

Greenways Primary Academy

A part of Windsor Academy Trust



SEND Policy & Information Report 2023-2024	
Responsible Committee:	Local Advisory Board
Date approved by the LAB:	1st September 2023
Next review date:	1st September 2024

1. Aims

Our SEND policy and information report aims to:

Set out how our academy will support and make provision for pupils with special educational needs and disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Everyone at Greenways Primary Academy is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of academy life. This document supports the stated ethos of the academy:

“Our vision for Greenways Primary Academy is to challenge each child to reach their full potential in a safe, welcoming and happy learning environment. We encourage children to become independent life-long learners by developing intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others and the courage to act on their beliefs. This will be achieved within an inclusive academy that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with SEND.”

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out academy’ responsibilities for pupils with SEN and disabilities.

The [Special Educational Needs and Disability Regulations 2014](#), which set out academy's responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

DfE (2015) 'Supporting pupils at school with medical conditions'

DfE (2023) 'Keeping children safe in education 2023'

DfE (2018) 'Working Together to Safeguard Children 2018'

DfE (2018) 'Mental health and wellbeing provision in schools'

DfE (2021) 'School Admissions Code'

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Chelsea Stone.

They will:

Work with the headteacher and SEN link governor to determine the strategic development of the SEN policy and provision in the academy.

Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.

Advise on the graduated approach to providing SEN support.

Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.

Be the point of contact for external agencies, especially the local authority (LA) and its support services.

Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Ensure the academy keeps the records of all pupils with SEN up to date.

4.2 The SEN link governor

The SEN governor will:

- Help to raise awareness of SEN issues at trustee board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the trustee board on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the academy.
- Ensure that the academy's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN link trustee to determine the strategic development of the SEN policy and provision within the academy.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching support assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

4.5 Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for:

- Liaising with the headteacher (where the DSL is not the Headteacher) to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher (where the DSL is not the Headteacher) and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

4.6 Early Years pupils with SEND

The academy will ensure all staff who work with young children are alert to emerging difficulties and respond early. The academy will also ensure staff listen and understand when parents express concerns about their child's development. The academy will listen to any concerns raised by children themselves.

The academy will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the academy offers alongside children who do not have SEND.
- The SENCO is responsible for coordinating SEND provision.
- Parents are informed when the academy makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
 - The implementation of our SEND Policy
 - Our arrangements for the admission of children with SEND
 - The steps being taken to prevent children with SEND from being treated less favourably than others
 - The facilities provided to enable access to the academy for children with SEND
 - The academy's Accessibility Plan, showing how it plans to improve access over time

5. SEN information report

5.1 The kinds of SEN that are provided for.

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia, developmental coordination disorder
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which 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

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 the 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, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. 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
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

The class teacher, supported by the SENCO, will meet with pupils and their parents **three** times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the academy, high school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The SENCO is in close contact with the SENCO's at our neighbouring high schools. Prior to transition, the SENCO will meet with the new SENCO, parents and the child in a transition review meeting. This meeting allows the parents/guardians to have a 1:1 opportunity to share any concerns they may have prior to transition. For those children who may struggle significantly with the change from primary to secondary, we will carry out an enhanced transition plan where the child will take part in a number of specialist transition sessions held by the local SEND services.

5.6 Our approach to teaching pupils with SEN

The approach taken at Greenways Primary Academy is one where we regularly review and record what we offer every child or young person in our care. This is termed our 'universal provision'. We strive to support all children to enable them to achieve their full potential as we guide them through their learning journey.

Underpinning all of our provision in academy is a cycle of monitoring, planning, reviewing and evaluating. These assessments form part of our ongoing tracking in which the progress of each child is monitored. This tracking of pupils enables the early identification of any pupil who is not making expected progress.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Each class teacher and teaching support assistant have access to the provision map for their class. This document outlines what additional support is required for each child in their class that is on the SEN register. The provision put into place each term is reviewed. Following good progress children will move onto different provision (if needed), or they may continue with certain provisions as it best meets their needs at that moment in time.

Within this provision are the following interventions:

- Switch On Literacy
- Beat Dyslexia
- Life Boat (Dyslexia)
- Simultaneous Oral Spelling
- Precision Teaching
- Pre-teaching vocabulary
- Language for Thinking
- Time to Talk
- Early Talk Boost
- KS1/KS2 Talk Boost
- Inference Training
- Cool Kids Gross Motor Programme
- Write from the Start (Fine Motor)
- Volcano in My Tummy
- Socially Speaking
- Happy in My Body
- Starving the Anger Gremlin

5.7 Adaptations to the curriculum and learning environment

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

Teachers plan based on children's needs against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified as needing additional their work will be further differentiated by the class teacher to support barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help such as pre-teaching. In some cases, children may not require differentiation academically, they may require reasonable adjustments in the form of equipment in order to allow them to access the curriculum more freely. If appropriate specialist equipment may be given to the pupil, e.g. writing slopes, concentration cushions, pen/pencils, grips or easy to use scissors. If a child is identified as having a special need, they will be given a pupil passport, these replace

Individual Education Plans (IEP's). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENCo three times per year. Teaching assistants may be allocated to work with a pupil in a one to one or small focused group to target more specific needs. The level of work set will be matched to children's age and the level they are working at. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards etc. Computer programmes may be used to support learning.

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

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

5.8 Additional support for learning

Specialist visits by the Local Authority and other outside agencies are requested to advise, train and support staff development in different areas of need.

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

A range of specialist services can be accessed including:

- Inclusive Learning Service (ILS)
- Autism Outreach Team
- Speech and Language therapists,
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- Education Welfare Officer
- Children and Young People Services
- Academy Nurse
- Integrated family Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy

· Physiotherapy Referrals can be made to Special Academy Outreach for children with statements of Special Educational Needs or Education, Health and Care plans.

An Educational psychologist is purchased by the academy. He/she would normally only work directly with pupils whose needs are quite considerable and who have not responded well to the interventions previously put in place for them. This involvement is planned by the SENCo with the permission of parents/carers. In order to help understand the pupil's educational needs better, the Psychologist will generally meet with the parents and give feedback after the assessment has been completed. He/she will offer advice to the Academy and parents/carer on how to best support the pupil in order to take their learning forward.

The academy has 4 visits per year from ILS specialists which can include training, specialist support or generic whole academy advice.

5.9 Expertise and training of staff

All staff at Greenways Primary Academy have training on safeguarding children. First aid training is updated regularly. Staff have been trained in the use of a wide variety of intervention programs to support children's learning.

We are an 'Attachment Aware' academy and all staff have received training in Attachment and Trauma awareness as well as Emotion Coaching.

There is on-going professional development for all staff. Training is arranged in response to specific needs. This year, the academy will be working towards achieving Dyslexia Friendly Level 1.

INSET (in service training) needs for all staff are delivered through the professional development programme as identified in the Academy's Development Plan. We are committed to developing the expertise of our staff. We try to spread the skills throughout the Key Stages where possible so that all classes have access to relevant practitioners. This academic year's INSET day will see all staff receiving a refresher on Attachment and Trauma training and Autism Awareness.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Miss Stone (SENCo) achieved the National Award for Special Educational Needs (SEN) Coordination and a Postgraduate Certificate in Education in SEN and Inclusion (PGCE), in November 2020.

The SENCO is allocated 1.5 hours a week to manage SEN provision.

In the last academic year, staff have been trained in Switch On Literacy and Dyslexia.

We use specialist staff for 1:1 support in Reception and 1:1 support in Year 3. Year 3 child having a Gold+ EHCP and the Reception child in the process of an EHCP application.

5.10 Securing equipment and facilities

Greenways Primary Academy receives funding from the Local Authority to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds are allocated per pupil to the Academy to provide for their education.
- The SEN budget.
- The pupil premium funding for pupils who meet certain criteria.
- In addition, for those pupils with the most complex needs, the Academy may be allocated Additional Educational Needs funding.

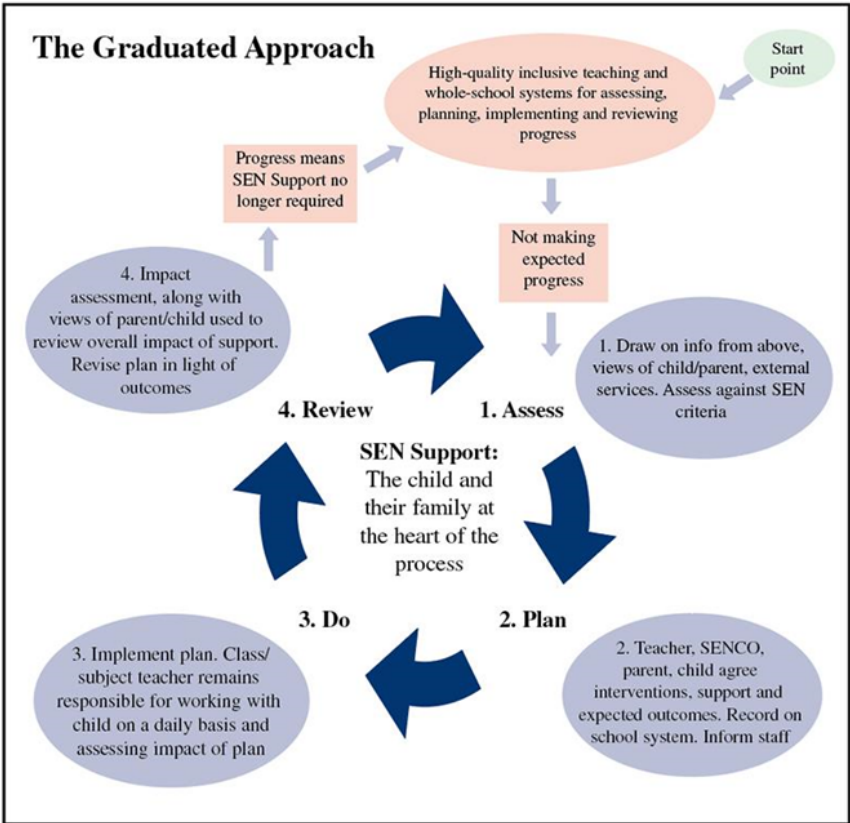
This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In class support from teaching assistants
- Small group support from teaching assistants e.g. English and Math’s support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support
- Provision of specialist resources
- Continual Professional Development (CPD) relating to SEND for staff

5.11 Evaluating the effectiveness of SEN provision

Pupils who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a pupils’ needs and the support required to help them secure good outcomes increases. This is known as the graduated approach. Please see below for an example of what the graduated approach looks like:



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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans.

5.12 EHC plans

The academy will fully cooperate with the LA when research about the pupil is being conducted. The academy will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a pupil with an EHC plan, the academy will involve the parents and the pupil in discussions surrounding how the academy can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

The academy will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the academy will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the academy's existing provision.

If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The academy will admit any pupil that names the academy in an EHC plan or EHC needs assessment process. The academy will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the academy to provide a high standard of education.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The academy will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The academy will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the academy will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the

governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The academy will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The academy will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the academy will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The academy will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

The academy will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

5.13 EHC reviews

The academy will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

5.14 Enabling pupils with SEND to engage in activities available to those in the academy who do not have SEND

All of our extra-curricular activities and academy visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Stanley Head (Years 5 and 6).

All pupils are encouraged to take part in Sports Day (some activities are differentiated to ensure that all children are included in the day), educational visits (any reasonable adjustments are taken into account).

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Greenways Primary Academy also provides:

- Ramp access for wheelchair access to all areas.
- Two toilets that have been adapted for the less able.
- The governors and staff welcome all children and parents into the academy and are prepared to work with all agencies to allow access to the National Curriculum.
- We foster very good links with the NHS hub/Stoke on Trent Social Services and local groups.
- Arrangements for policies to be printed in other languages/Braille can be offered by the LA.
- The governors and staff will work as effectively as possible to assist all children educated at Greenways Primary Academy.
- Children will be admitted to the Nursery and the Academy without reference to ability or aptitude.
- Where applications for admission exceed the number of places available, the LEA Admissions criteria will be applied.

5.15 Admissions

The academy will ensure it meets its duties set under the DfE's 'Academy Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the academy in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the academy does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to academy uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'Academy Admissions Code' for the admission of children without an EHC plan.
- Ensuring the academy's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the academy website.

5.16 Safeguarding

The academy recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The academy recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and local advisory board will ensure that the academy's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

5.17 Complaints about SEN provision

The SEN complaints procedure follows a staged approach:

- The parent/guardian takes the matter up with the member of staff involved. The SENCo may or may not be directly involved at this point but should always be kept fully informed.

If this does not fully resolve the complaint:

- The parent/guardian takes the matter up with the Headteacher or senior member of staff. Again, the SENCo should be kept fully informed.

If this does not resolve the complaint:

- The parent/guardian puts the complaint in writing to the local advisory board. The local advisory board should inform the LA that the academy is considering a complaint regarding SEN provision.

In the very rare case that this does not resolve the complaint:

- Parents have the right of appeal to the LA and, ultimately, to the Secretary of State of Education.
- Parents should know the time-frames within which decisions should be reached and should be kept informed how things are progressing.

- Parent Partnership is a support service for parents who have children with Special Educational Needs.

Complaints about SEN provision in our academy should be made to a member of the senior leadership team in the first instance. They will then be referred to the academy's complaints policy.

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 academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 Contact details of support services for parents of pupils with SEN

SEND information advice and support services is a service which provides free, accurate, impartial confidential, information, advice and support relating to Special Educational Needs and Disability (SEND) for parents/Carers, children and young people aged 0-25 years.

SENDIASS

The Crescent Children's Centre

Pinewood Crescent
Meir
Stoke on Trent
Staffordshire

ST3 6HZ

Tel: 01782 234701 / 01782 234847

Email: iass@stoke.gov.uk

Website: www.sendiass-stoke.co.uk

Business hours – Monday-Friday – Telephone Helpline operates 10:00 – 17:00

5.19 The local authority local offer

Our local authority's local offer is published here:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=phhNoiLP8o8&localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by SENCo - Miss C Stone every year. It will also be updated if any changes to the information are made during the year.