

## **EXTRACT FROM PARTNERSHIP AGREEMENT - PARTNERSHIP OFFER**

Each SEIP will offer provision deigned to achieve the objectives set out in C1.1 above to include:

- a. Supporting the development of best practice in individual schools in this area of work through systems of advice and guidance, staff training and in school support.
- b. Facilitating schools in working together to create joint capacity to meet these needs (e.g. processes for managed moves, early intervention programmes etc.)
- c. Managing referral processes that aim to ensure that limited resources can be directed where the need is greatest and that ensure that thresholds for additional resources are consistently applied
- d. Supporting local schools in linking into multiagency working effectively particularly through the operation of effective Inclusion Forums
- e. Working with schools and the Authority to ensure that students whose needs are at a level of complexity that will require additional specialist support can access additional funding
- f. Creating and operating locally based provision to meet the needs of students who cannot be educated in mainstream settings – ensuring that all students referred access full time provision and receive a curriculum that addresses their general and personal educational needs.
- g. Working within the legislative framework for the provision of education in settings other than schools to support and develop a range of alternative provision across the county that will complement local provision.
- h. Quality assuring those settings that the SEIP uses in line with current Ofsted and DFE guidance, working collectively to develop, implement and share with schools and colleges a quality assurance framework.
- i. Offering advice to schools to support their direct commissioning of provision from settings other than schools in the locality
- j. Operating local processes to ensure that the county Fair Access Protocol is implemented effectively
- k. Participating in five partnership arrangements to support children and young people returning to mainstream schools from specialist settings.
- l. Participating in five partnership arrangements to develop support for children and young people who exhibit low levels of engagement in education as a result of SEMH issues.
- m. Participating in five partnership arrangements to develop effective ways to report outcomes for individual students that build on best practice in localities and to report on these.