



St Mary of Charity Primary School

Special Educational Needs and Disabilities Information Report 2023-2024

This report has been written in accordance with the requirements set out in Schedule 1 of The Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice (DfE/DoH 2015)

1 The kinds of special educational needs for which provision is made at the school

St Mary of Charity Primary School currently provides additional to and/or adapted provision for a range of needs, including:

- Communication and Interaction Needs (CI), for example; Autistic Spectrum Disorder (ASD), speech and language difficulties.
- Cognition and Learning Needs (CL), for example; learning difficulties and specific learning difficulties such as dyslexia, and dyscalculia.
- Social, Emotional and Mental Health Needs (SEMH), for example; Attention Deficit Hyperactivity Disorder (ADHD) and emotional regulation difficulties.
- Sensory and/or Physical Needs (SP), for example; visual impairments, hearing impairments, processing difficulties, epilepsy or a physical disability that affects their learning.

These SEND categories are definitions of Special Educational Needs outlined in the SEND Code of Practice (DfE/DoH 2015). There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, we can access training and advice so that these kinds of needs can be met.

The school also meets the needs of pupils with an Education, Health and Care plan with the following types of Special Educational Needs; Autistic Spectrum Disorder, Speech Language and Communication Need, General Learning Delay, Gross and Fine Motor Skills Delay. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. We have well-organised induction arrangements for new SEND pupils which facilitates their smooth integration into school. This involves the Inclusion Lead (SENCO) meeting with the parent(s)/carers, contacting the previous settings SENCO and the pupil having an increasing timetable, if necessary.

	2021-2022 school	2021-2022 National	2022-2023 School	2022-2023 National	2023-2024 School	2023-2024 National
SEN Support	12.3%	12.6%	11%	13%	13.8%	13.6%
EHCP	3.8%	4%	5.2%	4.3%	4.3%	4.8%

2 Information about the policy for the identification and assessment of pupils with SEND

At St Mary of Charity, we monitor the progress of all pupils at least three times a year to review their academic progress, through a range of formative and summative assessments. These assessments will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

(The *SEN Code of Practice, DfE/DoH, 2015: 6.17*)

This may include progress in areas other than attainment, for example, social needs.

We know that additional to/different from provision is needed if:

- Concerns are raised by parents/carers, teachers or pupils and this has been monitored
- There is a significant change to the pupil’s behaviour or progress

Some pupils may continue to make inadequate progress, despite quality first teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At St Mary of Charity, we are experienced in using the following assessment tools; Speech and Language Link, Language Screen (DfE) Accelerated Reader, Dyslexia screening, Dyscalculia screening, Clever Fingers Assessment, Boxall Profile and

Goodman’s Strengths and Difficulties Questionnaire (SDQ). We have access to advanced assessment tools reported by external advisors including Speech and Language, Play and Occupational Therapists as well as Educational Psychologists.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support and interventions can be found listed in section 3c.

Slower than average progress and/or low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, with support from the Mainstream Core Standards, or whether something additional is needed. We aim to identify the need at the earliest point, making effective provision to improve long-term outcomes for the pupil.

	2021-2022			2022-2023			2023-2024		
Type of SEN:	No. of students :	% in relation to SEN Register: (28)	% in relation to the whole school: (210)	No. of students :	% in relation to SEN Register: (34)	% in relation to the whole school: (209)	No. of students:	% in relation to SEN Register: (38)	% in relation to the whole school: (211)
ASD (Autism)	10	35.7%	4.7%	12	35.2%	5.7%	14	36.8%	6.6%
Hearing Impairment	0	0%	0%	1	2.9%	0.4%	1	2.6%	0.4%
Multi-sensory impairment (ADHD)	2	7.1%	0.9%	2	5.8%	0.9%	3	7.8%	1.4%
Physical Disability	0	0%	0%	0	0%	0%	0	0%	0%
Social, Emotional and Mental Health	2	7.1%	0.9%	3	8.8%	1.4%	5	13.1%	2.3%

Speech, Language and Communication	9	32.1%	4.2%	12	35.2%	5.7%	12	31.5%	5.6%
Specific Learning Difficulties	4	14.2%	1.9%	3	8.8%	1.4%	3	7.8%	1.4%
Visual Impairment	0	0%	0%	0	0%	0%	0	0%	0%

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, Class Provision Maps/Individual Education Plans, reviewed regularly and refined/revised if necessary. Supportive strategies identified with the child will be recorded on their One Page Profile. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional to and adapted from what is typically available.

If the pupil can make good progress using this additional and adapted resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil can maintain good progress without the additional and adapted resources, he or she will not be identified with special educational needs. When any change in the identification of SEND is made, parents will be notified.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil conferencing within learning walks and lesson observations
- Monitoring by the SENDCO
- Using class provision maps/individual education plans to measure progress
- Using individual education plans for pupils who are in receipt of higher needs funding (HNF) or

EHCP

➤ Holding annual reviews for pupils with EHC plans

Each review of the SEND provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015 6.17)* describes inadequate progress thus:

- i. Is significantly slower than that of their peers starting from the same baseline
- ii. Fails to match or better the child's previous rate of progress
- iii. Fails to close the attainment gap between the rate of progress
- iv. Widens the attainment gap

For pupils with and without an Education, Health and Care Plan there will be three pupil progress meetings, this enables professional dialogue and a review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. These meetings also consider any other aspects of the child's situation/well-being that could affect their progress. The pupil progress meetings are held three times a year and involve the CT and SLT, including the SENDCO. In addition to this, pupil's One Page Profiles are reviewed three times a year. These meetings involve the parents and pupils and occur during parent's evenings. A meeting can be requested with the SENDCO at this stage.

The collation of all provision effectiveness will be reported to the governing body three times a year.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

We will follow the graduated approach and the four-part cycle of **assess, plan, do, and review**. This cycle is recorded on class provision maps or Individual education plans depending on which is most appropriate for the pupil. The review of pupil progress draws upon;

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- Outcomes from screening/assessments taken place
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The SENDCO is available to meet throughout the two parents' evenings and also runs Parent Pop In's twice a year. In addition to this, parents can request a meeting with the SENDCO as needed.

Pupils who do not make progress are highlighted and discussed at pupil progress meetings. In addition, SEND pupils who do not make progress initiate an investigation into the effectiveness of the provision by SENDCO. Where appropriate, a meeting is held between the SENDCO and the Class Teacher. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at St Mary of Charity are referred to in section 2. Using these it will be possible to see if pupils are increasing their attainment in key areas. If these assessments do not show adequate progress is being made the pupil's provision will be reviewed and adjusted.

Staff are able to raise concerns over key pupils during Pupil Progress Meetings (three times a year) and via a SEN referral form, which links to the core offer from the mainstream core standards document and Quality First Teaching Strategies.

3c The school's approach to teaching pupils with special educational needs

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching strategies, adapted for individual pupils, are the first step in responding to pupils who have or may have SEND. This will be adapted for individual pupils. All teachers are teachers of SEND. Additional interventions and support cannot compensate for a lack of good-quality teaching. St Mary of Charity regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practices.

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring/precision teaching/work stations/mentoring/small group teaching/use of ICT (e.g. Clicker) These are delivered by additional staff employed via the funding provided to the school as 'notional SEND funding' or Higher Needs Top up Funding.

We will also provide the following interventions:

- *Speech and Language interventions through SpeechLink*
- *Clever fingers – fine motor intervention*
- *Fizzy – Gross motor intervention*
- *Sensory Circuits*
- *Sensory Learning Breaks*
- *Sensory Room Access*
- *Catch-up/Keep-up phonics intervention using Littlewandle*
- *Friendship/Social Skills*
- *Nurture*
- *Brick by Brick Intervention*
- *ELSA (Emotional Literacy Support Assistants)*
- *Play Therapy*
- *Nessy*
- *Small group or 1:1 targeted reading, writing and math interventions*
- *Reciprocal Reading Program*
- *Drawing and Talking Therapy*
- *PlaySkills*
- *Colour Monsters – Linked to the Zones of Regulation*
- *Writing support through Clicker8*

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, by outcome etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

At St Mary of Charity, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. All Teaching staff partake in yearly Mainstream Core Standards training. We also incorporate the advice provided as a result of assessments, both internal and external, EEF research projects and the strategies described in

Education, Health and Care Plans.

Recognising the needs of our pupils, we have had whole school training on Hearing impairments, the use of assistive hearing devices, and the positioning of pupils with additional needs within the classroom; this training was provided by HI-STLS. We have also had whole school training on speech, language and communication, with a particular focus on identification in the early years; this training was provided by Speech4Schools, an independent speech and language specialist that Aquila, diocese academies trust, buys into, to offer support to SMC.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget, we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional to, and different from, teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and is listed on Class Provision Maps/Individual Education Plans. In a very small minority of cases, a very high level of resources is required. The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high needs, and above that amount, the Local Authority should provide top-up funding to the school via a higher needs funding application. In these cases, additional resources may be deployed to the class/year group to support the implementation of required interventions.

	2021-2022	2022-2023	2023-2024
Notional SEN Funding	£138,083.15	£141,334.13	£178,936.38
High Needs Funding	£32,283.76	£63,752.60	£66,493.96
Total Funding	£170,366.91	£205,086.73	£245,430.34

We currently have Ten teaching assistants who are trained to deliver interventions as listed in section 3c. This includes one Teaching Assistant who leads all speech and language interventions, two that lead on ELSA, and one that is a trainee play practitioner.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapists
- Specialist Teaching and Learning Service
- Educational Psychologists

- SEND Inclusion Advisory service

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at St Mary of Charity are available to pupils with special educational needs either with or without an Education, Health and Care Plan, including our before (Breakfast Club) and after-school clubs. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity. All pupils are encouraged to go on our year 6 residential trip. All pupils are encouraged to take part in sports day, school plays and attend school trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At St Mary of Charity we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. Jigsaw (PSHE)/ Zones of Regulation and indirectly with every conversation adults have with pupils throughout the day, we promote positive thinking and closely link our school values to restorative conversations.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council/class worship warriors/prefects and other roles with responsibilities within the school.
- Pupils with SEND are also encouraged to become a 'Buddy' and support younger pupils at playtime
- Each classroom and learning area within the school has a 'Colour Monster' Zone of regulation board for children to identify their emotional needs

For some pupils, with the most need for help in this area, we also can provide the following; access to ELSA, mentor time with a member of the senior leadership team, external referral to NELFT MHST (formerly CAHMS), external referral to Solution-focused counselling through School Health, time-out space for pupils to use when appropriate (Sensory Room, Bubble Room or The Hub) and Play Therapy.

Pupils in the early stages of emotional and social development because of their special educational

needs will be supported to enable them to develop and mature appropriately. This will usually require additional and adapted resources, beyond that required by pupils who do not need this support.

We have a zero-tolerance approach to bullying.

4 The name and contact details of the SEND Co-Ordinator

The SENCO and Inclusion Lead at St Mary of Charity is Mr Rob Moorfield (BA/Sc Hons, PGCE) a qualified teacher. He has completed, and been awarded the National Award for SEND Coordination from Canterbury Christchurch University. He works full-time and is available from Monday to Friday.

01795 532496

[rmoorfield@smcs.aquilatrust.](mailto:rmoorfield@smcs.aquilatrust.co.uk)

[co.uk](http://smcs.aquilatrust.co.uk)

The SEND Governor at St Mary of Charity is Steph Guthrie.

office@smcs.aquilatrust.co.uk

FAO Steph Guthrie

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

We continually train all staff to follow current trends in SEND within our setting. In the last academic year, a number of staff have been trained in:

- Mainstream Core Standards
- Littlewandle Phonics
- Team Teach Positive Handling
- Speech & Language Training – developing speech in young children
- EpiPen training
- Attachment Training
- EAL Pupils – Supporting language needs for all
- First Aid
- Child protection
- Poor comprehension – reading beyond phonics
- Improving Times Tables fluency
- Level 2 Understanding Children and young people's mental health
- Brick By Brick Intervention training for some members of staff
- ADHD Awareness

- Autism Awareness Training via STLS & AET
- Adverse Childhood Experiences
- Emotional Literacy: Developing Pupils' Skills to Strengthen Resilience and Well-Being
- Therapeutic Play Practices
- Hearing Impairment Training by STLS
- Positive Mental Attitude – being the best 2% you

We use specifically trained staff for Speech and Language, Sensory Circuits, Brick By Brick intervention, ELSA and Play Therapy.

Our priorities for this year will concentrate on further embedding research from EEF and the mainstream core standards to ensure adaptive practices are embedded fully across the curriculum. We will prioritise adaptive practices to ensure knowledge in all subject areas is effectively built upon. Retrieval practices in all subjects will be a focus during learning walks and subject development reviews. Kent Steps, a tracking program to monitor small-step progress, will be used. We will continue to develop the knowledge of our SEND support staff as well as respond to the needs of the children. We continue to train new staff to keep in line with their colleagues.

Where a training need is identified, we will find a provider who is able to deliver it. The cost of training is covered by the notional SEND funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

If concerned, a member of staff or parent/carer will raise a pupil cause for concern to the SENDCO. Internally, this will be done by completing a SEN referral form which directly corresponds to the mainstream core standards, reinforcing the already substantial training that has taken place for all teaching staff. As appropriate, actions will be taken and monitored over a period of time. We will have an early discussion with the pupil and their parents when identifying whether they need special

educational provisions. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Once investigated, if a pupil is set to enter the SEND register then parents/carers will be called by the SENDCO and discussed either face to face or over the telephone, parental choice. This will be followed up with a letter to the parents, from the school SENCO informing parents of their child being entered into the register, and the reason(s) why.

All parents of pupils at St Mary of Charity are invited to discuss the progress of their children with the Class Teacher and/or SENCO twice a year at Parents Evenings. Pupils whose needs are supported by HNF or an EHCP, are invited for additional reviews including an annual review throughout the year. There are also opportunities for 'parent pop-ins' with the SENCO in the terms where parents' evenings are not offered. Parents are also welcome to meet with the SENCO at any point of the year to discuss progress and provision for their child.

The parents also receive an Annual Report at the end of the academic year with an opportunity to meet with the Class Teacher and/or SENCO on request.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments, which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made for them and the parent will be invited to contribute to planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible to parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational

provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. As St Mary of Charity is a Primary school, the adults involved play a significant role, with Upper KS2 pupils taking increased responsibility. Pupils work with their class teacher to create a one-page profile, outlining how they wish to be supported.

These are reviewed with the pupil and parents/carer at least twice a year. A one-page profile is created to record the pupil views and outlines the support needed; these are currently in the developmental stages and are reviewed regularly by supporting adults and SLT.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at St Mary of Charity are used for complaints about provisions made for special educational needs. We encourage parents to discuss their concerns hierarchically with the Class Teacher, Phase Leader, Inclusion Lead, SLT and finally the Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body (see the Complaints Policy).

If the complaint is not resolved, after the governing body has considered it, then a disagreement resolution service or mediation service can be contracted. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions or permanent exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

There are some circumstances, usually for children who have an Education, Health and Care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints, which fall within this category, cannot be investigated by the school.

10 How the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body has engaged with the following bodies:-

- Free membership of the Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to traded Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupils with a requirement for direct therapy or advice via a referral process.
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team.
- Ability to make ad hoc requests for support from CHATs (Child and Adult Talking Therapy Services)
- A Service Level Agreement with Educational Psychologist for a set number of days per year through Aquila Trust.
- A Service Level Agreement with a Private Speech Therapist.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring

between phases of education or in preparing for adulthood and independent living

From a Nursery Placement:

- At St Mary of Charity, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.
- Transition meetings start with different Nursery settings in Term 5, earlier if a setting highlights severe needs. We meet on more than one occasion after this, with the class teachers to discuss provision. As appropriate, we visit the pupils in their settings and /or at their homes.
- All pupils have transition sessions in school and the time spent increases at each session. Before these sessions start, the liaison with the previous setting and parents ensures a child's transition can be supported further in order to meet the needs of the child.
- Class Teachers/SENCO use information and reports collated from setting/parents and through observation to support entry assessments regarding additional needs.

Moving between year groups:

- Where appropriate, transition meetings are set up for pupils with SEND. This includes the current and next class teacher, the pupil and the parents. Within this meeting, transition documents are completed as a record of the conversation and referred back to at a later date. Class-to-class transition social stories are prepared for all SEND pupils, which can be accessed via the school website for ANY pupil, regardless of their need. We also run transition days for all pupils.

Transition to secondary school:

- Transition meetings with the SENCOs from the secondary schools are established to outline provision and pupil needs. In addition to this, the SENCO works with the secondary schools to organise extra transitional visits for vulnerable pupils. For the most vulnerable pupils, we organise transition packs, including pictures of the pupil's new school, key information and what to expect plus familiar adults to attend transition week with them.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer> and parents without internet access

should make an appointment with the SENDCO for support to gain the information they require.