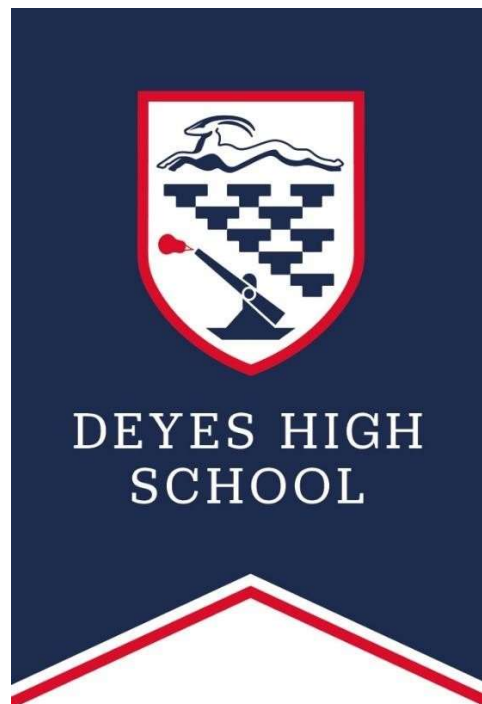


SEND information report

Deyes High School



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1. Introduction:

Welcome to our SEND Information Report. All governing bodies of academies have a legal duty to publish information on their website about the implementation of the governing body's policy for students with Special Educational Needs and Disability (SEND). This information is updated annually.

Deyes High School aims to provide meaningful and effective learning support for all pupils with Special Educational Needs. At Deyes High School, we value and are committed to working together with all members of our school community. Our local offer has been produced with students, parents/carers, governors, and members of staff.

We follow a graduated approach to SEN support, providing inclusive classroom environments to ensure that pupils make the best possible progress.

We aim to create a safe, caring, and supportive setting for pupils to develop into young adults who are well prepared for when they move on to their next phase of education, employment, or training.

Our SEND policy and information report aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. SEND Aims & Objectives

Aims:

To provide the structure for a pupil-centred process that engages pupil, family, school, and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives:

- **To comply with the Equality Act for all students with disabilities**
- To enable students with special educational needs to have their needs met,
- To take into account the views of the students with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for students with special educational needs,
- To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions,
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective adaptive teacher methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.

3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

4. Definitions

A student has a SEND need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 SEND Governor

The Governing Body challenges us to make sure we constantly improve the quality of provision for SEND and the outcomes that they achieve. There is a dedicated Governor who takes responsibility for SEND matters.

The SEND Governor will:

- Work with the Assistant Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Board on this
- Meet with our SEND-specific Assistant Head teacher once per term, and makes visits to classrooms (when safe to do so) to look at learning and teaching
- Review and ratify SEND policies as they are updated and introduced
- Review and ratify the SEND Information Report annually, ensuring that it shows the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

5.2 Head teacher

The Head teacher will:

- The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Head teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head teacher will work closely with the SENCO and the designated AHT
- Ensure SEND is considered in all aspects of school development planning
- Ensure that appropriate and adequate SEND budgets are allocated, through careful planning
- Ensure SEND is given ample discussion time during Senior Leadership meetings

- Report back to the Governing Body about SEND provision and outcomes through the Head teachers report

5.3 Assistant Head teacher

The Assistant Head teacher will:

- One of our Assistant Head teachers, Mr. Rob Stevenson, has an overarching responsibility for SEND at Deyes. This means that we regularly discuss SEND issues in Senior Leadership team meetings, to keep support for children with SEND under review.
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- All Senior Leaders observe lessons and hold discussions with teachers and support staff, pertaining to in-class SEND provision.

5.4 SENCO

The SENCO at Deyes High School is Mr. Rob Stevenson. He will:

- Work with the Head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Co-ordinate and monitor relevant CPD for colleagues, where appropriate, providing in-service training for all staff
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- **Liaise with parents/carers in order to support our SEND children and their families to fully engage in life at Deyes and thrive**
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and Governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and exam access arrangements
- Manage the SEND team and the deployment of SEND staff
- Co-ordinating provision for SEND students and reporting on progress
- Ensure the school keeps the records of all pupils with SEND up to date.
- The SENCO observes lessons and holds discussions with teachers and support staff, pertaining to in- class SEND provision.

- Monitoring the impact of interventions provided for students with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan

5.5 Class teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision, making sure that the new provision is well-researched and effective
- Ensuring they follow this SEND policy

5.6 SEND team

Teaching Assistants will:

- Liaise with the class teacher and SENCO on planning, pupil response and pupil progress in order to contribute effectively to the graduated response, (assess, plan, do, review).
- Mentor and support assigned SEND students as a key contact
- Facilitate and monitor the impact of literacy-based interventions for specific SEND learners
- Undertake regular and relevant CPD to develop further understanding of the SEND needs prevalent at Deyes and within our SEND cohort
- Carry out diagnostic testing for Dyslexia and Irlens, communicating results to parents/carers and colleagues in order for appropriate adaptations, adjustments, provisions and support to be provided

5.7 Parents/carers

Parents/carers should:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice, and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENCO whenever they feel there is a need to by booking an appointment. Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services. Parents/carers are also encouraged to visit the Local Offer website: This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

6. SEND information report

6.1 The categories of SEND that are provided for at Deyes

At Deyes High School we cater for children aged 11-18 years and provide support for students across the four areas of need detailed in the SEND Code of Practice 2014.

These are:

- Communication and interaction- for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Cognition and Learning- for examples, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one part of their learning performance such as in Literacy and Numeracy.
- Social, Emotional and Mental Health Difficulties- for example, where children have a difficulty in managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- Sensory and/or Physical Needs- for example, children with visual and/ or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

Some children may have SEND that covers more than one of these areas.

We currently provide support for children in all four areas. We have a strong staff who have experience of supporting children with Autism Spectrum Condition, Speech and Language Difficulties, Hearing Impairments: Specific Learning Difficulties such as dyslexia and dyscalculia and various social and emotional needs. In addition to our staff, we also work closely with a range of outside agencies from education, health, and social services to support the wide range of special educational needs.

6.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry to Deyes (whenever that may be), which will build on previous settings and Key Stages, where appropriate.

Class teachers will make daily informal assessments of progress for all pupils to inform lesson planning, which feeds into formal termly assessments and students' progress meetings. Members of the SLT along with subject staff identify students who are making slow or less than expected progress. The first response is to provide high quality precision teaching by the class teacher; where progress continues to be below expected the subject teacher will highlight any concerns with the SENCO. When deciding whether to make provision for a special educational need, the subject teachers and SENCO will work closely together to gather all the necessary information gathered from within school about the students' progress and information regarding national and age-related expectation. This information gathering will include a meeting with the parents/carers, and if appropriate, the child.

Class teacher initial assessments help us to identify those students whose progress:

- Is below the 'expected' level for the child's age group, when compared to their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.3. Supporting children with transition when joining or leaving our school

When a child comes into Deyes High School, a member of staff will collect information and records from the child's previous school and from the family. We always encourage parents to visit our school before the transition. We plan carefully to help children to feel safe and to settle in. We arrange transition events so children can meet their new teacher and support staff and also so the school becomes a familiar place.

When a child moves up to the next class, we organise class hand-over meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them.

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This may involve a team of children to help her/him settle into the new class and provide help to find their way around the school.

Other transitions may include:

Primary to Secondary

- Support for move to new building and curriculum
- Support for friendships and well being
- Planning support for learning
- Attend Induction/Transition days
- Hold a Transition evening and meetings with parents/carers
- Invite visits to our school site

- Deyes SENCO attends Year 6 Annual Reviews (where possible and necessary)

Mid-term admissions

- Support for coming to a new school – e.g., learning, friendships, and well-being
- Meet pupil and parents
- Assess needs
- Go through classroom routines and weekly timetable
- Tour of the school site
- Give key adult support for first term & a pupil buddy

6.4 Making sure our school and classrooms are safe, accessible, and stimulating

We work hard to make sure that our school building and all classrooms are safe, stimulating, and accessible. We aim to make lessons varied, stimulating and highly visual to support children with a variety of learning needs. Displays in our corridors and in many of our classrooms are limited, so as not to overwhelm and distract pupils as they learn.

We have an Accessibility Policy which can be found on our school website. It details arrangements to make the current site accessible, for example, we aim to host many events in our downstairs hall to make sure that everyone can attend. Moving forward, Deyes are in the process of planning for a whole new school site, which will have accessibility at the forefront.

Specialist teams, for example Physiotherapists, Occupational Therapists and Inclusion Consultants provide guidance, advice, and equipment for a child with particular access or support needs. We have a range of equipment designed to support the development of children's coordination and motor skills. For some children with special educational needs, we provide specialist equipment including digital technology such as iPads and laptop computers.

6.5 Consulting and involving pupils and parents

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We know that parents are the first educators of their child and that we need their knowledge to plan effectively. We strive for regular structured conversations which place parents/carer at the heart of decision- making about their child. We operate an open door policy where parents are strongly encouraged to make an appointment to come into school to speak to our SENCO if they have concerns about progress or SEND provision for their child

We will always involve parents and children in planning and reviewing progress. We make every effort to communicate clearly and regularly with parents and carers of children with SEND about, for example:

- how we support their children
- their achievements and their well-being and
- their participation in the full life of our school

We share feedback about the children's learning on an on-going basis with parents and formally at the termly parents' consultation meetings. At these meetings we share the next steps in learning and discuss ways in which parents can support their child's learning at home. Parents can arrange to meet the subject teachers to discuss their child's individual support plan each term. General information regarding the curriculum is available on the school website. We strive for a person centred approach to information gathering and the cycle of assess, plan, do, review. All children on the SEND register have a pupil profile/support plan.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

We welcome and value feedback on how well we are working with our parents.

6.6 Feedback from SEND students

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- inviting children to make personal contributions to their Annual Review meetings
- doing an annual pupil questionnaire on pupil voice – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our student leadership structure is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained

6.7 Assessing and reviewing pupils' progress towards outcomes

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

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.8 Supporting pupils moving between phases and preparing for adulthood and the next stage of education

SEND students receive access to individualised and impartial CEIAG at Deyes High School. Their offer is enhanced through bespoke and intensive Careers Education Advice Information & Guidance (CEAIG) support to increase access to opportunities such as work experience and to in-school events, such as the Careers Convention. SEND students are guided and supported through the options process at both KS4 and KS5. Enhanced support is provided to ensure ALL SEND students move on to a suitable progress path when their time at Deyes comes to an end; reducing or revoking the occurrence of SEND Not in Education Employment or Training (NEET) figures.

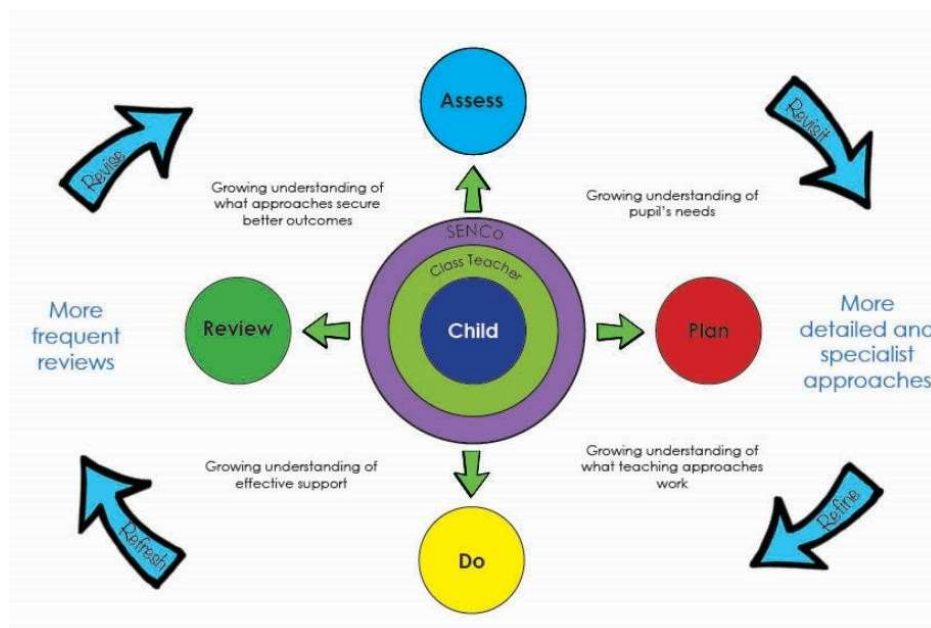
CEAIG support and representation is offered at all parental engagement events such as transition evening and parent consultation evenings.

We have commitments to sharing information with the school, college, or other setting the SEND student is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

6.9 Our approach to teaching pupils with SEND

At Deyes High School, all students have equal access to a broad and balanced curriculum, differentiated to enable all students to achieve and succeed. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Children are encouraged to become independent learners and to develop an enthusiastic approach to learning. There are high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspiration with all our learners. Underpinning all our provision in school is the graduated approach cycle:



All teachers are responsible for every child in their care, including those with special educational needs. The school recognises that children are at different levels in their learning and learn in different ways. To support our children, the school delivers the curriculum in different ways. We offer small group support and individual support when needed.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEND. These strategies will be adaptive for individual pupils and their needs.

Externally moderated PIRA and PUMA assessments will be used to determine reading and numeracy ages. These will be conducted three times per year for all students across all year groups; Year 7 to Year 11. Data will be analysed by Directors of Learning for English and Maths, before being shared with all staff to inform personalised and responsive approaches to adaptive teaching which addresses and tackles any causes for concern in terms of individual or group performance.

We will also provide the following interventions:

- Lexonic literacy intervention (at varying levels; LEAP and Advanced)- lead by our Lead Literacy Practitioner and Literacy Practitioner, following multi-sensory programmes to improve both reading and spelling ages.
- Numeracy Intervention delivered within the Maths department.
- Reading interventions

6.10 Adaptations to the curriculum and learning environment

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

- Making explicit reference to how the curriculum documentation and scheme of learning, recognise and cater for the needs of SEND learners

- Applying adaptive strategies within curriculum and pedagogy to ensure all pupils are able to access the learning. For example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching in accordance with individual needs. For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

6.11 Additional support for learning/Specialist Services and Expertise

Teaching Assistants:

- We have 11 Teaching Assistants who are trained to deliver interventions and support to SEND students, of varying and complex needs
- Teaching Assistants will be classroom based to support pupil access to support, where prescribed by Education & Health Care Plan (EHCP) or Higher Needs Funding (HNF) documentation
- Teaching assistants will support pupils in small groups if required
- HLTAs will support SEND learners in small groups, delivering bespoke intervention packages

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

This list is not exhaustive

- Educational Psychologist (Local Authority and Advanced Solutions)
- Speech and Language Therapists (SALT)
- OSSME (Autism Initiatives)
- CAMHS
- Hearing and Visual Impairment Team
- Inclusion Consultants
- Occupational Therapy
- Sefton School Nurse
- Local Authority Early Helps Team
- Children's Services (MASH)
- Careers Connect

We can make referrals, with your consent to many specialist services including CAMHS (Child and Adolescent Mental Health Service) Speech and Language therapy service, ASC/ADHD pathway, Educational Psychologist. If there are concerns around attendance and punctuality, the school may seek advice from the Attendance Engagement Officer. If there are concerns around mental wellbeing or behaviour, then the Director of Student Support Services or our multi layered pastoral structure can provide support and guidance.

6.12 Expertise and training of staff

The SEND team:

- Our SENCO has experience in mainstream education.
- The SENCO attends Local Authority Briefing to keep up to date with any legislative changes in SEND.
- We have a team of 9 Teaching Assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.
- The SEND team have opportunity to access a robust CPD programme which pertains to the SEND needs for our school.
- We buy-in the expertise of specialist agencies such as OSSME to support children on the Autistic Spectrum.
- The school has a service level agreement with Autism initiatives who deliver annual training to all staff.

The staff body:

- All staff receive regular training and guidance to meet the needs of all the children attending the school at any point in time, to ensure all staff have an awareness of the different special educational needs and disabilities of children in our school. This may include training on specific intervention programmes, or training in specific aspects of SEND. In the last academic year, staff have been trained in Autism, Dyslexia and ADHD.
- At least one of our INSET sessions at the start of every academic year is dedicated to SEND training for all staff. This is to ensure that all staff are able to plan and support lessons which meet the needs of all children.
- The SENCO has a responsibility to arrange and provide this training.
- All staff attend a weekly Student Information Session (SIS), in which the SENCO helps them to understand the social and emotional needs of specific children with SEND
- Our 'SEND toolkit' provides an overview of SEND provision at Deyes. All staff have training in how to use this resource and an electronic copy of it to refer back to. Each department receives their own hard copy, which is regularly updated by the SENCO.

6.13 Securing equipment and facilities

We work closely with Sefton Council and utilise their resources for specific SEND equipment, such as radio mics for the hearing impaired and specialist equipment for visual impairments.

6.14 Evaluating the effectiveness of provision made for students with SEND

As specified in the SEND Code of Practice, we adopt an "Assess, Plan, Do, Review" approach to evaluating the effectiveness of our provision. Any group or individual provision is time-limited and progress is monitored carefully against specific, measurable targets. Provision is evaluated half termly and any changes to provision are made as necessary according to the level of need.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks

- Using pupil questionnaires to generate student voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

6.15 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Engagement is promoted, encouraged, and tracked for SEND learners specifically.
- All pupils are encouraged to take part in sports day/school plays etc.

6.16 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school student leadership structure to promote aspirations and future progression, as well as the development of skills.
- Pupils with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.
- For some students, a full risk assessment may be carried out in part with parents to ensure all aspects of health and safety are carried out before a planned school activity.

6.17 Working with other agencies

We work closely with health and social cares, local authority support services and voluntary sector organisations.

6.18 Complaints about SEN provision

In the first instance, parent/carer complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. This policy can be found on the school website.

If there continues to be disagreement with regard to SEND provision, our SEND policy outlines the next steps to take, via the Local Authority. This policy can be found on the school website.

<https://www.deyeshigh.co.uk/our-school/school-policies/>

6.19 SEND Contact details

If you have any concerns about your child's development and would like to seek advice and/or support, please do not hesitate to contact our SENCO, Mr. R Stevenson, via email:

- Email: r.stevenson@deyeshigh.co.uk
- Telephone: 0151-526-3814

6.20 Contact details of support services for parents/carers of pupils with SEND

Sefton Local Offer Directory

Our local offer is published here: <https://www.sefton.gov.uk/localoffer>

7. Monitoring arrangements

This policy and information report will be reviewed by the Assistant Head teacher and SENCO every academic year. It will also be updated if any changes to the information are made during the school year. It will be approved by the Lydiate Learning Trust and the Deyes Governing board.

8. Links with other policies and documents

Relevant school policies underpinning this SEND Information Report include:

LLT SEND Policy
LLT Equality & Diversity Inclusion
Policy LLT Equality & Diversity
Statement
LLT intimate Care
Policy LLT Curriculum
Statement DHS
Accessibility Plan DHS
Equality Policy
Teaching & Learning
Policy Curriculum Policy
Equal Opportunities
Policy Behaviour Policy

Legislative Acts taken into account when compiling this report

include: Children's and Families Act 2014

Equality Act 2010
Mental Capacity Act
2005 SEND Code of
Practice 2015