

Federation of Darley and Summerbridge Primary
Schools

SEND Information Report 2025-2026

**Name of the Special Educational Needs/Disabilities
Coordinator (SENCO):** Miss Aileen Cameron

By law, schools are required to employ a Special Educational Needs Co-ordinator (SENCO). Our SENCO is Miss Aileen Cameron, whose role it is to oversee and co-ordinate the provision that the schools make for students with SEND, including supporting the early identification process and the monitoring of ongoing support and its effectiveness.

Miss Cameron is based at Summerbridge Primary School and can be contacted on 01423 780446 or by emailing acameron.summerbridge@ycatschools.co.uk.

The federation has a named governor responsible for SEND. The current SEND governor is Lucy Martin who can be contacted by telephoning Darley Primary School on 01423 780234.

What kinds of SEND do we provide for at our schools?

At Darley and Summerbridge Primary Schools we provide care, support and guidance for pupils with a range of different needs and difficulties. This is done through a variety of responses, depending on a pupil's individual needs and difficulties.

A child is deemed as having Special Educational Needs if he or she has identified needs in one or more areas which require provision and advice **different or additional** from that already in place through quality first teaching for children of the same age within the classroom environment.

A child has learning difficulties if he or she:-

- has a difficulty in learning which is significantly greater than other pupils of a similar age;

- has a disability which hinders or prevents a child from making use of educational facilities of a kind provided for children of a similar age in other schools;
- is under compulsory school age and falls within the definitions above, or would do if special educational provision were not provided.

Special Educational Provision means educational provision which is '**additional to or different from**' the educational provision provided generally for pupils of the same age in mainstream schools.

Darley and Summerbridge Primary Schools strives to be an inclusive school and the range of needs supported in school is wide. These include the needs of those children who have difficulties linked with hearing, visual and co-ordination impairments, those children with speech and social interaction difficulties, as well as those children with social and emotional difficulties. Children will not be deemed as having a learning difficulty solely because of language

difficulties where the language they speak at home is different from the language in which they are taught. Within the [SEN Code of Practice](#), there are 4 broad areas of need, which are outlined below.

Communication and Interaction

In our schools, teachers and teaching assistants support children with speech and language difficulties in one-to-one or small group settings. This may include pupils who find it difficult to understand what others are saying, have difficulties with fluency or with forming sounds, words or sentences. We work closely with the Speech and Language Therapy team to implement their recommended support and resources for pupils with speech and language difficulties.

Children with autism may have significant difficulties with communication and interaction and as such, we closely follow the most up-to-date guidance in supporting children with autism within our schools. We have a range of resources and intervention programmes, including [VERBO](#), which are used to

support children's Speech and Language development. You may also find these links useful:

[ASD - strategies to support behaviour at home](#)

[Speech and Language resources for families and schools](#)

Cognition and Learning

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaptations to the curriculum. Cognition and Learning difficulties include Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or developmental coordination disorder (specific difficulties with coordination). We also support children with moderate learning difficulties such as global developmental delay.

[Interactive games and resources for children to enjoy at home](#)

[British Dyslexia Association support booklet](#)

Social, Emotional and Mental Health

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through social skills groups, [the Interception Curriculum](#) and use of [the PACE approach](#), amongst other things. We involve outside agencies such as CAMHS (Child & Adolescent Mental Health Service) and Early Help if necessary.

[Self regulation strategies to support children in school and at home](#)

[Place2Be parent information on support children's mental health](#)

Sensory and/or Physical

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside

agencies and parents to review the approaches that are in place.

At YCAT, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

[How to meet your child's sensory needs](#)

[Fine motor skill activities to do at home](#)

[A great range of activities to support physical development to do at home](#)

[How are children with SEND identified?](#)

When there is a concern that the progress, attainment, wider development or social needs of a child has slowed, parents will be consulted and an Expression of Concern form will be completed in consultation with parents. This form will outline the nature of the

concern and actions taken to deal with it. Class teachers, and other relevant staff, supported by the SENCO, gather informal information from internal records and observations, parents and the pupil to develop a good understanding of the pupil's strengths and areas of difficulty. Additionally, formative and summative assessment may take place. Through this process, probable barriers to learning are identified. The desired outcome for the child is considered, taking into account parental input, and planning takes place to decide how the desired outcome may be reached. Staff will explore whether the required support can be provided from the school's core offer, or whether something additional or different is required. Where possible, support will be provided through in-class provision, with adjustments being made by the class teacher to the way the child is taught. For some children, the support needed may require them to undertake an intervention away from their classroom, and this will normally be delivered by a teaching assistant under the direction of the class teacher, with input from the SENCO, where required.

A clear review date will be noted on the Expression of Concern form. This will usually be one term after the onset of the support, but it may be more or less depending on the nature of the child's barrier to learning. At review (which includes parents), there are three possible outcomes:

1. The support that the child has received has been effective, they have closed the gap in their academic or wider social development and no longer require support. **No SEN has been identified.**
2. The support has been effective but it is felt that should the support be removed, the child would continue to have difficulties, therefore the child continues to need additional and different provision. **SEN is identified.**
3. The support has not been effective and the child continues to have difficulties in spite of additional and different provision. **SEN is identified and further support and/or a change to provision is sought.**

A student being recorded as having SEN Support status is a formal and recorded process. The SEN Support status is reported to the local authority. This is a formal recognition that a child requires support in school which is additional and different to their peers, and that the support cannot be provided through standard classroom teaching. The SEN Support status is regularly monitored and children have the status removed if and when they no longer require the support.

How do we consult with parents of children with SEND and involve them in their child's education?

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. You are welcome to contact the school to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. We involve parents through the following methods:

- Discussions with the class teacher

- Regular review meetings and parents' evenings, as well as comments on Individual Provision Maps each term
- Annual SEND parent questionnaires
- Meeting with the school SENCO or senior leaders
- Discussions with other professionals or in multi-agency meetings
- Nursery or secondary school transition meetings
- Annual review meetings

Parents/carers are invited to all review meetings including Annual Review meetings, parents' evening and meetings with regard to their child's Individual Provision Map. Parents are invited to attend meetings with external agencies regarding their child and are kept up-to-date and consulted on any points of action drawn up in regard to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service, children's centre and other specialist organisations where specific advice, guidance and support may be required. More information is available by following the link to Parent Partnership Service - [North Yorkshire SEND Partnership](#)

We also signpost parents to:

- [North Yorkshire County Council's Local Offer](#)
- [SEND parent carer support groups](#)

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format, if requested.

The school administrator, Headteacher or SENDCo will help parents/carers to complete forms and paperwork when necessary. Information, advice and guidance for

families of children with SEND are available via the SENDCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents and supporting with an understanding of official paperwork (whether from within the school or from other agencies). The school administrator will also support parents with online school applications if they do not have access to computer or Internet at home.

How are children with SEND consulted and involved in their own education?

All children on the SEND register have an opportunity to review their targets with teachers every term and are asked their opinion about what has worked, not worked and what they would like to focus on next.

Children with an EHC plan have the opportunity, annually, to record and contribute to their annual review meeting. Children also have an opportunity (where appropriate) to take part in the meeting.

All children on the SEND register take part in an annual online pupil questionnaire to make sure their voice is heard surrounding the provision in place and the school environment. These form a large part of the actions for SEND in the following year, on a strategic level, as well as on an individual child level.

The child's voice is at the centre of all provision provided for them across all YCAT schools.

How does school assess and review children's progress towards outcomes?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored internally. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

In the Foundation Stage and Key Stage 1, the assessments used are:

- Ongoing formative assessment against the Early Years framework within our Nursery and Pre-school classes
- Baseline assessment at the start of Reception and Early Years Profile at the end of the Reception year
- Ongoing formative assessment in all subjects and termly summative assessments of progress in reading, writing and maths
- End of unit maths assessments
- Phonics Screening Check end of Year 1
- The end of Key Stage 1 SATs (we use these for internal checkpoints only)
- Progress Indicators for Valued Assessment and Targeted learning (PIVATS)
- Autism Education Trust Assessment (AET)

In Key Stage 2, the assessments used are:

- Ongoing formative assessment in all subjects and termly summative assessments of progress in reading, writing and maths
- End of unit maths assessments
- End of Year 4 Multiplication Tables Check
- The end of Key Stage 2 SATs/Pre-Key Stage teacher assessments
- Progress Indicators for Valued Assessment and Targeted learning (PIVATS)
- Autism Education Trust Assessment (AET)

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this.

Pupils with SEND will have more personalised and specific outcomes identified on their Individual

Provision Maps to address their difficulties and remove barriers to learning. Pupils and their parents are always invited to be involved in the review of these outcomes and in setting new targets for the coming term.

What will happen if my child changes schools?

We recognise that transitions can be difficult for a child with SEND and we therefore take steps to ensure that any transition is as smooth as possible. During times of transition, parents of children with SEND are encouraged to make use of [SENDIASS](#) for further advice and support, should they feel that it is needed.

Students moving TO Darley and Summerbridge Schools

Where the progress, attainment, wider development or social needs of the pupil are already known to give rise to the need for support, this should be made clear to the Head Teacher and SENCO by parents or carers of the child when an admission request is made. We will seek advice from parents as to previous support needs, and with parental permission, will contact previous

educational settings for access to their records of support. Teachers and the SENCO will liaise with parents to establish an appropriate and mutually agreeable transition or new entry programme for the child, which takes into account their needs, and wellbeing. In this way, the graduated response will commence prior to the child joining the school to ensure that the child has as positive a start to their experiences at our schools as is possible.

Students moving FROM Darley and Summerbridge Schools

The SENCO will make contact with the SENCO at a setting to which any student with SEND is moving. With parental consent, the Individual Provision Map from our schools will be made available to the new setting. The SENCO from our schools will endeavour to arrange an appropriate transition programme which will support the child into their new setting. Where any difficulties arise with this process, parents will be made aware by the SENCO of the nature of any difficulties,

and a meeting will be held to discuss and plan solutions.

Transition to secondary school

Usually, transition to other settings occurs at the end of Year 6, when children move to secondary school. The SENCO of the federated schools will liaise with parents and the SENCO at the relevant secondary school to ensure that an appropriate level of support with transition is in place. This would be built into the graduated response for a child, with some children requiring far more support than that which is ordinarily required at times of transition. For children with EHCPs, SENCOs or relevant members of staff from the receiving secondary school will also be invited to the Year 5 or Year 6 annual review meeting.

What is our schools' approach to teaching and learning for children with SEND?

Additional Support

In accordance with the SEND Code of Practice, 2014, the school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability. The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. This includes adaptations through

Quality First Teaching and use of the EEF SEND 5-a-Day. However, despite this, some children need additional help to make progress in their learning;

- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join a school (either from an Early Years setting or another primary school) with an identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Individual Provision Maps (IPMs). Additionally, teachers adapt teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENCo and Teaching Assistants will liaise

closely and make special arrangements in the class. This may involve grouping, a special programme of work, adapted tasks, different seating arrangements or extra adult attention.

For most children, where necessary, the class teacher and SENCo will make more detailed arrangements for a programme of support, including an Individual Provision Map (IPM) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's IPM. There may be some direct input and advice from a specialist teacher or other professional involved.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child are laid out in their plan.

What adaptations are made to the curriculum and the learning environment of children with SEND?

The school provides a comprehensive range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions/supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child.

For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through adapted work, classroom adaptations and/or targeted support in class. Examples may include: focus group with class teacher or TA, classroom positioning, organisations aids (task breakdowns, visual timetables etc), large print documents, coloured backgrounds to interactive

whiteboards, specially adapted workbooks, coloured overlays and/or paper, pencil grip aid, seating supports, privacy screens, sensory resources (wobble cushions, fidget toys, etc), individual work stations, chromebooks and others as needed. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) Eg. Precision Teaching, Reciprocal Reading, Toe by Toe, Write from the Start, number fluency interventions (Plus 1, Power of 2), Socially Speaking, Time to Talk, Interoception Curriculum, Starving the Anxiety Gremlin, fine and/or gross motor skills, social skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include focused activities working on their individual targets as set out in their EHCP.

We have a range of ICT programmes for pupils with SEND, laptops and I-Pads are available should a child require them.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

What training have the staff supporting children with SEND had?

We recognise that to effectively support children, we need to have the skills and knowledge to understand the difficulties that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. The training needs of staff is reviewed

regularly by the SENCO, based on feedback from staff, parents and pupils.

Examples of Staff Training

- Annual safeguarding and Prevent training
- Termly YCAT and North Yorkshire SEND networks
- ADys Specialist Ltd weekly SEN advisor support
- SEND Strategy Days
- Specialist Teacher Training
- SALT Training, including support for Autism and other communication difficulties

Examples of other Provision delivered in school:

- Educational Psychology Service;
- Specialist Teacher Support via the SEND Hub;
- Sensory support for children with visual needs;
- SALT Speech and Language Therapy. (SALT)
- Family Support Services

- SENDIASS SEND Information, Advice and Support Service (SENDIASS)
- Social Care
- Paediatricians – accessed via school nurse and/or GP's

Health Provision delivered in school:

- School Nurse,
- Occupational Therapy;
- Visual Support;
- Child and Adolescent Mental Health Services (CAMHS)

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

All children with SEND have either: an Education, Health and Care Plan (EHCP) and/or an Individual Provision Map (IPM). All of these are reviewed

regularly by class teachers, parents and pupils, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive.

If this is the case, provision is judged to be effective. The SENCo meets with the SEND Governor once per term and a report is submitted to the full governing body on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased).

Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.

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

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, adaptations to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may

include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher. Risk assessments for school trips are also monitored by the Governing Body and the County Council.

Before and after school care is available at Darley Primary School from 7:30am and Summerbridge Primary School from 8am until school opens and from 3:30pm until 5.30pm during term time. The breakfast club is run by the school and costs £4 per morning and after school club costs £4 per hour. These costs include a morning or afternoon light meal. Further information can be obtained from the school offices.

There is a range of after school (and some lunch-time) clubs at our primary schools throughout the year, varying on a termly basis. We are able to offer most of these at no cost, although a small number, which are run by external providers will incur a small cost.

Many of these clubs are provided by School staff, but a number of trusted outside providers are also used.

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

The ethos of our schools is "Keep Me Safe, Make Me Happy, Help Me Learn" in recognition of the fact that children's wellbeing is paramount and must underpin aspects of their time in school, in order that they can enjoy their education and learn more effectively. We endeavour as a school to thread this belief through all that we do.

We have a robust Child Protection Policy in place, which follows both national and the YCAT Trust Guidelines. We recognise that some pupils with SEND may well have emotional, social and mental health development needs that will require support in school. We are an anti-bullying school and we have a robust Behaviour Policy in place (all policies are available on the school website or via request from the school office).

Our school PSHE curriculum covers a wide range of wellbeing topics including online safety and digital wellbeing, teamwork, growing up, thinking positively and being confident in ourselves as individuals. Further

details of our curriculum can be obtained from the school website or from the school office. Our schools have designated displays for pupils which share information about children's services such as Childline, and advice for improving wellbeing.

We aim to make sure all children have equal access to school life including activity clubs, lunchtime play activities and the opportunity to undertake roles of responsibility within the day-to-day life of the school. We ensure all pupils in the school have a 'voice', e.g. through pupil questionnaires, the school council and pupil contribution to review meetings. Every year, we appoint two Year 6 pupil ambassadors to represent the student body within the community and the wider area. All children with SEND contribute to the planning and reviewing of the learning targets on their IPMs and are encouraged to share their ideas and opinions.

For further information on the administration of medicines, please see the school's SEND policy and medical policy for details.

[**CAMHS Resources - Downloads**](#)

This is a collection of downloadable self-help guides that we really like and hope may be useful to you. Some are aimed at adults but the ideas and suggestions in them can still be relevant for young people and parents. If you click on the image it will automatically download the PDF from its source and the credit will link to the originators main website.

[CAMHS Resources - Videos](#)

These are videos on a wide range of topics that provide information about mental health and well-being.

How do we involve other support services and voluntary organisations in meeting the needs of children with SEND and in supporting their families?

School's open door policy ensures that you can feel confident when you approach school with any concern that we will endeavour to support in any way we can. This can include referrals to a range of targeted services such as family support or counselling. Referrals can be made where it is felt necessary to a variety of different agencies and specialists.

Parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. Regular meetings can be made to discuss the progress with all agencies involved together, discussing current progress and next steps.

As a school we work closely with any external agencies we feel are relevant to supporting individual children's needs within our school including:-

- Health services including Healthy Child Team,
- CAMHS (Child and Adult Mental Health Services),
- Speech & Language Therapists,
- Occupational and physiotherapists,
- Children's Social Care Services including Children & Families Well Being Service,
- Educational psychologists,
- Specialist advisory teachers via the SEND Hub.

It is also possible for parents to make their own referrals to some services without the need for a

school referral. Please see the links below for more information:

[Speech and Language Therapy](#)

[ADHD assessment](#)

[Autism assessment](#)

If parents wish to make referrals themselves but would like additional support in completing the paperwork, staff will be happy to support with this as needed.

What arrangements do we make in relation to the treatment of complaints regarding SEND?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENCo/Headteacher, who will investigate and report back on the results of the investigation. Where an

issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors.

A copy of the school's Complaints Procedure is available on request from the school or on our school website.

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

General information regarding SEND can be found on [the school website](#), including the [SEND policy](#).

SENDCo: Miss Aileen Cameron
(acameron.summerbridge@ycatschools.co.uk)

Headteacher: Mr Nicholas Coates
(ncoates.darley@ycatschools.co.uk)

SEND Governor: Mrs Lucy Martin
(lmartin.summerbridge@ycatschools.co.uk)

[IPSEA \(Independent Parental Special Education Advice\)](#)

[SENDIASS \(SEND Information Advice and Support Service\)](#)

Parent Carer Voice

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

All Education Authorities give information about what they can provide for you and your child.

The Children and Families Bill was enacted on the 1st of September 2014. This means that, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. The local Authority refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area by offering details on the context of schools and the provision for children with SEND therein. The local offer you need to look at is North Yorkshire. If however you live in another council area you also need to consider their local offer.

North Yorkshire Local Offer -

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Lancashire Local Offer -

<https://www.lancashire.gov.uk/SEND/>

Bradford Local Offer -

[https://localoffer.bradford.gov.uk/kb5/bradford/direct
ory/home.page](https://localoffer.bradford.gov.uk/kb5/bradford/direct
ory/home.page)

Leeds Local Offer -

<https://www.leedslocaloffer.org.uk/>