

SEN INFORMATION REPORT 2015-16

The kinds of Special Educational Needs which are provided for in our school :

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia or dyslexic tendencies
- Autistic Spectrum Disorders
- Global Developmental Delay
- Visual Impairment
- Hearing impairment
- Speech and Language needs
- Physical disabilities
- Medical needs
- Social and Emotional needs
- Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

- **Our school's policies for identifying children and young people with SEN and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEN**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**
- **How our school evaluates the effectiveness of its provision for children and young people with SEN.**

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code Of Practice (2014: Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

STAGE 1

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and Inclusion Lead
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time
- individual class support / individual withdrawal work
- bilingual support/access to materials in translation
- further differentiation of resources,
- resources that are tailored to meet a child's individual needs

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- observations by the Inclusion Lead and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning.
- teacher interviews with the Inclusion Lead
- support staff meetings with the Inclusion Lead
- informal feedback from all staff.
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the Inclusion Lead and the head teacher

Stage 2

Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not_all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan (IEP) is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our IEPs will only record that which is **additional to or different from** the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning - they will not simply be “more literacy” or “more maths”.
 - Our IEPs will be accessible to all those involved in their implementation - pupils should have an understanding and “ownership of the targets”, where appropriate.
 - Our IEPs will be based on informed assessment and will include the input of outside agencies,
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs will be time-limited - at the termly review, there will be an agreed “where to next?”
 - Our IEPs will have a maximum of four short / medium term SMART targets set for, with or by the pupil.
 - Our IEPs will specify how often the target(s) will be covered
 - Our IEPs will state what the learner is going to learn - not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through :
 - Discussion between class teacher and Inclusion Lead
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional if appropriate
 - Our IEPs will be reviewed at least termly by class teachers in consultation with the Inclusion Lead.

Stage 3

Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Head teacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Lead.
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - pupil progress meetings with individual teachers
 - regular meetings with the Inclusion Lead
 - discussions and consultations with pupils and parents

Inclusion Lead

In line with the recommendations in the SEN Code of Practice 2014, the Inclusion Lead will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs - those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing support staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- monitoring and contributing to the in-service training of all staff
- implementing a programme of Annual Review for all pupils with an Education and Health Care Plan.
- in consultation with the head teacher, carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 2 pupils on the vulnerable learners' provision map
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers

- attending area INCLUSION LEAD network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs.
- liaising closely with a range of outside agencies to support vulnerable learners.

Regarding Ethnic Majority Children

The Inclusion Lead will

- maintain of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- maintain and analyse the whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advise and co-ordinate provision for children with additional needs relating to ethnic or linguistic background
- work collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- manage other classroom staff involved in supporting ethnic/linguistic minorities
- oversee the initial and on-going assessment records on all children with EAL
- liaise with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meet regularly with each teacher to review the linguistic progress of EAL children and establish next steps in learning
- evaluate regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- oversee the smooth running of transition arrangements and transfer of information for Year 2 pupils with EAL.
- contribute to the in-service training of staff
- support the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advise on and source bilingual and culturally reflective materials to support children's learning across the curriculum
- advise on and source interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information

Class teacher

- liaising regularly with the Inclusion Lead to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map - but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or

“different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)

- ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through

- The school’s generic processes for tracking the progress of all pupils
- Termly evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil. (6 x year)
- Termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which address their underlying special educational need.
- Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)
- Termly reviews of IEPs
- Professional assessments where appropriate
- Regular meetings with professionals

<p>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and

support to develop self-help strategies to ensure their full access to the curriculum.

- All clubs and opportunities are offered to all pupils regardless of ability or need wherever appropriate. All staff leading the clubs will be kept informed of pupils' individual needs and will be trained accordingly to deal with any issues arising.

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

- The school employs a Parent Support Advisor who is on hand to advise and support staff and families who might be experiencing difficulties or are vulnerable. She will liaise with families in many areas and over a wide variety of issues, and guide them to professionals if necessary. She offers parenting sessions i.e. Solihull Project, Evolve in groups or on a one to one basis. She works in close liaison with the head teacher and Inclusion Lead to address the needs of the families and pupils in our school.
- We currently have staff who are trained in Protective Behaviours and can offer regular sessions for those who need it. Staff are also trained to deliver a RESPECT group, Time to Talk, Social skills, Social stories, Zippy's Friends, ASD strategies, Speech and Language programmes and Drawing and Talking. There will also be Relax Kids running this year.
-
- There is an active School Council who listen carefully to the views of the pupils.
- There is an active Parent Forum comprising of staff and parents who meet regularly and have an input into policies, Antbullying and many other issues. There is also a group of dedicated Peer buddies who are in the playground to monitor behaviours, solve simple problems and advise other pupils every day. They lead some assemblies and also take a lead in Antbullying Week in November. The school has gained the Antbullying Foundation and Bronze award and is currently working towards the Silver Award.

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

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new

Inclusion lead/SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The Inclusion Lead and Designated Teacher for LAC will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
- The Inclusion Lead attends regular County Inclusion Meetings and local cluster meetings to keep up to date with all new initiatives and then feeds back to staff where appropriate

<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Arrangements for consulting parents of children with special educational needs and involving them in their child's education

Arrangements for consulting young people with SEN and involving them in their education

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring of these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Information, Advice and Support Service for SEND in Northamptonshire (IASS) available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions, exercising choice and celebrating their achievements. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their learning and feelings about school
- identify their own needs and learn about learning, if appropriate
- share in individual target setting across the curriculum

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - EHA team
 - CAMHS
 - Educational Psychology Service
 - Information, Advice and Support Service
 - NCC Sensory Impairment team
 - Local NHS services including Speech and Language, Physiotherapy Occupational Therapy, Community paediatricians
 - Targeted Prevention Team
 - Education Entitlement Service
 - Early Years SEN support service i.e. Portage team
 - Multi-agency safeguarding hub (MASH)

- In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).

- The Inclusion Lead will coordinate the support from outside agencies for each pupil. In some cases this may be the Designated Teacher for LAC.

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

We will ensure

- smooth transition into our school from any Early Years setting, and from our school into the next phase of education.
- early and timely planning for transfer to a pupil's next phase of education and, in the year they are due to leave, will offer transition meetings to all pupils in receipt of additional SEN support and all those with Education Health and Care Plans.
- support for pupils in coming to terms with moving on and there will be carefully planned transition including familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- parents consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents are given a reliable named contact at the next phase provider with whom the Inclusion Lead will liaise.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and Inclusion Lead, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

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.

(Please refer to our school's Safeguarding Policy for details of how we access the EHA team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 361416

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service : Contact Number : 01604 636111

<http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team) : Contact numbers Kings Meadow 01604 673730. Maplefields 01536 424090

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

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

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/local-offer/Pages/default.aspx>