

Aughton St Michael's CE School



SEN Information Report November 2023

This report relates to the Children and Families Act 2014 (section 69 (2)) and Schedule 1 of the SEN Regulations September 2014. Regulation 51 of the Act states that every school must have a report containing SEND information as detailed below. The report also complies with Section 6 of the SEND Code of Practice 0-25 years.

Name of the Special Educational Needs/Disabilities Coordinator:
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Mrs Helen Wood

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Introduction

<p>Welcome to our SEND Information Report which is part of the Lancashire Local Offer for learners with Special Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of their policy for pupils with SEND. This information is updated annually.</p>
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<p>Aughton St Michael's CE Primary School is a local authority voluntary controlled school for children aged 4 – 11 years. At Aughton St Michael's CE Primary School we support and value the abilities of all our pupils.</p>
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<p>It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.</p>
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The kinds of SEND we provide for:

Aughton St Michael's CE Primary is an inclusive mainstream school which caters for the needs of all children, making reasonable adjustments in order to ensure that all aspects of school are accessible.

Children who have exceptional medical, social or welfare needs, which are directly relevant to our school, will be treated as a priority under the local authority's **admissions** criteria for community schools.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements of SEND or Education, Health and Care Plans and those without.

The school's **accessibility plan** is available on the school website and details steps which have been taken to ensure that children with SEND are not treated less favourably than other children.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Aughton St Michael's CE, we endeavour to achieve maximum inclusion for all children, including those with special educational needs and disabilities, whilst ensuring 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 of all learners, including those with SEND

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

Identifying children with Special Educational Needs

It is very important that SEND is identified at an early stage. We gather information to support such early identification in a variety of ways, this includes:

- A whole school tracking system for early identification of children who are working below age-related expectations and who require additional support.
- Identification by the class teacher through observation of behavioural or emotional difficulties.
- Concerns raised by a parent.
- Liaison with previous school or nursery setting.
- Medical issues identified by a health professional or external agency.
- Assessment by specialist teacher e.g. SEND Service

First and foremost, we will provide quality-first teaching to all pupils in our setting. It is the role and responsibility of the class teacher to provide appropriate access for all pupils in their class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Aughton St Michael's CE, the class teachers regularly discuss the needs of pupils with the SENCO and the leadership team. Children with SEND are identified where concerns about progress or development arise. The needs of the whole child are considered, not just the special educational needs, so that personal, social and health development is also taken into account.

The purpose of identification is not to place a child in a specific category but to help school to work out the actions to take.

In the SEND Code of Practice 2015, the 4 broad categories of need are described as:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Other factors may impact a child's progress and attainment which do not necessarily mean they have SEND. These can include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or previously looked after
- Being a child of a Serviceman/woman
- Social and emotional needs

Roles and responsibilities

The Deputy Headteacher, Mrs Zaim, is the school's Designated Safeguarding Lead (DSL), the Headteacher, Mr Clare, is the back-up DSL. The Headteacher will keep the governing body informed about the special educational needs provision made by the school and is responsible for matters relating to funding.

The Special Educational Needs Co-ordinator (SENCO) is Mrs Wood.

The person responsible for ensuring we are meeting the medical needs of pupils with a medical needs plan is Mrs Wood, with support from Mrs Rimmer and Mr Clare.

We also have a designated Mental Health and Well Being lead, Ms McCormack, who works with families with and without SEN needs.

The SEND Governor is Mrs Smith.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational

needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's improvement plan.

All teaching and non-teaching staff will be involved in the education of our children, including those with additional needs. Teachers are responsible for adapting the curriculum for pupils with special educational needs and will monitor their progress. All teachers have responsibility for reviewing and monitoring the progress made by pupils and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

Any parent who is concerned that their child may have needs, which require extra support, is encouraged to contact their class teacher in the first instance or Mrs Wood.

This is also welcomed before a child starts school so that provision can be put in place immediately. Nurseries may identify children with SEND and provide information to school as part of the pre-school transition process. The school will hold a multi-agency transition meeting to support children with SEND and the class teacher would visit them in their nursery setting. The teacher would then feed information back to school re any further adjustments. Transition days would be arranged for the child to ensure that settling-in is as smooth as possible.

There is a range of assessments/tests which the school may use in order to assess SEND.

The school works with the local authority's specialist teacher and Educational Psychology service, and independent Educational Psychologist, in identifying and assessing pupils' needs as well as identifying strategies and ways to remove barriers. We also work closely with the Children and Family Wellbeing Service (CFW), West Lancashire Inclusion Support Service and Em Tree special school. We share good practice with our local educational psychology cluster. All referrals are shared with parents who are involved throughout the process.

There are many services with which the school liaises: Speech and Language Therapy (SALT); Child Adolescent Mental Health Service (CAMHS); school nurse; hearing impairment and deaf services; dyslexia consultants; Occupational Therapy. These services vary depending on the needs of the children currently in school.

The school website has links to many different websites and agencies which provide support and/or advice to parents. We will also endeavour to signpost families to appropriate agencies to support them.

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

At Aughton St Michael's CE, **teachers will talk to you if they have concerns about your child's progress**. If you have any concerns with regard to your child's progress, you should speak to their teacher first. All schools have a special educational needs co-ordinator (SENCO). At Aughton St Michael's CE, the SENCO is Mrs Wood and she is always happy to discuss any concerns a parent may have about their child. Parents may also speak to the headteacher for support.

If you have concerns about your child's progress and think they may have special educational needs, you should talk to the teacher or SENCO about:

- Why you think your child has SEND
- Whether your child learns at the same rate of other children of their age
- What the school can do to help
- What you can do to help

Schools are required by law to provide an education for all pupils regardless of their ability or special needs. Every child's education is equally important. If the SENCO and your child's teacher agree that your child has SEND, we will take a '**graduated approach**' – this means 'step by step'.

For full details of the graduated approach, please refer to our SEND Policy which is published on the school website. We are able to support and help children who have special educational needs by providing, for example, extra help from their teacher or the class teaching assistant and/or adapting the curriculum so it is more accessible for your child.

If we feel your child's special educational needs are exceptional, we will request an assessment for an Education, Health and Care Plan (EHC). Whatever we decide to do, you will be kept informed and your views and the views of your child will be taken into account.

The provision for pupils with SEND is assessed and evaluated regularly using a range of strategies including:

- ILPS/ Provision mapping/ PHPs
- Termly assessment and tracking
- Evaluation of targets set prior to intervention
- Regular assessment and update of the SEND register
- Regular discussion with governors

Each child's progress is continually monitored by their class teacher and this progress is reviewed formally with the Headteacher/Deputy Headteacher every term through Pupil Progress meetings. The progress of children with an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) is reviewed every term. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all stakeholders involved in the child's education. The Headteacher, Deputy Headteacher and curriculum leaders regularly carry out scrutiny of pupil's books and lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible.

In order to make consistent, continuous progress in relation to SEND provision, Aughton St Michael's CE Primary School encourages feedback from staff, parents and pupils throughout

the year. The school holds independent reviews, questionnaires and data analysis and parent feedback.

At Aughton St Michael's CE, we foster strong working relationships with parents and believe that children make the best progress when all parties work together. The school website identifies the SLT, SENCO and all staff.

Before starting school, there is an induction meeting for new parents. There are opportunities offered for new or prospective parents to ask questions and meet with the SENCO and/or head. A home/school agreement is signed by all parents as their child starts school, recognising the partnership which begins in Reception.

Parents are updated re their child's progress via parents' evenings and termly reports. In addition, parents of children with Individual Education/ Learning Plans receive a termly update in the form of the evaluated ILP and children with an EHC plan will be invited to Annual Reviews.

Parents are encouraged to contact school if they have any concerns to discuss. All families receive a weekly newsletter and are welcomed into school for various activities and events.

We have a PTFA to which all parents are warmly welcomed. Events are always inclusive and advertised on the school newsletter (which is also available on the school website).

The Governing Body is fully supportive of the school including its work for pupils with additional needs. We have two registers one for children with Special Needs e.g. those who need personalised and specific intervention and another for children we are monitoring due to the need for additional support.

The headteacher is at the gate every morning if parents wish to have a brief, informal chat about something.

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?

We will always explain to children how we will help them with their learning and about any individual support and/or strategies they may need.

Pupils are made aware of what they can work on to improve: for example, sharing with other children; writing full sentences they can read back. This will be individual to each child with SEND. Children with SEND are encouraged to discuss what helps them to learn e.g. which resources they prefer and if there are elements about school they don't like. Pupils are also encouraged to discuss their recent achievements. Pupil voice is important to us and this is included in our IEPs and helps to inform the strategies we use for each child.

Pupils are able to contribute their views and voice their opinions. The children are encouraged to ask questions and share their opinions in a respectful way during lessons and assemblies. They are accustomed to staff asking their views in whole class situations, in small groups or on a 1:1 basis.

Children with SEND are asked their opinions about their progress and feelings as part of the review process for their SEND Support Plans. They are encouraged to add their thoughts and feelings to their One Page Profile document. If a child has an EHCP, they will also be offered the opportunity to contribute their views through the annual review process.

School has a School Council, made up of two representatives from each year group from Year 1 up. Children with SEN are encouraged to be part of the School Council and share their views.

The views of children, including those with SEN, are taken into account when strategic decisions are made and in the daily operation of the school.

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

The **ethos** of Aughton St Michael's CE Primary School is one of inclusion and each child at our school is valued as an individual, whatever their needs. Additional classroom support is provided for children who require it in a variety of ways, including:

- Teaching assistants who work in every class to support children's learning in small groups or 1:1 sessions as required.
- In addition to in-class support, we may also withdraw children with SEND for short periods of time during sessions e.g. for a spelling group. We minimise this to ensure that pupils do not miss teaching input or time with peers.
- Staff are highly trained, having attended a number of specialist courses. The class teachers have received training in adapting strategies for SEND children.
- School staff also offer social and emotional support to children throughout the day. Support may be offered through behavioural and/or mental health groups and strategies such as Lego Therapy, nurture sessions and friendship groups.

Any decisions about the **curriculum** take the special needs of any child into account. This may involve:

- Particular arrangements for an educational visit
- Adjusted resources for a child or group
- Physical access adjustments
- Altering tasks to take the child's interests into account
- Amending instructions and/or expectations

Many of these **adjustments** will be made by the class teacher but the SENCO and/or head may be consulted for advice. The SENCO will regularly monitor strategies which are being used to support a child and how these are implemented across the curriculum.

Curriculum and lesson planning, including adaptations, enable children with SEND to make progress and their steps are regularly reviewed and reported to parents. Where progress seems to slow, evaluations are made, specialist advice is sought and IEP strategies are revised. This is an ongoing cycle of evaluation and improvement.

How accessible is the school environment?

The school is built on one level with a ramp for wheelchair access at the front entrance. There is one disabled toilet and two disabled parking spaces.

The school grounds are all on one level (ie no steps), although there is a rise to the school field.

We listen to parents who may share their views about how best to support their child. Often, they are able to share insights which can really help their child when applied in school.

Where appropriate, relevant actions are taken to ensure children have full access to learning, for example with hearing impairment support. We have sought specialist advice when we have needed to adjust the resources in school. We would do this for any child, to match their individual needs. We work with a wide range of agencies to ensure that we can rely on accurate advice to support our children.

How are the school resources allocated and matched to children special educational needs and disabilities?

How is the decision made about the type and quantity of support my child receives?

Funding for SEND from the local authority is allocated via the school budget. The school receives money to support children with additional educational needs (School Support) and for those with an EHC. The amount of extra funding allocated for an EHC depends on the needs of the child. The school then decides how best to use the funding to support each individual child. If a child has an EHC, this will specify how much support has to be provided by the school.

At Aughton St Michael's CE Primary, we use a SEND Provision Map to plan the type of support, and how much support, each child will receive. This is reviewed and updated each term by the School Leadership Team to make adjustments such as the allocation of 1:1 support or intervention groups as required by the children. The level of provision required is informed by the ongoing monitoring and assessment of children's progress. Appropriate arrangements and adjustments are made for children sitting the national tests (SATs) at the end of Key Stage 2 who have an identified need. These can include:

- A reader to read the paper to the child
- A scribe to write down their answers
- Extra time to complete the papers
- Exemption from participation

Parents are informed of the support their child is given and their views are taken into account through reviews and Parents' Evenings.

The class teacher and the SENCO assess and monitor children's progress, liaising with outside agencies where appropriate. A programme of appropriate intervention is put in place to provide the necessary support to ensure each child reaches their full potential, including support for whole class learning, small group activities and 1:1 support as appropriate.

In order to insure a child is making progress, we will use assessment tools such as Development Matters in EYFS, KLIPS, PIVATs and more specific assessment e.g. We will also consult with other agencies, such as the local authority's SEND specialist teacher.

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

We explain how learning is planned and delivered and how parents/carers can help to support this at home via our class curriculum letters each term, through our website and our weekly newsletter. Our school app, School Spider, is used for regular contact and to encourage parents to support learning at home.

All parents are invited to formal parents' evenings during Autumn and Spring terms, and an Annual Report is produced for every child towards the end of Summer Term, following which parents are given the opportunity to speak with the class teacher if they wish to. Progress reports are also provided at the end of each term. In addition to this, parents are welcome to see the child's class teacher throughout the school year, should any queries or concerns arise.

The 3 written reports contains a section informing parents whether their child is working above, in line or below age-related expectations. If your child has an IEP or an IBP, this is reviewed termly and new targets are set. Copies of all IEPs and IBPs are sent home and parents are invited to make an appointment to discuss their child's progress. If your child has an EHC Plan there will be an Annual Review at which:

- All stakeholders are invited to attend and make contributions during the review
- Written advice is requested from all relevant parties
- Previous targets are evaluated and new targets set

Parents can seek advice from class teachers or the SENCO regarding how best to support your child's learning. Specific training is arranged to advise parents how phonics is taught in school. In some instances Home/School Diaries will be used to communicate with parents on a daily basis.

What training have the staff supporting children with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

At Aughton St Michael's CE we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND and medical needs. Teachers and support staff regularly attend training courses and seminars, including:

- Curriculum support, eg. English and Maths
- Social and Emotional needs
- Medical conditions, including diabetes and anaphylaxis
- First Aid
- Safeguarding and Child Protection

If a child at Aughton St Michael's CE has a specific need, we would seek advice from a relevant professional and staff would attend appropriate training as soon as possible.

All teachers and support staff undertake induction on taking up a post and this includes a explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school works with our specialist teacher and Educational Psychology service, and an independent educational psychologist, in identifying and assessing pupils' needs as well as identifying strategies and ways to remove barriers. We also work closely with Children and Family Wellbeing, West Lancashire Inclusion Support Service, and Elm Tree Special School. All referrals are shared with parents who are involved throughout the process.

There are many services with which the school liaises: Speech and Language; Child Adolescent Mental Health Service (CAMHS); school nurse; hearing impairment and deaf role model; Occupational Therapy. These services vary depending on the needs of the children currently in school.

The school website has links to many different websites and agencies which provide support and/or advice to parents.

The SENCO has had extensive training from Lancashire services. Staff training needs are identified by the school's leadership team and are addressed by either in school training by the SENCO or by outside agencies.

The school's SENCO regularly accesses information and updates from the local authority in order to keep up to date with local and national updates in SEND.

Staff	Training for SEND
Mrs Wood	Has attended many SEND courses/clusters and Educational Psychologist consultations as SENCO and has gained wide experience after many years in the role. Currently completing Dyslexia training
Ms McCormack	Mental Health and Well Being Lead.
Staff	Many members of staff have had specialised training including: speech and language, dyslexia, autism, SEMH/behavioural needs, hearing impairment, philosophy for children, SEND assessment. Also for medical needs: first aid and paediatric first aid, epipen, diabetes, asthma. All the teachers and most TAs have received the 'trauma-informed' school training, as well as training in adaptive strategies for SEND.

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?

Transition for pupils with SEND will follow our whole school programme. Before moving into a new class they will have several opportunities to meet their new teacher and support staff. They will also have opportunities to take part in taster sessions in the new class. Additionally, for pupils with additional needs, we would work with the class teachers and TAs to ensure a transition plan is put into place that suits the child's needs. This may include writing a social story with staff photo and extra visits to the class and/or teacher. Parents may have the opportunity to meet the new class teacher before the summer holiday to discuss their wishes for their child when they move class.

Transition to secondary school follows the normal pattern of transition but puts in place additional visits, dependent on need. This may start early, possibly in Year 4, when parents may need extra support in choosing the right secondary school for their child.

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

At Aughton St Michael's CE, we have an extensive range of breakfast, lunchtime and after school activities which varies each term. The range may include:

- Sport clubs, craft & cookery, gardening and film clubs. These clubs are free of charge and run by members of staff. We have provided extra support at clubs when needed to support children with SEND.
- Some sporting and dance clubs and music tuition are run by outside providers at a small cost.

We also offer a range of day trips during the school year including educational visits linked to topics. Children in Y4, 5 and 6 are offered the opportunity to take part in annual residential trips. The cost of trips can be subsidised for children in receipt of Pupil Premium. Discussions are held with parents of children with SEND prior to trips to plan suitable support and to enable maximum inclusion. Some of our clubs are age-specific to ensure full enjoyment, but we ensure that all clubs and trips are as inclusive as possible by:

- Choosing activities and venues carefully to ensure that wherever possible all pupils, including those with physical difficulties, can access them.
- Making adjustments to activities and trips to ensure that wherever possible all children, including those with physical difficulties, can access them.
- Including extra members of staff for 1:1 support on visits
- Providing equipment that enables all pupils to take part.

At Aughton St Michael's CE, lunchtime and breaks are covered by experienced staff, including teachers, teaching assistants and welfare staff who support all children with both free play. Children with SEND who require additional support have an additional assistant during these times. Children with an identified need for additional support at the beginning and end of the school day are greeted individually by specific members of staff if this benefits them.

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

The school is an inclusive school where the pastoral, medical and social support of all children is paramount. Each child is treated as an individual and each child's individual needs are met through a combination of school support and outside agencies where appropriate, for example, counselling. Every effort will be made to make reasonable adjustments to ensure that children with SEND can make the most of every opportunity which school life has to offer.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, ensuring that the SEND Code of Practice (January 2015) is followed.

For information about how the school manages children with medical conditions, please see our 'Managing Medical Conditions Policy'.

When a pupil has a medical need, school works with the school nurses and parents in ensuring that the personalised care plan is known and followed. Regular training is given. The school has a number of trained and qualified first aiders, paediatric first aiders and first aiders trained to use a defibrillator. In addition, epi pen training, diabetes training and asthma training are given when required.

At Aughton St Michael's CE, behaviour is dealt with through the whole school system. All children are expected to comply with the behaviour policy which is available on the school website. There are high expectations for behaviour and attendance. The school is aware that sometimes children need extra support which may be through personalised behaviour plans, working with the parents and working with the school counsellor.

Behaviour and values are often discussed in assemblies and in Personal, Social, Health, Economic Education (PSHE) lessons. Children's views are sought through input in lessons and through the School Council.

Due to an increasing need in recent years, we have increased training to support the emotional needs and mental health of children, for example, a designation Mental Health and Well Being lead. This means a member of staff will have specific training and access to additional advice for children with emotional literacy issues.

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

We report on the effectiveness of our SEND policy and procedures to our governors, particularly to our SEND governor Mrs Ford. The Curriculum and Standards Committee is informed and asks questions about the progress of children with SEND, referring to evaluative data provided by the head. When governors visit school, they ask questions and observe practice in action.

To monitor progress we use:

- Evaluation of ILPS.
- PIVATs
- Regular discussion with staff and SENCO: What is working, what isn't?
- Specialists e.g the local authority specialist teacher Amira Helme
- Agencies such as SALT, Educational Psychologists, CISS and Golden Hill to offer further strategies.

Parents and children are encouraged to identify what they feel is working well through the discussions of the IEPs and Annual Reviews, TAFs (Team Around the Family meetings) and informal meetings.

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?

We involve other agencies when an individual child needs that support. This may include planning before a need arises, for an expected development. We plan in regular visits from support agencies when this aids a child's progress:

- School nurse
- Diabetes specialist
- LA and private educational psychologists
- Speech and language specialist
- Counsellor
- LA specialist teacher
- Occupational Therapist

These specialists will provide reports to school about a child's progress or provide assessments. These are then used to develop support, strategies and resources for the child's next steps. Parents are informed, often directly, about the outcomes of specialists' work. Reports and assessments are then discussed at review meetings or IEP reviews.

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

If parents feel that they need to speak to someone, the class teacher is their first point of contact. They may also speak to the SENCO or any member of the leadership team about their concerns. Any concerns are taken seriously and followed up. We always try to resolve any concerns in a supportive way as part of our partnership with parents.

If parents wish to make a formal complaint, there is information about the process on the school website. Please ask at the school office if you are unsure.

The complaint will be dealt with as per the formal procedure. The governing body may be contacted if the school has not resolved the matter.

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

As always at Aughton St Michael's CE, the class teacher is the first point of contact. Parents may also want to meet with any TAs who work closely with the child.

School can signpost parents to a number of agencies – information is available on the website or in school noticeboards. The local authority website has information from the SEND Partnership and the FIND network. The SENCO and Family Support Worker and members of leadership team can signpost parents to support.

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

Our Local Offer is from Lancashire local authority.

Lancashire County Council's Local Offer - <http://www.lancashire.gov.uk/send>

To find more information about the school's local offer, go to our website: SEND page.

There is also a link to the local authority's local offer and other helpful information