



What policies do you have in place for identifying those pupils with SEND and assessing their needs?

Thorpe Acre Infant School is very aware of the importance of early identification of those who may be encountering barriers to accessing the curriculum. We actively work to identify concerns as early as possible. To this end we work closely with:

- Parents
- Preschool/Nursery setting
- Early Years SEN Inclusion Support Services

before the child actually starts with us.

Once a part of our school, children's progress is monitored very carefully. A child may be identified as a result of:

- performing below age expected levels or where limited progress is being made, this is done through careful analysis of data, Foundation Stage Profile scores, Phonics Screening tests, Teacher Assessed Data, Pupil Progress Meetings and consultation with the SENCO
- concerns raised by a parent
- concerns raised by teachers, where, for example, behaviour or self-esteem is affecting performance
- liaison with external agencies
- health diagnosis through paediatrician

Our SEND policy can be found on our website and details the four main areas of need in accordance with the Government SEND policy:

If your child has special educational needs, they may need extra help in a range of areas, for example:

- Schoolwork - reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- personal organisation;
- a sensory or physical need(s) which may affect them in school.

More specifically, the *Special Educational Needs and Disabilities (SEND) Code of Practice*, sets out four main areas/ headings:

- **Communication and Interaction**

A child may...

- have speech sounds difficulties;
- find it difficult to communicate with others;
- have difficulty understanding others;
- have an autism spectrum disorder (ASD)

- **Cognition and Learning**

A child may...

- learn at a slower pace than others of the same age;
- have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia.

- **Social, emotional and mental health difficulties**

Children may...

- show emotional difficulties such as withdrawn or challenging behaviour;
- have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- **Sensory and/or physical needs**

This may include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

The school has a **Provision Map**, that details the additional support available and provides information about Quality First Teaching coverage and extra intervention programmes we can run.

The **SEN Policy** has been written jointly with the SENCO from Thorpe Acre Juniors. This ensures that a similar approach is used by both schools. A full copy of the SEN Policy can be accessed here and a hard copy can be requested from the office. The SEN policy is reviewed to ensure it complies with all current legislation and Government Guidelines.

The **Supporting Students with Medical Conditions Policy** is on our website. This provides details of how the school meets the need for effective support so that children with medical conditions or disabilities have full access to their education, (including school trips and physical education). It is worth referring to our **Accessibility Plan** also.

Having shared any concern(s) verbally, and/or, if mediation and communication between school and home breaks down and parents/carers may still wish to express a concern, the school's **Complaints Policy** is also accessible on the website.

The school's record keeping is in line with the requirements of the **Data Protection Act 1998** and restricted access is employed as appropriate. Other relevant policies include, the **Behaviour Policy** and the **Anti-Bullying Policy**

A copy of the Government's **Special Educational Needs Code of Practice** can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

What are the arrangements for consulting parents/carers of SEND pupils about, and involving them in the education of their child? Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning?

Thorpe Acre works hard to develop effective home/ school partnership.

- Teachers encourage parents to let them know of any concerns or issues raised at home that may affect your child's wellbeing or learning in school. This way staff can support effectively within school.
- Open door policy. Teachers are happy to arrange a convenient time for you to meet with them for an informal chat, update or to share information.
- Official parent's evening appointments are extended for parents of children with SEN so that there is enough time to dedicate to informing parents about the progress of intervention programmes their children may be undergoing. The SENCo can be included in these appointments.
- Parents are invited to attend meetings on the occasion of a relevant outside professional, such as the Educational Psychologist, reporting to school.
- Parents of children who have an EHCP, or statement are invited to review meetings conducted annually. They will be involved in discussing their child's progress and be involved in deciding the next steps.
- The school runs a range of workshops or 'drop in' or 'stay and play' sessions for parents throughout the school year. Details are advertised in the school newsletter and on our website. The sessions aim to provide useful opportunities for parents to learn more about how to support their children's learning. The school website can be found at www.thorpeacre-inf.leics.sch.uk .
- Thorpe Acre Infant School, via the website, provides a link to the programme 'Espresso'. This is another method for parents to work with their child at home.
- If a parent has a question or concern and wishes to speak to Ms Manning, the SENCo, please call the office and all phone calls will be returned.

We are always looking at ways to improve accessibility and strengthen the parents voice, if you have any suggestions of how we can help achieve this please let us know! Talk to the class teacher, schedule an appointment with either Mr Clark or Ms Manning, or if it is easier arrange a phone call or write a letter. We look forward to hearing from you!

What are the arrangements for consulting young people with Special Educational Needs or Disabilities about, and involving them in, their education?

We have high expectations for all our children and want all to aim high and achieve their full potential.

- Our school staff work very closely with SEND children and have quality sessions where children can express their thoughts and feelings about the work they are doing and anything that may concern them. The SENCo is currently working on adapting a well-being questionnaire to suit infant aged children to further develop inclusion of SEND children in their education.
- The child is involved in developing their own Pupil Profile and, where appropriate, are involved in identifying targets to work on.
- Activities and school trips are available to all following a completed risk assessment. If additional support is needed then arrangements can be put in place for a LSA, parent or carer in addition to the standard staff: pupil ratio. Where appropriate a 'contract' may be entered into with the child, detailing expectations and appropriate responses if under pressure (this would be visually supported).

What arrangements do you have for assessing and reviewing the progress of pupils with SEND and progress towards their outcomes?

Action relating to SEN support will follow an **assess, plan, do and review model**:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Learning Support Service

4. Speech and Language Therapy Service
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team
8. Educational Psychologist Service
9. Physical and Disability Support Service
10. School Nurse

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How do you support pupils with SEND transferring between phases of education or in preparing for adulthood and independent living?

Transition from Reception to Year 1

- Reception children encounter other members of teaching staff throughout the school from their first week. Shared assemblies, including our "All Stars" weekly celebration provide an opportunity to familiarize themselves with newer faces. Staff, including the Head Teacher, are present for at least one lunchtime during the week to talk with children and support with eating.
- As a small infant school our staff work closely with one another, sharing information, resources and strategies.
- Due to the layout of the building Reception children will experience most areas of the school before they complete their school year.
- During the course of the year Reception children will be taught by other members of school staff when the EYFS Coordinator conducts Forest School Sessions with other classes and a direct staff swap takes place.
- Transfer/handover sessions between the EYFS and Year One teachers takes place.
- Children visit their new class and teacher on several occasions.
- Year One staff, having experience of Foundation Stage curriculum, are knowledgeable about the difficulties which occasionally arise from the change in structure and routines and make provision for this.
- Any children needing extra support with the change will be supported with opportunities to talk through their concerns. Transition booklets can also be used to familiarize the child with aspects of the change they feel confused or concerned about.

Transition from one class to the next

- As previously stated, due to the small nature of our school most children are well acquainted with their new teacher before they transition into their class.
- Transfer/handover sessions occur between the current and future teachers to share

relevant information.

- Children visit their new class and teacher on several occasions.
- Extra provision is made for children who struggle with change with increased visits and emotional support.
- Specific information with regard to children with SEN is shared with the new teacher following on from the standard SEN review procedures.
- Again, Transition booklets can also be used to familiarize the child with aspects of the change they feel confused or concerned about.

Transition to Junior School

- Children visit the Junior School (situated next door) to meet their new teacher and see their new classroom. Members of teaching staff from the Junior School come and visit the children whilst they are in the Year 2 setting.
- SEN information is shared with the Junior School SENCO and management team.
- Any children needing extra support with the change will be supported with opportunities to talk through their concerns. Transition booklets can also be used to familiarize the child with aspects of the change they feel confused or concerned about and extra visits arranged.

What is your approach to teaching pupils with SEND?

All the children at Thorpe Acre Infants, will receive 'Quality First Teaching'. This is described in our SEND policy as:

Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching is based upon building upon what a child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge, or that they are not making the progress that is expected, they will bring this to the attention initially of the class teacher.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching.

- Lesson observations
- Work scrutiny
- Planning scrutiny
- Skills audits
- Moderation
- Pupil progress meetings
- Learning walks
- Performance management meetings

If concerns persist the next step is a Graduated Approach with Four Stages; Assess, Plan, Do, Review. This is described in our SEND policy as:

The Graduated Approach *The process for implementing SEN support is in four stages (Refer P86, 100 SEND Code of Practice)*

Assess

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teacher(s), SENCO, parents/carers and any outside agencies (Health, Social and Educational).

Plan

An SEN Support plan will be written to outline what will be put in place to achieve specific targets and outcomes.

Do

The Support Plan is the working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not sufficiently effective they will discuss this with the SENCO and seek further advice.

The plan will include:

- Interventions/strategies that will be used to achieve specific targets and how they will be delivered;
- Details of any focussed support from a teacher/teaching assistant;
- Resources deployed, used to ensure the child has access to the curriculum;

Suggestions about how the parent and or pupil can contribute to the plan

Review

The effectiveness of the support and interventions will be reviewed at least termly. The impact and quality of the support will be measured and evaluated as well as the views of the pupil and their parents. This will inform our next steps. The class teacher working with the SENCO will revise the support in light of the pupils' progress and development. A decision will be made about any necessary changes in consultation with the parent and pupil and the Plan will be updated to enable the child to achieve their next steps in learning.

Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists, this may signal higher needs. If the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education, Health and Care needs assessment.

How will you adapt the curriculum and learning environment for pupils with SEND?

Curriculum / Learning Environment

- All children, if needed, can have access to a variety of practical resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts such as

word mats and phonic friezes on desks and classroom walls. Letter formation and orientation supports are available. Mnemonics are taught to support spelling. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and ICT. Multi-sensory activities are included in lessons.

- Numicon (a support tool for Maths and understanding of number) is available throughout school. The use of other practical equipment such as bead strings, weighing/balance scales is used to support learning. Visual support is also available in the use of number lines, number squares and formation/orientation reminders.
- Structured and predictable classroom routines are supported with visuals, enabling changes to be catered for. A range of groupings, including talk partners, mixed ability groups, independent and supported work allows for differing learning styles. Clear, simple language is used in instructions and is supported with visuals. Additional time is allowed for recording and for thinking of an answer to a spoken question. Tasks and instructions are divided into manageable steps where necessary. Flexible timetabling can be arranged according to need.
- When necessary classroom support assistants and nursery nurses can work with small groups or individuals, within, and outside of the classroom environment (eg a physical activity outside incorporating number recognition or Write Dance).
- We are proud to include the **Forest Schools initiative** in our curriculum. It is a great opportunity to explore speech and language, resilience and self-esteem in an alternative learning environment to the classroom setting.

Accessibility to the Learning Environment

When a child starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the child, their parents, teachers and other relevant professionals. Facilities currently in place are:

- The main building is accessible through the main entrance (steps) or through the classroom doors at the back of the school (ramps).
- We have accessible toilets on the ground floor.
- Hand rails are installed to aid entrance in and out of school.
- The dining room is accessible on the ground floor, via ramps and a surrounding path.
- There is a separate medical room
- There is a disabled toilet facility. We have a shower on site and can arrange for changing facilities.
- There are designated parking spaces in the drop off zone outside the main school reception.

It should be noted, however, that the school does have a number of small sets of stairs internally, in part, due to the age and terrain of the school. Please contact the school if you have any concerns.

What expertise and training does your staff have in relation to supporting/teaching pupils with SEND and how is this specialist expertise secured?

As part of Quality First Teaching Thorpe Acre operates the following training programmes:

- SENCO/Teachers/Learning Support Staff attend training and disseminate to the rest of the school.
- SENCO attends SENCO-Net meetings to be updated on important National and Local initiatives and to provide an opportunity for SENCOs to share good practice. The Loughborough Learning Alliance subject leader meetings also provide the opportunity to update and develop the role and share good practice.
- The Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.
- Further CPD and training is accessed from the school's designated Outreach Worker from Ashmount Special School who attends school and can offer specialist advice, strategies, observation and guidance.
- The school is committed to providing staff with training opportunities to keep abreast of new developments and initiatives alongside longstanding successful ones and skills audits are carried out during the academic year to allow training needs to be identified. Current staff expertise includes training in Fisher Family Trust Intervention, 'Write Dance' for Gross Motor/Fine Motor skills/formation, Forest Schools, basic Makaton Training, Autism Awareness and First Aid. The SENCo and Headteacher have attended Attachment Awareness Training over the last two years and in the coming year there will be training for both teachers and TAs in this area. Emotion Coaching has been timetabled for the January Teacher Day.

How will you evaluate the effectiveness of your provisions for pupils with SEND?

If your child is identified as having SEND a range of provision will be offered as appropriate such as class support, differentiated learning, targeted intervention, additional support in areas such as reading, writing, spelling, maths, speech and language and social skills. Where appropriate children may also have a small steps tracker to track every step of progress they make.

If your child has an EHCP we will put provision in place as outlined in that plan and follow advice from specialist agencies.

Class teachers, working with the SENCo, SLT and Headteacher will monitor pupils' progress regularly. We do this for all pupils in school, not just those pupils identified as having SEND. However, we do specifically monitor the progress of SEND children to ensure they are making good or better progress.

All of our intervention programmes and their impact are monitored by the SLT and the data is analysed at least termly.

If school judges that the impact on learning is insufficient we will seek advice from external agencies in order to find the best intervention or programme of support for your child. As parents you will be informed at every stage of this process.

Governors receive a termly report from the Headteacher and a full SEND report each year.

How will you provide additional support to aid the learning of pupils with SEND?

Where children are identified as needing SEN support, parents will be notified and a Pupil Profile will be written to support the child's needs. This support may be a specific resource (such as overlays for reading/ word mats etc) or it may be through an intervention programme. You will be informed if such an intervention has been identified as helpful or needed for your child. These programmes include The Fisher Family Trust for basic literacy skills or Write Dance for formation. Such interventions are reviewed regularly to ensure their effectiveness and that sufficient progress is being made. Support can also be put in place for social skills in the form of adult guided/structured game playing, aided negotiation/mediation to build necessary skills.

How will equipment and facilities, to support pupils with SEND, be secured?

The SEN budget is allocated each financial year. Then, according to need, this money is used to provide additional resources or classroom support for identified instances. The class teacher, Head Teacher and SENCO monitor and discuss cases of individual need and appropriate levels of additional support. These children will have been identified through the school's assessment procedures and in termly Pupil Progress Meetings between the class teacher and Head Teacher. Such additional provision may include focused small group work, and, on occasion, 1:1 support. Parents/carers will be informed if this is the case for your child.

If greater concern arises, following on from a pupil progress meeting, or assessment data, additional provision may be allocated accordingly. It is possible, in certain circumstances, for an application to be made for top-up funding, if a specific case means the cost of additional support has exceeded the £6000 threshold available to school.

Some students with an EHCP will be allocated a personal budget. A SEN personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends upon the needs and outcomes identified in the plan, and can alter as they change.

How are pupils with SEND enabled to engage in activities available to their peers without SEND?

School trips, residential stays and clubs are all available to pupils with SEND, following, where necessary, a full risk assessment. If additional support is needed then arrangements can be put in place for a TA, parent or carer in addition to the standard staff: pupil ratio. Where required, we will work with parents/carers to address any anxieties and make every effort to familiarise them beforehand.

We are lucky to have a member of staff trained in the Forest Schools Initiative. Following on from a risk assessment, identifying any access barriers all children are included in the positive experience within this alternative learning environment.

What support is available for improving the emotional and social development of pupils with SEND?

We believe that being happy at school is crucial and therefore we regularly monitor the well-being of our pupils. As a small, close-knit staff we share concerns responsibly and are mindful of children with need.

- Our safe-guarding policy is reviewed regularly and all staff are made aware of their responsibilities and role in keeping our children safe.
- Our school works hard to develop positive and trusting relationships with parents/carers so that we can work together to help our pupils.
- We have a 'Family Liaison', Miss Lewsley, who works alongside families to offer support in a variety of ways. This could be providing advice on areas such as routines, healthy meals, transitions or a wider issue affecting the family such as housing or finance. Specific, targeted support is offered to families where a particular need is identified, for example non-attendance at appointments or bereavement in the family. From the Autumn Term she will also offer targeted small group sessions focused on interaction and turn taking.
- The Family Liaison supports parents and carers with behaviour at home and offers programmes such as 'Fun and Families' (a 7 week parenting programme) and 'Together Time' (a 4 week programme for children and parents focused on interaction).
- We also work closely with carer/social services key workers in the event of a Looked After Child needing emotional support.
- Our Quality First Teaching aims to develop resilience. We encourage independent learning and provide specific reward and praise to build self-esteem through our 'All Stars' assemblies.
- We run a lunchtime club, offering alternative activities, for children who may find unstructured sessions more challenging. This is run by our Family Liaison, SENCO and Head Teacher.
- The SEAL (Social, Emotional Aspects of Learning) programme of social and emotional literacy is embedded in the curriculum. We run small, social skills groups, for identified children.
- We provide support through the use of visuals and social stories.
- We carefully track attendance, punctuality and behaviour to identify potential need and thereby intervene early. We use the Boxall Profile materials to help recognise key areas for development and to structure intervention.
- In more complex cases a referral to CAMHS is possible.

How does the governing body involve other bodies such as health, social services, local authority support services and voluntary organisations, in meeting the needs of these pupils and supporting their families?

Our school currently works with a number of external agencies for advice, guidance, support and assessment. Such external bodies would only be contacted with parental permission. Support from the Local Authority is undergoing a period of great change however we work, or liaise, with:

- The Loughborough Learning Alliance (LLA, family of schools)
- Ashmount Special School Outreach
- Educational Psychologist (through the LLA)
- Speech and Language Therapy Service
- School Nurse
- Child and Adolescent Mental Health Service
- Autism Outreach Service
- Local GPs
- Paediatricians, Loughborough Hospital
- Occupational Health Therapists
- SENA (Special Educational Needs Authority)
- Physical and Disability Support Service
- Visual and Hearing Support Service
- Supporting Leicestershire Families
- Social Care/First Response Team

What arrangements are made by the governing body or proprietor, relating to the treatment of complaints, from parents and carers of pupils with SEND, concerning the provision made at your school/college?

The teachers and Head Teacher at Thorpe Acre Infant School work hard to ensure that all children in our care receive a good education and are happy and healthy in school. We work hard to build and maintain positive relationships with parents/carers, if however, parents/carers have concerns the first step would be to approach the teacher.

1. We operate an open door policy. The teacher will be happy to discuss any concerns you may have. You can either approach them directly to arrange an appointment, make contact by note or through the school office. This does not include the opportunities you have during a standard Parent's Evening Appointment.
 - Hedgehog Class – Mrs Shaw/Mrs Taylor (Mrs Page – maternity leave until Dec 2016)
 - Squirrels Class – Miss Bowman
 - Woodpecker Class – Mrs Richards/Mrs Jones
 - Badger Class – Miss Metson
 - Fox Class – Miss Henson
2. If you wish to take a concern further, please feel free to make contact with Mr A Clark (Headteacher). It would also be possible to arrange a meeting to include Ms K Manning, school SENCo.
3. The current SEN governor is Mrs A Bademosi and contact can be made with her either by letter or through the school office.
4. SENDIASS (Special Educational Needs and Disability Information Advice and Support Service, formerly known as The Parent Partnership) is an impartial service

which can be approached to offer help and guidance with regard to any SEN issue.

Telephone: 0116 257 5027, Monday – Friday, 9.00 – 5.00pm

www.sendiassleicester.org.uk

Support with the code of practice, frequently asked questions, jargon-busting and the appeal process can be found at the Independent Parental Special Education Advice (IPSEA) at <http://www.ipsea.org.uk>

The school Complaints Policy (2014) is accessible from the school website, or a hard copy can be requested from the office.

Provide details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014).

Leicestershire's Local Authority's Local Offer is available at <http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

They list all the support services available under the following headings:

- About the Local Offer
- Education and childcare
- Money Matters
- Activities and Groups
- Health
- Transport
- Help at Home
- Preparing for Adulthood
- Complaints and Appeals

The screenshot shows a web browser window with the URL leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability. The page title is "Special educational needs and disability". Below the title, there is a sub-header: "Find information for children and young people with special educational needs and disabilities all in one place - this is known as Leicestershire's 'Local Offer'".

The main content area is divided into several sections, each with a person icon and a title:

- About the Local Offer**: "What is the Local Offer", "Register or suggest a service", "More >"
- Transport**: "Special educational needs and disabilities (SEND) school transport", "Get help to travel independently", "Blue Badge parking scheme", "More >"
- Education and childcare**: "Get help with your child's progress", "Choosing childcare for a child with special educational needs or a disability (SEND)", "More >"
- Help at home**: "Equipment and home adaptations for disabled children", "Parent carers assessment", "More >"
- Money matters**: "Personal health budgets", "Direct Payments for disabled children", "More >"
- Preparing for adulthood**: "Becoming an adult - how our help", "More >"

On the right side, there is a "News" section with a photo of a building and the headline "Free summer sports for young people in Leicestershire" dated 26 July 2016. Below the headline, it says "Free weekly summer sport sessions for young people have launched in Leicestershire".

- SENDIASS (Special Educational Needs and Disability Information Advice and Support Service, formerly known as The Parent Partnership) is an impartial service which can be approached to offer help and guidance with regard to any SEN issue.
Telephone: 0116 257 5027, Monday – Friday, 9.00 – 5.00pm
www.sendiassleicester.org.uk
- Details of local groups run by SENDIASS are available on the SEND noticeboard in reception and on our website.
- Support with the code of practice, frequently asked questions, jargon-busting and the appeal process can be found at the Independent Parental Special Education Advice (IPSEA) at <http://www.ipsea.org.uk>

How do you contribute to the publication of the local authority's local offer?

Information about the Local Authority's Local Offer can be found at the following link:
<http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Our school's SEND information is published on our website at
<http://www.tais.leics.sch.uk/> along with our SEND policy.

Schools is happy to help you access the authority's Local Offer through the school internet facilities. Please feel free to contact Mr A. Clark through the office. Alternatively, you can make direct contact with the authority through the Family Information Service.
Contact telephone: 0116 305 6545
Contact email: family@leics.gov.uk

