

Lancasterian Primary School



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SEND Information Report March 2021

Welcome to our SEND Information Report which aims to inform parents and young people about the provision available at Lancasterian Primary School for students with special educational needs and disabilities (SEND). The Governing Bodies of all maintained schools have a legal duty to publish an Information Report on their website about the implementation of the school's SEND policy. This report will be reviewed and updated annually. This report was reviewed in March 2022 and will be reviewed again in March 2023. This report was also written in conjunction with **Lancasterian Primary School SEND Policy**.

Lancasterian Primary School's SEND Information Report sets out in one place what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Haringey Local Authority also publishes a Haringey Local Offer, <https://www.haringey.gov.uk/children-and-families/local-offer> setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP).

You will also find information about:

- where to go for advice and guidance on SEN and Disability matters
- leisure and recreational activities for children with SEND
- arrangements for resolving disagreements and mediation

The purpose of our SEND Information Report

The purpose of our school's SEND Information Report is to inform parents and carers about:

- how we welcome children in our school with special educational needs and/or disabilities
- how we support them in all aspects of school life and remove barriers to achievement
- how we work in close partnership with parents/carers and children and other agencies such as therapists and educational psychologists
- how we provide effective provision for all children with special educational needs and disabilities

We will keep our SEND Information Report and Policy under review, by asking parents and children what is working well and what they want to improve. If you require any further information please contact:

Angela Fitzgerald, SENCO, and Assistant Head for Inclusion inclusion@lancs-pri.haringey.sch.uk

From Jan 2022- Dec 2022 **Rachel Turnbull Acting Assistant head for inclusion** rturnbull2.309@lgflmail.org

Our Vision

Lancasterian Primary School is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best and have the potential progress
- become confident individuals living fulfilling lives
- make a successful transition into Secondary School and adulthood, whether into employment, further or higher education or training
- have a right to a broad, balanced, and relevant curriculum whatever their circumstances or abilities
- we know that the earlier we identify special educational needs and provide support, the more successful our children will be
- our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children with SEND in our school

We will use our best endeavours to make sure that a pupil with SEND gets the support they need. This means doing everything we can to meet a pupil's special educational needs. Inclusion, is the foundation of our school values.

We will always involve parents and children in planning and reviewing progress, as set out in the **SEND Code of Practice 2015**. We know that parent are the first educators of their child - we need their knowledge to plan effectively.

We value high-quality teaching ("Quality First Teaching") for all learners and monitor the quality of teaching and learning in the school.

We are committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the **Equality Act of 2010** so that students can access and benefit fully from the curriculum in its widest sense.

What type of school are we and Ofsted rating

We are situated in the heart of vibrant Tottenham. Lancasterian Primary school is a maintained two form entry primary school for children aged 3 to 11 years. Each class has up to 30 pupils.

Lancasterian Primary school was graded as **GOOD** in our most recent Ofsted Inspection in May 2017.

May 2017 OFSTED report noted:

'Parents, pupils and staff overwhelmingly agree that the school is welcoming and inclusive'.

'The progress of pupils who have special educational needs and/or disabilities is improving and becoming more even between those requiring additional support and those who have education, health and care plans. Staff better understand the needs of these pupils because teachers work well with support staff to make sure that teaching provides the level of challenge and support these pupils need. Parents are happy with this support and have worked with the school to improve the attendance of pupils who have special educational needs and/or disabilities'.

Types of SEND we can provide for

Lancasterian is a mainstream school and welcome children with a wide range of special educational needs and disabilities to our school such as:

- **Communication and interaction**
E.g. speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- **Cognition and learning**
E.g. Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia. Moderate learning difficulties (MLD) and severe learning difficulties (SLD) such as global developmental delay.
- **Social, emotional, and mental health difficulties (SEMH) ***
E.g. attention deficit hyperactive disorder (ADHD), depression, anxiety, eating disorders, attachment disorder.
- **Sensory and/or physical needs**
E.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) or epilepsy.
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Please note that we may not be able to admit children who require highly specialised care, such as children with profound and multiple disabilities; but will consider each case individually and do our best to accommodate all pupils.

*The Pastoral care lead oversees the wellbeing, development, and progress of children with SEMH difficulties. Unless these difficulties are impacting on the child's learning then the SENCO would monitor wellbeing, development, and progress.

How do we know of a child has special educational needs - Our policy for and assessing children with SEND

All teachers at Lancasterian Primary School teach children with SEND. All staff at Lancasterian Primary School recognise the importance of identifying SEND early and ensuring effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils. We assess each pupil's skills and attainment levels when they first come to the school. This builds on the information from the child's previous early years or school where appropriate and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on.

Where children already have their SEND diagnosed or identified, we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

In addition to this we also:

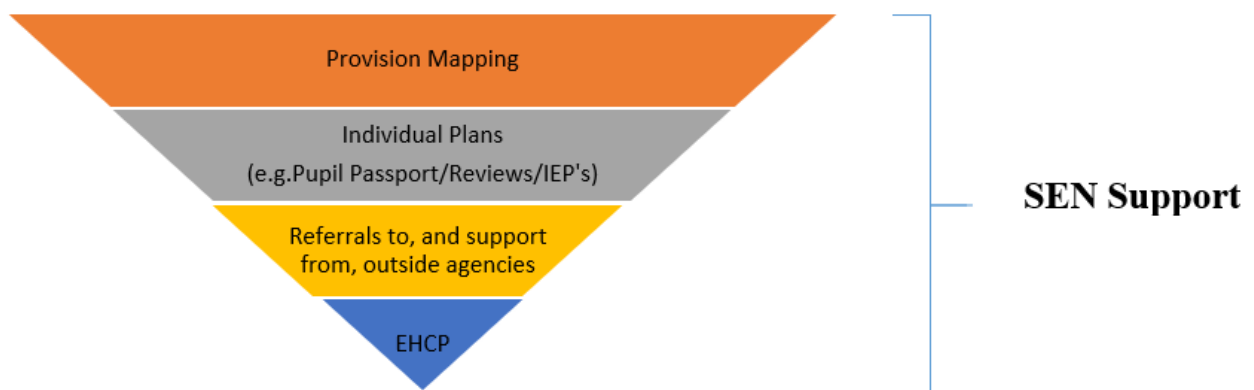
- Monitor each child's progress at formal Pupil Progress Reviews, which are held three times per year at the beginning of each new term. The school SENCO and Inclusion Manager attends all these meetings and reviews a pupil's previous progress and attainment and the pupil's progress in comparison to their peers and national data
- The child and parent's experience and views
- Screeners, assessments, and observations are used by the school to identify if a pupil has special educational needs
- Assessments from outside agencies may be sought to give a clearer picture of the child's needs and how best to support them

If you are concerned about your child and think they may have special educational needs. You should speak to your child's class teacher first. If you continue to have concerns, then please contact **Angela Fitzgerald, Special Educational Needs**

Coordinator (SENCO) and Inclusion Manager or Rachel Turnbull, Special Educational Needs Coordinator (SENCO) Acting assistant head for inclusion

What we do to support children with special educational needs/ disabilities and Education and Health Care Plans (EHCP)

Most of our pupils with SEND have their needs met as part of high-quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school. If a pupil is identified as having special educational needs, their class teacher and the SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting our core offer or whether something different or additional is required. Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum. This is also used for children who have fallen behind and need a boost to accelerate progress. For some children this support will remove the need to be identified as SEND on the school register.

Individual Plan (Pupil Passport): This contains a profile and an action plan listing the goals and provision to meet the SEN. It also includes parents and pupil views.

Referrals to, and support from, outside agencies: Where the school and parents feel that a higher level of support is required a referral may be made to an outside agency to assist us in putting in the best provision to support a pupil with SEN. This may include the speech and language team or Educational Psychologist. We can then put into place expert advice and recommendations.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Haringey can be found on the council's website. Parents and carers can also request access to further support by emailing Haringey on sen@haringey.gov.uk

Education Health and Care Plans are issued by the Local Authority where necessary, and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

What is the school's approach to teaching pupils with SEN including different types of support or strategies?

First and foremost, all pupils, including those with SEN, will have access to a broad and balanced curriculum and Quality First Teaching provided by your child's class teacher.

Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEND of pupils in mind, including specific strategies to support your child to learn which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers.

Teaching will build on what your child already knows and will use different ways of teaching: mixed ability groups; working in pairs; independent working; ability grouping to support learning. Teaching staff always aim to match the work given to pupils with their ability to do it. Some children will benefit from working in a smaller group on specific work to help them make progress. These groups, (often called 'Intervention groups') may be;

- run in the classroom or outside the classroom
- run by the class teacher or most often a teaching assistant who has had training to run these groups

- wherever possible intervention sessions take place outside daily English and Maths lessons
- closely monitored to ensure that (where possible) children do not miss opportunities to progress in the foundation curriculum subjects due to interventions.

At Lancasterian we have a wide range of literacy, maths and speech and language-based interventions which provide additional support for our SEND pupils.

Other strategies include:

- provide visual resources to support learning
- rearrange the layout of the classroom
- create a quiet area in the school
- buy specialist Apps and ICT software to support with learning
- specific resources and strategies will be used to support your child individually and in groups
- Teaching Assistants with the relevant and appropriate training can adapt the teachers' planning to support the needs of your child where necessary
- personalised timetables and programmes of work are written to support your child which means sometimes they will work with the rest of the class, and at other times they will work on a parallel curriculum individually or with a small group of children working at a similar level

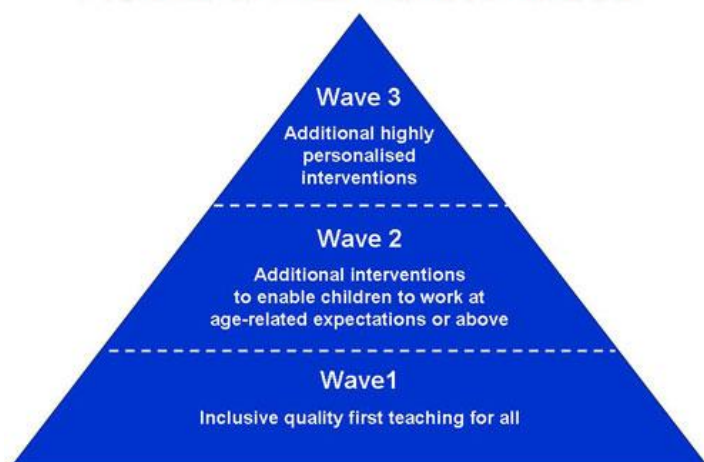
Some children will need to be referred to an external professional so that we can access support and advice from them. This is usually the case when first quality teaching and intervention groups have not helped your child make enough progress.

- Parents need to give their consent before a referral can be made.
- This can include Educational Psychologists, Speech and Language Therapists or Occupational Therapists or the Language and Autism Team (LAST).

If your child is identified as having severe, complex and lifelong learning needs the school may need additional financial support from the Local Authority (LA) to enable your child's outcomes to be met. For your child this would mean:

The school (or you) can request that the LA carry out an assessment of your child's needs. This is a legal process which sets out the amount of additional support and funding required for your child to reach their desired outcomes. This support is provided and set on in an Education, Health and Care Plan (EHCP).

Waves of Intervention Model



Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

We provide additional support for pupils with SEND to be able to access assessments, including SATs tests, when needed. This includes extra time, prompting, readers for Maths, Reading and Writing tests, scribes, enlarged print for the visually impaired etc. We are able to support the administration of medication if it is recommended by health professionals.

In considering what adaptations we need to make the SENCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Types of specific interventions and teaching strategies offered

Please note not all interventions are suitable for every child as they may have specific criteria they may need to meet.

Social and Emotional

- Play Therapist 1 day/week
- Haringey mental health and well-being team- Haringey Trailblazer Team 1 day/week
- Support from external agencies - this is accessed when the child needs more specialist help
- Whole school behaviour system
- Positive behaviour strategies – Golden Certificates and pupil dojos (individual points)
- Golden Rules/ Growth mind set reminders
- Peer mediators during play and lunch times in all playgrounds
- Interventions e.g. Social Skills/ nurture groups
- 1:1 and small group work with the Pastoral Manager and School Learning Mentor
- Referral to CAMHS for specialist diagnosis and strategies to use in school

Speech, Language and Communication Skills

- Therapy and interventions from Speech and Language Therapy Service once a week
- Implementation of their programmes by trained TAs
- Communication in print
- Symbols and pictures to aid instructions and communication
- Small group social skills – turn taking, sharing, playing fairly
- Visual timetables
- Interventions e.g. Speech link, Talk Boost and Language for Thinking

Literacy (Reading, writing, spelling)

- Small group support in class
- SEND friendly resources – coloured paper, bigger lines, pictures, word mats, use of ICT
- Awareness of learning styles – Visual, auditory and kinaesthetic approach
- Daily 1-1 reading for those that need it Interventions include e.g. Read Write Inc, Phonics groups, 1:1 teaching, inferential training, Project X reading programme

Numeracy

- Interventions e.g. Max's Marvellous Maths
- Additional concrete resources and visual support
- Use of ICT programs and APPS

Physical development (including Medical needs)

- Welfare Assistant
- Access to the school nurse
- Referral to OT and Physio
- Finger grips and writing slops for handwriting
- Posture and balance cushions
- Weighted equipment
- Implementation of Health Care Plans
- Interventions e.g. Motor Skills United, Happy Hands, Handwriting without tears, Disco

What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

Every pupil in our school has their progress reviewed regularly and this information will be shared with both parents and pupils. The school regularly monitors all children's attainment and progress through:

- Daily monitoring and assessment in class
- Regular assessed pieces of work
- Moderation/discussions with other members of staff
- Termly pupil progress meetings with the Senior Leadership Team
- Termly meetings with the class teacher and SENCo
- Additional discussions with parents as required and requested by the school or parents/carers.

We will communicate this with you by:

- Parent consultation meetings/SEND review meetings
- Seeing parents at the end of the day
- Pupil passports outlining a child termly learning targets
- Organise meetings if concerns have been raised usually arranged by the SENCo in conjunction with the Class Teacher
- We provide an annual report at the end of the school year

Where a pupil is receiving SEN support, whether through informal discussions or more structured meetings, we provide feedback to parents more regularly. We may contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns, or observations. We also have a review meeting frequently. Some pupils with SEN may have more frequent reviews if they are required.

In addition to discussions at Pupil Progress Reviews teachers also meet with the SENCO at least once a term to discuss progress against targets and ways forward for individual children. This information is then discussed with parents/carers and the pupils, considering their views. For those children with a higher level of need, including those with an Educational Health Care plan, these meetings are held with the SENCo. Additional staff, such as support staff, are also usually present and where appropriate other professionals involved in the child's learning plans. At these reviews a discussion will take place around:

- what is and is not working well for the child
- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer-term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff, external professionals and parents.

How does the school evaluate the effectiveness of its SEND provision?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. We use our data monitoring process, including SEN progress data from Target Tracker, pupil progress reviews, SEN reviews and interventions to collate, review and monitor individuals. Both the attainment and the progress of SEND pupils is monitored to ensure that although the national average may not have been reached, there is a progress towards closing the gap between current attainment and age expected levels.

The SEN pupil as 'vulnerable pupils' are a standing item on the agenda of every Pupil Progress Meeting and all meetings related to progress data and raising standards throughout the school. Where professionals from health or social services are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective. The SENCO and the head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

What extra- curricular activities are available for pupils with SEN?

Our school has extra- curricular activities including sports clubs, music clubs, dance clubs. The current list of activities for this term and the year ahead is available through the school office. **Please note during COVID these clubs were temporarily suspended.**

We try to make sure that all pupils with SEN can engage in these activities of the school alongside pupils who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN, the school will normally be able to make alterations if required.

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip for year 6 pupils. Where necessary we will involve parents of pupils with SEN in the planning of school trips and residential trips to assess the benefits and risks and identify how the needs of individual pupils can be best met. Parents are often invited to school trips to provide an appropriate level of supervision and ensure safety and well-being of all.

What equipment and facilities are available to support pupils with SEN?

- The school building is fully wheelchair accessible, including a lift to the second story where the Year 4, 5 and 6 classes are located
- Disabled toilet facilities are available for pupils and adults
- We ensure that equipment used is accessible to all children regardless of their needs
- We will always endeavour to ensure that before and after school provision and extra-curricular activities are accessible to all children including those with SEND; this will be assessed on a case-by-case basis and adaptations will be made where possible. In a small minority of cases, we may not be able to meet a child's need within this provision and this will be discussed with parents.
- Visual timetables are used as a whole school approach in setting out the sessions of the day and individual visuals are where needed to support transition and as a form of communication if required
- Devices for additional recording e.g. Cameras are available as required including SEN software, voice recorders to assist those with sensory processing difficulties
- We are happy to consider purchasing other equipment if there is an agreed identified need.

Who is the SEN Co-Ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO), Angela Fitzgerald and Rachel Turnbull, are qualified teachers working at the school who have responsibility for SEND. They work closely with the head teacher and governing body as well as all teachers. If you have concerns about your child, the initial point of contact should always be your child's class teacher. The Class teacher is responsible for:

- monitoring the progress of your child and planning for any additional help your child may need
- delivering and adapting a differentiated curriculum
- writing Learning Support plans, sharing, and reviewing these with parents once a term which is overseen by SENCo
- ensuring the schools SEND policy is followed in their classroom

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy

- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational Psychology services, health and social services, and voluntary bodies
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

If you are the parent of a child with additional needs and are considering applying for a place at Lancasterian Primary for your child, you may wish to contact the SENCO/Inclusion Manager to discuss his/her needs and how they could be met.

Angela Fitzgerald - Special Educational Needs Coordinator (SENCo and Inclusion Manager)

Email: inclusion@lancs-pri.haringey.sch.uk

Rachel Turnbull Acting Assistant head for inclusion Special Educational Needs Coordinator (SENCo and Inclusion Manager)

Email: rturnbull2.309@lgflmail.org

Phone: 020 8808 8088

You can request a meeting with the SENCo by email.

Who are the staff members supporting the children with SEND and what training do they have?

The SENCo's job is to support the class teacher in planning for children with SEND. The SENCo has completed the National Award for SEND (NASENCO) and regularly attends external training to further her skills and knowledge of supporting children with SEND.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Autism, Speech language and communication training. This support is followed up by demonstration sessions, shared teaching and observations.
- We run whole school training on SEND issues, specific training for teachers and support staff and individual and small group training. These INSET sessions are both internal and external and are delivered by the SENCO and a number of other specialists e.g. Haringey Language and Autism Team, Occupational Therapist.
- Outside experts such as Educational Psychologists, Occupational Therapists, Speech and Language Therapist and the Autism Team provide teachers and support staff with expert advice to help support children who have been assessed in school.

What are the arrangements for consulting and involving pupils with SEN in their education?

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Termly pupil surveys
- Regular pupil discussion/ interview groups with the Senior Leadership Team and subject leaders

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include pupils with SEND in planning how best to support them and reviewing their progress. This may include the use of questionnaires, story boards or social stories to help the child access. All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these.

How are parents involved in school life?

We believe in working with parents/carers as partners and we hope that our parents will share that belief. There is a school website which is kept up to date and weekly newsletters emailed to all parents and carers. The Headteacher, Senior Leadership Team and the SENCo/Inclusion Manager are all available and extremely approachable at any time. If, for any reason they cannot speak to you at a given moment, then they will always make a further appointment with you or the school office can make an appointment for you. There is a Parent/Teacher Association and parents and carers are represented on the school's Governing Body. Letters to parents and carers are written in plain English. We also have a group of bi- and multi-lingual staff and parents/carers, who offer translation and interpretation in community languages for parents and carers who need help with English.

What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns, as soon as they arise, and not wait for the next formal opportunity to meet. If you have something to ask us or tell us, please contact the class teacher or SENCO. If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCO
- The head teacher – through the school office
- The SEN governor (a letter can be submitted through school office).

The SEN governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on our school website. Further information on local support for families of pupils with SEND can be found on Haringey's website <https://www.haringey.gov.uk/children-and-families/local-offer>

What local support, outside of school, is there for the parents of pupils with SEN?

Information about local support is located here: www.haringey.gov.uk/localoffer which sets out Haringey's **Local Offer** for SEND pupils.

The Parent Partnership Service – Markfield Together for Inclusion

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: enquiries@markfield.org.uk

Website: www.markfield.org.uk

This service offers a range of services to assist the parents/carers of children with SEND. These include help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks

Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?

All Local authorities must publish a **Local Offer**, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer

- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting services
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Haringey Local Offer: www.haringey.gov.uk/localoffer

For further information regarding SEND pupils at Lancasterian Primary School please see the school's **SEND Policy** which can be found on the school website.