



## Reedley Primary School

### SEN Information Report 2020-2021

**Name of the Special Educational Needs/Disabilities Coordinator:**

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#### The kinds of Special Education Needs and Disability we provide for.

Reedley is a mainstream primary school with an inclusive environment, committed to ensuring the equality of opportunity is available to all members of the school community. This means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. The school endeavours to make reasonable adjustments, where necessary, to meet a child's needs.

In line with our Mission Statement, we aim to nurture curiosity and creativity through an inspiring, broad and engaging curriculum and teach children to be resilient and thrive and achieve as individuals in order to prepare them for their role as caring and active citizens.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. The SENDCO, supported by the SLT, oversees all support and progress of any child requiring additional help across the school. Regular assessments of pupils' learning are made and staff use this information to track pupils' progress as they move through the school. As part of this process, staff regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. This information is used to adjust future teaching and learning plans as necessary. Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level. Class teachers will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.

Children who require support for their special educational need will be provided with an Individual Education Plan (IEP) which outlines specific 'SMART' targets that are set by the teacher and information provided by specialist teachers or other professionals where appropriate. These targets will be reviewed at least termly to ensure the best possible outcomes and provision for the individual.

At Reedley Primary School, we can make provision for children with a range of needs, including Cognition and Learning; Communication and Interaction; Physical and/or Sensory; and Social Emotion and Mental Health Difficulties.

Staff receive regular training with regards to the curriculum, quality first teaching strategies, feedback, SEND and specific training is offered according to needs. Each class is supported by a class Teaching Assistant who will support general classroom learning but may also work with individual children or small groups of children to administer intervention programmes. Our staff team includes a full-time Pupil Support Manager and three Teaching Assistants who are trained and accredited Emotional Literacy Support Assistants (ELSAs) who provide Emotional Literacy Support across the school. In addition to these in-house staff, school works closely with Bridge Speech and Language Therapy who provide fortnightly support for Speech and Language Difficulties and training opportunities for staff. The school also has access to a range of specialist staff who specifically support pupils with varying needs.

The governing body of Reedley Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

The only restriction they place on entry is that of number. If the number of children applying for entry exceeds the places available, they enforce the procedure set out below in order to determine whether a child is accepted or not. It is our wish to allow parent/carers the right to have a place at the school of their choice. However, this is not always possible, due to the excess demand on the school places available. The level of ability of a child plays no part in the admissions policy of this school.

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

A pupil is identified as having a special educational need if they have provision which is different or additional to that which is available to pupils of the same age. The SEND Code of Practice (2015) outlines four broad categories of need that should be planned and provided for. These categories are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The graduated approach cycle of 'Assess, Plan, Do, Review' is followed by all staff to identify and meet the needs of children with additional needs. Only pupils whose needs and provision are 'additional to' or 'different from' will be added to the SEND Register, with parent/carers' consent.

Where a teacher or parent has a concern about a child's needs, a cause for concern form is completed and handed to the SENDCO. The child is then added to the 'monitoring' register and the child's support, attainment and progress is monitored by the SENDCO alongside the Class Teacher for a 6 -12 week timeframe. These monitoring procedures may include, but are not limited to:

- Class based observation by SENDCO
- Book and work moderation or scrutiny
- Analysis of attainment data e.g. Target Tracker or PIVATs
- A range of assessments i.e. SNAP, Boxall, YARC, SWST, SWRT, WellComm
- Introduction of intervention programmes or support resources i.e. Fast Track Phonics, Talk Boost, Nessy, sensory toys, learning prompt mats, ICT

All staff members have a responsibility to set high expectations and to maximise opportunities and achievement for every child. Teachers are accountable for the progress and development of every child in their class, including those with SEND. In addition to the staff in school, we work closely with Bridge Speech and Language Therapy who provide fortnightly support for Speech and Language Difficulties. The school also has access to a range of specialist staff who specifically support pupils with varying needs such as Qualified Teachers of the Deaf or Qualified Teachers of the Visually Impaired.

School operate an open door policy with regards to any concern a parent may have. Meetings can be arranged with Class Teachers or SENDCO by contacting 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?**

Each child on the SEND register has an IEP with termly targets. These targets and support strategies are discussed with the children. At the beginning of each academic year, children who are on the SEND register complete a One Page Profile which outlines what they enjoy, what they feel does and does not work for their learning and their own aspirations for the future.

As part of the child-centred approach, where a child has an Education, Health and Care Plan (EHCP), they will be invited to attend their annual review or complete the pupil voice form either individually or with the support of a familiar adult. Children with SEND will have opportunities to reflect and discuss their support, learning and improvements they feel would help them with the SENDCO during termly pupil interviews or questionnaires. These interviews or questionnaires may also be completed by other members of SLT or subject leaders about specific aspects of the curriculum. Reedley also has an active School Council and Eco-council where children can put forward their thoughts and ideas to the SLT and Governing body.

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

Where there is a concern about a child's needs, a cause for concern form is completed by the teacher in consultation with the parent/carers. Parent/carers may also raise a concern to the teacher or SENDCO. After a period of monitoring, if it is felt that a child needs to be placed on the SEND register, a meeting with parent/carers and Class Teacher will take place to inform parent/carers, discuss needs and complete the parent One Page Profile to gain parental views of their child's strengths, needs and aspirations. If it is felt that a child no longer needs to be on the SEND register due to making sufficient progress or no longer requires 'additional to' and 'different from' provision, a meeting with class teacher, parent/carers and the SENDCO will take place to discuss this. The child will remain on monitoring for a term to ensure that the progress continues.

Each term, parent/carers are given an interim report which outlines their child's attainment and progress over the term. Parent/carers of children with SEND will also receive a copy of their child's updated IEP targets each term. At the end of the academic year, every parent will receive a copy of their child's annual school report, outlining achievements, attitudes, attainment and progress in all subjects. Each of these documents can be discussed with the class teacher and, if appropriate, the SENDCO, by appointment.

Each academic year, there are two parent/carers' evenings, where parent/carers have the opportunity to book an appointment to discuss their child with the Class Teacher, Teaching Assistant, and if appropriate, their Support Assistant. These meetings are used to discuss academic, social and personal progress, support and needs freely. If a parent requires a longer session than the five minutes allocated during parent/carers' evening, they can contact the office to arrange a further meeting.

Where appropriate, parent/carers have opportunities to become involved during annual reviews, informal reviews and Team Around the Family (TAF) meetings. School staff are available to further support parent/carers and families. This support may include completing forms and paperwork, signposting parent/carers to additional information, advice and guidance. The Computing lead organises e-safety assemblies and workshops for parent/carers. There are bi-lingual members of staff available to support discussions and meetings as necessary.

The school website has a page dedicated to SEND and is regularly updated with policies, guidance and signposts parent/carers to contacts and support.

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

The SENDCO works closely with class teachers, teaching assistants and the school leadership team to identify the needs of all children and to ensure the correct support is given. When identifying additional internal or external provision, consultation with parent/carers and the child (where appropriate) is paramount. The needs of the child and family are discussed in order to jointly agree the appropriate support.

Advice and reports from external specialists, for example Speech and Language or Qualified Teacher of sensory impairments, are sought and followed where a child's needs require it. This will provide staff with strategies and techniques which will help support the child to access the curriculum effectively. In some cases, this additional support may take the form of additional resources, such as ICT equipment, enlarged print books or radio aids and other hearing equipment.

Class Teachers and the SENDCO monitor the success of interventions, judging how effective they have been on the pupil's progress and attainment. Baseline information is used on intervention record forms to effectively measure progress and to ensure that only the interventions which deliver the best impact on learning are delivered.

Pupil progress meetings take place between Class Teachers and SLT after each data collection at the end of each term. Within these meetings, effective strategies and further support, assessments or referrals are discussed and planned to support children.

Where progress is slow and not effectively shown through the assessment of the curriculum on Target Tracker, PIVATs may be used to identify and show small step progress in attainment. PIVATs will allow staff to identify manageable next-

steps to create targets and plan effective teaching and learning opportunities that are adapted to meet the needs of every individual.

Staff receive regular training with regards to the curriculum, quality first teaching strategies, feedback, SEND and specific training is offered according to need. Each class is supported by a class Teaching Assistant who will support general classroom learning but may also work with individual children or small groups of children to administer intervention programmes. Our staff includes a full-time Pupil Support Manager and Teaching Assistants who are trained and accredited ELSAs who provide Emotional Literacy Support across the school. In addition to these in-house members of staff, school works closely with Bridge Speech and Language Therapy who provide fortnightly support for Speech and Language Difficulties and training opportunities for staff. The school has access to a range of specialist staff who specifically support pupils with varying needs.

All staff members have a responsibility to set high expectations and to maximise opportunities and achievement for every child. Teachers are accountable for the progress and development of every child in their class, including those with SEND.

## How accessible is the school environment?

Reedley Primary School is fully accessible to wheelchairs with all classrooms being on one level. The Portacabin and Library have two steps when entering from the door near the school hall, but these areas are full accessible by the second door at the front of school, where there are no steps. We do not have visitor parking, but if access to the car park is required by parent/carers, permission can be granted by the Head Teacher, Mrs Bell.

A disabled toilet is available.

School information is available on the school website and noticeboards around the school. Newsletters and notifications will be available on the school website and through the School Spider app.

The furniture is modern and of a suitable height appropriate to the age group of the children being taught. All classrooms have interactive whiteboards, an iPad, a computer or laptop and access to alternate ICT provision can be sought to support children with SEND, such as auxiliary aids and equipment.

In addition to our staff team who attend regular training to maintain high standards of teaching and learning, our staff includes three Teaching Assistants who are trained and accredited ELSAs who provide Emotional Literacy support across the school. In addition, school works closely with Bridge Speech and Language Therapy who provide fortnightly support for Speech and Language Difficulties and training opportunities for staff. The school has access to a range of specialist staff who specifically support pupils with varying needs, such as Qualified Teachers of the Visually Impaired (QTVI), Qualified Teachers of the Deaf (QToD), Educational Psychologist and Specialist Teachers.

Referrals for other external support, e.g. paediatrician, NHS Speech and Language, etc, can be made by the SENDCO with the support of parent/carers and Class Teachers. The support of these agencies will require parent/carers to follow the appointment procedure of the specific agency and will mostly take place outside of the school building.

## **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?**

Reedley Primary School endeavours to teach all children in a way which supports individual learning styles through a multi-sensory, differentiated curriculum with classroom adaptations, additional resources or adult support. A small minority of children with SEND may require a fully bespoke curriculum where teaching and learning is suitably adapted to an individual's needs.

Each child on the SEND register has an IEP which contains a section about provision. This is split into Wave 1 (Universal Provision), Wave 2 (Targeted Provision) and Wave 3 (Specialist or Individualised Provision). These sections outline the strategies and interventions which are effective in supporting the child and their SEND. This document is updated termly with any new or changed provision to ensure the overview is up to date. Advice from school staff, specialist and other professionals is used to create the provision sections of the IEPs.

Parent/carers are also asked to comment on their child's needs and the provision they feel would also support their child through the One Page Profile which is sent to parent/carers each September, or when a child is placed on the SEND register.

The school allocates money according to both individual needs and group provision. The school also pay for external agency support such as Bridge Speech and Language, Holly Grove School, SEND Traded Team or Educational Psychology services.

Where a child has an EHCP, a costed provision map is created annually to ensure the correct provision and banding is outlined in the EHCP paperwork. Provision is discussed with parent/carers, specialists and other professionals and amendments to the IEP, EHCP and provision are made appropriately.

Access arrangements for National Curriculum tests are in line with DfES guidelines which are issued each year, i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

## 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 value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. The SENDCO, supported by the SLT, oversees all support and progress of any child requiring additional help across the school. Regular assessments of pupils' learning are made and staff use this information to track pupils' progress as they move through the school. As part of this process, staff regularly monitor the performance of different groups to ensure that all groups of pupils are making the best possible progress. This information is used to adjust future teaching and learning plans and support as necessary. Class Teachers are accountable for the progress and development of every child in their class, including those with SEND. All staff members have a responsibility to set high expectations and to maximise opportunities and achievement for every child.

Pupil progress meetings take place between Class Teachers and SLT after each data collection at the end of each term, within which discussions take place about effective teaching strategies and any further support, assessments or referrals which may be required.

Each term, parent/carers are given an interim report which outlines their child's attainment and progress over the term. Parent/carers of children with SEND will also receive a copy of their child's updated IEP targets each term. At the end of the academic year, every child will receive a copy of their child's annual school report, outlining achievements, attitudes, attainment and progress in all subjects. Each of these documents can be discussed with the class teacher and, if appropriate, the SENDCO, by appointment.

Each academic year, there are two parent/carers' evenings, where parent/carers have the opportunity to book an appointment to discuss their child with the Class Teacher, Teaching Assistant, and if appropriate, their Support Assistant. These meetings are used to discuss academic, social and personal progress, support and needs freely. If a parent requires a longer session than allocated during parent/carers' evening, they can contact the office to arrange a further meeting.

Homework is given on a weekly basis and is made up of a Talking Topic, English and Maths sections. The work is differentiated to suit the needs of children and is given through a variety of different means, e.g. paper based tasks, research based tasks or projects and online programmes such as 'SPAG.com', 'Timestable Rockstars' or 'Bug Club'. Where parent/carers have questions or require additional information about supporting their child with home learning, they can arrange an appointment with the Class Teacher.

Some children and families may require a more regular form of contact between school and home. These may take the form of daily or weekly learning summaries, a home-school communication book or informal 'chats' when dropping off or collecting the child.

Reedley offer a wide variety of support workshops for parent/carers such as Phonics teaching and Phonics Screening Check, e-safety and Mathematics

strategies in specific key stages. These sessions are to provide parent/carers with guidance and support to help their child with learning at home.

**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 staff receive regular training with regards to the curriculum, quality first teaching strategies, feedback and SEND through staff meetings, insets and external training courses. If further, more specific training is required, support will be sourced either through external training providers, online resources or specialist teachers.

The SENDCO holds the National Award in Special Education Needs Co-Ordination (NASENCO) qualification. Our staffing team includes a full-time Pupil Support Manager and three Teaching Assistants who are trained and accredited ELSAs. In addition to in-school staff, school works closely with Bridge Speech and Language Therapy who provide fortnightly support for children with Speech and Language Difficulties and provide training opportunities for staff.

The school has access to a range of specialists and professionals who specifically support pupils with varying needs, such as Qualified Teachers of the Visually Impaired (QTVI), Qualified Teachers of the Deaf (QToD), Educational Psychologists and Physiotherapists. Referrals for other external support, e.g. paediatrician, NHS Speech and Language, Physiotherapy, etc, can be made by the SENDCO with the support of parent/carers and Class Teachers. The support of these agencies will require parent/carers to follow the appointment procedure of the specific agency and will mostly take place outside of the school building.

School works with a wide range of external agencies including the School Nurse, Physiotherapists, Occupational Therapists, Consultants, Children's Social Care, Freeflow counselling, Children's Centres, and school will signpost families to other services offering family support including the Children and Family wellbeing Service.

**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 difficult and challenging for children with SEND, therefore transition between school placements, key stages and year groups is fully

supported at Reedley Primary School through a variety of procedures and methods.

For new children starting in Reception, nursery visits or home visits by the Reception staff are organised and the children attend a number of stay and play sessions in the term before starting in September. Additional meetings will be arranged with the nursery and parent/carers for children who have specific needs and these will be attended by Reception staff and the SENDCO.

For children transitioning from Key Stage 2 up to Secondary School, transition meetings and discussions are held between current Class Teachers and the child's new secondary school. Where a child has additional or specific needs, the SENDCO from both settings will also be involved with these transition discussions. If the child has an EHCP, the receiving school will be invited to attend the annual review. Opportunities for transition visits and taster days to the secondary setting will be organised by Secondary school staff during Summer 2 before they are due to start in September. Parent/carers who have children with complex needs can be accompanied and supported on personalised visits to view secondary school if they require this.

Transitions between year groups are supported by 'Teach your new class' days and transition meetings between current and new class teaching staff. Some children may require additional transition support when moving year groups; this may take the form of additional visits to their new classroom, informal chats with their new teacher, transition photo books or meetings with parent/carers, teachers and the child, where appropriate.

In-year transfers have opportunities to visit and tour the school with a member of SLT. Where a child has SEND, the SENDCO will support this transition by meeting with parent/carers and, with parent/carers' permission, seek additional information and paperwork from previous settings. Where a child speaks 'English as an Additional Language' (EAL), a meeting will take place with the EAL Co-ordinator and a member of staff, where possible, to translate.

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

Reedley Primary School provides a wide range of extra-curricular activities which mostly take place after-school on a Wednesday. The clubs cover a wide range of areas such as sports, arts and crafts, homework and educational and music. Each term the list of clubs is updated and the children and their parent/carers are given the choice, within their Phase, to select the club they wish to join. Places in the clubs are often limited and the places are allocated on a first come first served basis, however, if a child is not allocated a place in a club, they are placed on a waiting list and will be allocated place in the next term's club if they still wish to take part.

There are some clubs at Reedley which children may be invited to join either because they have been elected by classmates, e.g. School Council or Eco-council, or because the club is aimed specifically at their needs, e.g. 'Buddy Club'. These clubs are run on a separate day to the other clubs so that children still have the opportunity to join a club of their own choosing.

Club sessions are mostly run by school staff, but sometimes they may be provided by external providers. Most of the clubs provided at Reedley are free of charge, although some external provider clubs, such as 'Mad Science' have a fee for the block of sessions.

If a child with SEND requires additional support to attend a club, this will be discussed with the parent, club session leader and the SENDCO, where appropriate, to ensure that all needs are being met within the club. This may require a risk assessment to be written and agreed upon by all parties, depending on the activity or complexity of the child's needs.

Each class also arranges a range of curriculum-linked educational visits throughout the school year. Appropriate adjustments will be made (where necessary) to ensure ALL children are able to participate and attend these activities. A risk assessment is carried out prior to any off-site activity to ensure everyone's Health & Safety. Where appropriate, parent/carers will be consulted to discuss extra precautions and discuss the risk assessment and procedures in place for their child.

If a child requires additional adult support or monitoring during more unstructured times, e.g. arriving at school or at playtime or lunch time, an additional adult will be deployed as necessary and with an appropriate level of interaction and support.

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

Our staff includes a full-time Pupil Support Manager who supports children and families with pastoral, safeguarding or well-being needs. The Pupil Support Manager is also able to provide signposting for families to external support agencies.

We have three Teaching Assistants on our staffing team who are trained and accredited ELSAs who provide Emotional Literacy Support across the school.

'Buddy Club' is an afterschool club which is aimed at children who may require additional support with personal, social or emotional areas of development. Teachers select children they feel may benefit from this club which aims to provide children with skills and techniques to boost their self-esteem, confidence, responsibility and teambuilding skills, amongst many others. These skills are then practised and transferred to their peers through the role of 'Playground Buddy'.

Where a child requires counselling or professional support, we have access to 'Freeflow Counselling' sessions, which may be sought if needs cannot be met through trained, in-house staff.

The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated termly and Care Plans and relevant training are updated yearly, e.g. EpiPen training. The SENDCO and Pupil Support Manager have regular meetings with the School Nurse. The majority of the staff are first aid trained.

Each Phase has a medical box and medical register detailing medical needs and containing copies of care plans. Pictures of children who have allergies are displayed in the front of the medical file and in the school kitchen. Children also have lanyards with their allergy stated clearly to wear at lunchtime.

Reedley has an intimate care policy and where a child has complex additional needs and requires significant support with personal care needs, parent/carers will be asked to sign to say they understand the intimate care policy, under what circumstances this care will take place and how it will take place within school.

We use the Common Assessment Framework (CAF) process to identify needs early, taking guidance from Lancashire's Continuum of Need. TAF meetings may be organised to provide effective communication and system of support for families and children.

Attendance and punctuality are monitored by the Attendance Officer and where necessary, a meeting with the Head Teacher and the Attendance Officer may be organised or a CAF may be initiated to support the family.

All staff at Reedley will support any child they feel is vulnerable or at risk of bullying. Any report of bullying by a child or parent/carer is taken seriously and is dealt with in line with the schools behaviour policy.

If a staff member has a concern about a child's safeguarding or well-being or has a discussion with a parent/carer, they are to record the concern under the appropriate heading on CPOMS.

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

Pupil progress meetings take place between Class Teachers and SLT after each data collection at the end of each term, within which discussions take place about effective teaching strategies and any further support, assessments or referrals which may be required.

IEPs are evaluated at least once a term. Provision and progress are evaluated and new targets, and where appropriate, provision, are planned for. Children with EHCPs also have reviews, at least annually, of their progress towards outcomes, the provision provided and the further provision sought to meet the child's needs.

Children with SEND will have opportunities to reflect and discuss their support, learning, and improvements they feel would help them with the SENDCO during termly pupil interviews or questionnaires. These interviews or questionnaires may also be completed by other members of SLT or subject leaders about specific aspects of the curriculum. In addition to interviews and questionnaires, learning walks, book looks and data analysis may also be used to judge the effectiveness of SEND provision.

Parent/carers' views are sought at annual reviews and TAF meetings. Parental surveys and questionnaires are provided to be completed at parental events e.g. parent/carers' evening or workshops.

At the end of each term, the SENDCO compiles a governor report, using a variety of information to feed back to governors about the data, progress and effectiveness of SEND provision. The SENDCO attends some Governor meetings to discuss these reports and answer questions about the report and aspects of SEND provision from the Governors.

### **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?**

In order to meet the needs of children with SEND and support their families we may use the services and support of a number of services and agencies such as:

- In-school ELSAs
- Bridge Speech and Language Therapists
- NHS Speech and Language
- Holly Grove School
- Paediatrician or GP
- Physiotherapy
- Occupational Therapy
- Specialist Teachers
- SEND Specialist Teaching Services
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Child and Family Wellbeing Service
- Children's Social Care
- School Nurse Team

CAF process and TAF meetings are also used to facilitate the links with other external agencies.

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

The first point of contact if a child or parent/carer wishes to discuss something about their or their child's special educational need should be their class teacher. If the parent/carer wishes to discuss the issue further, then a meeting will be arranged with a member of SLT and/or the SENDCO.

If a parent/carer wishes to make a formal complaint, the complaints procedure can be found on the school website.

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

Where a parent/carer requires support, they will be signposted as appropriate through discussions, annual reviews or TAF meetings.

The Reedley website also displays additional support, information and links to help signpost families to support from other agencies or providers.

Parent/carers, where it is appropriate, will be signposted to Lancashire's SEND Information and Advice Support Service (SENDIASS) to access support. SENDIASS is impartial, confidential and free. It provides the following services to families of children with special educational needs and disabilities:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

They can also support families in:

- managing mediation appeals, to the First-tier Tribunal
- exclusion from school
- liaising between you, your nursery, school or college and other professionals

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parent-and-carers/information-advice-and-support/>

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

Reedley Primary Schools Local Offer can be found on the school website on the SEND page.

[www.reedley.lancs.sch.uk](http://www.reedley.lancs.sch.uk)

The Local Authority's Local Offer can be found at

<http://www.lancashire.gov.uk/send>

This provides further links and information about supporting a child with SEND, parent/carers and carer support groups, Lancashire Break Time Short Break Activities and the FIND (Family Information Network Directory) newsletter for parent/carers.

