

After the inspection, Stockport created a Written Statement of Action (WSOA). One of the aims in this WSOA is: **'To ensure that there is a more consistent support offer across settings, schools and colleges for children and young people with SEND, particularly for those at SEN Support.'**

A document called the 'Entitlement Framework' has been written. It sets out what all schools should do to provide the best learning opportunities for children who have SEND.

The Entitlement Framework is based on the following beliefs:

- Everyone is responsible for SEND; every leader is a leader of SEND and every teacher is a teacher of SEND.
- Schools, children and young people, parents and carers must work together.
- Children should attend mainstream schools in their local community, wherever possible. Specialist schools should only be necessary for a small number of children.
- The needs of all learners must be identified as early as possible so that the right help can be put in place.

The Entitlement Framework links closely with the SEND Code of Practice 0-25 years (2015). This document says that all schools must 'use their best endeavours' to make sure that children with SEND get the support they need.

\*The word school has been used for setting, school and college.



## AIMS OF THE ENTITLEMENT FRAMEWORK:

'Our vision for children and young people with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.' (SEND Code of Practice 0-25 years, 2015).

We hope the Entitlement Framework will:

- Help schools understand different ways to meet the needs of all learners, so that all children in all schools can achieve their very best.
- Help senior leaders, governors and SENCOs (Special Educational Needs Co-ordinators) to develop good practice.
- Make sure that children's needs are identified at the earliest point to try and help families from reaching crisis point.
- Help parents/carers know what can be expected of all schools.

## THE ENTITLEMENT FRAMEWORK IS SET OUT IN 2 MAIN SECTIONS:

**Section 1: Universal Provision:** This section explains some of the basic classroom approaches and resources that all schools should be able to provide to help all children. This section links closely to the Equality Act (2010). This is a legal document which says: '[Schools] must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers...' – this means that schools must make those small changes that can make sure that all children can access school activities.

**Section 2: Emerging and Increasing Need:** This section provides a list of possible strategies for children who may have an SEN Support plan. These children probably need an approach that is **'...different from or additional to** that normally available to children ... of the same age.'  
(COP, 2015). Schools can use this section of the framework to consider additional and different ways to help an individual child.

The full version of the Entitlement Framework is available on Stockport's Local Offer at [www.sensupportstockport.uk](http://www.sensupportstockport.uk).

