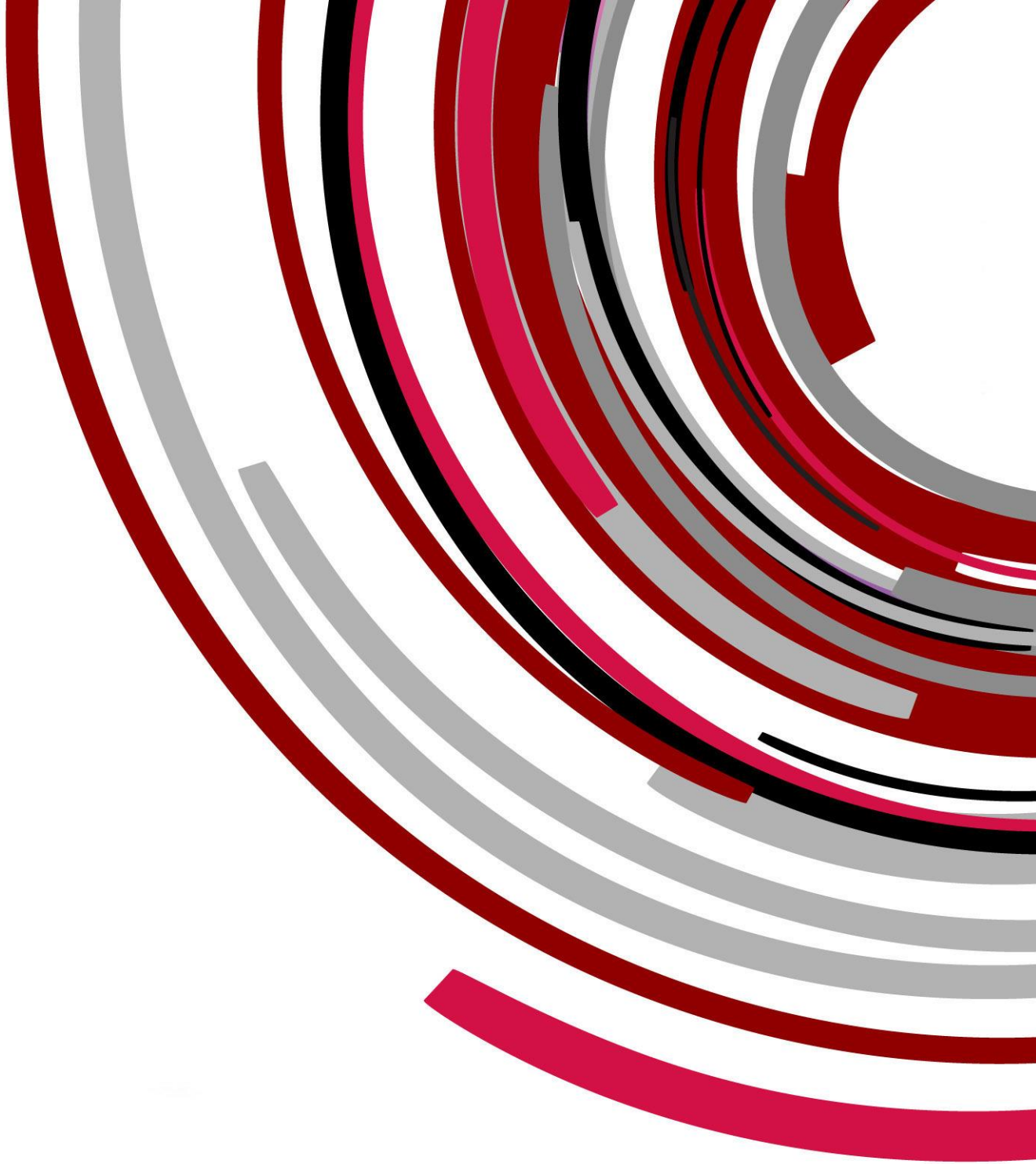




Guidance notes for SEN Information Report

Version 1.1 January 2017

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 academics 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.

St Thomas the Martyr CE Primary School

SEN Information Report

September 2026

Name of the Special Educational Needs/Disabilities Coordinator:
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Mrs Suzanne Christy Miss Rachel Kenny
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Contact details:

01695 622970

s.christy@st-thomasmartyr.lancs.sch.uk
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r.kenny@st-thomasmartyr.lancs.sch.uk
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The Special Educational Needs and Disabilities (SEND) we support

St Thomas the Martyr CE Primary School is an inclusive mainstream primary school with a nursery and two-year-old provision. We believe that every child is unique and should have equitable access to a broad, balanced and ambitious curriculum. We support children with a wide range of special educational needs and disabilities and work closely with families and external professionals to identify and meet individual needs. Where a child's needs are exceptionally complex and require a level of provision that cannot reasonably be delivered within a mainstream school, we work collaboratively with families, the local authority and other professionals to identify the most appropriate placement and support.

Our school currently provides additional and/or different provision for a range of needs, including:

- | |
|---|
| <ul style="list-style-type: none">• Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties• Cognition and learning, for example, dyslexia, dyspraxia• Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),• Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy |
|---|

- Moderate learning difficulties, where needs can be appropriately met within a mainstream setting.

We are committed to ensuring that all pupils, regardless of their needs, are fully included in the life of the school and are supported to achieve their full potential.

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?

At St Thomas the Martyr CE Primary School, children are identified as having Special Educational Needs and Disabilities (SEND) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Health diagnosis through a paediatrician
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent/carer
- Concerns raised by a teacher, for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as Welcomm Language Assessment, Dyslexia Early Screening Test
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified.

We recognise that parents/carers are their children's first educators and are the people who know their children best. We value parents/carers contributions through formal (parent's evenings) and informal discussions.

Our teaching style enables us to assess, plan, implement and review continually. It is through this process that we are able to identify if a child is not making expected

progress. We believe in quality first teaching, which happens every day in all classes and this enables us to provide most of the differentiated learning within the classroom.

We liaise closely with other professional agencies, such as health or social care to ensure that any child with SEND receives a seamless transition into our school.

What are the roles of the staff within school?

The SENCO's are Mrs Suzanne Christy and Miss Rachel Kenny. You can contact them on 01695 622970 or s.christy@st-thomasmartyr.lancs.sch.uk and r.kenny@st-thomasmartyr.lancs.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

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
- Ensuring they follow the SEN policy

What should I do if I think that my child may have Special Educational Needs?

- In the first instance, talk to your child's class teacher as he/she is the person who knows your child best within school. We operate an open door policy so there is no need to wait for parents evening.
- If needed the next step will be to involve the SENDco, who after discussion, will decide what interventions are needed.

- The interventions may take the form of school based additional help or seeking further assessment of need by using the specialist education services that are provided by the local authority.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers. We therefore aim to communicate with you regularly.
- You are welcome to make an appointment to meet with either the class teacher or SENDco at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- All KS1 and KS2 children have a reading record where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.
- Your child may have a Targeted Learning Plan that will have individual targets. This is shared half termly by your child's class teacher and you are kept up to date with any changes that may occur. We will also share suggestions as to how you can support your child's learning at home. When the plan is reviewed, comments are made against each target to show what progress your child has made.
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place at least annually to discuss your child's progress. Statutory paperwork regarding your child's needs and progress will be completed prior to and after the meeting.

How does the school know how my child is doing?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R (or in the nursery if they have been with us since age 2 or 3) through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- The school follows the SEND Code of Practice Graduated Approach using cycles of Assess, Plan, Do, Review. High-quality first teaching is the foundation of our approach and enables most pupils' needs to be met within the classroom. Where a child requires additional support, provision is carefully planned, delivered and reviewed to ensure it is having a positive impact. Children receiving SEND Support have their provision reviewed regularly in partnership with

parents/carers, pupils and relevant professionals to ensure that support remains appropriate and effective.

- Children who are not making expected progress are also identified through progress meetings. Pupil Progress Meetings are held each term between each class teacher and the Headteacher and Senior Leadership Team. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

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?

All children with SEND are given the opportunity to create their own One Page Profile, which captures what people like and admire about them, what is important to them, what makes them happy, and how they would like to be supported.

These profiles are updated at least annually, if we notice a change in a child's behaviour or the strategies that they are using, then the one-page profiles will then be updated.

These profiles are shared with teaching staff, who then work with children to ensure that the strategies being used are consistent and as a result the child feels safe and secure in their learning.

Each child knows what targets they have achieved and what they are working towards achieving.

Prior to an annual review, children and their teaching assistant discuss and record the things that they find easy and difficult as well as if there is anything they are worried about. The children are invited to attend the review meeting and they can bring with them a piece of work that they are proud of.

There is a school council and an eco-council for pupils to contribute their own views and ideas. For the school council and Eco council, two children are nominated from each class from Year 2 through to Year 6. Two representatives take part in pupil parliament visits.

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?

Within the Early Years, parents are encouraged to enter the classrooms and settle their children if and when required. Stay and Play sessions are planned every term to support a different curriculum area, this also provides an opportunity for you to discuss any concerns with your child's class teacher. The Early Years use 'seesaw' to upload photographs of your child's learning.

We have 'meet the teacher sessions' during which parents learn more about the school curriculum, your child's class teacher and the expectations for that school year.

Throughout the year there are a number of occasions when progress of your child is discussed with you. We hold two parent's evenings a year and a written report is shared at the end of each academic year.

After a discussion with parents, if agreed, we will liaise closely with other professional agencies, such as speech and language therapists, to ensure that any child with SEND receives the correct level of support.

Parents are welcome to spend time in school as volunteers, following the correct DBS checks have been carried out and the DBS records they are allowed to work with children.

Parents are encouraged to visit school for whole class assemblies, celebration assemblies, sports days, nativity performances and more.

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

- We set high expectations for all children at our school.
- We believe in quality first teaching, which happens every day in all classes, and which enables us to provide most of the differentiated learning within the classroom.
- In order for each child to reach their potential, it is the responsibility of the class teacher to plan learning experiences that enable each child to learn new skills and consolidate skills already learned.
- Children with a high level of need will have a Targeted Learning Plan with targets, often delivered by a trained member of the support staff.
- Other children may have access to small withdrawal groups to enable them to focus and work at targeted areas of need.

How accessible is the school environment?

Our single form entry Primary School with nursery and 2 year old provision was built in the 1960's and has been most recently updated in 2010 and as a result the early years and key stage one classrooms are fully accessible as is the school office.

- There is a lift situated at the main entrance to allow the remainder of the school to be accessible.
- Key Stage Two classrooms are situated on two floors and therefore are not readily wheelchair accessible but changes could be made if necessary.
- There is a designated accessible parking space in the school car park.
- Changes to the school playground have included a ramp to ensure accessibility to all entrances within school.
- There are three accessible toilet facilities within the school.
- The furniture within school is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- We have purchased a range of specialised equipment throughout the school to meet the individual needs of children within our school these have included ear defenders, different pencil grips to support motor control, a variety of resources to support dyslexia, individual work books to support anger and anxiety.
- An acoustic assessment has been completed throughout the school and as a result sound boards have been implemented to reduce noise levels.
- We work closely with other agencies and if a particular resource is recommended to support the individual needs of a child we will purchase and implement this resource wherever possible.

How is the decision made about the type and quantity of support my child/young person receives?

We consider very carefully the advice from you, the child's parents/carers, other professionals, previous educational setting and information that we gather through informal and formal assessments.

We regularly review the impact that the resources and interventions are having for each child and we adapt these where necessary.

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

- We work in partnership with pupils, parents/carers and, where appropriate, external professionals to monitor progress and ensure that support is effective. The school follows the SEND Code of Practice Graduated Approach using cycles of Assess, Plan, Do, Review. Children receiving SEND Support have individual plans which outline their strengths, areas of need, targets and provision. These plans are reviewed regularly, and any changes needed to support progress are discussed and agreed with parents/carers. Progress is monitored through ongoing teacher assessment, intervention reviews, pupil voice, parent feedback and termly pupil progress meetings, ensuring that support remains appropriate and responsive to each child's needs.
- Half termly progress meetings enable the class teachers and senior leadership team to discuss any children who are making accelerated progress as well as those not making progress.
- Each class teacher creates their own provision map, which records the different interventions put in place to meet a child's needs as well as tracking the progress made.
- Targeted Learning Action Plans following the Graduated Approach (Assess, Plan, Do and Review) are produced half termly and are regularly shared with parents and children. We regularly review the progress that the children make by monitoring their plans, it is clear through these what the pupils are able to do as well as what they are working towards achieving.
- Intervention timetables are completed by each teacher and intervention is delivered by a Teaching Assistant with advice from the teacher, SENCo and any other programmes made available by other professionals.
- Each half term parents will receive an overview of the planning learning for that half term.
- Within the early years, stay and play sessions are planned termly to support a different curriculum area and this also provides an opportunity for you to discuss any concerns with your child's class teacher.

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?

- Staff are regularly training in Paediatric First Aid and First Aid at Work.
- Two teaching assistants have been trained to support children with Early Literacy Skills (ELS), Advanced Literacy Skills (ALS) and Further Literacy Skills (ALS)
- One teacher and two teaching assistants have been trained to deliver the Picture Exchange Programme (PECs).
- Two teachers and two teaching assistants have been trained to further support children with speech and language needs through ELKLAN
- One teacher and two teaching assistants have been trained in sign a long.
- One teacher has been trained in Social Stories and Comic Strips.
- One teacher has been trained in Precision Teaching.
- The headteacher is able to assess for Dyslexia traits and suggest strategies to support individual children.
- The Early Years Staff are trained in using the WellComm toolkit.
- The Early Years Staff are training in bucket time and deliver these sessions in small group.
- All staff have an awareness of sensory circuits and implement these where it is felt useful.
- All teaching assistants are trained in delivering a range of intervention programmes such as first class at number, toe by toe, knock knock reading and Lego Therapy.
- A member of the Senior Leadership Team has completed the SENCO aware.
- The SENDCo is Early Bird Plus Trained, Portage Trained, Early Support Trained in Down Syndrome, Visual Impairment and Hearing Impairment, Lego Therapy Trained, sensory diet and bucket time trained.
- All staff within school have experience of working with other agencies such as speech and language therapists, educational psychologists and other specialist teachers.

- All teaching assistants have attended courses to support pupils to develop their early literacy and maths skills.
- All staff are prepared to further develop their own knowledge and understanding of individual needs and will deliver specific programmes to support individual needs where necessary.
- Once concerns are raised by either staff members or parents, discussions will take place between parents and relevant school staff and where appropriate the child themselves. If there is no current member of staff with the relevant expertise, we will liaise with other schools in the local school's clusters (SHARES and Forward Schools Together) to gain further support and/or refer to specialist teachers for advice.

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?

- Transition is carefully planned for all pupils with SEND. Prior to moving to a new class, teachers share information about each child's strengths, needs, successful strategies and provision. SEND records, provision maps and progress notes, one-page profiles and support plans are shared with receiving staff to ensure continuity of support from the start of the new academic year. Additional transition visits and individualised support can be arranged where appropriate.
- We offer a flexible approach to your child's introduction to school with a number of visits.
- Within the Early Years we offer home visits to further support your child's transition.
- Additional visits are arranged with the receiving secondary school and where necessary the child's current teaching assistant will join them on these visits to support transition.
- For children with an EHCP transition meetings are held in the autumn term, parents can let us know their thoughts and feelings at these meetings and once secondary school placements have been finalised children will have extra visits depending on their needs.
- For other children with additional needs, discussion will take place with parents regarding any concerns or worries they have on entering Secondary School and

where necessary transition meetings will be held and additional visits will be put in place.

- The link secondary teachers visit the school and have a discussion with the year 6 teaching staff regarding any concerns and particular transition needs that are required. The secondary school SENDco is also invited to any transition review meetings to share and discuss any concerns and targets which the child may be working on.
- All about me booklets will also be completed for children with an EHCP moving onto secondary school and this gives the children and their parents the opportunity to share their concerns and aspirations for their child.
- If your child transfers to another school, we liaise closely with the receiving school through the use of document transfer, offering face to face meetings, providing a one-page profile about your child and ensuring that we forward tracking details including levels of attainment.

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

- The school currently offers a breakfast and after school club which is available to all pupils. Any additional information that is needed to meet the needs of individual pupils is shared with the staff within these clubs. There is at least one member of staff at each of these clubs who also work within the school on a day-to-day basis.
- Prior to any trips taking place, a risk assessment is completed and appropriate adult support will be available during these visits.
- There is always a member of staff on the yard at the beginning of the day and the children are dismissed from the playground by their class teacher.
- During break times and lunchtimes children are supported by staff within the school and if your child needs additional support during these times then a discussion will be had with the staff to ensure that your child's needs are being met.

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

- At St Thomas the Martyr, we recognise that positive emotional wellbeing and mental health are essential for children to achieve their full potential. We provide a caring, inclusive and nurturing environment where children feel valued, listened to and supported. Staff work closely with pupils and families to identify any concerns at an early stage and provide appropriate support. This may include pastoral support, nurture-based approaches, social skills groups, sensory support, individual check-ins, support during times of transition and referrals to external agencies where appropriate. We also work in partnership with Compass Bloom, who provide mental health and wellbeing support for children, parents and families. We work collaboratively with parents/carers and other professionals to ensure that children receive the help they need to develop confidence, resilience and positive emotional wellbeing. The views of pupils are valued and taken into account when planning support to help them feel safe, included and successful in school.
- Medication is kept locked, administered and recorded by a member of staff. The class teacher may keep medicines such as inhalers within the classroom and these are given to the child as needed. No medication is given to a child unless needed for a life threatening/ongoing/chronic illness or previously agreed with the parent. All medicine is recorded in a medicine book - a separate one is kept within the Early Years, along with details of dosage and frequency and parents sign to grant authorisation to the school to administer medicine to their child.
- Medical Health and Care plans are completed with the parents, school staff and health professionals. These are shared and signed by the parents. These are then passed onto the relevant class teacher and shared with the kitchen staff where appropriate. The head/deputy teacher keeps a master copy; copies are displayed in the kitchen area and the staff room.
- Nominated staff are kept regularly up to date with Paediatric First Aid training and First Aid at Work training to ensure staff are familiar with what action to take in the event of an emergency.
- When necessary, we seek other professional training to meet the needs of individual children, for example, all staff have undergone allergen training.
- We hold a KITT medical resource in school and all staff are trained in using this life saving equipment in case of anaphylaxis.

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

Every year parents of children on our SEND register are invited to a meeting with the SENCO to share an update on transition and any new information that the school needs to meet the needs of the individual child.

Every year parents are given a questionnaire to seek their views on SEN within school and how well they feel that the needs of their child are met.

The SENCO tracks the assessment made throughout the year, where progress isn't being made then further discussions with the child's class teacher and parents occur; and a variety of strategies are implemented. It may be necessary to involve other services and their expertise.

The SENCO completes an annual report which is shared with the Governing Body. This details the achievement of pupils with SEND and the overall quality of provision for pupils with SEND.

Staff are given questionnaires at the beginning of each year to enable staff to identify their strengths and any areas of need so that training and support can be implemented.

Regular discussions take place with the children and where appropriate they will identify what is working for them and where they feel they need further help and support. Each year they complete their own 'One Page Profile' where they identify their needs and how they would like to be supported.

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 work closely with a wide range of professionals and support services to ensure that children and families receive the most appropriate support. These services may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, the Inclusion and Engagement Support Team (IEST), Specialist Teaching Services such as Elm Tree Outreach Service, the Autism Team, IDSS, School Nursing and Health Services, Child and Family Wellbeing Service, Child Action North West, Compass Bloom and Lancashire SENDIAS. We work collaboratively with parents/carers and external agencies to assess needs, implement recommendations, review progress and ensure that children receive coordinated support both in school and at home. Where

appropriate, multi-agency meetings are held to share information, plan next steps and achieve the best possible outcomes for children and young people with SEND.

We value the expertise of external professionals and work hard to ensure that opportunities are available for specialists to work directly with pupils, families and staff within school.

We aim to ensure that space is readily available within school so that these professionals can work with your child and staff in order to meet their needs.

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?

In the first instance, we ask that you speak to your child's class teacher, if this is not possible then please speak to the head or deputy.

In dealing with your complaint:

- we will deal with your complaint honestly and politely and in confidence;
- it will be looked into thoroughly, fairly and as quickly as possible;
- we will keep you up-to-date with what we are doing;
- we will apologise if we make a mistake; and
- we will tell you what we are doing to put things right.

We follow our complaints procedure; further information can be found on our school website.

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

St Thomas Parents SEND group

The parents at St. Thomas meet at least half termly in school to share thoughts, ideas and to discuss anything SEND related. This isn't always related to education.

Throughout the year we invite guest speakers in to support our parents. This will change depending on what parents are wanting support with throughout the year.

Information, advice and support

If you live in Lancashire, you can get information, advice and support around special educational needs and disabilities (SEND) from the Information, Advice and Support (IAS) Team. There is also a range of other organisations who provide free information, advice and support such as helplines, email, face-to-face support, legal advice and tribunal representation.

The Information, Advice and Support (IAS) Team

The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.

We can provide information around the following areas in relation to SEND:

rights, roles and responsibilities

health and social care processes, regulations and guidance

support from other agencies and organisations

We can also support to families in:

managing mediation appeals, to the First-tier Tribunal

exclusion from school

liaising between you, your nursery, school or college and other professionals

Young people aged 16-25 can access the service independently from their parents.

We may offer one to one support by telephone, email or meetings depending on your circumstances.

Contact

To access the service please fill in our referral form and one of our officers will contact you within 7 working days.

SEND Information advice and support service referral form

For general information about SEND or to find out if the service can help you contact:

Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Email: information.lineteam@lancashire.gov.uk

The IAS Team was previously the SEND Information Advice and Support Service (SENDIASS) and the Child and Family Support Team. You may also have heard of the Parent Partnership Service which SENDIASS replaced in 2014.

Family Hub

Parents can access the family hub one stop shop on the first Thursday of the month between 9am and 12 noon. This takes place at The Skelmersdale Family Hub and Zone, Yedon, Skelmersdale, WN8 6NL.

The one stop shop is a monthly drop in where families can access support from different services under one roof.

Other services that may be of interest:

ADHD Northwest <https://www.adhdnorthwest.org.uk/> - providing parents and children support and training to better understand their condition.

The Advisory Centre for Education (ACE) - independent advice around education for parents/carers of children aged 5-16 in state schools in England.

Carers UK - a charity set up to help people who care for family and friends in the UK.

Children's Education Advisory Service (CEAS) provides impartial advice about the education of service children.

Civil Legal Advice (CLA) - you might be able to get free and confidential advice from CLA as part of legal aid. This includes advice on education law matters, SEN, discrimination and judicial review (for example for children not receiving education or unlawful exclusions).

Contact - supports families with disabled children with advice and information to get the right support. Brings families together to support each other, and helps families to campaign, volunteer, and fundraise. In addition, offers face-to-face support, workshops and training in some regions.

Down's Syndrome Association - information, support and advice related to Down's syndrome. Includes education, health, social care, benefits and housing.

IPSEA - Independent Parental Special Education Advice, a charity that offers legal advice, support and training to ensure children and young people with SEND access the right education. They also offer tribunal representation.

National Autistic Society - a charity for people with autism (including Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism. Includes education, health, social care, benefits, housing and transition support (school to adult life).

National Deaf Children's Society - information and support for deaf children and young people and families. They can provide advice and support on a range of issues including benefits, education, technology, health, social care, discrimination and communication. They provide face-to-face support and tribunal representation.

Sense - for deafblind individuals or their family members and supporters. Information and advice on a range of issues, such as health, social care, benefits and education. They also offer support around communication, your legal rights and entitlements, Sense services and technology.

www.lancashire.gov.uk/children-education-families/childcare-and-family-support/children-and-family-wellbeing-service

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/family-information-network-directory

www.lancashirechildrentrust.org.uk

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

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