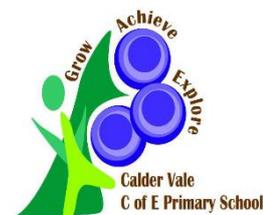


Calder Vale St John's C of E Primary School

2017-18 SEND Information Report



Address: Calder Vale, Garstang, PR3 1SR

Telephone: 01995 603016

Website address: www.caldervale.lancs.sch.uk

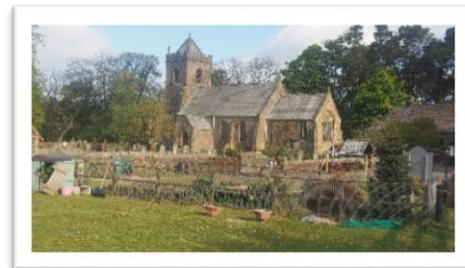
Age range of pupils: 4-11

Head Teacher: Helen Hesketh head@caldervale.lancs.sch.uk

SENCo: Liz O'Brien (NASC) lizobrien@scorton.lancs.sch.uk

Special Educational Needs and Disabilities provision at Calder Vale:

Calder Vale Primary School is a rural, **mainstream** school set in beautiful grounds next to St John's Church. It has substantial playing fields and open spaces as well as a tarmac playground.



A bluebell wood borders one side of the school which lends itself to outdoor learning and activities. The present school building was opened in 1863, although many alterations and modernisations have subsequently taken place.



The school has full wheelchair accessibility into the grounds and around the school as the school is on a single level.

There is a main public car parking area by the entrance of the school which includes disabled parking.



At Calder Vale Primary School, we welcome all children of different abilities and will try and accommodate the needs of all pupils. Our pupils have included children on the Autistic Spectrum, ADHD, Dyslexia, Social Emotional Behavioural and Mental Health issues, attachment disorder, epilepsy, Hypophosphatasia (HPP a rare bone disease) and visual impairment. We have adapted the school environment with the advice from an environmental audit, provided by Lancashire County Council, in order to support our pupils with additional needs.

Information about the school is available on our school website in addition to our regular weekly newsletters.



Letters and/or text alerts are sent to parents with additional information ie. School sports competitions etc. A community newsletter is hand delivered around the village each term. Calder Vale now has a Facebook page and is on Twitter.



All furniture in school is modern and age/height appropriate for the children in each class with specialist equipment and/or furniture being provided when necessary.



School always seeks advice from clinicians and specialists eg. Occupational Therapists/ Physio therapists or from the local authority environmental assessment, to determine whether additional equipment is needed.

The school has a range of ICT programmes for pupils with Special Educational Needs and Disabilities. The school has provision for an iPad and laptop for each pupil. There are Multi Touch interactive screens installed in every classroom. We also have "talking tins", "speakeasy" microphones and headphones with attached microphones.

Our **admissions policy** is published on the school website.



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



Calder Vale provides "Quality First Teaching", with differentiated lessons and personalised learning for all children.

Early identification of children with SEND is vital to their learning, support and provision. In school, the class teacher or SENCO will raise any concerns to the parents at the earliest opportunity, in order to engage their active support and participation.

The triggers for intervention could be the teacher's or another member of staff's concern. This will come about from tracking progress and will be underpinned by evidence about a child who, despite receiving differentiated learning opportunities

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If despite receiving an individualised programme the child continues to make little or no progress in the areas of concern, the school will request help from external agencies.

If enough evidence has been collated by the school and the child's family, external support services (both those provided by the Local Authority or by other specialist agencies) will be invited to assess the pupil. The external specialist may advise teachers/parents on new strategies, provide a specialist assessment, give advice on the use of specialist materials and in some cases provide support for particular activities. The external specialist may be involved in teaching the child directly.

Parents (and where appropriate the pupil) will always be fully involved in the decision making process from the initial concern to, if it is deemed necessary, when any external agencies become involved. At this point a CAF (Common Assessment Framework) may be initiated to identify areas of need and an action plan for moving forward with the continuum of need. However, this is not always necessary.

Any of the following may trigger a concern:

- Parent/carer/child
- Class teacher assessment
- Records from previous school
- Concerns raised by external agencies
- In –house assessments
- Pupil tracking
- The child's behaviours within the school setting

Parents may raise concerns about their child at any time with the class teacher, head teacher or SENCo. Outside agencies can also provide help with identification and advice on the correct provision and intervention strategies.

What arrangements does the school make for consulting with children with SEND about -and involving them in- their education?

All pupils are valued at Calder Vale St John's school. We believe that all pupils are important and special; all children are different and we need to accept and celebrate each other's differences. If a child is thought to have a special educational need, with parent's permission, we are able to discuss openly with the child about their barriers to learning and how best we can try to remove or lessen that barrier. We believe that openness and acceptance helps children to integrate better into school.

All pupils are involved in their own target setting and their progress is discussed with them and their parents/carers. Pupils are consulted and are able to talk about how best they learn. Pupil Progress Reports are produced termly for all pupils and parents receive a copy at a "progress meeting". These Reports are written with the pupil (where appropriate) being consulted and the teacher and pupil will be able to discuss their progress and set their own appropriate targets for the next term. These reports are discussed with parents.

The pupil's targets are monitored and assessed termly (with flexibility for more frequent assessment if appropriate) and provision is evaluated.

If a pupil has a SEN Support Plan, they complete a "one page profile" where they talk about what they enjoy and feel successful in, what they find helpful in school and how school can best to support them.

If a pupil has an EHCP, where and when appropriate, they have opportunities before the Review meetings to talk about their progress, and are able to give input into setting their targets. Where appropriate, pupils are invited to attend their Review meetings.

All pupils have an opportunity to become members of the School Council, where they make joint decisions on aspects of school life, have responsibilities and feel part of the decision making within the school community.

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

At Calder Vale we have a Nursery and invite other local nurseries to our "Tree Top Tuesdays" where lots of exciting outdoor activities are held in our woods. This provides a good opportunity for perspective and new parents to join the sessions with their children.

Calder Vale holds termly parents meetings with a short report given to parents in the autumn and spring terms and a detailed progress report at the end of the summer term.

Review meetings for pupils with Statements or EHCPs are held annually with parents, the pupil (for an appropriate length of time in order for them to contribute to their own review) and any staff, medical or other professionals involved with the family. Parents receive copies of all relevant paperwork concerning their child.

Pupil Progress Reports are produced termly for each pupil and parents receive a copy, with the pupil receiving a "child friendly" target plan to keep in school.

These Pupil Progress Reports are produced termly in collaboration with the Class Teacher, the TA/SA, SENCo and the pupil (if appropriate) and discussed with parents. The pupil's targets are monitored and assessed termly (with flexibility for more frequent assessment if appropriate) and provision is evaluated.

The School operates an "Open Door" policy where parents can bring their concerns or questions to the Head teacher, Class Teacher or SENCo about their child.

Arrangements can be made with parents on a one to one basis, so that they can meet more regularly with the class teacher, SENCO or Head teacher if more frequent updates are needed.

How will the curriculum be matches to my child's needs?

Calder Vale is a small rural school but which boasts a large outside space including a wooded area used as part of our "outside learning" environment. As a school, we understand that children are individuals who respond to different ways of learning. Our Christian ethos alongside the nurturing atmosphere in the school provides all children with a caring setting in which they can develop.

We recognise that inclusion is an ongoing process that celebrates diversity and removes barriers to learning. Age, ability, gender, ethnicity, language and social background should not become obstacles to learning.

Children have different educational needs: they require a range of strategies to support learning and may acquire skills and knowledge at different rates. Teaching arrangements are flexible, in order to make best use of the skills and resources available in meeting the diverse needs of our pupils.

In recognising the needs of all children, the school differentiates programmes of work to accommodate requirements of SEND pupils.

All staff have regular professional development training in areas of SEND. The SENCo gives staff regular updates in order for teaching staff and TAs to develop the most appropriate strategies for each pupil. At Calder Vale we have Teaching Assistants who work to support pupils, depending on their needs, either on a one to one basis or as a small group within the classroom.

Planning for pupils with SEND will be integral to all planning. Classroom approaches will follow the requirements of the new National Curriculum and the 2014 SEND Code of Practice to include:

- High expectations for every pupil
- Consideration for different learning styles of pupils
- Setting appropriate assessments to set targets which are deliberately ambitious but achievable.
- Breaking difficult tasks down into small steps so that pupils can experience success
- Using practical work where possible
- Using co-operative work for pupils to develop learning and social skills
- Emphasising conversation and discussion in learning
- Considering the level of concentration of individual pupils
- Planning the written demands made on pupils

How accessible is the school environment?

Calder Vale School is on one level. Classrooms are accessible by wheelchairs. All furniture in school is modern and age/height appropriate for the children in each class with specialist equipment and/or furniture being provided when necessary.



School always seeks advice from clinicians and specialists eg. Occupational Therapists/ Physiotherapists or from the local authority environmental assessment, to determine whether additional equipment is needed.

The school environment has been recently audited and school made relevant changes in order to support a pupil with a visual impairment.

School seeks advice from various organisations and collaborates with parents and carers to ensure pupils with SEND feel safe and confident.

Parking bays are next to the school with one disabled parking bay near the entrance gate.

Yellow markers are on all steps for high visibility.

Door softeners were placed on all toilet doors and all hand driers removed from the toilets to ensure a better quieter environment for pupils with ASC.

How are the school resources allocated and matched to children's SEND?

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

The Governing Body-Resources Committee oversees the SEND budget. It is the responsibility of the Head Teacher, the SENCO and the Governor with responsibility for SEND to monitor the use of resources for the delivery of SEND provision, thus ensuring that every child at Calder Vale St John's Primary School receives her/his full entitlement. This is monitored using a Provision Map.

Both key stages have teaching assistants to facilitate the teaching of mixed age classes. This high adult – pupil ratio enables pupils with SEND to receive additional support by both teachers and teaching assistants.

Resources are allocated as follows:

- The SEND co-ordinator whose responsibilities include organisation of equipment, support for class teachers and liaison with parents and outside agencies. The SENCO attends local authority courses and business meetings and keeps staff informed about SEN matters.
- Specific children may be allocated support from outside agencies e.g. SEND Services (Lancashire support for SEND), Specialist Teachers, Educational Psychologists, Stepping Stones, CAMHs, ASSIST Trauma, Counselling services, Specialist Teachers (ASC and Dyslexia) etc
- Teaching Assistant support.
- Intervention programmes.
- Materials and resources - these are constantly reviewed and updated.

For pupils with an Education and Health Care Plan, funding is delegated to the school from the LA. This funding is directed towards supporting the pupil to ensure that the provision specified in the statement is made, in fulfilment of governors' responsibilities. **Personal budgets** will be allocated to families of pupils with an EHCP. This personal budget will be an amount of money identified to deliver parts of the provision set out in the EHC plan.

- Families can request a personal budget as part of the planning process (of the EHCP or at an Annual Review)
- It can include funding for education provision
- School will ensure that any provision bought by the family, using a direct payment, will be provided on the school's premises (as stipulated by the SEN Code of Practice 2014 and Local Authorities).

Parents and carers are involved in any decisions about additional resources for their children.

Access arrangements are made for any pupils who are deemed to need extra time, breaks, scribes, readers etc. during public examination at the end of Year 6.

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

We will use the "Plan, do, assess and review" process with your child.

The SEN provision map records the type of intervention a pupil receives. It records the pupil's progress following interventions.

We have a computer generated tracking system which tracks and monitors the progress of all pupils.

All children's progress is tracked and monitored through the in-school tracking system and pupil progress reviews take place each half term. The school follows a graduated process of "assess, plan, do, review" in order to monitor the effectiveness of provision and interventions.

Assessment

Assessment is central to our planning for all pupils. In assessment we should:

- 1 Analyse the child's learning difficulty
- 2 Clarify the child's needs for different kinds of approaches or resources
- 3 Provide for those needs whilst continually assessing the child's progress.

Assessing special educational needs is not an end in itself but a first step to understanding and providing for the child's needs and monitoring the child's progress. It is vital to develop measures of progress for SEN pupils that are sufficiently sophisticated to recognise pupils' achievements, rather than emphasising their difficulties or disabilities.

Particular use is made of teacher assessment as well as:

- PIVATS – to assess progress of children working below National Curriculum levels/expectations.
- EYFS Profile completed and reported to parents in July of the Reception year.
- PIPS on Entry Baseline.
- Individual Progress Plans
- Individual Behaviour Plans
- PIPS years 1-6
- SATS Years 2 and 6
- Reading and Spelling ages recorded in Autumn, Spring and Summer terms.
- QCA Optional SATS Years 3 – 5
- Termly tracking in Reading, Writing and Maths
- Lancashire KLIPS (Key Learning Indicators of Performance)
- Specific SEN assessments.
- Assessment by outside agencies e.g. Educational Psychology Service, Specialist Teachers etc.

Assessment data is used to set pupil targets and to manage performance and achievement. Setting challenging, but realistic targets is essential to raising the attainment of SEND pupils. Assessment data will be analysed to monitor SEND provision and to plan for curricular improvements.

Plan

Parents are *formally* notified, and in collaboration with the pupil, class teacher and SENCo, agree on appropriate interventions or provision and expected outcomes.

Do / Monitoring

The class teacher, head teacher and SENCO monitor the achievement of SEND pupils through data analysis, lesson observation, collection of work samples, discussion with teaching staff etc.

Review Procedures

For all pupils on the SEND Register, there will be a review at least once a term to which parents will be invited and at which provision and progress will be discussed.

Individual plans and targets will be written and reviewed at least termly by the class teacher. These should focus on up to three or four key individual targets and should include information about:

- The short term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- Review date
- Outcomes- recorded at the review.

The SENCO will monitor the effectiveness of the targets in addressing the child's identified difficulties. Parents will be invited to review their child's individual targets.

Where a pupil has a statement of SEND or an EHC Plan, in addition to termly Individual Pupil Target reviews, the school in conjunction with the LEA carries out a statutory annual review. Parents and external agencies are encouraged to attend.

Where a CAF has been initiated and multi-agency involvement is required, a Team Around the Family (TAF) will be set up and reviews arranged to monitor progress and provision.

How does the school communicate with parents about how their child is progressing?

Reviewing and Evaluating Outcomes

Calder Vale holds termly parents meetings with a short report given to parents in the autumn and spring terms and a detailed progress report at the end of the summer term.

Review meetings for pupils with r EHCPs are held annually with parents, the pupil (for an appropriate length of time in order for them to contribute to their own review) and any staff, medical or other professionals involved with the family. Parents receive copies of all relevant paperwork concerning their child.

Pupil Progress Reports are produced termly for each pupil and parents receive a copy, with the pupil receiving a "child friendly" target plan to keep in school.

These Pupil Progress Reports are produced termly in collaboration with the Class Teacher, the TA/LSA, SENCo and the pupil (if appropriate) and discussed with parents. The pupil's targets are monitored and assessed termly (with flexibility for more frequent assessment if appropriate) and provision is evaluated.

The School operates an "Open Door" policy where parents can bring their concerns or questions to the Head teacher, Class Teacher or SENCo about their child.

Home /School books are used for regular contact to inform parents of how their child's day has been. We also use "ebooks of Success" and Learning journeys are all ways in which school can show a pupils progress.

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

Staff undertake regular in-service and local authority training. Further knowledge and advice about SEND is sought where appropriate. School also recognise the need to train learning support assistants who play a valuable role in supporting children in class. The SENCO keeps staff informed of current local and national developments. She attends the local authority termly Cluster Meetings and other appropriate training.

INSET requirements and priorities are considered annually by the SENCO, in consultation with the Head Teacher and in line with the Performance Management and Professional Development Policies and the School Development Plan. All staff are consulted during policy reviews and useful discussions help to inform our policy and practice.

All staff have had recent training in

- Dyslexia
- ASC
- Epilepsy
- ADHD
- Visual Impairment
- Attachment Disorder

Support Services and External Advice

Within our school we are fortunate to have a range of expertise and experience. However, there are learning difficulties that we are not qualified to address and we would choose to call in expert advice from outside agencies. School is able to contact specialist advisers from SEND Services, who offer expertise in:

- Sensory Impairment
- Communication
- Significant Learning Difficulties
- Emotional, Social, Mental health and Behavioural Difficulties
- Pupil Counselling.

In the past we have had support, advice and training from the

- Preston and District Dyslexia Association (PaDDA)
- LDIGS
- Hillside Specialist School.
- Occupational Therapists
- Speech and Language Specialists
- Physiotherapists
- Educational Psychologists
- Specialist Teachers eg. Dyslexia and Autism
- Stepping Stones

How will the school prepare and support my child to join school and transfer to Secondary School?

Before starting at Calder Vale School, new pupils are encouraged to attend our Treetop Tuesdays, where they can meet current pupils in Nursery and Reception.

Parents are welcome to bring their children for "taster mornings" or to join in our Diddi Dance sessions. These will help the children get to know other pupils and get them used to some of our routines and activities.

On request, we can also provide parents with photos of staff and key areas around the school, so the child can become familiar with faces, names and locations before starting school.

Transition to Secondary School

From year 4 onwards children visit our local secondary schools for themed sessions (for example art, music, science, ICT etc). Calder Vale St John's C of E Primary School is closely linked with the secondary schools for sports competitions.

Each summer year 6 pupils visit their new Secondary School for a "transition" day and participate in taster sessions. Teachers from the Secondary Schools also visit the pupils in their school to make their transition easier.

If the child has SEND, additional arrangements are made by the SENCo with the Learning Support Manager at the new Secondary School. It will be arranged for the child to visit the school before "transition day", either with the parents or two members of staff (TA, SENCo). This can put the child and the parents at ease as it is a more personal approach, and makes transition from year 6 to year 7 easier.

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

Extra-Curricular Activities

Calder Vale operates a free of charge Breakfast Club every morning from 7.45-8.45am.

There is registered After School Provision at "Scorton Kids' Club", which runs every school day, from 3.15pm-5.45pm. The cost is £7.75 per child per full session and £4 for half a session and both sessions include a healthy snack. The School mini bus can transport children from Calder Vale to Scorton.

There are opportunities for children to get involved in a variety of free lunchtime and after school activities, such as a gardening club, "Eco Warriors", Heroes Club and various sports clubs (football, dance, multi skills, tennis etc). Extra adult support is provided for any of these extra-curricular activities, if needed.

As it is a small school, all children in school are encouraged to help the new Reception and Nursery pupils settle into school in the Autumn term.

"Treetop Tuesday" woodland Sessions are offered, free of charge, to all pre-school children on Tuesday mornings.

Calder Vale has a daily nursery for all children aged 3-4. This provision is currently free of charge for 2017-2018 academic year.

Clubs and school trips are open to *all* children in the designated age range to that specific activity (i.e multiskills for all children in Reception and KS1 but not KS2). Parents of children with SEND are consulted and where appropriate, collaborate in the planning of any off site school trips. Prior notice of any visitors to school (for educational /sporting purposes) will always be given in advance to parents.

Staffing levels are always appropriate during lunchtimes, break times, after school clubs, school trips.

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

The Head Teacher carries out Risk Assessment where necessary and all Health and Safety issues are communicated to staff.

Currently, most children are transported to and from school on Lancashire County Council approved minibuses. Calder Vale School also has a minibus which also transports pupils to and from school, by arrangement.

If required, handover arrangements would be carried out by the Teaching Assistant/ Special Support Assistant or Class Teacher to the appropriate parent/carer in the playground. There are public car parking spaces outside the school gates.

There are always members of staff on duty to supervise break times and lunchtimes. Teaching Staff are always on site to provide extra assistance when necessary.

Support is available in every class, but some classes have additional adult support if required.

Parents can access the **Anti-Bullying Policy** on the school's website.

Support for improving the emotional and social development of pupils with SEND. Health (including Health and Wellbeing)

If parents require their child to take prescribed medication, there is a signed agreement between parents/carers and the school which is kept on file. Medication is kept in a locked cupboard in the school office.

Care Plans are kept with SEND records and a copy is given to the class teacher. These are written with and reviewed termly with the parents .

All teaching and support staff are kept up to date with First Aid and Paediatric First Aid Training to ensure they are familiar with what action to take in the event of an emergency. More specialised training for the use of an Epipen, diabetes or other health requirements is arranged for staff when the need arises. If a pupil has more complex needs, advice, guidance and, if necessary, training is sought from more specialised Health Care Professionals. All staff have had epilepsy training.

If parents (or staff) are concerned about the emotional health of their child, measures are taken to have a professional assessment and if necessary, to refer the pupil to a professional agency eg. ASSIST, CAHMS, LCATs etc. in order for the pupil to have the support they need. The SENCo has attended Mental Health First Aid training.

Calder Vale practises "Zones of Regulations" which supports pupils in emotional regulation. We also commission a Relax Kids therapist who provides all pupils with strategies for emotional wellbeing during weekly sessions.

Working Together

Calder Vale St John's has an active school council who are elected every year by pupils of the school. They are involved in fundraising and sharing ideas about ways of improving the school and are involved in some decisions about proposed changes.

Pupils are involved in setting and reviewing of their targets for academic and social achievement

Parents can have their say about their child education and progress during Parent's Evenings, Annual Reviews and by talking to the class teacher, Head Teacher of SENCo.

Elections for the Governing Body are held when a vacancy arises.

Parents are invited to take an active part in the work of "The School Association" at Calder Vale. Membership is free and it organises many social and fundraising events to support the school.

When required, information evenings given by relevant voluntary or support agencies are held for staff, governors and parents.

How do you evaluate the effectiveness of the provision made for children with SEND?

At Calder Vale we use "Personal Learning Maps" for all pupils, which are updated each term. All pupils have input into these PLMs and discuss with the class teacher their personal achievements and targets. These are then discussed with the parents/carers.

Each half term, all provision is assessed and reviewed. We look at the engagement of the child with the provision and the progress that has been made.

PIVATs, assessments, PLMs, Learning journeys, trackers, Boxall Profiles, Questionnaires (Mental Health and Wellbeing) etc are all used to determine whether the provision is effective for that pupil.

TAF meetings, Review meetings, Parent Consultation meetings are the various ways in which we provide opportunities for parents', Carers and staff to discuss pupil progress and effectiveness of provisions.

Governors are informed through termly SEND Reports on the effectiveness of different provisions. Termly meetings are held between the SEND Governor and the SENCo.

Pupil Progress is scrutinised by the Head Teacher, SENCo and staff at specified PP half termly staff meetings.

If pupils are not making the desired progress, then provision is altered with the agreement of the pupil (where appropriate) and parents/carers.

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

At Calder Vale School we are very fortunate to have had links with many professional bodies over the past few years. Each organisation has been able to support and advise staff, pupils and their parents in different capacities.

We have had support, advice and training from the

- School Nurse
- Preston and District Dyslexia Association (PaDDA)
- LDIGS (Dyslexia)
- Occupational Therapists
- Speech and Language Specialists
- Physiotherapists
- Educational Psychologists
- Specialist Teachers eg. Dyslexia and Autism
- Stepping Stones (Behaviour – social and emotional well being)
- Epilepsy advice and training from Specialist nurses
- Relax Kids Therapist
- LCATs- Lancashire Centre for Alternative Therapy (counselling services)
- ASIST (Counselling services)
- Barnardo's
- Guide Dog Association

We have a very good working relationship with the Lancashire County Council SEND Services Team, who provide advice and support and are able to signpost us to other relevant services.

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?

The school encourages parental involvement in the education of their children. Every effort is made to ensure that the needs of pupils with special educational needs are met using a person centred approach taking the views of parents and children in any decision making.

If parents are unhappy with the way the school is dealing with their child's difficulties they should initially discuss the problem with the child's class teacher and/or the SENCO. The Head Teacher may also be involved.

If the problem cannot be resolved in this way recourse may be taken to the Governing Body of the school through the Governor with responsibility for Special Educational Needs and Disability in the school.

A copy of our School Policy for the Complaints Procedure is available on the School website (under Non Curriculum Policies).

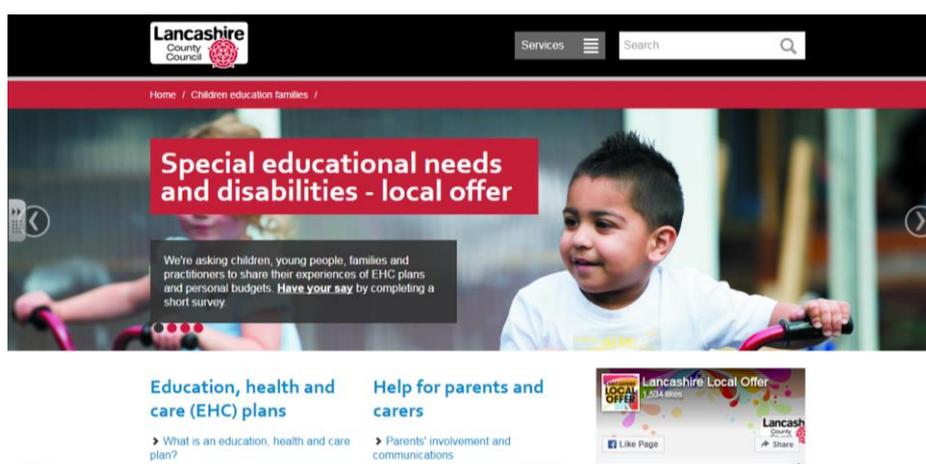
If the problem persists after these actions have been taken the LEA may become involved. Parents are encouraged to contact the IAS team (Information Advice and Support) for SEND. This is an independent body (previously known as Parent Partnership) who provide support for parents and will explain how to go about making a complaint to the LEA.

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

If parents have any queries about support services for their child, the SENCO will be able to discuss their needs and signpost them to different services available.

There is a link on the school's website to the Lancashire County Council SEND Local Offer. This site offers a number of links to local services for children and young people with SEND.

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



The School website also offers links to key support services and organisations
<http://caldervale.lancs.sch.uk/school/school-policies/special-educational-needs/>