



Coppull St John's C.E. Primary School

SEN Information Report

April 2019

Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special Educational Needs (NASEN). The statutory requirements are detailed in the CoP 6.79 - 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEN Information Report.

Coppull St John's CE Primary School



SEN Information Report April 2019

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs. Laetitia Marston

BA HONS Primary Education with QTS & the currently completing the NASENCO training.

Contact details:

senco@st-johns-coppull.lancs.sch.uk

01257 791403

Coppull St John's CE Primary School

Preston Road

Coppull

Lancashire

PR7 5DU

SEN Information Report Welcome to Coppull St John's Primary School - a place of inspiration.

Coppull St John's Primary School is a **mainstream** primary school with an **inclusive** ethos.

Our Vision Statement:

At Coppull St John's Primary School, we provide for all pupils and staff a caring, loving and happy environment where everyone is valued as a unique individual. We aim to promote a love of learning, individual responsibility and a respect of others in a family atmosphere. Christian values provide the key to the school ethos and the spiritual development of all in the life of the community, nurturing an understanding of the Christian faith. We seek to create a partnership between home, parish and school, as together we lay the foundations which will prepare our pupils for entry into the wider community. At Coppull St John's School the basis of our provision for children with special educational needs is that we fundamentally believe:

- All children are valued equally regardless of their abilities and behaviours.
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.

The kinds of SEND we provided for:

Additional and/or different provision can be made in school for children with a range of needs, including:

- Cognition and Learning for example: Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical for example: hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction for example: autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health for example: attention deficit hyperactivity disorder.

Staff are experienced in working with children with varying needs as mentioned above and wherever necessary training is always provided when a need arises. This may be sourced from specialist agencies or consultants, as well as experienced staff within the school. We utilise our whole staff, including teachers and teaching assistants, to ensure staff awareness and consistency.

Coppull St John's Accessibility Plan is available on the school website.

How does the school know if children/young people need extra help?

We have a range of ways we identify children who may need extra help with their learning or may have additional needs. These include:

- On entry observations.
All children will complete assessments when they start in Reception Class which will form part of their Early Years monitoring.
- Liaise with pre-school/previous schools.
- Child performing well below age-expected levels.
Half termly monitoring of progress in Reading, Writing and Maths. We will quickly be able to spot any child who is not making the progress we would expect for their age.
Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:
 - 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
- Regular assessments of reading and spelling.
At least twice a year your child will be tested on their reading and spelling skills to give them an 'age'. Your child's ability to recognise or read the sounds which make up a word is tested in Key Stage One.
- Concerns raised by your child's Class Teacher or the Teaching Assistant.
At Coppull St John's we pride ourselves on the relationships which are formed between your child and their teaching teams. The class teacher will identify the area of need on a whole class provision map which will then be read and overseen by the SENCo who will work with the class teacher to create an individual learning plan (ILP) for the child. It is the role of the class teacher and SENCO to work together to ensure that provision is provided and accurately monitored by adults who work with the identified children.
- Concerns raised by you.
- We work closely with our School Nurse on any medical issues your child may have, as well as having close relationships with a range of external experts who can support both in school and you at home.
- Health diagnosis
- Professional Diagnosis and Outside Agencies.

What should I do if I think my child/young person has special educational needs?

We value the relationship you have with your child and your knowledge of them. Our open door policy means we are always happy to work in partnership with you and hope you will be confident to share information which could have an impact on your child's performance.

Talk to your child's class teacher, the Special Educational Needs Co-ordinator (SENCO) Mrs. Marston or Mrs Abram, the Head Teacher about:

- Why you think your child has SEND
- Whether your child learns at the same rate of other children of their age
- What the school can do to help
- What you can do to help

We pride ourselves on building positive relationships with parents. We always try to be open and honest and hope that you can be the same.

Schools are required by law to provide an education for all pupils regardless of their ability or special needs. Every child's education is equally important. If the SENCO and your child's teacher agree that your child has SEND, we will take a 'graduated approach' - this means 'step by step.' It will follow the sequence of:

- Assess
- Plan
- Do
- Review

This way we can constantly make sure that your child's needs are being met.

We are able to support and help children who have special educational needs by providing, for example, extra help from their teacher or the class teaching assistant and/or adapting the curriculum so it is more accessible for your child.

If we feel your child's special educational needs are exceptional, we will request an assessment for an Education, Health and Care Plan (EHC). This would need two cycles of observations before submission.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

It is vital that the children feel like they are part of their education. When the class teacher completes an ILP, it is completed and discussed with the child. They are encouraged to work alongside the class teacher to discuss and think of ways in which they can achieve their SMART (progress and specific, measurable, achievable, realistic, timely) targets as well as completing a 'One Person Profile' page as part of their on-going passport.

If the children receive support from outside agencies, then the lead professionals encourage the children to reflect upon the provision they have received.

If a child has an EHC plan, the annual review is focused around the child. They are invited to the meeting and beforehand they prepare a short presentation based on their learning.

The SENCO has a good relationship with pupils at Coppull St John's and often drops by to have a conversation with them based on their education and how they are feeling. If anything arises, this is then dealt with.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in - their child's/young people's education?

At Coppull St John's we strive to create a sense of community and the parents/carers of our pupils are a key part in this. We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all areas of the curriculum.

Prior to joining our school parents are invited to visit, and for those with children starting in Reception New Parents' Evening is held annually. There are two formal parents' evening where you and your child have a chance to meet with the Class Teacher. A third meeting is scheduled in the Summer Term which will include the 'new' teacher to help aid with transition to the next year group.

Information will be shared informally throughout the year, and you may be asked to contribute towards the targets which are set for your child. ILPs will be send

home to parents/carers each term with the new targets and a copy will be returned with a signature.

Parents are informed via conversations between class teacher and parent or SENCo, if necessary, regarding a child being put on the SEN list and what this means alongside the intervention and intended impact it is to have. We discuss the concerns school have with the gaps in learning or other difficulties and advise and discuss next steps as a team. School will never force specialist assessments or referrals but will discuss these with parents and obtaining consent.

For parents/carers of a child with special educational needs and an education health care (EHC) plan, an annual review is arranged in line with statutory requirements as well as interim and transition reviews when required.

How will the curriculum be matched to my child/young person's needs?

At Coppull St John's, inclusion is paramount and all class teachers endeavour to provide an enriching, broad and balanced curriculum in which all children can reach their full potential. All lessons will be differentiated at a correct level which will suit each learner and will match objectives as set in the national curriculum (2014).

Teachers will begin with Quality First Teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

After this, teachers will then move onto targeted intervention and support which is organised by the class teacher with the help of the Teaching Assistant. There are many interventions which take place at Coppull St John's. Power of Two, Plus One, Toe by Toe, Colourful Semantics are a few of the schemes we have in school. Tailored interventions like VIPERS and support with Speech and Language are supported by resources made by the teacher.

If your child has been identified as needing more specialist input in addition to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. These pupils will have a curriculum designed around their needs using PIVATs or outside agencies e.g. Educational Psychologists' targets. Any specialist inclusion teachers sought from the SEND team will also work with identified children and feedback to the SENCO who then passes on relevant information to class teachers and parents/carers.

At Coppull St John's, each class has at least one assigned teaching assistant (hours vary in different classes) and the class teacher informs the teaching assistant or plans to work with identified children or groups of children to provide individualised support in order to help them to achieve and progress. All support staff work with identified children on their ILP developing their skills and working on achieving their SMART targets

A number of Teaching Assistants who have had specific training in regards SEN are flexible in whom they support. For example Mrs Bennett and Mrs Baldry both have had training with Lego Therapy and areas of Speech and Language.

At Coppull St John's, we have a number of spaces available to carry out these interventions. There is a nurture room 'The Den' which contains a sensory tent. The teaching assistant will keep record of the work completed and make notes on a monitoring form as to what the child has done and the next steps in their learning

How accessible is the school environment?

Coppull St John's Primary School, although over 130 years old, has been made wheelchair accessible and by modifying the use of classrooms, wheelchair users can access all areas they need while in school. We have a disabled toilet and there are some support bars in the main toilets.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom. Furniture would be adapted if necessary. We would gather advice from physiotherapists and occupational therapists for a pupil with mobility difficulties.

ICT lessons take place in class with large button keyboards made available when necessary. We also have ear defenders to help with sensory needs and Ipads availability with the ability of speech to text support.

Coppull St John's Accessibility Plan is available on the school website.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities? How is the decision made about the type and quantity of support my child/young person receives?

All children at Coppull St John's are entitled to inclusive high quality teaching. Should your child require additional support, the Class Teacher will discuss the child's needs with the Special Needs Co-ordinator. Different children will require different levels of support in order to narrow the gap between your child and their peers. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis. Money will be spent on securing or updating these resources.

Your child's Class Teacher will plan activities and lessons based on the support identified in your child's Individual Learning Plan, which will enable the children to work at a suitable level with an appropriate amount of challenge. Standards of teaching are monitored regularly to ensure that it is of a high quality and meets the needs of all pupils. If a child has an ILP they will receive at least 60 minutes of support in a week. These are usually carried out in short burst activities.

The SENCO and the class teacher will work alongside Mrs Bennett, our Teaching Assistant who specialises in SEN in order to provide the best outcomes for your child. Mrs Bennett will work with your child 1:1 in order to meet their needs.

The SENCO and SEN TA sit together annually to complete an audit of SEN resources and then make a new order for SEN resources required for certain SEN categories i.e. sensory, speech and language, motor skills etc. Some of the SEN resource budget is kept in reserves in case resources need purchasing to support specific learners. This will be completed after discussions with class teacher, parent/carers, SLT, SENCO and SEN TA.

Each child with SEN has a Costed Provision Map with the SENCO updates. Money is also spent on the "purchase" of an specialist teacher or the allocation of a Teaching Assistant. When necessary and possible, money is also spent on upskilling staff by sending them on training.

We ensure that the needs all children who have SEND are met to the best of the school's ability with the funds available. We have a team of Teaching Assistants (TAs) who are funded from the SEND budget and deliver programmes designed

to meet groups of children's needs. The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving TAs.

How will both you and I know how my child/young person is doing?

Your child's Class Teacher will 'Plan, Do and Review' the learning for every child in their class. The Teacher will regularly observe and assess your child, and will then plan an engaging and challenging curriculum accordingly. We believe in high quality teaching where by your child's Class Teacher is best placed to plan and guide your child's learning.

As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. Children who are not making expected progress are picked up through Pupil Progress meetings with the Headteacher, Class teacher and the SENCO. In these meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Coppull St John's also has a dedicated Special Educational Needs Co-ordinator who has the responsibility of making sure that children with additional learning needs make progress. It is her job to oversee all the additional support given, monitor the impact of this support and to review, where necessary.

The Class Teacher will write an individual learning plan (IEP) each term and update their passport. This will be after a communicating with staff who are involved in your child's education; the classroom assistant, SENCO and all those who work with your child in order to help their progress and attainment. This will be shared with yourself and your child so that we are all aware of the targets which your child is working towards. This is a working document and is under constant review and subject to be updated at any time. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. This plan will then be sent home to parents to continue the support at home.

The class teachers are also encouraged to track intervention via an intervention log, which main purpose is to evaluate the progress of intervention programmes via observational notes or numerical data. It is the role and responsibility of the

SENCO to assess the progress being made and report the findings to the full governors as well as the SEN Governor.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. If necessary we can operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.

How will you help me to support my child's learning?

Class Teachers will invite parents into school at the start of each academic year to share with you what the learning will be for that year and their expectations for the children. Soon after there will be the first of two formal invitations into school to meet with your child's teacher.

Each term we hold a 'Parents' Evening' where your class teacher discusses your child's progress. In the Spring term during Parents' Evening you are also invited to look at the work recorded by your child. Later in the Summer term a report on progress across the academic year and next steps is sent home, and an optional meeting with your child's class teacher.

If your child has complex needs or an Education and Health Care Plan is in place, there will be an annual formal meeting to discuss your child's progress and a report will be written that is submitted to the Local Authority.

Staff will communicate regularly with parents/carers with advice and will provide resources or extra work for parents/carers to carry out at home.

What training have the staff supporting children/young people with SEND had or may they have?

At Coppull St John's we have a dedicated Special Educational Needs Co-ordinator. She has taught children in Year 2, 3, 4, 5 and 6 with a wide range of experience

of teaching pupils with special needs. She liaises with the head teacher, Mrs. Abram who has obtained the national SEN award.

Mrs. Marston is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. The team of Learning Support Assistants also meet regularly with her to address strategies and learning resources to tailor to children's ILPs. Key messages and essential information are communicated and shared through these meetings regarding key pupils and relevant research and policies.

At Coppull St John's we are committed to ensuring that staff receive continuous professional development. The training will either be an in-house training session delivered by the SENCO or an outside expertise. Staff will go on courses provided by Lancashire to update their knowledge on certain areas of SEN when and where necessary. These are highly successful which leads into high quality provision and understanding of providing support to the children which we teach.

As a school we work closely with a range of external specialist services which are relevant to our pupils' needs who often offer support for support staff. These may include Speech and Language Therapists, Behaviour Support Workers, Parent Support Advisors, Social Workers, Paediatricians and Educational Psychologists. In addition the Special Educational Needs Co-ordinator and Head Teacher are able to consult with Lancashire Inclusion Team.

For any children with medical needs, who require a specific care plan. A meeting will be set up from health professionals and training given to key members of staff working with that particular child alongside the SLT.

What specialist services or expertise are available at or accessed by the school?

- The SENCO attends local networking meetings.

Where appropriate, we are able to access expert advice in a range of areas, including:

- Health through our School Nurse
- Educational Psychologist
- Occupational Therapy
- Speech and Language Therapy - private organisation and through NHS
- Primary Behaviour Support - Golden Hill.
- Children's Mental Health Services (CAMHs)
- Counselling services e.g. Children Action North West

- Seek other support e.g. Play therapy or parent/carer support through Children and Family Wellbeing Service
- Lancashire Inclusion Team - specialist teachers
- SENDO (Special Education Needs Designated Officer)
- Children's Social Care
- Designated Senior Leader for Safeguarding

Referrals to these outside agencies and support services are subject to their own guidelines and time frames. Parents are always consulted before involving external agencies.

For more details of Lancashire Local Offer for parents/carers visit: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/>

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Early identification begins with transition from Nursery and this take place between the EY teachers, parents and the SENCO. Plans will be exchanged and support will be put into place to aid with the transition into primary school. Sometimes a staggered start is beneficial but this is agreed with the parent/carer.

At Coppull St John's, we have a Transition Day in the Summer Term where the children will move up to the next class. This gives the children opportunity to meet their new teacher and to ease into the classroom environment. This also provides time for pupils to begin to form new friendships (as the classes are mixed-year groups.)

The SENCO, the Head teacher and the Year 6 teacher works closely with the link secondary schools Southlands High School, St Michael's CE High School our main 'feeder' schools, to ensure all pupils are familiar with their new setting. The children will have several opportunities to visit during Year 5 and 6, as well as working alongside teachers who visit Coppull St John's during the Summer Term. We also work alongside the Learning Support Team from who runs an additional support programme specifically tailored to aid transition for pupils with special needs. We are able to arrange additional visits to the high schools for individual pupils if they are needed.

For pupils moving to other Secondary Schools or transferring to other Primary schools during their time at Coppull St John's, we work closely with that school

to ensure that all relevant information is shared, and follow any transition plan they may have in place. We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We write social stories with children if transition is potentially going to be difficult. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs or an Education and Health Care Plan review will take place. This will be used as a transition meeting during which we will invite staff from both schools to attend.

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

Your child will be fully integrated into the life of the school and curriculum, recognizing the strengths of every child as an individual and ensuring they contribute to the social and cultural activities in school.

We work closely with specialist teacher advisors to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

All children have access to before and after school provision. After school clubs are full of enrichment such as gardening, golf, cricket, street dance, art club, chess clubs and computer club. An extra member of staff is available to help support pupils with SEN.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will, whenever possible, provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure that health & safety will not be compromised and an additional member of staff is always accounted for.

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

We are an inclusive school; we welcome and celebrate diversity. As demonstrated in our 'Vision Statement' our team of staff believe in building high quality

relationships with the children in order to develop high self-esteem. A nurturing ethos runs at the heart of the school.

The Class Teacher has overall responsibility for your child's wellbeing whilst in School, and as such will be your first point of contact. The Class Teacher can liaise with the Special Educational Needs Co-ordinator at Coppull St John's for additional support with any pastoral, medical or social care. On occasion it may be appropriate to contact outside agencies such as Health and Social Services, or Early Prevention Help for guidance and we will work alongside them where necessary. We can refer children to Child Action North West (CANW) to provide them with further support of dealing with problems and how to cope with feelings such as anger, fear and frustration.

The school also has Pastoral support with a nurture room available in the morning. Mr Marston also supports outside during lunch time and encourages the pupils to play games and to help develop their social skills.

There is a safe space in every class. Each class has a Busy Fingers Box which is full of sensory toys which help with anxiety of calming behaviours. There is also a sequined cushion in every classroom to help reduce stress.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

For children with an EHC plan, regular review meetings are held to discuss the progress made against the targets set, with input from outside agencies, class teacher, SENDCO, the child and special support assistant. Professionals will discuss provision which has been put in place and also evaluate the effectiveness of it. Depending on the success of the provision, the people involved in the meeting will discuss the next set of targets to further develop the child and make progress in their learning journey.

For children without an EHCP evaluations are carried out slightly different, for example children with additional needs, their targets are reviewed and if the child is making progress academically against their expected levels then new ILPs will be created. If a child has made a significant amount of progress and is now at age-related expectation and shows no concern then verbal feedback is given from the teacher to the parent and pupil. Children may then move off the SEND register.

Some parents will be part of the Team Around the Family (TAF) process. The class teacher will have identified the children on a class provision map and at the end of each term will write an evaluation of the impact which their planned provision has had for the child. The class teacher will also write an evaluation of their ILP with the child and this will then lead onto the next set of targets for the children to work on. Parents/carers will be encouraged to be involved in their child's learning journey and discuss the ILP with the class teacher and sign the copy. Class teachers can also set up a home/school diary to keep parents informed of social and emotional issues if they so desire

The SENCO meet with the Governor with SEN responsibilities. A report is formalised and this is discussed at length. This includes the tracking of interventions.

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

We strive to ensure that parents/carers are fully aware of different professionals who they can talk to if they are worried about the child's health or education. The first point of contact should be the class teacher who will support the child in class and liaise with the SENCO. Parents can request a meeting with SENCO and it is the role of the SENCO to signpost the parents/carers to other professionals who can help as well as setting up an action plan within school.

Parents/Carers can find the local offer for Coppull St John's CE Primary School on the Lancashire SEND website. <http://new.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx>

The SENCO also uploads the FIND newsletters on the school website and will post out specific flyers made available from the School Portal.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If you have any questions or concerns your first point of contact should be to speak informally with that member of staff, usually your child's Class Teacher. If you do not feel satisfied after this initial contact we have a clear complaints

structure in place which is agreed with our Governing Body. Please refer to Complaints Policy for further information.

However, we strive to ensure that all children are adequately provided for and making progress and we strive to ensure that parents are kept up to date with provision made and its effectiveness through regular discussions. At Coppull St John's, we value each child and family and highly value the input they make. If a complaint or concern does arise then we will strive to solve the problem and keep in regular contact with the parent/carer involved.

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

Parents/Carers can find the local offer for Coppull St John's CE Primary School on the Lancashire SEND website. <http://new.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx>

Parents/carers are also informed termly on the school newsletter where to find the termly newsletter from the Lancashire Family Information Network Directory (FIND) team, who also have an abundance of contacts and support included within their letters and links. <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/help-for-parents-and-carers/family-information-network-directory.aspx>

Where can I find information on where the local authority's local offer is published?

Our Local Offer - https://www.st-johns-coppull.lancs.sch.uk/headteacher's_welcome/sen

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>