

Information Report 2024-2025

St Philip's C of E Primary School.



Headteacher – Miss R Moulden

Leeds Road, Nelson, Lancashire. BB9 9TQ

Website: www.st-philips.lancs.sch.uk email: head@st-philips.lancs.sch.uk

Telephone: 01282 614463

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Kerrie Davis

Contact details:

email: Kerrie.davis@st-philips.lancs.sch.uk. Telephone: 01282 614463

Please contact the office for further information about the school and to arrange a meeting with class teacher, head teacher or SENDCo, in the first instance.



1 - Although based from a different LA, a very informative clip.

Further information on Lancashire's Graduated Approach can be found [here](#), and in the relevant section of this document.

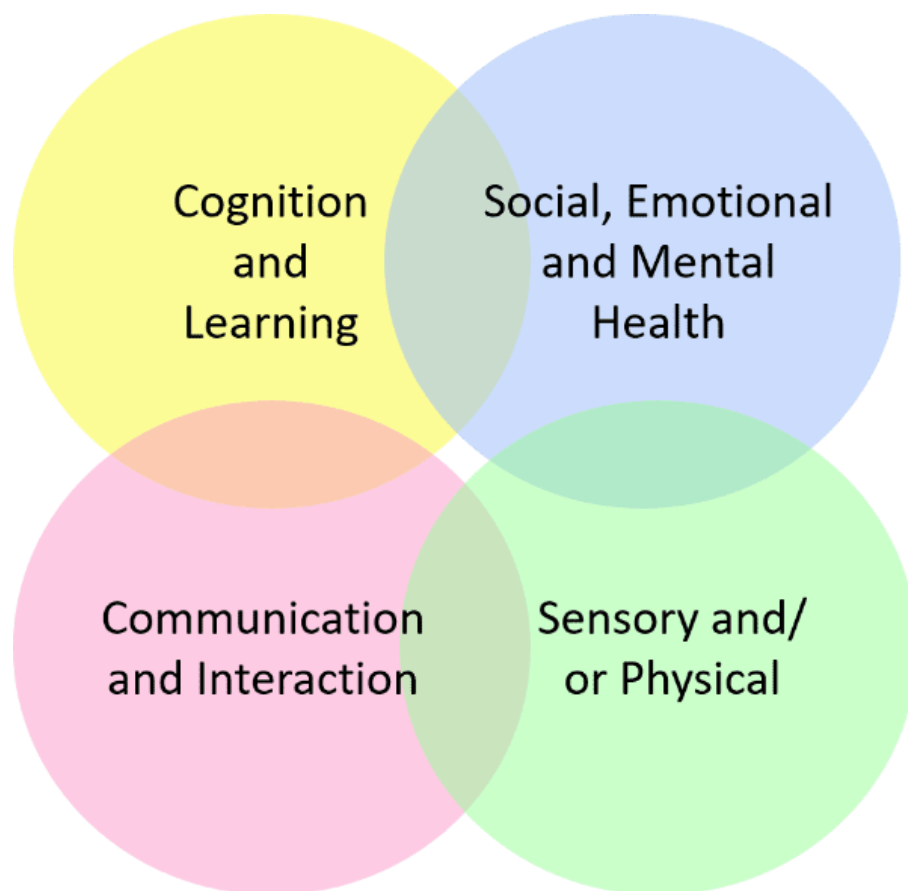
Lancashire's Local Offer is available [here](#).

God is love, and all who live in love live in God, and God lives in them.' 1 John 4:16

"We love to learn, we learn to love,

with Christ as our guide, we love and learn together."

The kinds of SEND we provided for.



Nelson St Philip's Primary is one form entry, Church of England, mainstream school. We are an inclusive school, aiming to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2015*. We aim to actively include children with a broad range of special educational needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress.

HOW WE IDENTIFY SEN

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly, and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored with regular updates between teacher and parent/carers.

At Nelson St Philip's we have children with a range of SEND. We provide support in many different ways to ensure that all have access to a broad and balanced curriculum. Additional needs maybe in one or more areas as set out in the SEN Code of Practice, 2015.

Cognition and Learning

www.PSDgraphics.com



Cognition and Learning

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaptation. This includes children with Specific Learning Difficulties such as Dyslexia (specific difficulties with reading or spelling), Dyscalculia (specific difficulties with Maths) or Dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map called a Pupil Overview of Provision (POP) for each of the children in their class that require additional support, this is then monitored by the SENDCo.

Social, Emotion and Mental Health Difficulties



For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We also offer Emotionally Based School Avoidance support. We involve outside agencies such as ELCAS (East Lancashire Child and Adolescent Service), Child Action NorthWest (CANW) and other specialists if necessary.

Sensory or/and Physical Needs



We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum and/or environment in order to make lessons and learning opportunities accessible to all. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At Nelson St Philip's, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity for all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Nelson St Philip's provides a very nurturing environment for all children.

Who should I speak to about my child's special needs?



Class Teacher

Always discuss any concerns about your child with the class teacher first of all.

Responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Educational Needs/Disabilities Coordinator (SENDCo) know as necessary.

Writing Pupil Overview of Provision (POP), sharing and reviewing these with parents and pupils at least once each term and planning for the next term. .

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special Educational Needs Coordinator (SENDCo) and Headteacher

Responsible for:

Developing and reviewing the school's SEND policy coordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are:

Involved in supporting your child's learning,

Kept informed about the support your child is getting,

Involved in reviewing how they are doing,

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

Once a child has been placed on the Special needs register, school will monitor his/her progress and liaise with teachers about the type of support that can be provided.

You can contact Miss Moulden or Mrs Davis via the school office on: 01282 614463

SEND Governor

Our SEND Governor is: Miss Shelia Spencer

Responsible for making sure that the necessary support is given for any child who attends the school, who has SEND.

You can contact them through the school office – 01282 614463

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Nelson St Philip's, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child consistently performing below 'age related expectations' levels or equivalent (e.g. percentile rankings).
- Concerns raised by a parent/carer.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment through the specialist teacher
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

At Nelson St Philip's, the attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers. This process is overseen by the Headteacher and SENDCo who analyses the data. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENCo. The targets of children who have Pupil Overview of Provisions (POPs) are reviewed termly and teachers are formally asked at these key points of the year to reflect upon the progress of children on the SEND Register and to identify any other children of concern.

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo or head teacher as applicable. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.



Regular dialogue between teachers, teaching assistants and the SENDCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEND Register is discussed in detail to inform future provision and priorities. Where concerns have been raised, the child may be added to the SEND Register at the 'Expression of Concern' level so that their progress can be closely monitored and additional support can be put in place as necessary.

The SENDCo would liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place.

These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

If you continue to be concerned that your child is not making progress, you may wish to speak to the special educational needs/disabilities coordinator (SENDCo) Mrs Davis.

The school's SEN Governor can also be contacted for support through the school office.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

At Nelson St Philip's we believe that children should play a major part in the target setting process and are involved in planning and evaluating their POPs (Pupil Overview of Provision). Furthermore;

- Teachers will share targets with the children, and they will be involved in setting and agreeing their POP targets
- Learning objectives will be discussed daily with the children during work linked to their targets
- Children will be invited to annual review.
- Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child.

Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the POP.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parents are welcome to come into school to discuss any concerns they have with their children. Alternatively, teachers may invite parents into school to discuss concerns about the children's education. This may also be discussed at parents evening and would then be passed onto the SENCo.

Arrangements in place for children receiving SEND support -

- 1:1 meetings with the Class teacher and SENDCo to discuss specific needs
- SENDCo is available during the week to discuss provisions with parents and class teachers
- SENDCo will complete 1-1 meetings as part of an annual review
- Arrangements for reviews of educational needs or EHC (Education Health Care) plans – Annual reviews take place for those children who have EHC plans:
- All relevant parties are invited to attend and to make contributions during the review process
- Written advice is requested from all parties
- The Teacher, Child and SENDCo review POPs (Pupil Overview of Provision) termly and shares with parents, who are then invited to make their own comments about the progress of their child which is recorded on the POP.

- Progress and attendance is recorded on the child's POP to support the SENDCo in monitoring progress and impact of intervention.

How will the curriculum be matched to my child/young person's needs?

If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the adapted approaches which are provided as part of high quality, personalised teaching.

As part of the new Code of Practice 2015, we will engage in the four-stage process: **Assess, Plan, Do and Review.**



Assess - take information from parents or carers, class teachers and their assessments and the child where appropriate.

Plan – identify barriers to learning, intended outcomes and details of support. This information will be recorded on a POP which will be reviewed at least termly.

Do – provide the additional support. The class teacher is responsible for working with the child on a day-to-day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

This additional support will be tailored to meet the child's needs and will target the area of difficulty.

These interventions may be within class, with a small group of children with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc.

While the majority of children will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Resources and extra support will be assessed and provided for if required, for individuals based on their needs.

How accessible is the school environment?

- Our school has an adopted accessibility policy. (available on the school website)
- Most areas of the school are accessible by wheelchair. Ramps are provided near stepped areas.
- Accessible toilet facilities are available within school.
- If you have specific access queries or concerns please speak with us.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities? How is the decision made about the type and quantity of support my child/young person receives?

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by adaptive teaching that is used across the school. To ensure personalised learning takes place, lessons are structured to provide a varying range of activities. (Quality First Teaching).

Class Teachers have responsibility for enabling all pupils to learn. To achieve this, they:

- have high expectations of all pupils plan appropriate work / activities for their pupils,
- ensure that support is available for all children (inclusive 'quality first' teaching) adapt the curriculum to take account of different learning styles, interests, abilities,
- ensure that all children can be included in tasks / activities monitor individual progress,
- celebrate achievement,
- identify those children who require additional or different support in order to make progress,
- set targets on POPs and discuss these with pupils and share them with parents,
- Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Support in the classroom,
- Focused withdrawal support from the classroom 1:1 tuition,
- Small group support.

This support may be provided by Teaching Assistants, Teachers, SENDCO or external agencies.

The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher,
- support the teachers in enabling children with SEND to have access to an appropriate curriculum,
- encourage and promote independence for the children,
- liaise with the Class Teacher,
- help to prepare resources and adapt materials,
- lead interventions to close the gap for children experiencing difficulty promote the inclusion of all children in all aspects of life at school.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

ASSESSMENT



The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'. At Nelson St Philip's our priority is to ensure that all children, including children with SEND have access to good or outstanding lessons which are appropriately adapted to meet the needs of individual children.

We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

- **Assess:** The class teachers and if necessary, the SENDCo or professionals from external agencies, assess the needs of the individuals.

- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.

- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, picture cards, sensory equipment etc.

Through consultations with teachers, TAs, parents, children and the Headteacher/SENDCo decisions are made regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEND within the school. Teaching Assistants are allocated carefully according to their skills and the needs of the children.

Children's progress is measured, at least termly by the Head teacher/SENDCo during Pupil Progress Meetings with the class teacher, to inform the level of provision which is required.

- School Governors are also involved in the monitoring process.
- PIVATs 5 are used to assess children with SEND who are working below age related expectations, which measures their progress in small steps
- Adjustments may be made to their 1-1 support/intervention programmes as their needs change
- The SENDCo monitors progress throughout the year and reviews the SEND register termly.

What training have the staff supporting children/young people with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?



All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENDCo to monitor impact.

All staff are given regular SEND updates and support from the SENDCo alongside the specialist teacher within cognition and learning.

The SENDCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff.

Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had Epipen training through the School Nurse or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a child in school.

If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from our own specialist teacher, the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.

These outside agencies will be contacted by the SENDCo, GP or the Parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Change can be challenging for all children, particularly children with SEND. Therefore, at Nelson St Philip's we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

Joining our school:

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting or at home and the children come into school for an induction period. In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENDCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEND is part-way through their school career, we will arrange for parents to meet with the SENDCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes:

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transferring to a new school:

Moving on to secondary school can be an exciting but daunting time for all children so at Nelson St Philip's we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENDCo will arrange an extra visit to the secondary school. If a child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school.



How will my child/young person be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

The school offers a variety of after school clubs. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

What support will there be for my child/young person's overall well-being?



Nelson St Philip's is a very nurturing school, and we understand the importance of children's emotional and social wellbeing.

Where difficulties persist, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from the Local Authority, Behaviour Specialists, Clinical Psychologists and Educational Psychologists.

All children have access to a worry/grumble box as an alternative strategy for letting adults know if they are upset. We abide by our Christian values which are central to school life.

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the Head teacher.
- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.

- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- Most staff hold first aid qualifications, which are updated regularly.



This is a collection of downloadable self-help guides that we really like, and hope may be useful to you. Some are aimed at adults but the ideas and suggestions in them can still be relevant for young people and parents. If you click on the image, it will automatically download the PDF from its source and the credit will link to the originators main website.

[East Lancashire Child and Adolescent Services \(ELCAS known as CAMHS\)](#)

[CAMHS Resources](#)

These are videos on a wide range of topics that provide information about mental health and well-being.

[CAHMS Videos](#)

Further links to refer for support.

[Young Minds](#)

[Childline](#)

[Talk Zone - Lancashire's confidential advice and support for young people and their families.](#)

You can talk to somebody directly 24 hours per day at:

- Lancashire and South Cumbria Mental Health Helpline: [0800 953 0110](tel:08009530110)
- ChildLine (free 24 hour helpline) [0800 1111](tel:08001111)

Healthy Young Minds – Lancashire and South Cumbria CAMHS Thrive Redesign Website for children, young people, parent, carers to access advice and support regarding mental health issues. Includes self-referral form for ELCAS

- Website: www.healthyyoungmindslsc.co.uk. Parent helpline: 0808 802 5544

Minded - MindEd is a free educational resource on children, young people, adults and older adults' mental health. There are dedicated sections for parents and carers who are concerned regarding their child's mental health. MindEd offers tips on parenting, advice and information from trusted experts and parents working together. MindEd is also an e-Learning resource for professionals across health, social care, education and youth justice settings.

- Website: <https://www.minded.org.uk/>

ADHD Northwest – Offer support for children, young people and their families who are affected by ADHD.

- Tel: [01254 886886](tel:01254886886)
- Website: www.adhdnorthwest.org.uk

[Family Autism Service - Spring North](#)

Enquiry contact number: 01254 244706

[National Autistic Society](#)

[Lancashire South Cumbria Autism Unlocked](#). Free advice, support and guidance on Autism.

Molehill Mountain is an app, co owned by Autistica and Kings College London that can be used to explore the causes and symptoms of anxiety.

[Molehill Mountain App information](#)

[Parent information - Emotionally Based School Avoidance.](#)

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- The Head teacher/SENDCo monitor the progress of all children every term, to measure the amount of progress made by each individual.
- POP monitoring, regular evaluation and updating of children's individual targets with teacher's parent and pupil voice sought termly.
- SEND workbook scrutiny
- Pupil Progress Meetings
- Tracking with PIVATS/Boxhall/AET progression framework
- Annual reviews with parents, child and outside agencies if applicable.
- SEND report to Governors, termly
- Parent and SENDCo 1:1 meetings
- Review of the interventions in class, termly both with progress of data and with narrative progress from the teacher

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Nelson St Philip's has a specialist teacher/SEND consultant in regular attendance. They oversee the specialist provision for the children with SEND, carries out diagnostic assessments when necessary and supports the SENDCO.

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse,

ELCAS otherwise known as CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?



Please speak to the class teacher in the first instance

General information relating to SEND can be found on the school website and in the SEND policy. This can be found on the policy page of the school website [Nelson St Philip's CofE SEND](#)

Further information is available from the SENDCo/Head teacher, or, in exceptional circumstances, the SEND Governor.

The school has a complaints policy, which is available on the policy page of the school website.

You might also wish to visit the following websites:

- Lancashire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: [Lancashire's Local Offer](#)
- Lancashire Information, advice and support: [SEND IAS](#)

Contact IPSEA (Independent Parental Special Education Advice) [IPSEA](#)

Where can I find the contact details of support services for the parents of children/young people with SEND?

The Independent Advisory Service (IAS) formally Parent Partnership Service can also provide information, support and advice to parents or carers about their child's special educational needs.

To contact them please call 0300 123 6706 or visit;

[Independent Advisory Service](#)

[Lancashire's directory for Family support aged 5-11 years](#)



Where can I find information on where the local authority's local offer is published?

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.



[Lancashire County Councils Local Offer](#)