

# Canon Sharples CE Primary School and Nursery

## Special Educational Needs Information Report 2025-26

At Canon Sharples Church of England Primary School we aim to meet every child's needs and help them to achieve their full potential. As parents and carers, you may have many questions when choosing a school about how our school is able to meet your child's needs. We aim to answer as many questions as possible here about how school will contribute to the Local Authority Local Offer, but should you have any other questions, please contact Miss Kiselis (SENDCo) in school on 01942 776 188. Further detail about our provision for children with additional needs can be found in our Inclusion Policy on the school website.

**Canon Sharples is a mainstream school which aims to cater for all children and provide learning that is inclusive and accessible.**

**Arrangements for identifying, assessing and making provision for pupils with SEND:**

### **1. How will Canon Sharples Primary School and Nursery know if my child needs extra help?**

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

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in pupil's behaviour or progress
- your child is working one year below age related expectations
- concerns are raised and shared by a previous setting or professionals already involved
- assessment indicates your child meets the criteria for support from an outside agency

Pupil progress meetings are held with teachers and Senior Leaders each term and the progress of all children is discussed. A child may be raised at this meeting or at any other time throughout the year to the SENDCo. A graduated approach is in place which follows the assess, plan, do, review approach on a needs led basis.

### **2. What should I do if I think my child may have special educational needs and needs extra help?**

Any concerns or worries should be shared with the class teacher first. The class teacher will share information about how your child is doing academically and socially and emotionally in school. If you need further support, you should make an appointment to see the SENDCo, Miss Kiselis, who is responsible for co-ordinating the support for children with special needs throughout the school. Emotional and social concerns can also be addressed to the Pastoral Lead, Mrs Brides.

### **3. How will school staff support my child?**

**To support your child's learning needs:**

We aim to build an ongoing, holistic understanding of your child and their needs by understanding their barriers to learning, their strengths and the support they need. A graduated approach is taken in supporting children following the assess, plan, do, review cycle.

The class teacher will plan each child's learning; this may be adapted to suit the child's individual needs. Adaptation could mean that learning is scaffolded, broken up (chunked) into smaller sections or supported through resources to enable your child to achieve. It could include additional general support by the teacher or teaching assistant or the provision of additional teaching aids such as pencil grips, number lines or a spelling mat. The teacher will discuss any extra provision for the child with parents and carers and may suggest ways for parents and carers to support their child at home. Specific resources and strategies may be used individually and in groups. If your child needs additional support this will be communicated by your child's class teacher. Some children may also have different objectives that focus on their learning that is individual to their needs.

Every child with identified SEND needs has their own individual education plan (IEP) with strategies from Quality First Teaching and 'Greater Manchester Ordinarily Available Practice'. 'Smart targets' to focus progress in key areas, this can be learning, behaviour or social, are written where appropriate. For some plans, such as for hearing needs, strategies for inclusion are written following recommendations from medical professionals, but targets are not required. Any additional interventions are included. These plans are drafted by class teachers, after having discussed with your child their thoughts on their learning and needs. The draft IEP is then shared with parents at Parents' Evening and can be added to and amended to reflect the shared conversation and views.

IEPs are reviewed with parents and children at least twice a year at Parents' Evening and adapted to reflect changes. IEPs are discussion documents and the input of parents and children is very important. At Parents' Evening in Spring and Summer, parents can request to see the SENDCo in addition to the class teacher but appointments can be made at any time throughout the year if parents have concerns they wish to share.

Your child's progress will be continually monitored by their class teacher and will be reviewed formally within pupil progress meetings every term with the senior leadership team. Targets are set at the start of the year and monitoring of progress towards targets is ongoing throughout the year. If your child is in KS1 or KS2, and not working at the level of the National Curriculum, B squared can be used to set small step targets and to show their progress. Progress against these targets will be reviewed regularly, evidence assessed, and a future plan made by the class teacher. Children are asked to share their views on their progress in a way that is appropriate to the communication abilities of the child: conversations with pupils, questionnaires and 'Talking Mats' (a series of cards that the child puts under different symbols) are all used.

The SENDCo or Senior Leadership Team will also check that your child is making good progress within 1:1 work and in any group intervention they are part of. 'Book Looks' and Learning Walks will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible. Discussion of the needs and progress of individuals on the SEND register is held between the Head of school, SENDCo and Lynsey Thorniley from Sycamore SEND Support Service at the start of the Autumn and Spring term in a Review, Development and Planning (RDP) meeting. Cathryn Booth, Educational Psychologist from Wigan Educational Psychology Service, the school CAMHS link, a Startwell representative and the school Pastoral Lead may also attend this meeting.

We may ask for support and advice from local special schools through Outreach. We also receive support from outside agencies including specialist teachers or health care professionals who visit school and advise staff on how to adapt the curriculum to meet specific needs.

The SENDCo reports to the Governors each year and provides termly updates. Our SEND Governor is Tracy Mingaud-Cunningham. She is responsible for making sure that any child with a special need receives the necessary support. She attends governor training and meets with the SENDCo and Head of school to monitor progress, provision and expenditure.

#### **4. How will the curriculum be matched to my child's needs?**

We ensure that all children have access to high quality teaching.

- Prior to identification as having SEND, a child may have had access to adapted learning planned by their class teacher, possibly with support from the SENDCO, which may include:
  - Targeted support by the class teacher within the classroom environment;
  - Sensory timetable
  - Small group support or 1:1 for those children identified with gaps in their phonic knowledge
  - Support in small teacher or teaching assistant led groups;

The school will consider further intervention if little or no progress is made even when teaching approaches are targeted particularly in the child's area of weakness.

- When a child has been identified with Special Educational Needs their work may be adapted by the class teacher and learning may be scaffolded, chunked into smaller amounts or supported through resources to help them to access the curriculum more easily.

We may complement high quality teaching with carefully selected small group and 1:1 interventions led by teaching assistants to support specific needs following our graduated approach. These additional interventions beyond the ordinarily available provision may include programmes such as: Thrive reparative sessions, Phonics Interventions, Wellcomm and Time to Talk or support to access IDL (International Dyslexia Learning) software. Booster or catch-up classes may be in place where appropriate

- Some children will require teaching assistant support and their learning will be linked to their B squared targets.
- Flexible groupings may be used in class to provide targeted support on a specific area of need.
- Chunking of learning by the class teacher may be used to help understanding
- Scaffolding such as writing frames and temporary supports may be used and explicit instruction given to enable specific guided practise of a skill or learning.

In some cases, it may be necessary, with parental approval, to seek advice from other professionals. External services may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including targets and appropriate strategies, and is shared with parents. These recommendations are to be followed, as appropriate, by the class teacher and those working with the child.

#### **5. How will I know how my child is doing?**

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Parents' Evenings are held twice a year to give all parents the opportunity to discuss their child's progress. Your child will receive a school report at the end of each academic year. If your child has been assessed by an outside professional (such as Sycamore SEND Support Service, Educational Psychologist or Outreach team) all information that is received will be discussed with you either in person or in report form. If your child has an IEP the class teacher will discuss this with you, and update and adapt it with you at least twice a year at Parents' Evening. Children with an Educational Health Care Plan (EHCP) will have an additional 'Annual Review' of their EHCP.

The SENDCo is available for appointments within school time and after school. Meetings with the SENDCo can be made as required to discuss specific needs.

Children who are under five and in receipt of EYAR funding will have termly reviews. Those children in Early Years and who have an EHC plan will have reviews every six months. The progress of children over five with an EHC Plan will be formally reviewed at an Annual Review every 11 months. At an EHCP Annual Review all stakeholders involved with the child's education are invited and the views of the child are included if they do not wish to attend in person. Written advice is requested from all parties.

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo (Miss Kiselis) or Head of school (Mr Fletcher).

## **6. What support is there for my child's wellbeing?**

At Canon Sharples we have a strong Christian ethos and our school community upholds the Christian values which all children and adults are encouraged to apply to their relationships with others. Our Christian values: Trust, Peace, Love, Respect, Friendship and Fellowship are at the centre of all that we do at Canon Sharples.

We implement Thrive approach in school as an inclusive whole school model to supporting our pupils' social and emotional development. Alongside academic assessments and provision, teachers screen individuals social and emotional development each term, to establish common class targets centred around personal, social and emotional development, informing weekly class Thrive sessions. These sessions include developing an understanding of self and emotional regulation skills. Spotlight events are planned into the school calendar, providing further opportunities to raise awareness of the importance of positive mental health and strategies to improve personal mental and physical wellbeing.

Our Thrive Hive in school provides a safe, calming and inviting space for reparative Thrive sessions to take place. Regular sessions take place with a key adult for individuals and groups of children, identified through teacher termly screening of social and emotional needs. The Thrive Hive contains a 'Sensory Room' for children to access who have sensory needs, but this is also used more widely in Early Years and KS1 to support children, encourage sensory awareness, and give opportunities for mindfulness and relaxation.

Staff have regular training on implementation of our Thrive Approach in school, alongside identified training for key staff on supporting pupils with specific Special Educational Needs. Individual teaching staff and some

targeted support staff have had training on Autism, Supporting Sensory Sensitivities, 'Team Teach' de-escalation strategies and 'Emotion Coaching' through the Educational Psychology Service, Sycamore SEND Support and CAMHS. We offer counselling from 'Family Welfare' and requests for counselling can be made to Mrs Brides. Termly Family Thrive sessions are led each term by our SENCo, Miss Kiselis supported by our pastoral lead, Mrs Brides

The CAHMS link worker can be contacted by school to discuss any children whose mental health needs require outside agency support. If you have any concerns regarding your child's mental health please contact the SENDCo, Miss Kiselis or Pastoral lead, Mrs Brides.

An Early Help can be set up to jointly share targets that families and school wish to work on and to help engage outside agencies without the need for repetition of essential and background information.

**To support your child's pastoral needs, the school provides:**

Our SENDCo, Miss Kiselis and our Pastoral Lead, Mrs Brides, works with staff, children and parents to discuss concerns and provide support. They work with children on individual needs to develop social skills and self-esteem among individuals and with peer groups to promote and encourage the mental wellbeing and happiness of the children. In addition, your child's class teacher is always available to discuss worries and concerns. Arrangements for children who are looked after with SEND are jointly supported by the Pastoral Lead, Mrs. Brides and the SENDCo, Miss Kiselis. Resources and links are also available on the school website under the Parents section.

**To support your child's medical needs, the school provides:**

A medication policy is in place with forms in the office to be completed in every case. Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, hay fever, allergies and other conditions, is provided for staff and regularly updated. Procedures are in place for medical emergencies and all staff have briefings about children's needs. There are good ratios of staff with paediatric first aid training and staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epi – pen training, epilepsy and diabetes.

**To support your child's social needs, the school provides:**

All staff are safeguarding trained. Training is provided for support staff who are on the playground. Many support staff have also been trained in de-escalation methods to help diffuse situations and stop the escalation of an incident.

Where further support is required, interventions and strategies are matched to individual child's needs for example 'Thrive sessions' 'Circle time', 'Social Stories' and 'Talkabout' to help children develop language and communication skills, alongside their social and emotional development. Opportunities for children to develop effective social communication skills are built into

We have opportunities for children to apply for many different pupil leadership roles in school. Pupil Leadership teams include Play Leaders, Thrive Ambassadors, Values Champions, Digital Leaders, Stem ambassadors and Arts ambassadors to name a few, with opportunities for pupils to develop their speaking listening and attention skills, teamwork, social skills as well as developing a sense of service to others. In class, each class creates a charter to share a common vision for behaviour and learning in their class and this is agreed by all the children.

In some cases, additional TA support is provided when needed on the playground.

The school has an Anti-Bullying Policy and children and parents are encouraged to share their concerns with their class teacher or the Pastoral Lead. Where there are unmet needs an Early Help can be opened by school to co-ordinate outside agencies around the family.

**To support your child in avoiding suspensions, exclusions and increasing attendance, the school provides:**

The school buys into support from the behavioural support team at Sycamore SEND Support Service who work with school to put additional support in place for children at risk of suspension/exclusion. Risk Assessments and Positive Handling Plans are also created to enable staff to have a greater knowledge of trigger behaviours and diffusion strategies that help support the child. The voice of the child and the parent is important in creating a positive handling plan and both children and parents are encouraged to share their views.

Where behaviour support is needed, Sycamore SEND Support will observe in school, meet with the class teacher and consult with parents in order to start a plan. For children in the Early Years, the Early Years team can also be engaged to provide support and strategies. The Engagement Centre for children in Y1 to Y6 can support with short term placements, where children can develop and practice strategies in a small, intensive support setting. Referrals can be made for short term placements at Three Towers Alternative Provision or one of the schools offering resourced provision within the authority.

Talking Mats have been used, where additional support is needed, to communicate a child's view. Our SENDCo, Miss Kiselis, pastoral lead and Trust 'Attendance Champion', Mr. Rigby, are proactive in supporting both parents and children in achieving good attendance, including regular attendance monitoring, support meetings with parents, liaison meetings with Startwell.

Support for travelling to and from school for children with SEND can be sought from the Integrated Transport Unit through the Wigan Local Offer and an assessment of individual pupils' needs can be made. Parents can also receive support from SENDIAS and through the Wigan Borough Family Hubs ([www.wigan.gov.uk/SENDLocalOffer](http://www.wigan.gov.uk/SENDLocalOffer)). Details of online and in person parenting support is available on the school website in the 'Parents and Carers' section under 'Family Support and Links'.

**7. What specialist services and expertise are available at or accessed by the school?**

**Directly funded by the school:**

- Pastoral Lead, Mrs Brides.
- TAs with different specialisms: ADHD; Autism, Dyslexia, Visual Needs, Sensory Needs
- Educational Psychology Service
- Counselling from 'Family Welfare'
- Sycamore SEND Support

**Provided by the Local Authority but delivered in school:**

- Sensory Service for children with visual or hearing needs
- Outreach and Inreach services

**Provided and paid for by the Health Service but may be delivered in school:**

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Speech and Language Therapy

**8. What training have the staff supporting children with SEND had?**

- Whole school teaching staff training has been delivered on early reading as part of our READ Write Inc training.
- De-escalation training and sensory sensitivities training for some teachers and TAs
- Sycamore SEND Support Service Consultations for teachers focused on the learning or behaviour needs of individuals and meeting the collective needs of multiple individuals in their class.
- Mental Health training for identified staff
- ADHD and Autism training for identified staff
- Dyslexia training for identified staff
- De-escalation and 'Team Teach' training has been delivered to identified staff
- CAMHS led training on attachment for identified staff
- The SENDCo attends regular cluster and SEND Trust meetings which provide the most recent information on different aspects of SEND.
- Individual teachers and TAs attend training run by outside agencies which are relevant to the needs of the children in their class.
- The speech and language service work in school with staff to ensure a member of staff is trained in the appropriate sounds and programmes that individuals are working on.
- Occupational Therapy work with individual teaching assistants to support the development of motor skills for specific individuals.
- WellComm Intervention training for identified members of staff.
- Yearly Diabetes, anaphylaxis and epilepsy training and refresher training for identified staff in relevant year groups and additional support staff.

As further support and training needs are identified, school can access training through a variety of providers including the local authority Services for Schools training and Sycamore SEND Support.

## **Inclusion of Pupils:**

### **9. What are the admissions arrangements for children with disabilities?**

- The Local Governing Board operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need naming the school, the Local Governing Board will allocate places using the criteria. The second priority on the admissions criteria is children with special medical or social circumstances affecting the child where these needs can only be met at this school. Professional supporting evidence from e.g. a doctor, psychologist, social worker is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.
- A copy of the school admissions arrangements is available on the school website in the section 'Information'

### **10. What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?**

- All children have full access to the curriculum including school trips and may be assisted in this by teaching assistants
- Adaptations to the school building and grounds have been made to ensure accessibility.
- Parents of children with specific medical needs are consulted as to how their child's individual needs can be best met and may be invited to accompany their child on school trips or for parts of trips where there is an identified need.
- Feedback from parents following activities and trips is used to inform future planning.
- Risk assessments are carried out for all off site visits. These take into account additional risks posed by different SEND needs.
- Outreach support is engaged to ensure staff knowledge enables full differentiation for inclusion
- All children at Canon Sharples are able to attend the breakfast club and after school club. This is an additional paid for service, inclusive in its approach but does not offer 1:1 support for pupils.
- We ensure clubs are inclusive by offering suitable activities for different age ranges.
- Some of our clubs are age-specific to ensure full enjoyment and whilst we cannot offer 1:1 support, we ensure that all clubs are inclusive by:
- Making reasonable adjustments so that a child with any SEND including disability can attend
- Providing equipment that enables pupils to take part
- A copy of the school Equality Scheme and Report is available on the school website in the section 'Information'

### **11. How accessible is the school?**

- All buildings are accessible to children with physical disability via ramps.

- Where new building work has been undertaken advice has been sought to ensure lighting meets the needs of children with visual needs.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision and extra-curricular activities are inclusive in their approach to all children including those with SEND, but do not offer 1:1 support
- Visual improvements continue to be made following assessment and consultation with the Sensory support team as appropriate to meet the needs of individual children.
- Disabled showering, changing and toilet facilities are available in our early years, KS1, KS2 departments. We also have a medical room with disabled toilet facility in addition to our a single disabled toilet in the foyer entrance to school.
- All furniture is of the correct size for the children.
- There are three disability accessible parking spaces in the school carpark.
- All areas of the school have been risk assessed.
- A copy of the Accessibility Plan is available on the school website in the section 'Policies'.
- Shared risk assessments are carried out and discussed with parents for children who present with a new physical need.

## **12. How will the school prepare and support my child when joining the school, transferring between classes and transferring between schools?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **If your child is joining the school:**

There are opportunities at induction meetings for Nursery and Reception to talk with members of staff. If your child is moving to our school from another school, relevant material will be passed to the school and contact will be made with the previous school, if appropriate. We use CPOMS to receive records securely.

### **If your child is moving to another school:**

We will contact the school SENDCO and make sure that all records about your child are passed on as soon as possible. We use CPOMS to send records securely. If it is another school within Wigan, a transfer of school form will be completed. We will meet with new school staff as appropriate.

### **When moving classes in school:**

Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher. When moving classes, children will have the opportunity to meet their new teacher. Where appropriate, transition booklets are co-produced with the child.

### **From Year 2 to Year 3:**

Your child will be involved in a transition and this can take place over time. Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new classroom on several occasions and in some cases staff from the new class will visit your child.

### **In Year 6:**

Your child's Year 6 teacher will liaise with the pastoral care team from your child's chosen High School. If your child has an EHC plan our SENDCO can invite the High School SENDCO to the transitional review in the Autumn term and will be involved in planning your child's transition in the spring and summer terms. If your child does not have an EHCP, the SENDCO will contact the SENDCO of your child's high school once places have been confirmed to discuss needs. Any information regarding your child's needs including reports received and IEPs will be passed to your child's high school once they are on roll, securely using CPOMs.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Staff will meet with High School transition staff and identify any additional needs children may have. This frequently leads to children accessing additional transition activities.

### **13. How is extra support allocated to children?**

The school budget includes money for supporting children with SEND.

- The Executive Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Executive Headteacher, Head of School and the SENDCO discuss all the information they have about SEND in the school, including:
  1. the children getting extra support already
  2. the children needing extra support
  3. the children who have been identified as not making as much progress as would be expected
  4. any other children who have been identified by parents or other professionals On the basis of this information they will decide the resources/training and support that is needed.
- All resources/training and support are reviewed regularly and changes made as needed.
- If more than £6000 support is required, an Education, Health and Care Plan can be applied for by the school. Parents wishing to make their own referral should contact their Local Authority and details can be found on the Wigan Local Offer: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

### **14. How is the decision made about what type and how much support my child will receive?**

- These decisions are made in consultation with the class teacher, senior leadership team and any other professionals involved. Decisions are based upon termly tracking of pupil progress or as a result of assessments by outside agencies. Any support provided is reviewed regularly and its impact is measured and evaluated. A review, development and planning meeting is undertaken at the start of the Autumn and Spring terms with the Head of school, SENDCO and Sycamore SEND support service or Educational Psychologist to discuss and plan for the needs of the child in the term ahead.
- During their school life, if further concerns are identified, due to a lack of expected progress or concerns about well-being, then other interventions may be arranged.

- In some cases it may be necessary, with parental approval, to seek advice from other professionals. External services may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including targets and appropriate strategies, and is shared with parents.

### **15. How are parents involved in the school? How can I be involved?**

- All parents are encouraged to contribute to their child's education.
- The class teacher is available at the end of each day or by appointment if you wish to discuss anything with them.
- The SENDCO is available to discuss any concerns by making an appointment at the school office.
- Regular Parents' Evenings are held to enable you to discuss your child's progress with the class teacher.
- Parents are encouraged to work together with the class teacher on their child's IEP with suggestions of targets to include and strategies that they feel work and may be in use at home.
- Information from outside agencies will be discussed with you or reports will be sent directly.
- Each term, the school runs a Family Thrive Course led by Thrive Licensed Practitioners, sharing Thrive approach with parents and carers with the aim of support parenting and children's social and emotional development.

### **16. Who can I contact for further information?**

A parent's first point of contact if they wish to discuss something about their child should be the class teacher.

#### **SENDCO: Miss C Kiselis**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Inclusion Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc
- Keeping records of pupils identified with SEND and ensuring that information is shared with appropriate adults in school.
- Monitoring the teaching and learning of pupils identified with SEND to ensure each child is making good progress and to offer advice to teachers and teaching assistants.

#### **Head of School : Mr M Fletcher**

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.

#### **SEND Governor: Tracy Mingaud-Cunningham**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Local Governing Board, meeting with SENDCo and analysis of data.

### **17. What other support services are there who might help me and provide me with information and advice?**

- The Wigan Local Offer (<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx><https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx> ) gives advice on further support within the authority
- SENDIASS and Embrace, are available for parents to discuss worries or concerns on 01942 233323. [info@wigansendiass.co.uk](mailto:info@wigansendiass.co.uk)
- On the school website there are a number of links that provide advice or support within the **Community** tab under 'Mental Health and Wellbeing' and 'Useful links and information' as well as within the **Key Information** tab under 'Special Educational Needs'.
- **key information** tabs under 'Special Educational Needs' is updated termly where parents and families can access support, training and activities in the local community.

This report complies with part 3 section 69 of the Children and Families Act 2014, and includes the 'SEN Information' specified in schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#). (Statutory guidance on this is contained in section 6.79 to 6.82 of the [Special educational needs and disability code of practice: 0 to 25 years](#)) and pulls on good practice from the national Association of Special Educational Needs (NASEN).