**Local Offer review framework**

**INSERT the name of the reviewing local authority: Rotherham**

**INSERT the name of the Local Authority whose website you are reviewing: Bradford**

**INSERT the Local Offer website address:** [**https://localoffer.bradford.gov.uk/**](https://localoffer.bradford.gov.uk/)

**GUIDANCE**

* Please complete a review against all the categories providing a Yes (Y), Limited (L) or No (N) for each based on the requirements given. (Column 4 below). If there is a definite difference of opinion among your team you can provide a split assessment, e.g. Y/L – but please try to avoid this if possible.
* Provide comments against each category where relevant e.g. to provide an explanation of why a classification has been chosen, to highlight good examples and where information is missing and ideas for improvements. (Column 5 below). NB. It is really helpful to comment as it provides a good basis for discussion at the review workshop.
* The categories are based on the ‘Musts’ in the Code of Practice but a few key ‘Shoulds’ have been included at the end of the table.
* A supplementary pdf document accompanies this framework template, which includes the extracts from the Code of Practice that are referenced in this document (Ref. LNLO2).
* Please note that this framework is designed to help review elements of your Local Offer but by doing so it does not guarantee that your Local Offer is fully compliant.

| Ref | Category | ClassificationY, L, N (please delete as appropriate) | Y / N / L | Comments | Key elements to consider | CoP Ref |
| --- | --- | --- | --- | --- | --- | --- |
| ‘MUSTS’ |
| A | Local Offer available for those without internet access and for those with specific access requirements. | Y = Includes contact details and more than 3 options for those that have specific access requirements e.g. options to change language, easy print, increase font size, use sound etc.L = Does not have contact details and/or fewer than 3 options for those who have specific access requirements.N = None of the above found. | *Y* | Home page clear.Browsealoud button clear (nice visual of headphones), contact details provided – designated Local Offer Officer. Contact details are not as easy to find on a smartphone.EAL needs addressed through choice of language Translation /direction to use of translators.No clear way to change text on site other than through own browser.Reference to pocket sized overview booklet – would like to see copy of this referred to on site with links, so professionals can direct parents/carers/those without internet access to this.Children and Young People’s buttons appear to be disjointed from the rest of the layout.***Bradford’s Response:****Browsealoud tool on the current website enables users to speak out text, colour change layout, easy read, text font change etc. We understand the current browsealoud tool installed within the current website is not clear to explain what the icon means, developments will be made to ensure this is accessible within the new and improved website available in May 2019.**Google Translate is provided within the LO main page at the top, however we understand this is not the most effective translator accessibility tool. The new website will include an accessible translator tool within the renewed contract with Browsealoud and be clearly displayed with instructions about how to use.**The LO pocket booklet can now be found on the main page. Developments will be made to the CYP section using key stakeholder feedback, including the disjointed CYP button size.* | Arrangements in place for enabling those without access to the internet to access the Local Offer information. Also includes how access for different groups is enabled e.g. those with EAL. | 4.62 |
| B | Comments, the local authority response and the actions they intend to take published on the Local Offer. | Y = Clear mechanism available for providing comments and feeding back. Information provided on when and where these comments will be published. L= Option to comment is via a general email only which is not clearly signposted on the site. N = None of the above found. | *Y* | Clear mechanism for providing comments via a LO email box. Annual report published re comments: ‘You said’ and ‘We did’. East Riding Peer review comments also posted on the site does not show outline development?Would be useful to also have direction to LA complaints box on council website, to give people alternative way to provide comments.Direction to SENDIASS would further enhance the usefulness of this section.Pages show when they were last reviewed.***Bradford Response:****Bradford has now included the responses and actions taken responding to the feedback comments received by East Riding LA in the Peer view within the website feedback page.**SENDIASS details and information and the council’s comments, compliments and concerns details have been added to this page in addition.* | A summary of comments and the response must be published annually.*(Ability to provide feedback and comments required)*  | 4.21/4.24 |
| C | In area education provision | Y = There is a list of education providers across the age range and a direct link from the Local Offer to the providers SEN information e.g. SEN information for providers is on the Local Offer site or a direct link to the information is provided **(a link to the standard providers homepage is not enough).** 4 providers across the age range to be checked for this, all of which have their SEN information on the site or a direct link to the information is given.L = List of providers available but less than 3 of the providers on the Local Offer site have the information or a direct link to the information.N = None of the above found. | Y | Find a service on the schools section very good.Overall, all information is included in the section, but it could be made easier to navigate and use. User needs to scroll down webpage to find the schools tab, which is in the midst of lots of other information. All Information under Education section is in alphabetical order, schools are down the list.Education providers – the site user needs to find schools at each relevant phase by using a filter. This takes a lot of clicks to find the information and could be presented in another format that is easier to navigate.Not all school links are working. The heading also states that it is ‘list of schools who have published their SEN information. All schools should publish this information. Schools school links are directed to general policy pages. FIS search for Early Years providers needs to provide more support to users to help identify what provision is required, if parents have no prior knowledge of provider types, to make it easier to navigate.***Bradford’s Response:****Bradford Council’s SEND & Behaviour Services Local Offer Team, IT and Commissioning team have awarded a contract to 6B Digital to improve and develop the existing Bradford Local Offer website using consumer key stakeholder evaluations, procurement and tender process for a more effective accessible and clear navigation route for its users by replacing the existing website platform with a commissioned website. The new website will look and be designed the way it looks now but have a much more effective clear navigation system alongside many other effective functions and filter searches for the user.* *Letters of compliance and agreement have been sent by the councils LO (via email and BSO) to all provisions within the Bradford Councils District Inc. those children we currently place out of area. Bradford provisions have a statutory duty to provide the LA LO with their schools and college’s local offer SEN Information report. The Local Offer provides 6 monthly update and reminders to all provisions to check their direct web link and send updates to the links when required. The Local Offer now uses a software tool called site improve to identify broken links and therefore we can get in touch with those provisions if their link is broken to provide us with an update. All provisions LO web links are now sent directly to the provisions school/college Local Offer SEN Information report/SEND page. Provisions that do not have a link, are written to remind them they have a statutory duty to provide this direct link on their LA local Offer website.* | To include education settings (early years, schools and Post 16 – including apprenticeships, traineeships and supported internships), where to find providers SEN Information reports and SEN services including early years. | 4.4/4.30/4.36/4.38/4.46 |
| D | Out of area educational provision  | Y = A link to Section 41. L = Some but not all of (Section 41) list included.N = None of the above found. | Y | Links listed. Education section could be made more user friendly, as per section C.***Bradford’s Response:****See section C response.* | The link to Section 41 and provision outside of the local area that the LA expects is likely to be used. | 4.30/4.39/4.4 |
| E | Out of area education provision included on the Local Offer in the same way as the in area education provision. | Y = One or more of the out of area providers included on the Local Offer in the same way as the in area education provision.L= Not an option for this category.N = Not found. | Y | Links listed. Education section could be made more user friendly, as per section C.***Bradford’s Response:****See section C response.* |  | 4.4 |
| F | In area health provision | Y = Information about health and links to health provision.L = Some information but very limited e.g. Only a link given to the main LA website.N = None of the above found. | Y | Information clear. Easier to search when using a mobile format. On the webpage format the Health section is the middle, due to list being in alphabetical order – needs to scroll down to find information. .This is confusing when also looking at the list on the left hand side of the page.Could not find palliative care information for under 18s. Transition information refer to social care ***Bradford’s Response:****See section C response.**Palliative Care information can now be found within Health services and existing education and social care transition information has been added to this section.* | To include information about support to settings on medical needs, therapy, mental health, wheelchairs and equipment, palliative care, continuing care and support for moving to adult care. | 4.40/4.30 |
| G | In area social care provision | Y = Information about social care and links to provision.L = Some information but very limited e.g. Only a link given to the main LA website.N = None of the above found. | Y/L | Information clear, but wordy in sections e.g. Early Help – need to think about end users. Children’s social care transition team links not working. Transition team information included, but access criteria needs to be clarified as not all children with SEN(D) will be eligible. Also needs to be more information about what children can receive from specialist provisions.Adult social care criteria currently being developed.Usability could be improved to make this section clearer.***Bradford’s Response:*** *The Social Care section has been developed Inc. eligibility criteria, specialist provisions, Early Help and team leads have been asked to review their content published on the Local Offer. The new and improved website live May 2019 will enable users to search and navigate the website much clearer.* | To include how to access social care services, childcare, leisure activities, support for moving to adult social care, support for living independently and the short breaks statement plus where the information on adult care can be found (under the Care Act 2014). | 4.4/4.30/4.38/4.42/4.44 |
| H | Requesting an EHC needs assessment | Y = Clear information about how to request an EHC needs assessment, this must be accessible to parents and young people. L = Information available but complex and not accessible.N = None of the above found. | Y | No obvious links to SENDIASS.Information could be organised to improve usability. Lots of scrolling up and down when in webpage format via Education section.The site uses videos effectively to explain EHCPs – good resource. Uses lots of downloadable information, rather than linking straight through to information.***Bradford Response****:**Developments have been made to make the information easier to find within sub sections. The new and improved website live May 2019 will enable users to search and navigate the website much clearer.* | Information on how parents and young people can request an EHC needs assessment. | 4.30/4.57-4.58 |
| I | Identifying and assessing SEN | Y = Clear information about how SEN are identified and assessed, this must be accessible to parents and young people. L = Information available but complex and not accessible. N = None of the above found. | Y/L | Good use of visual information. Easy to read parental information would also support this section.Could not find reference to Graduated Response to need linked to assessment. Only reference to appeal if a request for an EHCP is turned down.***Bradford Response****:**Developments have been made to make the information easier to find within sub sections. The new and improved website live May 2019 will enable users to search and navigate the website much clearer.* | To include arrangements for EHC needs assessments. | 4.30 |
| J | EHCPs | Y = Clear information about the EHCP (including timescales and process), this must be accessible to parents and young people.L = Information available but complex and not accessible.N = None of the above found. | Y | Information provided. Section could be sub divided to make it easier to read. Lots of layers to links - could be made more user friendly.Time scales could be made more explicit.***Bradford Response****:**Developments have been made to make the information easier to find within sub sections. The new and improved website live May 2019 will enable users to search and navigate the website much clearer.* | The timescales and process for an EHCP. | 4.58 |
| K | Personal Budgets | Y = A Personal Budgets local policy published on the Local Offer including who is eligible. Covering education, health and social care Personal Budgets.L = Some information but fairly high level and not covering all elements.N = None of the above found. | Y | Nice use of case study. Information could be made more user friendly by splitting into sections.Not easy to find out how to request a PB from social care or education.***Bradford’s Response:****The personal budgets section has been developed and spilt into sub categories being Education Personal Budgets, Heath Personal Budgets and Social Care Personal Budgets.**The Education Personal Budget information page’s content has been co-produced and reviewed with parent’s forum Bradford and Airedale members before publishing. Information includes how to request personal budgets from social care and education**Personal Budgets Q&A have been added to this section in addition.* | Information available about the option of having a Personal Budget including a local policy for Personal Budgets. | 4.58 |
| L | Travel  | Y = A link to a policy which includes information on travel to and from educational settings pre and post 16 (can be in one document but must set out policy for pre and post 16).L = Some information but fairly high level and not covering all elements e.g. only pre-16.N = None of the above found | NY | Policy out of date. Great information about getting about under Children and Young People Section. Could be linked to other sections i.e. Education to ensure that information can be found in different ways.***Bradford’s Response:****The Travel team have provided an up to date policy which is published on the Local Offer website.**We have not interlinked information for example from Getting around into education as per feedback from PC and CYP have suggested this is too confusing and sections should be kept separate as long as provided. As explained in previous responses the new commissioned IT web platform will support with navigation developments of the LO website.* | Arrangements for travel to and from education settings plus post 16 transport policy statement for 16+. | 4.30/4.48 |
| M | Phase transfer/higher education | Y = Information on support available to transfer between phases of education and support for HE including DSA.L = Some information but fairly high level and not covering all elements.N = None of the above found. | Y | Transition leaflet is a down loadable document. Would be useful to have information on how to prepare for transition to college for parents and young people, linked in education section more explicit, as well as in button on home page.Annual review information to support transition could be made easier to read.***Bradford’s Response:****Feedback has been provided to the Transitions services to develop a preparing for adulthood and transitions visual pathway for key stakeholders to access on the Local Offer. The SEND working group stream working group are working on this to develop a pathway with key stakeholder engagement.* | Support to transfer between phases of education and support for higher education including DSA. | 4.30 |
| N | IAS | Y = Clear information on IAS and how to access (phone number, website link etc.).L =No information or just a link to the IASS website.N = None of the above found. | Y | No obvious direct links on home page to SENDIASS/Parents Forum***Bradford’s Response:****We have now included this information within the main page contacts page and the stay in touch section on the main page. The new and improved co-produced website that will be live in May 2019 will make it easier for families to access specific information easily using a clear navigation and filter system.* | How to access IAS, parent forums and support groups. | 4.30/4.45/4.59 |
| O | Disagreement resolution, mediation, tribunal/appeals and complaints | Y = How to access these and rights.L = High level information only e.g. how to access not included.N = None of the above found. | Y | States contact individual services for complaints about services. Would be useful to make reference to general council complaints box and NHS PALS/SENDIASS more explicit***Bradford’s Response:****The Disagreement resolution, mediation, tribunal/appeals and complaints content page, contact page and feedback page will be developed to include the councils and NHS compliments/complaints information within those sections and the contacts page within the new website.* | How to access these and rights. | 4.30 |
| P | Accessibility | Y = LAs accessibility strategy published on the Local Offer.L = Not an option for this category.N = Not found. | No | Under review. Good clear information when this was last reviewed.***Bradford’s Response:****The Local Offer has brought this to the attention of the SEND Strategic Partnership Board and the SEND Transformation and Compliance Working group lead. Once the Accessibility Strategy is completed the Local Offer will publish.* | The LA’s accessibility strategy published on the Local Offer. | 4.30 |
| Q | What the LA expects education settings to offer | Y = Clear statement of what the LA expects settings to provide.L = High level information across age range only or some information not available.N = None of the above found. | N | Not provided in a clear format to answer question, with links to Graduated Response – wave 1, 2 3 etc.Referral to High Needs funding and how used.***Bradford’s Response:****A clear route and page direct to “What the LA expects education stings to offer” is now available and provides this information.* | The area wide offer – what the LA expects its educational settings to provide from within their budgets. | 4.32 |
| R | Preparing for adulthood | Y = Information relating to preparing for adulthood. L = High level information only.N = None of the above found. | Y/L | Found information, except explicit links to volunteering and wider engagement in the community or those who can access more mainstream opportunities. Good information about supported employment and links to NHS supported internships. Would be useful to see other internships developed. ***Bradford’s Response:****This section has been further developed to enable key stakeholders to find the information more clearly and work has been carried out with the Post 16, Transitions and Adults social care teams to provide further information about PfA. Research was carried out at that time to seek out further voluntary community organisations in Bradford providing services to support PfA.* | To include preparing for and finding employment, somewhere to live and participating in the community. | 4.52 |
| S | Local Offer in one place | Y = Local offer can be accessed all from one site e.g. any redirection takes you to the specific information/service you are looking for.L = Majority is in one place but some elements have to be searched for via another site e.g. LA main site.N = No Local Offer site. | Y/L | Some links away form site i.e. glossary***Bradford Response:****The new and improved website will live in May2019 and will ensure all information can be accessed from one site unless council services and partners are unable to provide the information to include within the LO website itself.*  | A single route to the information. | 4.1 |
| ‘SHOULDS’ |
| T | Usability and visual appeal | Y = Easy to find site, navigate through and a good search functionality available. Also the site is visually appealing.L = One of the above is missingN = None of the above | L | Good search functionEasy to look at. Certain sections more easy to see than others. There is a repeat of information in some sections and this is a little confusing. Not clear on the age group that the information relates to.***Bradford’s Response:****Bradford is aware of this issue from analysing feedback gained and have commissioned and awarded a web company to re-build the LO website to improve the accessibility and usability of the website as mentioned in other sections.* | Site is easy to find, use and search.  | 4.7 |
| U | Involving parents  | Y = Clear way for parent carers to provide feedback. An explanation of how parents have been involved/can be involved.L = Reference to involvement of parent carers but not explicit about how this has been done.N = None of the above found | Y/L | Not clear if there has been any involvement of parents /partners in the development and co-production.Not clear how young people have fed into local offer from feedback information – parents and carer’s feedback and young people feedback needs clearer links in overall feedback section.***Bradford’s Response:*** *The feedback page tab is now clear and located on the main page at the top. The Feedback-Co-production and feedback section displays pages about what feedback is, who is involved and how to be involved. In addition within this section are the annual reports Inc. what you said what we did to evidence the involvement work carried out.* |  | 4.8/4.9/4.10/ 4.11/4.12/4.13 |
| V | Involving children and young people  | Y = Clear way for children and young people to provide feedback. An explanation of how children and young people have been involved/can be involved.L = Reference to involvement of children and young people but not explicit about how this has been done.N = None of the above found | L | Not clear on detail. Videos show involvement but not sure that it actually states it anywhere.***Bradford’s Response:****The feedback page tab is now clear and located on the main page at the top. The Feedback-Co-production and feedback section displays pages about what feedback is, who is involved and how to be involved. In addition within this section are the annual reports Inc. what you said what we did to evidence the involvement work carried out.* |  | 4.8/4.9/4.10/ 4.11/4.12/4.13 |
| W | Transfer Plan | Y = Published transfer plan.L = Not an option for this category.N = Not found. | L | Plan referred to but no list of when conversions will be completed by. ***Bradford’s Response:****The website provided details of Bradford’s Transfer Plan and conversion timeline however the location and title of where this information page sat, has now been re-located and updated to make this information more accessible. The page is in addition referred to within the EHCP page.*  |  | As per previous guidance from the DfE (NB this is a should not a must) |