



Duke Street Primary School SEND Information Report

September 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.



Duke Street Primary School

SEN Information Report

2018/19

Name of the Special Educational Needs/Disabilities Coordinator:

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Duke Street Primary School
Duke Street
Chorley
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Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which set out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibility for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report.

The kinds of SEND we provided for.

Duke Street Primary school is a mainstream school. Inclusion is a high priority at Duke Street Primary School and we strongly believe that each and every child has the right to receive a broad and balanced curriculum which accurately meets their needs.

Staff at Duke Street School are trained and understand the needs of inclusion and incorporate it into teaching to ensure that all children are learning and making progress to the best of their ability, hence high quality teaching. We provide for children with a range of special educational needs such as autism (ASC), ADHD, social and emotional difficulties, specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) to physical disabilities etc... We also have input from outside agencies such as educational psychologist, occupational therapists and speech and language specialists.

In the Summer of 2015, we had building work completed and now have the TLC room where our SEND teaching assistant can work with SEND children.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

As it is paramount for all children to thrive at school, it is key to identify the children with special educational needs and tailor a support programme in order for them to make adequate progression. In our policy, it states that class teachers will first assess the rate of learning for the children and will have a discussion with the school SENDCO, to discuss adequate provision to be given to the children in order for them to make progress. Similarly, if a parent is concerned about the learning rate of their child, they should firstly discuss this with the class teacher and if the parent is still concerned (whether it is in joint agreement with class teacher or not) a conversation can be arranged with the school SENDCo. The class teacher will identify the area of need on a whole class provision map which will then be read and overseen by the SENDCo who will create support plans for the child. It is the role of the class teacher and SENDCO to work together to ensure that provision is provided and accurately monitored by adults who work with the identified children. If there are major concerns over aspects of the child's learning then relevant outside agencies will be contacted and they will make their assessments and give some follow up advice and strategies. Once outside agencies are involved, there will be regular meetings to discuss the child's progress and specific, measurable, achievable, realistic, timely (SMART) targets will be set. The outside agencies, SENDCO, class teacher and parents will come together to discuss progress regularly. In some cases we will use in-house assessment tools such as Talkboost or WellComm assessment for speech and language issues, Nessy® Dyslexia screening or Blanks reading probes assessment to assess understanding. We can also use baselines from our IDL intervention to determine a reading and spelling age. These baseline scores will be reviewed regularly after relevant intervention has taken place.

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 and that they are tailoring the curriculum to best fit their needs with support from staff around them. When the SENDCo completes support plan based on the provision map input from class teacher, it is completed and discussed with the children and they are encouraged to work alongside the class teacher to discuss and think of ways in which they can achieve their SMART targets as well as completing an 'All about me' section of the plan. This may be with prompt and guidance from the class teacher. The children are also actively encouraged to discuss and reflect on how effectively they have met their target and whether or not the target needs renewing or refreshing. If the children receive support from outside agencies such as Child Action North West, Acorn Psychology, Independent Speech and Language Therapist or outreach, then the lead professionals encourage the children to reflect upon the provision they have received and what outcomes they think they have achieved through this provision. Some outside agencies provide children with self-assessment forms so that the children can record their evaluation of the effectiveness of the provision made.

If a child receives an EHC plan, an annual review is arranged and they are encouraged to sit with their special support assistant and complete a child friendly reflection sheet. The children are also invited to attend the annual review to discuss what they think has been effective and why. This enables the children to become fully immersed in their learning journey.

The school SENDCo completes annual 'quick dips' to observe the progress of the children and speaking to them on a 1:1 basis to ascertain their perspective of school and their learning journey and ways in which they feel they contribute towards their learning.

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?

The school website contains details of all staff currently employed by the school. Where a child may be 1:1 support, the relevant teaching assistant will act as an initial point of contact with parents, and this is encouraged to develop a strong professional relationship with the families. Parents are fully encouraged, at Duke Street Primary School, to become fully immersed and involved within the education of their child through participation in open mornings, parent sessions, discussions regarding provision maps and support plans and also parents evenings. Parents are informed via conversations between class teacher, SENDCO and parent regarding a child being put on the SEND 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 obtain consent following the discussions if parents/carers agree.

However, the school does operate an 'Open Door' policy and this encourages parents to discuss any concerns with class teachers, identified teaching assistants, SENDCO or members of the senior leadership team at any point before or after school via appointment.

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.

The SENDCO will also offer a mid-year review to all SEND parents/carers. This will be an open forum to discuss progress, the child's needs and next steps alongside answering any questions the parents/carers may have.

Parents/carers are encouraged to complete feedback forms on the end of year school report and parent questionnaires are sent out annually to receive feedback from parents of children with SEND, listening to their responses and continuing to support the needs of the children.

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

At Duke Street, 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). Provision maps are also set up in order for children to make progress against their SMART targets. Teaching assistants are directed to work in a quiet space with the child on a 1 to 1 basis for 5-10 minutes and complete tasks to support the child in achieving the SMART target set. The members of support staff working with the children will regularly feedback to the class teacher regarding progress (positive or negative)

and this will then be shared at provision map discussion meetings or earlier if necessary. The SENDCO will monitor closely. At Duke Street, we also have a SEND teaching assistant to work with high incidence SEND children in a morning in the TLC room, which includes some specialist groups, for example: ASD group and MLD group for basic number and writing skills as well as working 1:1 with children, focussing on their personal targets. Any specialist inclusion teachers sought from the SEND team will also work with identified children and feedback the work completed or assessment of the child with the SENDCO, who then passes on relevant information to class teachers and parents/carers.

Any relevant and important school information is available on school website, school entrance and notice boards in addition to regular newsletters, parent mail and text messages for alerts to parents.

The SENDCO works closely with parents/carers, teacher and outside agencies to plan an appropriate programme of intervention and support, identified and recorded through provision maps and also set up SEN support plans.

Each class has at least one assigned teaching assistant every morning (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. Support staff are used to provide support and boosting for all pupils in the afternoons, including SEND pupils.

The children are provided with many different learning opportunities and resources in order for them to develop in lessons and make progression. At Duke Street, we have specialist technology support such as ipads and large coloured keyboards in order for children to participate in many lessons, regardless of ability, as we aim to provide a fully inclusive learning environment in which all children can succeed.

Class teachers may use their expertise and plan to deliver lower year group objectives for children with special educational needs, in order for them to make progress and become involved and immersed in their learning, yet keeping the context to the learning similar to the rest of the class. The deployment of teaching assistants and provision map documentation further develop the child's progress in class.

Some children have specific teaching assistants (special support assistants) in order to support their specific need. These teaching assistants are supported through appraisals, where training is identified and arranged, through the SENDCO, in order to provide the best possible support to our children.

Children with special educational needs may also receive a detailed assessment from the Educational Psychologist (EP). When necessary, and discussed with professionals and parents/carers, request for service forms are completed. Further support may also be sought from other agencies such as SEND support team, speech and language therapists, occupational therapists, Child Action North West (CANW) or school outreach workers who are assigned to our school.

How accessible is the school environment?

The school is wheel chair accessible through doors at the front, rear and playground. These doorways and entrances to the school are accessible via a ramp and are wide enough to accommodate a wheel chair. There are two allocated disabled parking spaces on the school car park clearly marked for disabled use only and are wider. There are disabled toilets for adults and children as well as a medical room equipped with hoist, shower and medical bed that is height adjustable.

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. With advice from physiotherapists and occupational therapists, children have appropriate chairs (i.e. Leckey Mygo chair) and stands.

Duke Street has a fully accessible ICT suite with large button keyboards when necessary. There is also a half class set of ipads and one child has his own ipad for communication with an adjustable arm fixed to his wheel chair.

Personal Emergency Evacuation Plans (PEEPs) are also compiled for children who require these.

All pictures of the school accessibility can be found 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?

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. With advice from physiotherapists and occupational therapists, children have appropriate chairs (i.e. Leckey Mygo chair) and stands.

Duke Street has a fully accessible ICT suite with large button keyboards when necessary. There is also a half class set of ipads and devices can be made available to children with SEND such as profound communication difficulties.

The SENDCo and SEND TA sit together annually to complete an audit of SEND resources and then make a new order for SEND resources required for certain SEND categories i.e. sensory, speech and language, motor skills etc... Some of the SEND 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, SENDCo and SEND TA.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

The school is fully aware of how well children with special educational needs are doing as class teachers are informed to make termly evaluations of provision maps and liaise with the school SENDCO to discuss success and areas of development for the identified children. 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. Class teachers are also required to assess and share assessment data of special educational needs children with the SENDCO. It is the role and responsibility of the SENDCO to oversee and analyse the progress being made and report the findings to the full governors as well as the SEND Governor. Parents/carers are informed of the progress of the identified children through discussions of their provision map targets in general meetings and also informed of their progress within parents evening and annual school reports. However, parents/carers are made aware that they can discuss any concerns regarding their child's

education with the class teacher at any time in the year. The school SENDCO will also be arranging a mid-year drop in review sessions for parents/carers to come in and discuss any concerns with the SENDCO or SEND teaching assistant. Class teachers can also set up a home/school diary to keep parents informed of social and emotional issues if they so desire. Parents/carers are also invited to attend curriculum parent workshops (organised by subject leaders within school) where they can see how different aspects of the curriculum are taught in order for them to further support their child at home. When the SENDCO completes a support plan based on the provision map input and discussions with class teachers, it is completed and discussed with the children and they are encouraged to work alongside the class teacher to discuss and think of ways in which they can achieve their SMART targets as well as completing an 'All about me' section of the plan. This may be with prompt and guidance from the class teacher. The children are also actively encouraged to discuss and reflect on how effectively they have met their target and whether or not the target needs renewing or refreshing.

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

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

The SENDCO at Duke Street provides the staff with an audit of SEND knowledge to distinguish training needs as a whole staff and also for key members of staff, and also based on the proportion of that need within school. The training will either be an in-house training session delivered by the SENDCO or an outside expertise. Staff are constantly reviewing their professional development and will be sent on courses provided by Lancashire to update their knowledge on certain areas of SEND when and where necessary.

The head teacher and SENDCO will discuss together the deployment of support staff and place the most experienced and knowledgeable members of staff to work with children who experience a specific area of need. If the school has not worked with a child with a particular need then the SENDCO and other relevant staff will be refreshed and trained about effective ways to ensure that this particular child flourishes in our setting.

Duke Street also has many contacts working together to support the diverse needs of different children. We can contact children social care, specialist inclusion teachers, Acorn Educational Psychologists, Independent Speech and language therapist, Outreach workers, Child Action North West professionals etc...

For further training needs, Duke Street Primary School use Lancashire County Council courses to provide support to the staff. The outcomes of the courses are highly successful which leads into high quality provision and understanding of providing support to the children which we teach.

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 a minimum of 2 members of the senior leadership team (SLT) - including the school SENDCO.

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. The SENDCO and deputy head teacher meets with the SENDCO from nurseries to identify children that have had, and will continue to need, support and also children that may need support after transition. The reception staff are also encouraged to spend time in the attached nursery to begin to form a relationship with these children and also attend home visits.

At Duke Street Primary, we have one transition morning and a full transition day in the summer term so that the children can meet their new class teachers and also begin to understand the new set up and expectations in each class and from each different teacher. This also gives the children the opportunity to make friends and get to know their new teacher. Year 1 teachers often go down to reception to read stories and make their face more familiar to the children so that it is less daunting when they start in their new class in September. High needs SEND children who have attachment or anxiety issues will receive a transition book called 'My moving up book.' They can look at this over the summer holiday and familiarise themselves with their new environment and staff.

Duke Street also offers a 'Meet the teacher' evening early September. This is an excellent and enriching opportunity for parents/carers to meet the new class teacher of their child and raise any concerns as well as finding out how the classroom will be managed and how the curriculum will be delivered.

We have strong links with local secondary schools. The high school SENDCO attends transition meetings and they are invited to transition statement reviews for SEND children. The same applies for children who will be moving on to a special school for the secondary education.

In the summer term of year 5 and the autumn term of year 6, pupils are encouraged, and supported, in choosing the most appropriate secondary school for their child, through extra visits and attending open evenings. For children with SEND extra visits are arranged, supported by their TA, in order for them to familiarise themselves and be more prepared for the transition.

The teaching assistants also support the Year 6 SEND children by completing the 'Hello, Goodbye' resources and taking photographs to familiarise the children with new staff and surroundings. In the transition meeting, friendship groups are discussed to aid with transition. In the event of admitting a child with a physical disability, professionals meetings will be in place to discuss strategies and resources required alongside any other agency involvement required. An action plan will then be created and shared with members of teaching and support staff. Depending on the severity of the physical disability, appropriate training will be sought and a member of staff will be working with the child to support them through everyday activities through the school day. Likewise, if we are passing a child to another school with physical disabilities, we will set up meetings to discuss and share action plans and contact details of key professionals.

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

All children have access to before and after school provision at Duke Street Primary School through Sunshine Street or via other providers such as Busy Bees, where transport is provided, via a minibus, fully supervised by appropriate staff.

As providing outdoor learning experiences and extra-curricular activities is important to us as a school, there are a variety of clubs that take place within different parts of the school day.

These include; football, golf, story making, Science, netball, rounders, arts & crafts, gardening, philosophy, lego, forest school, choir, homework and performing arts. All year groups have the opportunity to take part in inter school competitions including Multi Skills. All clubs are free of charge.

Year 5 and 6 children have the opportunity to attend residential experience at PGL at Boreatton Park and parents/carers of children who wish to go there are invited to an information evening led by a member of staff and headteacher. This enables parents/carers to become involved in the different extra-curricular experiences offered. There are also a plethora of visits arranged for all children throughout the year, linking with the topic being studied.

For children with SEND accessing any visits or clubs, adults are made aware of the difficulties and have a plan in place via risk assessment for trips or differentiating the tasks within the clubs in order for the children to become included.

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

A nurturing ethos runs at the heart of the school. Duke Street offers children who experience social and emotional difficulties the opportunity to attend the 'Rainbow Room' or the 'Sunshine Room' with very skilled lead nurture professionals. It is here where the children learn to develop social skills such as turn taking and how to communicate effectively and also develop their understanding of dealing with difficult situations and problems.

Staff also have restorative discussions with all children who have made a wrong choice and discuss ways in which it can be made right. They also have their sanctions explained to them.

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.

Duke Street Primary School also has input from lead professionals at the attached Children's Centre to work with children and families who experience difficult situations.

There is also the newly built TLC room which is used for small group and 1 to 1 intervention work with SEND children, led by the SEND teaching assistant. Of an afternoon, the TLC room is also equipped with sensory stimulus such as; calming music, mood lighting, sensory toys and other stimulus to support children with emotional issues.

Also this year, promoting positive mental health is a key priority for our school development plan and there will be many initiatives, activities and opportunities to raise the profile of positive mental health, with many ideas coming from all children.

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. The child will also have the opportunity to evaluate their progress by completing a child friendly review sheet for the meeting. If professionals

feel that the EHC plan needs to be changed in terms of funding or if the long term goal is looking like specialist provision, then earlier reviews will be arranged to support the best outcomes for these pupils and avoid any delays.

If the child does not have an EHC plan but does have special educational needs then provision will be evaluated differently. For some children there may be regular meetings via a team around the family (TAF) meeting or by the key professional working with the child from an outside agency i.e. Acorn EP, SALT or CAMHs. The class teacher will have identified the children on a class provision map and at the end of each term will participate in professional discussions with the SENDCo to complete the impact which their planned provision has had for the child and agree on next steps, feeding into the ILP for the child. The teacher will have evidence of 1:1 or small group work completed with the teaching assistant and will also have a discussion with the child to talk about how they feel they have done with their SMART targets in their support plans. There may be involvement from outside agencies. Parents/carers will be encouraged to be involved in their child's learning journey and discuss the support plan with the class teacher and sign the copy.

The SENDCO will meet regularly with the school's SEND Governor to discuss provision being made and also how it is being monitored. It is the role of the SENDCO to inform the governing body of current activities regarding SEND by providing a full and detailed report of the impact of provision.

The class teachers are also encouraged to track intervention from baseline in the provision maps to end of term evaluation, which main purpose is to evaluate the progress of intervention programmes via observational notes or numerical data. Class teachers are also required to assess and share assessment data of special educational needs children with the SENDCO. It is the role and responsibility of the SENDCO to oversee and evaluate the overall progress being made and report the findings to the SEND governor and full governors as percentages. Parents/carers are informed of the progress of the identified children through discussions of their ILP targets in meetings and also informed of their progress within parents evening and annual school reports. However, parents/carers are made aware that they can discuss any concerns regarding their child's education with the class teacher at any time in the year. The school SENDCO will also be arranging a mid-year drop in review sessions for parents/carers to come in and discuss any concerns with the SENDCO or SEND teaching assistant. Class teachers can also set up a home/school diary to keep parents informed of social and emotional issues if they so desire. Parents/carers are also invited to attend curriculum or specific SEND parent workshops (organised by subject leaders within school) where they can see how different aspects of the curriculum are taught in order for them to further support their child at home.

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 SENDCO. If a child receives an EHC plan and has a special support assistant, then this may be a first point of contact.

If the parents/carers are still worried then they can arrange a meeting with the SENDCO at school and it is the role of the SENDCO to signpost the parents/carers to other professionals

who can help as well as setting up an action plan within school. It is the responsibility of the SENDCO to arrange outside agency support, but parents/carers will be informed and signposted to the route they can go through if they want to speak to outside agencies themselves. For example, going to see the GP in relation to a CAMHS (Child & Adult Mental Health Services) referral.

The SENDCO at Duke Street is Mr Louis Reay and he can be contacted on the school phone number, which is 01257 239950.

Parents/Carers can find the local offer for Duke Street Primary School on the Lancashire SEND website.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

There are a variety of professionals and organisations which provide support to families. These include;

- SENDCO
- Designated Senior Leader for safeguarding
- Outreach workers
- Child Action North West
- Acorn Educational Psychologist Team
- SEND team
- SENDO (Special Educational Needs and Disability Officer) via Lancashire SEND team
- School Nurse
- Speech and Language Therapists
- Occupational Therapists
- Children's social care
- CAMHS

All of the above professionals support children and families where necessary to ensure that all children are safe, supported and progressing well in school. We often complete 'team around the family' (TAF) meetings to have a network of support with the family and ensure that the needs of the children are being met.

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 parents/carers have any concerns regarding their children and the provision made for them at school then their first point of contact will be the child's class teacher to discuss any issues. However, if still unsatisfied then parents/carers can arrange an appointment with the school SENDCO. If the parent/carer wishes to take it further then they may arrange a meeting with the head teacher to discuss the issues and concerns raised. If the parent/carer feels that their child is not receiving a fully inclusive curriculum which is providing adequate provision for their child to make progress then they may write a letter of complaint to the chair of governors at the school.

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 Duke Street, 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?

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 SENDCO. If a child receives an EHC plan and has a special support assistant, then this may be a first point of contact.

If the parents/carers are still worried then they can arrange a meeting with the SENDCO at school and it is the role of the SENDCO to signpost the parents/carers to other professionals who can help as well as setting up an action plan within school. It is the responsibility of the SENDCO to arrange outside agency support, but parents/carers will be informed and signposted to the route they can go through if they want to speak to outside agencies themselves. For example, going to see the GP in relation to a CAMHS (Child & Adult Mental Health Services) referral.

Parents/Carers can find the local offer for Duke Street Primary School on the Lancashire SEND website.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.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-and-disabilities/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 - <http://www.dukestreet-pri.lancs.sch.uk/>

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