

TELFORD PARK SCHOOL



**The Telford
Park School**

SEN INFORMATION REPORT

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Head of School	Mrs H Rigby
Member of leadership team with lead responsibility for oversight and update of policy	Ms A Prosser - Director of Inclusion
Local Governing Body	Mr M Rogers
Date for policy review	September 2019

Telford Park School Special Educational Needs Information Report 2017 - 2019

Name of the school: Telford Park School.

1) Aims of our provision in regards to your child with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside your child who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To try our hardest to secure special educational provision for your child for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and your child’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support your child with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of your child.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - ❖ A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
 - ❖ Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of your child at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - o it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - o the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the

agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

At Telford Park School, during the past year, we have made various adjustments and changes to our provision of Special Educational Needs to achieve the best possible outcome for your child. We have provision in place for children with:-

- Visual Impairment
- Hearing Impairment
- Physical Difficulties
- Sensory Needs
- Autistic Spectrum Condition
- Attention Deficit Hyperactivity Disorder
- Attention Deficit Disorder
- Dyslexia
- Dyspraxia
- Dyscalculia
- Social, Emotional and Mental Health Needs
- General Learning Difficulties
- Speech, Language and Communication Needs

• We have continued to work closely with our partner Primaries to ensure a smooth transition and accurate identification of your child with SEND. Within Telford Park School, Staff have a clear route of referral to the Director of Inclusion for your child whom they think may need extra support. From then on in, your child's needs are assessed and a Personalised Support Plan is written. The Personalised Support Plan outlines recommendations and strategies which enable Staff to create the best learning environment for your child with SEND. Due to the

training that Staff receive, they are able to recognise the signs and symptoms of various conditions and will refer your child if they feel something needs investigation.

- Every child who is referred for possible SEND needs and those children already identified each have a meeting with the Director of Inclusion where they explain their view of their needs and how they think support would best be given. We firmly believe that involving your child in their education and their specialist support encourages them to engage with it more fully. Their views are represented on the personalised Support Plan and evidenced in their
- At Telford Park School, we have assessment reporting throughout the year and the Director of Inclusion assess and reviews your child's progress towards the academic outcomes. Alongside the academic tracking, we have staff who provide opportunities for social, emotional and behaviour support and who support the mental health of those student who need it.. Your child are referred, or can self-refer, to courses which support many social and emotional issues. Amongst the menu of support that we have run this year are: Self-esteem; Confidence building; resilience; managing worries; self-regulation; behaviour retracking; behaviour for learning; managing friendships. During our support, a mid-term and end review is conducted to make sure that your child is making progress towards the outcomes that were identified when they were referred. Each student is involved in setting the outcomes and participates in the reviews. Parents are kept fully informed of the work that is being done and are invited to contribute at any time. Parents have contacted the Director of Specialist Provision frequently and many productive meetings with parents have happened this year. Parents are a vital part of what we do and their input has proven invaluable.

4). How does our school know if children need extra help?

We know when a student needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, your child's previous school or your child themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Observation of your child indicates that they have additional needs.
- Yr 7 transition visits made to each primary school include discussions about your child's needs and the type of provision and support received during their primary school education.
- On entry into year 7 and for all in-year entrants, each students sits a baseline assessment which includes their reading, spelling and numeracy. The results of the tests are then analysed and your child is offered intervention to boost the areas of need. This is also where we pick up the possibility of dyslexia and screen for this too. Your child then has a personal interview to discuss what they feel are the problems for them and what support they need. Intervention is available for dyslexia support. In years 8 and 9, your child will be given a reading and

spelling test at the beginning of the year so that we may provide intervention when necessary. Your child will be screened on entry and then again on exit so that we may constantly monitor the effectiveness of the intervention.

5) What should a parent do if it thinks their child may have special educational needs?

- If you have concerns relating to your child's learning or inclusion then please contact Alison Prosser, Director of Inclusion
- All parents will be listened to. Your views and your aspirations for your child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

Within Telford Park School, Staff have a clear route of referral to the Director of Inclusion for your child whom they think may need extra support. From then on in, your child's needs are assessed and a Personalised Support Plan is written in the form of a Student Grab Sheet. The Personalised Support Plan outlines recommendations and strategies which enable Staff to create the best learning environment for your child with SEND. Due to the training that Staff receive, they are able to recognise the signs and symptoms of various conditions and will refer your child if they feel something needs investigation.

Every child who is referred for possible SEND needs and those children already identified each have a meeting with the Director of Inclusion or HLTA where they explain their view on their needs and how they think support would best be given. We firmly believe that involving your child in their education and their specialist support encourages them to engage with it more fully. Their views are represented on the Student Grab Sheet.

At Telford Park School, we have assessment reporting regularly and the Director of Inclusion assess and reviews your child's progress towards the academic outcomes. All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to your child with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team including the Director of Inclusion.
2. Ongoing assessment of progress made by your child with SEND,
3. Teacher meetings with the Director of Inclusion to provide advice and guidance on meeting the needs of your child with SEND,
4. Student and parent feedback on the quality and effectiveness of interventions provided,
5. Attendance and behaviour records.

- Your child with a disability will be provided with reasonable adjustments (such as laptops; OT equipment and services) to overcome any disadvantage experienced in school and to increase their access to the taught curriculum.
- Your child will have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Your child's attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly and intervention offered either in school or after school.

Action relating to SEN support will follow an assess, plan, do and review model:

1. Assess: Data on your child held by the school will be collated by the Director of Inclusion in order to make an accurate assessment of your child's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including you as parents and your child, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the Director of Inclusion.
3. Do: SEN support will be recorded on a School Support Plan that will identify a clear set of expected outcomes, which will include strategies to inform teaching staff how to attain academic and developmental targets (this may include for young people, targets around preparing for adulthood; raising self-esteem; self-management; resilience; self-censoring and protective behaviours.), these will take into account parents' aspirations for their child. You and your child will also be consulted on the action you can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. Review: Progress towards these outcomes will be tracked and reviewed with your child with their keyworker or the Director of Inclusion.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Educational Psychologist
2. Local Authority Support Services
3. Specialists in other schools e.g. teaching schools, special schools.
4. Social Services
5. Health partners such as School Nurse; Nurse for diabetes and Child & Adolescent Mental Health Service

N.B. For a very small percentage of children, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will your child be involved in decisions regarding provision that can better meet their needs?

For your child with EHCP, we write a personalised Learning Support plan. These are completed by your child themselves, with their keyworkers and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. The keyworkers will share this information with the relevant teaching staff on your child's behalf and a plan made with your child. Each term, this information will be reviewed and your child's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using your child's achievement levels, differentiating tasks to ensure progress for every student in the classroom.
- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. Strategies to do this are on the School Support Plan that is written for each student with additional needs and held centrally for all staff to access. Your child is flagged on the teachers' registers so that they are aware that they need to read the School Support Plan to inform them and to help them plan.
- In addition, if it is considered appropriate, your child may be provided with specialised equipment or resources such as ICT and/or additional adult help.

9) How will parents know how their child is doing?

- Assessment towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings.
- You may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- We operate an open door policy at Telford Park School, please do make an appointment at any time if you would like to discuss your child's progress with the Director of Inclusion. We value greatly the information that you can share with us about your child. Please contact the Director of Inclusion (01952 387400) who will arrange this appointment for you.

At Telford Park School we run jointly along with Telford Langley School Monthly Parent/Carer coffee mornings where as a group or individual you can discuss your child and their needs as well as gain the support from other parents who attend the group. This is supported by IASS

(Information Advice Support Service), PODS (Parents Opening Doors) the School's Educational Psychologist and other external agencies sourced by the school. You can also book appointments to meet with the Director of Inclusion or HLTA during the allocated parent's evenings.

10) How will parents be helped to support their child's learning?

Please look at the school website. It can be found at www.telfordparkschool.co.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class/subject teacher or Director of Inclusion may also suggest additional ways of supporting your child's learning. The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning, we also send out invitations to those parents of whom the children are receiving intervention. We regularly have workshops for parents that are designed to help you help your child at home, these include: helping my child to read at home; helping your child to spell at home; Dyslexia – what it is and how to support. We also have monthly support groups for parents of children with special educational needs. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the Director of Inclusion who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEN provision made for your child?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and your child on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for your child with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for your child.

This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide your child with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

- Small group evidence-led interventions to support student's well-being are delivered to targeted child and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.

We work hard to Understand and reduce the risk factors that can affect wellbeing, and help students develop the resilience to overcome adverse circumstances.

- Raise staff awareness about the widespread nature of mental health problems in children and young people, and the school's responsibility to identify them and intervene early.
- Base our response on a sound understanding of child and adolescent development.
- Help all students cope with predictable life changes and transitions, based on a sound understanding of child and adolescent development. Keep abreast of new challenges posed by information technology, such as cyber bullying.
- Ensure high-quality implementation of specific programmes and interventions.
- Explicitly teach social and emotional skills, attitudes and values, using well trained and enthusiastic teachers and positive, experiential and interactive methods and resources. Integrate this learning into the mainstream processes of school life.
- Ensure that there are robust policies and practice in key areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health.
- If your child is one who finds outside class times difficult, we provide a variety of Learning Support Base environments that offers alternative small group within the school. There are also staff within the team who also provide support in social and emotional health and well-being and provide a range of supports and interventions to suit each student personally.
 - We have a Behaviour policy to which we work, the pledge that we make is that
 - We will not accept bullying at Telford Park School.
- Our goal is to always to continue to ensure that Telford Park School is a safe, caring, respectful school.
- We agree that it is everyone's responsibility to stop bullying.
- It is up to each of us to make sure that bullying does not happen.

We will support our students to:

- Treat others with fairness and respect.
- Find ways to ensure that everyone can join in to their ability and level of comfort.

Speak out against bullying.

- Refuse to let others be bullied.
- Report bullying to an adult.
- Refuse to bully others.
- Be responsible bystanders who are part of the solution.
- Help everyone feel safe and comfortable at our school

13) Your child with medical needs (Statutory duty under the Children and Families Act)

- Your child with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, your child themselves.
- Staff who volunteer to administer and supervise medications, complete formal training and work closely with medical professionals who are involved in the medical care of your child such as CAMHs; Doctors.
 - All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting your child at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.
- We have an allocated Lead Administrator who oversees our care commitments to our children and who updates the Individual Health care Plans regularly with parents. She along with the Deputy head for Behaviour and Relationships also liaises with outside agencies to facilitate ongoing training on all the medical issues.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist. Awareness training has been provided to all staff on:

- How to support your child on the autistic spectrum
- How to support your child with behavioural difficulties
- How to support your child with speech, language and communication difficulties
- How to question students effectively to ensure efficient learning.
- How to support literacy within the classroom.
- How to support reading within the classroom
- How to differentiate work in lessons to secure progress
- How to assess students with dyslexia
- How to support learning using technology
- How to use questioning effectively to secure learning and progress
- How to use additional adults within the classroom.

Enhanced training has been provided to Lead Learning Support Teaching Assistants (LLSAs) and the Director of Inclusion on:

- Leading a Nurture Group
- Attendance at the termly SEND Network Update
- Attention Deficit Hyperactivity Disorder.
- Speech; language communication needs (we have a Lead Learning Support Assistant who is trained to offer intervention and support).
- Dyslexia
- Mental Health Support
 - Corrective Reader Training
- Literacy Support
 - Visual impairment support in the classroom
 - Hearing impairment in the classroom
- Lego – Build to express
- Selective mutism

- English as an Additional Language.

Specialist training has been provided to the Director of Inclusion on:

- The SEN Coordination award.
- The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual your child.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted children.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

16) How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

The school was opened in September 2015 and its accessibility for both visitors, employees and students meets requirements.

- Disabled parking spot marked and located near to the school reception, separate entrance for students who may need it as they have to be dropped off by transport.
- Ramps are in place to ensure easy access into school and to ensure the site is accessible to all.
- Toilets are available to ensure accessibility for visitors with a disability. Certain toilets have an integral wash and dry facility.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A variety of support bases has been developed to improve inclusion in the mainstream classrooms for vulnerable children. Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition.

- We have many partner Primaries and our transition arrangements cater well for SEND your child. This year, we held many extra transition visits for SEND your child to come along whilst the school is in session. The aim of this was for your child to meet others from other Primaries and to see the school in action. Every transition for a Year 6 student is bespoke and we made various personal arrangements for your child who needed more than the above.

For our Year 11 your child moving on to the next phase of their life, we worked closely with Future Focus who are the supportive Careers Service. We provided detailed information (with parents' and your child' permission) to further education establishments to support your child' s smooth transition. It was important for employers and colleges to have as much information about your child as possible so that they may fully access everything that is on offer to them.

The director of Inclusion visits the

- primary schools to meet the SENCO and year 6 teachers to complete a profile of your child before they arrive. Parents and carers are invited to come and meet with the Director of Inclusion in the second half of the summer term for individual chats and to set up a working partnership to support the children to a smooth transition.

For children who have an EHCP or a statement, we have a system of keyworkers. The keyworker will provide individual support to parents and children. They are the key link for us and they come into the primary schools for a few days in the last half of the summer term to work alongside your child to increase confidence, learn about them in school and provide a familiar face to look out for. Previous students have said that this has been very helpful to them. Parents are given the opportunity to come into school and meet the keyworker in the first week of school. We hope that this establishes a good supportive and working relationship. On entry into Telford Park School a School Support Plan is created for each student who need additional support to inform the teaching staff of needs. This is shared with parents for advice and guidance.

Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

19, How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of your child with SEND from a number of sources that includes:

1. A proportion of the funds allocated per student to the school to provide for their education.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of your child with SEND.

3. For those your child with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

- This funding is then used to provide the equipment and facilities to support your child with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)

2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)

3. Out of class support (relationship building, social, emotional skill development,)

4. Small group tuition to enable catch up (subject or targeted at additional need)

5. Specific support, advice and guidance is provided to parents and families to improve student's readiness for learning (relating to student's difficulties in attendance, behaviour, physiological and emotional needs etc)

6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)

7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)

8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)

9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)

10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)

11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support In addition:

- Your child Premium funding provides additional funding for your child who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, Director of Specialist Provision or a member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive?

- For your child with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the Director of Inclusion, class teacher and parent who will follow guidance provided by the Governing Body regarding SEND Funding deployment.
- For your child with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, Director of Inclusion or Senior Leadership Team member,
- during parents' evenings,
- meetings with support and external agencies.

In addition, our school has a forum for parents and carers of children and young people with SEND. All are invited to attend these monthly meetings to raise issues of concern and to ensure the school provision is responsive to student and family needs.

21) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The Director of Inclusion,
- The Head of House,
- For complaints, please contact the School Governor with responsibility for SEND. His name is Philip Hamilton and he can be contacted through our Head of School's PA Miss Penny Jolley

22) Support services for parents of your child with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

23) Information on where the Local Authority's Local Offer can be found.

There is a link on the website to the Local Authority's Local Offer which provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It is there to help families, individuals, groups and organisations find information so that you have more choice and control over what support is right.

References Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting your child at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>