



**DUNSTONE**  
— EDUCATION TRUST —

# SEND Information Report 2024-2025

We Care ● We Challenge ● We Commit

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## **Mission**

To promote a culture of educational excellence, kindness and respect within our school and wider community. Where pupils and staff care about learning and each other, are committed to being their best and together confidently challenge barriers to learning. This is underpinned by our values; We Care, We Challenge, We Commit.

### **We Care – Being a responsible citizen in Fulwood and our wider community**

- We are approachable, caring and inclusive
- We make the right choices even in difficult circumstances
- We speak politely and use our manners
- We are responsible for our own physical and mental well-being and support others
- We help other pupils, teachers and other adults where we can
- We speak up for causes (anti-bullying, equality, the environment)
- We take part in charity events and volunteering in our community

### **We Challenge – Working together for excellence**

- We challenge ourselves to be the best we can be
- We take opportunities to help each other in our studies
- We take part in school campaigns and events
- We take time to find out about each other and our interests
- We own up to our mistakes and accept any consequences
- We show resilience when we find tasks hard
- We recognise that the actions of individuals and small groups can create great change
- We rise to a challenge

### **We Commit - Aspiring to be our best**

- We are organised, efficient and set high expectations for ourselves and others
- We work hard and take pride in our work
- We have excellent attendance and punctuality
- We have the highest standards and always wear the right uniform
- We work hard in lessons and complete homework
- We participate in extra-curricular activities
- We read every day
- We follow all school rules

At the Dunstone Education Trust and Fulwood Academy we will ensure that at every level, in all our work and throughout all aspects of academy community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our academy will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our academy community. The academy will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This SEND Information Report outlines the way in which we meet the needs of Pupils with Special Educational Needs and Disabilities (SEND), in order to realise their full potential.

### **Key Staff**

Head Teacher	Mr Andrew Galbraith
SLT Link for SEN	Mrs Katie Kaye/ Miss Penny Rimmer
Special Educational Needs Coordinator (SENCO)	Mrs Heather Clipston
Home School Liaison Officer	Miss Danielle Mc Queenie
Designated Senior Lead for Child Protection	Mrs Rebecca Walker
Small Learning Community Teacher	Mrs Julia Jackson

### **SEN Support Staff**

Learning Mentor	Mrs Sharon Abercrombie
Learning Mentor	Miss Shannon O'Donnell
Learning Mentor	Miss Nikita Rishton
Learning Mentor	Mrs Deborah Cornall
Learning Mentor	Mr Elia Faraone
Learning Mentor	Miss Genina Tranka
Higher Level Teaching Assistant	Miss Debra Williams
Higher Level Teaching Assistant	Mrs Janet Jones
Inclusion Unit Co-Ordinator	Mr Joel Augustine
Learning Mentor	Mr Matthew Capstick

**All staff can be contacted through the main Reception on 01772 719060**

Regulation	Parent Question	Academy Response
<p>The kinds of special educational needs and disabilities for which provision is made at the Academy.</p>	<p>What kinds of SEND do you have at the Academy?</p>	<p>A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice, September 2014).</p> <p>Fulwood Academy is a mainstream secondary school, which makes provision for a range of SEND including cognition and learning (C&amp;L), communication and interaction (C&amp;I), social, emotional and mental health difficulties (SEMH) and sensory or physical difficulties including hearing and visual impairments (HI &amp; VI).</p>
<p>Information, in relation to mainstream schools, about the school's policies for identification and assessment of pupils with SEN.</p>	<p>How does the Academy know if children need extra help?</p>	<p>When your child first joins Fulwood Academy, we use information from a range of sources to help identify SEND and other needs. These include from parents/carers, primary school teachers, end of key stage 2 results, base line testing, Cognitive Ability Tests (CATs), reading (NGRT) and spelling tests and external agencies.</p> <p>Our class teachers, Directors of Faculty, Heads of House and Pastoral Team closely monitor the progress of all Pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at Fulwood Academy will further identify pupils with a special educational need. If your child needs to be assessed we would use a range of assessments depending on the area of need, and this may include us gaining consent from parents/carers for outside agencies to work with them. If it is felt that a family needs support outside of school we can also arrange for agencies to work with the whole family.</p> <p>We follow a staged and graduated approach to identifying and assessing needs using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleagues', or other's concern, underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All pupils with SEND are on the SEND Support register. Lists are accessible to all staff; students who have been identified will have a pupil passport. Staff use this information to inform their lesson planning, teaching and pupil learning activities. Targeted interventions are planned and delivered where appropriate; this may include small or group work across a broad range of activities, teachers use a range of adaptive teaching strategies to support all learners regardless of need.</p>

<p>How the school evaluates the effectiveness of its provision for such pupils.</p>	<p>How will I know that my child is making progress?</p>	<p>All pupils, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress of all pupils three times per year. This information is sent home to parents/carers in the form of a report. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. Pupils also have their reading age assessed at least twice per year.</p> <p>All pupils with an Education, Health and Care Plan (EHCP) have an annual review. Pupils that are on the SEND Support Register will have their progress closely monitored, school will inform parents if we are concerned regarding progress and before additional testing or involvement of other agencies is sought. Parents are invited to contact school with any concerns.</p> <p>During the school year the SEND team hold termly coffee mornings where parents can attend to discuss any concerns.</p> <p>We want every child to reach their academic potential therefore targets are set based on each child's individual ability, whilst still stretching every child. The targets will take into account CAT results and previous progress/attainment. Some Pupils may also benefit from having targets set that are not just academic, but social as well, and these will be set on an individual basis.</p>
	<p>How do you evaluate provision?</p>	<p>The Academy has a quality assurance process that assesses the effectiveness of Teaching and Learning for all Pupils, including those with SEND. The outcomes of these evaluations are used to create and implement development plans for all aspects of Academy life. These are reviewed through regular evaluation. Additionally progress and attainment data is analysed so that we can improve and adapt our provision offered.</p>
<p>The school's arrangements for assessing and reviewing pupils with special educational needs.</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>The Academy sends reports home on a number of occasions throughout the year. These reports will show how much progress a child has made since the start of the year as well as reporting on attitude to learning. Directors of Faculty, Teachers, Heads of Year and Academy Plus staff will monitor and review progress across all subjects and pick up on any subject where your child is not making the right amount of progress. It is at this stage that an intervention will be put in place; this would likely be a small group intervention. At the next assessment point we will check whether the right amount of progress has been made. Teaching assistant timetables are updated after every assessment point to ensure that they are supporting the correct pupils with SEND.</p> <p>Assessment of reading age is also conducted and evaluated at least twice per year for pupils. This information is also used to determine whether a child has made progress and pinpoint any specific difficulties and barriers to learning.</p> <p>All faculties, including Academy Plus report to governors on a regular basis, who check and review the work of the faculty.</p>

		<p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings, text messages, classcharts announcements, e mail, telephone calls, and appointments with individual staff members.</p> <p>The Academy provides information for parents/carers through newsletters, text messages, the school website information on the website, Open Days, parents evenings and letters home.</p> <p>If your child is not making progress you may be contacted by their Director of Faculty, Head of Year or the SENCO to advise you of how best to support them at home in addition to the support they are given at the Academy. To ensure that your child is making as much progress as they possibly can we would ask that you ensure they complete all homework and hand it in on time.</p>
<p>The school's approach to teaching Pupils with special educational needs.</p>	<p>How do teachers help pupils with SEND?</p>	<p>Our teachers have very high expectations of all pupils, including those with SEND. All teachers will be made aware of your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and are trained in removing barriers to learning. This may involve using different strategies, more practical tasks or adaptation of resources and activities. This means that your child can access the lessons fully.</p> <p>The Academy has distributed a large number of laptops to remove barriers to learning and support pupils in their learning. Pupils with conditions such as dyspraxia and hypermobility may require use of a laptop to complete extended pieces of writing in lessons as their normal way of working, this is important as it removes barriers to learning and helps to build skills for the future.</p> <p>During some intervention Pupils have access to various online resources specifically to support their learning. Pupils are encouraged to use these resources at home to further develop their learning. We use a variety of interventions to support learning across the curriculum focussing on giving students the skills to succeed and access lessons. We are happy to discuss this with you at any time please make contact if you have any concerns. We will always contact you if we are finding that the expected progress is not being made and we may have to consider other support for your child.</p> <p>When your child approaches key stage 4, if we think it is needed based on previous learning and assessment, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications (JCQ). We would also look to offer placements in alternative subjects such as sports, animal care, construction, childcare (subject to availability) should we feel that this would be a more suitable option to GCSEs.</p>
<p>How the school adapts the curriculum and learning environment</p>	<p>How will the curriculum be matched to my child's needs?</p>	<p>Most of our pupils follow a traditional curriculum, however a small number of pupils have a more personalised curriculum to match their individual needs. This may include additional literacy, nurture groups, social skills groups, intervention groups, number of qualifications studied, type of qualification</p>

<p>for pupils with special education needs.</p>		<p>studied. These options are carefully considered with Heads of departments and the senior leadership team and parents will be informed.</p>
	<p>How accessible is the Academy environment?</p>	<p>Our Academy is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures are in place and adhered to by all staff. All new staff are given safeguarding training by the Designated Senior Lead for Child Protection, and all staff have refresher training on an annual basis.</p> <p>We have a range of different facilities throughout the Academy to help SEND pupils, which include disabled toilets, lifts and stair lifts to access all areas, wide corridors to prevent crowding, equipment to help with reading and writing, students have access to laptops, some equipment in Technology classrooms can be altered in height to accommodate wheelchairs. We are also aware of those with sensory impairments, a hearing loop is installed in the office so that visitors with hearing impairments can communicate their needs. Classrooms are equipped with soundfields that amplify sounds to hearing aid users and students with hearing impairment, the floor coverings and academy design supports acoustic technology to keep noise to a minimum. Lighting throughout the academy is good to support the visually impaired.</p>
<p>Additional support for learning that is available to pupils with special educational needs.</p>	<p>Is there additional support available to help pupils with SEND in their learning?</p>	<p>We have a number of staff that help to support pupils with any additional needs they have, including SEND. These staff include the SENCO, Learning Mentors, the Pastoral Team, Educational Psychologist, Inclusion Manager, Counselling service and Safeguarding team.</p> <p>We provide safe space for pupils who need a quiet environment at break and lunchtime, we also support with home learning giving additional support for pupils who need this time in school and with a supporting adult.</p> <p>We provide some in class support to assist in teaching students with SEN.</p> <p>Staff are trained to deliver interventions to small groups to support reading, maths, study skills, mentoring. Support is generally specific to the pupils needs.</p>
	<p>How are the Academy's resources allocated and matched to children's special educational needs?</p>	<p>Resources are allocated based on evaluation of need and impact. Pupils with an Education Health and Care Plan (EHCP) are allocated resources as outlined in their plan. Teaching assistants may be allocated, where resources allow, to support pupils in lessons with the greatest need. This is reviewed after each assessment point and teaching assistants may be re-allocated to pupils with a greater need at that particular time. Staff liaise closely with the teaching assistants and outline their expectations on a lesson by lesson basis making sure that they have all the resources necessary to support the pupils in the best way they can.</p>



	<p>How is a decision made about how much/what support my child will receive?</p>	<p>Pupils with Education Health Care Plans will have guidelines outlined in their plan and these guidelines will be followed. Annual reviews are held, these involve the pupil, parent/carers, subject teachers and other staff involved with the pupil. At the review targets are evaluated and a decision is made whether those targets should be altered or remain the same.</p> <p>For other SEND pupils a decision is made based on general ability and progress in subjects. Support in extra literacy is based on results of reading tests, and support in nurture group, skills groups or mentoring is based on how pupils are coping socially within the Academy environment.</p> <p>Teaching assistants are allocated by need. Pupils will usually receive support in their lessons where there is capacity. Teaching assistants actively support students while also promoting independent learning where possible.</p>
<p>How the school enables pupils with special educational needs to engage in the activities of the school (including physical education) together with children that do not have special educational needs.</p>	<p>What social, before and after school, and other activities are available for pupils with SEND?</p>	<p>There is a large variety of extra-curricular clubs at Fulwood Academy, which are open to all pupils including those with SEND, all students are encouraged to actively take part in sessions every week.</p> <p>We also run Lunch Club, and after school Homework Clubs to support Pupils with SEND.</p> <p>We promote inclusivity in all aspects of the curriculum and activities removing any barriers and encouraging all students to participate in every activity available to them to develop their skills and reach their full potential.</p>
	<p>How can my child find out about these activities?</p>	<p>An extra-curricular timetable is produced and form tutors give messages about specific activities during form time. This is generally on the school website and there are screens around the academy where the information is displayed located around school.</p>
	<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All children in the Academy are encouraged to take part in extra activities at lunch time and after school. Day and residential trips will be open to all pupils and your child's specific needs can be discussed if they wish to join a trip so we can ensure that they can fully participate in the activities offered.</p> <p>Information is shared on the school website, in form time with students and information is also emailed to parents.</p>

<p>Support that is available for improving the emotional, social and mental development of pupils with special educational needs.</p>	<p>What support will there be for my child's overall well-being?</p>	<p>At Fulwood Academy we care about the whole child, not just academic ability. We are proud to be part of the 'Fulwood Family' where every child matters and their needs met. Every child is assigned a Form Tutor when they join the Academy, whom they will meet with every morning for form time. A number of activities are carried out during this time including a Personal Development Curriculum. There is a Head of Year group and there is also a Pastoral Team to work with your child if there are any pastoral issues. Fulwood Academy champion wellbeing activities, many staff have gained the mental health first aid qualification and work with agencies to support our pupils.</p> <p>There are a number of other staff that will help to support your child with any issues relating to their social, emotional and mental health; the Academy Plus team includes a number of learning mentors and the Designated Senior Lead for Child Protection. We have a counselling service that comes in on a regular basis, an Inclusion Manager, and links with external agencies such as an Educational Psychologist and CAMHS.</p>
<p>In relation to mainstream schools the name and contact details of the SEN Co ordinator</p>	<p>Who should I contact if I want to know more about how Fulwood Academy support pupils with SEND?</p>	<p>The SENCO is Mrs Heather Clipston.</p> <p>Contact details:</p> <p>E mail: <a href="mailto:h.clipston@fulwoodacademy.co.uk">h.clipston@fulwoodacademy.co.uk</a></p> <p>Telephone: 01772 719060</p>
	<p>What should I do if I think my child has a special educational need or disability?</p>	<p>In the first instance please contact your child's form tutor or Head of Year who will then discuss your concerns with the SENCO.</p> <p>Please be aware that if you are requesting investigation for some medical conditions such as ADHD and ASD these cannot be carried out by school, however we can provide evidence and reports to submit. At least 2 weeks should be allowed for these to be completed as they require observation and collection of evidence.</p>
<p>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist</p>	<p>What training do the staff receive to support children and young people with SEND?</p>	<p>The Academy Plus team is made up of the SENCO and 5 Learning mentors. Within this team we have staff with a range of experience and training including NVQ level 2 &amp; 3 Supporting Learners in schools, behaviour support, mentoring, ASD training, and a mental health champions.</p> <p>The SENCO is a qualified Teacher who has achieved the National Award for SEN Coordination, and also holds the Level 7 Postgraduate Specialist Teacher Qualification.</p> <p>Training is provided to all staff, including teachers and teaching assistants on a regular basis, and there is ongoing training for all staff as well as opportunities to further develop skills. Staff that are new to the Academy follow an induction programme, which includes training and information on SEND.</p>

<p>expertise will be secured.</p>		<p>Staff also have access to the SEND Support Register and all Pupils on the register have a student passport that contains strategies for staff to use when working with the Pupils.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>As an Academy we can access Local Authority services including the Visual and Hearing Impaired Team and the SEND team. These services can be contacted where necessary and appropriate, according to your child’s needs. If you have been informed by a medical professional that your child needs specialist equipment please contact the SENCO to discuss your request.</p>
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>How will I be involved in discussions about and planning for my child’s education?</p>	<p>At Fulwood Academy we ask parents to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>✓ Helping them to be organised for their day including bringing the correct equipment and stationery</li> <li>✓ Ensuring full attendance and good punctuality</li> <li>✓ Making sure homework is completed and submitted on time</li> <li>✓ Logging into parents class charts app to check homework and behaviour</li> <li>✓ Attending parents evening</li> <li>✓ Attending any meetings arranged regarding your child</li> </ul> <p>If we feel that your child needs extra intervention from a group or outside agency we will contact you to attend for a meeting. At this stage we will discuss what we feel is best for your child and involve you in the decision to proceed with our intentions. We aim to keep you involved every step of the way and we cannot stress how important it is that you attend any meetings requested by the Academy. We would of course be happy for you to contact us to arrange a meeting with a member of staff should you feel it necessary.</p> <p>We hold a parents evening once per year, which we would encourage all parents/carers to attend to discuss your child’s progress and any concerns that may have arisen.</p> <p>We hold termly coffee mornings and events where parents can discuss the progress of their child with a member of the SEND team.</p> <p>Any pupil that has an Education Health Care Plan (EHCP) will have an annual review, which parents/carers are invited to attend and actively support and shape the plan.</p>

	How will you help me to support my child's learning?	<p>Home learning support is available after school at homework club each night after school, please encourage your child to attend where there will be access to computers and resources to support with the completion of homework. Homework should be set to meet the pupils needs, please contact school if your child is struggling to manage the homework set.</p> <p>All homework is recorded on class charts.</p>
The arrangements for consulting young people with special educational needs about, and involving them in their education.	How will my child be involved in his/her own learning and decisions made about their education?	<p>We feel that it is important for pupils to be involved in decision making about their own learning and therefore we invite them to any meetings regarding this. Pupils are able to choose their own 'options' for study at key stage 4, which may include a placement if this is felt to be the right path for them.</p> <p>Pupils are also invited to Education Health Care Plan (EHCP) reviews, and SEND reviews.</p> <p>In lessons pupils are asked to evaluate and improve their own work following comments from the teacher.</p> <p>We also conduct Pupil Voice questionnaires to evaluate our support and actions.</p>
Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made in school.	Who can I contact if I have a complaint?	<p>In the first instance please contact the school SENCo.</p> <p>The Academy's complaints procedure is available on the website.</p>
How the governing body involves other bodies, including health and social services bodies, local	What specialist services and expertise are available at or accessed by the school?	<p>We offer a range of services within the Academy such as educational psychologist, school nurse, counselling service and careers advice.</p> <p>We also have access to numerous outside agencies including the Local Authority SEND Team, Child and Adolescent Mental Health (CAMHS), Speech and Language therapy, Youth Offending Team, Barnardos, Young People's Service and children's social care.</p>

<p>authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>		<p>Please be aware that if you are requesting investigation for some medical conditions such as ADHD and ASD these cannot be carried out by school, however we can provide evidence and reports to submit. At least 3 weeks should be allowed for these to be completed as they require observation and collection of evidence.</p>
<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p><b>Lancashire County Council Special Educational Needs</b>  <a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities</a></p> <p><b>SEND Information, Advice and Support Service (formerly Parent Partnership)</b>  <a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/</a></p> <p>Telephone: 0300 1236706 Mon-Fri 8am-5pm</p> <p><b>Sensory Support Service</b>  <a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/education/specialist-educational-support/sensory-support/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/education/specialist-educational-support/sensory-support/</a></p> <p><b>Education Health Assessment (EHA) Previously CAF</b>  <a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/common-assessment-framework/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/common-assessment-framework/</a></p> <p><b>Child and Adolescent Mental Health Service (CAMHS)</b>  <a href="https://www.lscft.nhs.uk/CAMHS">https://www.lscft.nhs.uk/CAMHS</a></p>
<p>The school's arrangements for supporting pupils with special</p>	<p>How will the school prepare and support my child when joining your</p>	<p>The process of transition is managed by a designated transition manager Miss Saunderson. Information is shared with the academy plus team. During the Summer term we liaise with primary schools to gather as much information as we can about the children before they start Fulwood Academy in September. This includes a transition day visit where Y6 pupils can come for the day to</p>

<p>educational needs in transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>school or transferring to a new school or post-16 provision?</p>	<p>meet the teachers and experience a day in high school. Parents information evening to meet the Head teacher and staff and respond to any questions. We will also provide extra transition support for those pupils that need it. Moving to high school can be a big change for students and we are aware that some students may need extended transition additional visits, we will aim to support all children and parents with this process. Some students may need to be part of the Small Learning Community (SLC) for assessment for a short period before moving into the mainstream, this provision is currently available in Y7 and Y8.</p> <p>Students who are moving to post 16 provision may also need a similar approach when moving to college, this may involve a member of the Academy Plus team supporting transition to college, additional visits, liaison to share information and ensure smooth transition for students with SEND or additional needs.</p> <p>All Pupils receive careers advice and guidance and are encouraged to visit post-16 providers. Pupils with SEND are given extra support by the Academy Plus team to ensure that they make the best decision for them about what to study next.</p>
<p>Information on where the Local Authority's Local Offer is published</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p><b>Lancashire County Council Local Offer:</b></p> <p><a href="http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx">http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx</a></p> <p><a href="https://www.facebook.com/LancashireLocalOffer/posts/4952469541441214">https://www.facebook.com/LancashireLocalOffer/posts/4952469541441214</a></p>