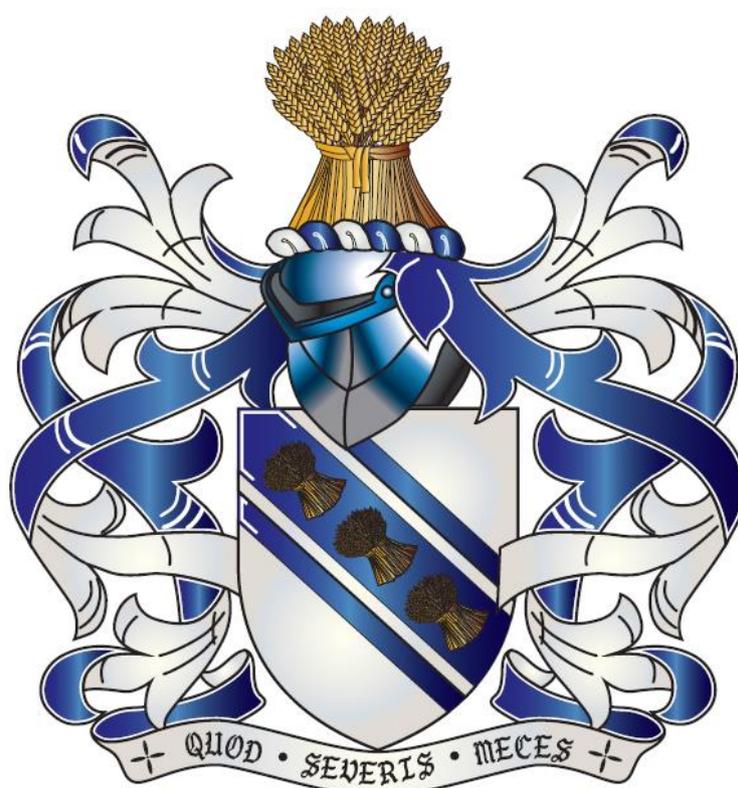


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Special Educational Needs Report 2022



Contents

1. The Kinds of Special Educational Needs for which Provision is made at The Bliss Charity School.
2. The Bliss Charity School's policy for the Identification and Assessment of Pupils with Special Educational Needs.
3. The Bliss Charity School's Policies for Making Provision for Pupils with Special Educational Needs, Whether or not Pupils have EHC Plans.
4. The Bliss Charity School's SENCo Team.
5. The Expertise and Training of Staff at The Bliss Charity School in Relation to Children and Young People with Special Educational Needs and how Specialist Expertise will be Secured.
6. How Equipment and Facilities to Support Children and Young People with Special Educational Needs will be Secured.
7. The Arrangements for Consulting Parents of Children with Special Educational Needs About, and Involving such Parents in, the Education of their Child.
8. The Arrangements for Consulting Young People with Special Educational Needs About, and Involving them in, their Education.
9. How The Bliss Charity School Responds to Complaints from Parents of Pupils with Special Educational Needs Concerning the Provision Made at the School.
10. How The Bliss Charity School Involves Other Bodies, including Health and Social Services Bodies, Local Authority Support Services and Voluntary Organisations, in Meeting the Needs of Pupils with Special Educational Needs and in Supporting the Families of Such Pupils.
11. The Bliss Charity School's Arrangements for Supporting Pupils with Special Educational Needs in a Transfer Between Phases of Education.
12. Northamptonshire County Council's Local Offer.



1. The Kinds of Special Educational Needs for which Provision is made at The Bliss Charity School

The four broad 'areas of need' are defined as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

As an inclusive school, we do not seek to closely define the Special Educational Needs for which we will make provision. Historically, we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Dyscalculia
- Anxiety
- Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder
- Cerebral Palsy
- Hearing Impairments
- Social, Emotional and Mental Health Difficulties

2. The Bliss Charity School's policy for the Identification and Assessment of Pupils with Special Educational Needs.

At the Bliss Charity School, we believe that children's needs should be identified and met as early as possible through:

- The analysis and tracking of data including entry profiles, Early Years Foundation Stage Profile scores, reading ages, in-school tracking data, classroom-based assessment and monitoring arrangements (a cycle of planning, actioning and reviewing).
- Following up parental concerns.
- Focussed observation of pupils using initial assessment tools.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services, including Educational Psychologists.
- Maintaining provision maps for pupils receiving wave 3 interventions and pupils with IEPs - this includes those who receive Higher Needs Funding (HNF) and pupils with Education and Health Care Plans (EHCPs). These provision maps are updated termly by the SENCo as a result of review meetings, discussions with class teachers and analysis of interventions offered.
- 'Initial Concern' forms (these allow teachers to raise concerns about children with the SENCo and begin a tracking process – interventions are then monitored more closely for these children).



- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

3. The Bliss Charity School's Policies for Making Provision for Pupils with Special Educational Needs, Whether or not Pupils have EHC Plans.

Pupils will be offered additional SEND support when it is clear that their needs require specialist intervention, i.e. they have a special educational need as defined by the SEN Code of Practice 2014. These pupils will be listed on the school Special Educational Needs Register. They will then be tracked using the SEN provision map.

Most children on the SEN register will have an Individual Education Plan (IEP) written by the SENCo in collaboration with the child's parents and teaching staff. Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEN. They are seen as a working document which can be constantly refined and amended.
- Our IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of 'Quality First Teaching' for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding of their targets.
- Our IEPs will be based on informed assessment and will include the input of outside agencies where it has been sought.
- Our IEPs have been devised so that they are manageable and easily monitored; they will be monitored and evaluated at least twice a year.
- Our IEPs will have a maximum of four short / medium term SMART targets set by the pupil's teaching team and the SENCo team in collaboration with the pupil's parents (where possible) and with the pupil (where appropriate). Where outside agencies have been involved, their advice will also be taken into account when setting targets.
- Our IEPs will state what each target is; the resources, strategies and approaches needed to achieve that target; and will break the target down into success criteria detailing what the pupil should be able to do at the end of the given period.
- Under-achieving pupils and pupils with EAL, who do not have SEN, will not be placed on the SEN register. However, if these pupils are receiving wave 3 interventions they may still have an IEP to ensure support is targeted and tracked.



- Some children will have a physical disability or impairment yet not require an IEP because they do not have additional learning needs. Where this is the case, a yearly meeting will be held by the SENCo with the child's parents and class teacher to ensure that the child's physical needs are being met as far as is reasonably possible (in line with the 'School Accessibility Plan') e.g. through physiotherapy provision; by ensuring that the school environment is sufficiently meeting their needs; and by making sure lessons and activities are adapted so that the child can access the curriculum alongside their peers.

3.1. Higher Needs Funding and Education, Health and Care Plans

It may be decided that a very small number (but not all) of the pupils on the SEN register will require additional Higher Needs Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or have contributed to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan (EHCP).

Our school will comply with all local arrangements and procedures when applying for Higher Needs Block Funding or an Education Health Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

3.2. SEND support resulting in an Education, Health and Care Plan

Pupils with an Education, Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their EHCP.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

3.3. Whole School Provision Mapping

All pupils receiving wave 3 interventions will be tracked on a simple wave 3 provision map which allows the SENCo to monitor and evaluate children's participation in interventions.

All children on the school SEN register will be tracked on a more detailed SEN provision map; this outlines, monitors and costs their specific interventions. This enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, LEA, external agencies and Ofsted about resource deployment.



- Evaluate the effectiveness of provision for children with SEN.

3.4. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCo, EMA co-ordinator and senior leaders.
- Ongoing assessment of progress made by all children as well as those receiving wave 2 and 3 interventions (through analysis of data).
- Regular book scrutinies and learning walks.
- Teacher discussions with the SENCo/EMA co-ordinator.
- Monitoring provision and providing support as children transition to new classes.
- Informal feedback from all staff.
- Pupil discussions before IEP reviews.
- Monitoring IEPs and IEP targets and evaluating the impact of IEPs on pupils' progress (all IEPs to be reviewed at least twice a year).
- Monitoring 'Initial Concern' forms – termly updates of these by the SENCo and class teachers.
- Monitoring attendance records and liaising with the Education Entitlement Service.
- Regular meetings about pupils' progress between the SENCo/EMA co-ordinator and the Headteacher.
- Termly updating of the wave 3 and SEN provision maps.
- SENCo and Headteacher reporting to parents and governors.

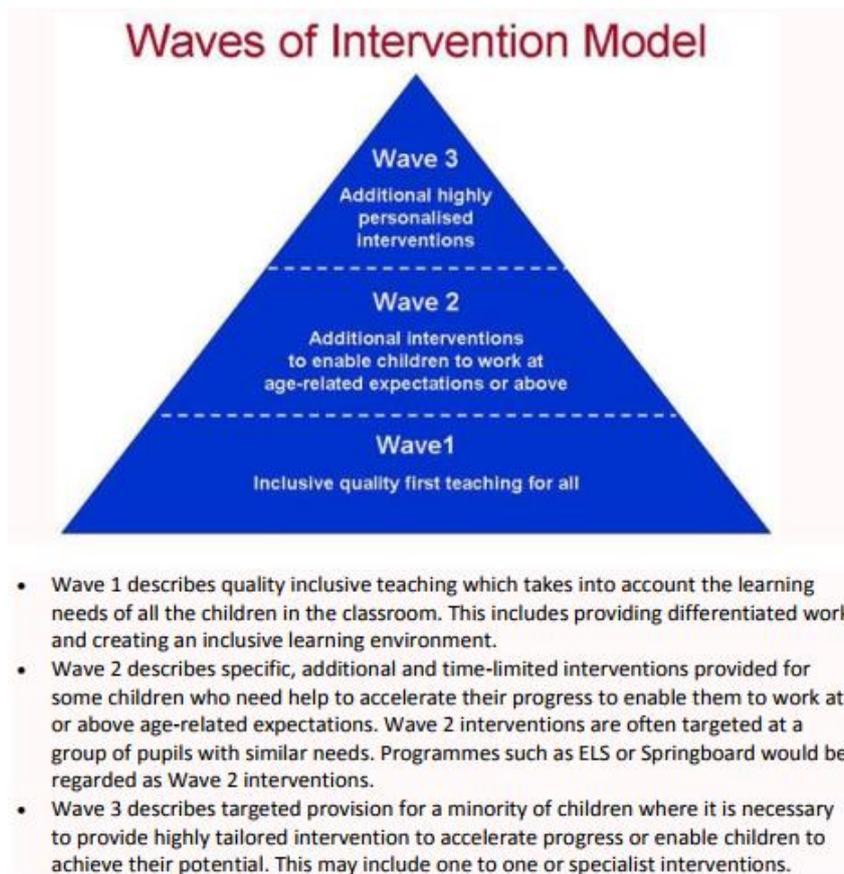
3.5. Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs and Disabilities

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils (use of in-school tracking data).
- Termly evaluation of the effectiveness of interventions on the provision map.
- Termly review of pupil 'Initial Concern' forms.
- Twice-yearly IEP meetings with the SENCo, parents and teachers, where formal evaluation of whether pupils with IEPs are meeting their individual targets, which have been written to address their underlying Special Educational Need, takes place.
- Regular informal reviews of pupils' IEP targets by staff and the SENCo.
- Annual review of EHCPs as prescribed in the SEND Code of Practice (September 2014).
- Annual review of provision for children with disabilities with parents and class teacher(s).

3.6. The Bliss Charity School's approach to teaching pupils with SEN

At The Bliss Charity School, we use the 'Waves of Intervention Model' (www.northumberland.gov.uk) to describe how different levels of intervention can be understood and systematically implemented:



Wave 1: Well-differentiated 'Quality First Teaching'

- All learners will have access to 'Quality First Teaching'. Children with SEND will not always work with a teaching assistant. When they do work with a teaching assistant, class teachers will ensure that teaching assistants have the knowledge and skills required to do so effectively.
- All learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates.
- All learners will have their progress recorded on a termly basis (three times per year) by their teacher(s). Teachers will be asked to detail how they will respond to children's needs. Those which cannot be met through wave 1, will move onto wave 2 and 3 interventions.

Wave 2: Additional interventions as part of classroom practice

- Children who are not making progress in different areas of the curriculum will receive time-limited interventions which are planned and evaluated by their class teacher, e.g. extra phonics support, additional 1-1 reading sessions, spelling booster groups. These interventions may be run by the teacher, a teaching assistant or a class volunteer as appropriate. The teacher retains overall responsibility for interventions and must ensure others carrying these out have the required skills and knowledge to do so effectively.
- The effectiveness of these interventions will be reviewed by the class teacher on a termly basis (three times per year) as they make summative assessments and review their class data.
- These interventions may also be aimed at developing children's social skills and/or self-esteem and therefore take place outside of the classroom e.g. Play Buddies at lunch time.
- Children receiving wave 2 interventions will be tracked by the SENCo three times per year.



Wave 3: Targeted Provision in addition to normal classroom practice

- Children for whom wave 2 interventions have not had a significant impact on their progress may require wave 3 interventions. Examples include specialist maths provision to meet children's needs who are working significantly below age-related expectations, the use of *Toe-by-Toe* to develop the spelling of those with dyslexia and other 1-1 sessions with a teacher.
- Children receiving wave 3 interventions will appear on a wave 3 provision map and their progress will be reviewed on a termly basis by their class teacher and the SENCo.
- Not all children receiving wave 2 and 3 interventions will be regarded as having Special Educational Needs and therefore they will not all have an Individual Education Plan (IEP). Where children do have an IEP, their interventions will be recorded on the SEN provision map and their progress will also be reviewed in termly IEP meetings and in reviews of assessment data.

3.7. Inclusion and engagement of those with SEND

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer ensures that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils in the class by identifying their potential areas of difficulty and seeking to remove any barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. They, in turn, support teaching assistants with having the knowledge and skills to support children with whom they are working. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Through our metacognition programme, pupils are encouraged to analyse how they learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Where children have medical needs which require personal care, we will make reasonable adjustments to ensure these are met in line with our *School Accessibility Plan*. Where practicable, a personal care plan (PCP) will be put into place after discussion with parents, staff responsible for carrying out the plan and any medical professionals involved.

3.8. How the Bliss Charity School adapts the curriculum and learning environment for pupils with Special Educational Needs and Disabilities

At Bliss, we recognise that children with SEND are all different and therefore adapt the curriculum on an individual basis according to each child's specific needs. Ways of doing this include:



- Differentiation within the lesson – teachers plan appropriately differentiated lessons as part of ‘Quality First Teaching’ (methods of differentiation can be found in our teaching and learning policy).
- 1-1 sessions with a teacher or teaching assistant working on individual targets and programmes e.g. R.W.I. Phonics to develop reading skills, physiotherapy sessions etc. Teachers must ensure that teaching assistants have the skills and knowledge needed to carry out any interventions.
- Small group/ 1-1 teaching working at the appropriate level for the children/child involved (this may be below the year group’s National Curriculum age).
- Learning time-outs being built in for children who struggle to focus for as long as their peers including time in sensory areas.
- Building in extra rest time if a child’s disability requires it.
- Changing the layout of the classroom to enable access for all; changing seating arrangements to take account of children with visual and hearing impairments; setting up individual work stations where this is beneficial for the child; utilising specialist equipment where possible e.g. in the case of a hearing impairment.
- Pre-teaching concepts 1:1 or with small groups ahead of lessons.
- Providing extra time or support in assessments in line with Department for Education guidance.
- Ensuring requirements under the School Accessibility Plan are met.

This list is by no means exhaustive. We take into account each child’s needs and the views of other professionals and then plan accordingly.

3.9. Additional support for learning that is available to pupils with Special Educational Needs and Disabilities at The Bliss Charity School

As stated above, we recognise that all children with SEND are different and therefore the support we offer is tailored to children’s individual needs. Additional support may include:

- 1-1 teacher/teaching assistant support where this is felt necessary, though we are conscious that we do not want any pupil to become over-reliant on adult support.
- Teacher/teaching assistant support in a group situation – again we use this strategy where it is helpful but do not want children to lose their independence. Teachers ensure that children aren’t solely taught by a teaching assistant and that teaching assistants have the requisite skills and knowledge needed to provide effective support.
- The use of additional or different materials, e.g. spell checkers, spelling dictionaries, mathematical resources, visual timetables, task-lists, buddy bags, special pencils etc.
- The use of ICT equipment e.g. talking tins, individual word processors/ iPads and ICT programmes/ apps to support children’s individual targets.
- Individual pupil workstations.
- Individualised reward systems tailored to children’s needs and targets.
- Time-out cards/ sensory areas.

Again, this list is not exhaustive. We will always seek ways to support children with their individual needs and will take advice from other professionals on how best to do this when appropriate.

3.10. How we enable pupils with Special Educational Needs and Disabilities to engage in the activities of the school (including physical activities) together with children who do not have Special Educational Needs or Disabilities

As previously stated, we acknowledge that each child’s needs are different and we respond accordingly, taking advice from other professionals and parents where appropriate. Ways we might enable pupils with SEND to engage with other children without SEND might include:



- Support with play and communication skills during break and lunch times e.g. play buddies, friendship groups, teaching assistant support within the lunch hall/ playground – this encourages positive social interactions with non-SEN peers.
- Social and communication groups where children with SEN can develop social skills alongside peers without SEN.
- Differentiating activities so children can engage fully in games, e.g. using different sized equipment.
- Managing transport arrangements so specific car seats can be used.
- Planning a timetable which involves a child in key activities but gives time for them to rest as needed.
- Use of specialist equipment e.g. radio aids in the case of a hearing impairment.

3.11. Support that is available for improving the emotional, mental and social development of pupils with SEND

At Bliss, we want all of our children to have positive wellbeing. As such, all children take part in a PSHE programme and receive 'Protective Behaviours' lessons. Where children are identified as needing more support, the following might be put in place (again, this is not an exhaustive list and will be determined by the needs of the individual child and will also be based on suggestions made by other professionals involved with the child):

- Time on a weekly basis with a trusted adult.
- Support from CAMHS (Child and Adolescent Mental Health Service).
- Support from the School Nurse (particularly if children are suffering with anxiety).
- The use of social stories to explore socially acceptable behaviours.
- Play buddies and play support at lunchtimes from teaching assistants/lunchtime supervisors to model and encourage positive social behaviours.
- A yoga/ sensory club specifically provided for those who need support with emotional regulation.

4. The Bliss Charity School's SENCo Team

- SENCo – Miss Olivia Thompson, senco@bliss.northants.sch.uk

5. The Expertise and Training of Staff at The Bliss Charity School in Relation to Children and Young People with SEND and how Specialist Expertise will be Secured

In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher working at our school and has statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCo will attend CPD to enable him/her to carry out his/her role fully, adapt to meet new statutory requirements and to enable him/her to share in good practice.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.

Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these



arrangements (including value for money). Our school will, when best to do so, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

6. How Equipment and Facilities to Support Children and Young People with SEND will be Secured

When specialist equipment or a high level of staffing support is required to support a pupil with Special Educational Needs and/or Disabilities, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible and appropriate, join with other schools in joint purchasing/hire of equipment.

7. The Arrangements for Consulting Parents of Children with SEND About, and Involving such Parents in, the Education of their Child

The Bliss Charity School aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having Special Educational Needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

8. The Arrangements for Consulting Young People with SEND About, and Involving them in, their Education

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of success criteria, individual targets and self-reflection. We endeavour to fully involve all pupils by encouraging them to:



- State their views about their education and learning.
- Identify their own needs and learn about how they learn through the use of our metacognition programme.
- Discuss their targets with teachers and teaching assistants so that they know what their targets are and why they have them.
- Self-review their progress and set new targets where appropriate.
- For some pupils with Special Educational Needs, monitor their success at achieving the targets on their Individual Education Plan.

9. How The Bliss Charity School Responds to Complaints from Parents of Pupils with SEND Concerning the Provision Made at the School

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general complaints procedure (see separate Complaints Policy).

10. How The Bliss Charity School Involves Other Bodies, Including Health and Social Services Bodies, Local Authority Support Services and Voluntary Organisations, in Meeting the Needs of Pupils with SEND and in Supporting the Families of such Pupils

Our school will identify sources of support as part of the Local Offer:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

We seek to respond quickly to emerging need and work closely with other agencies including:

- Northamptonshire Children's Trust – Partnership Support
- CAMHS
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- Virtual School for Looked After Children
- NCC Sensory Impairment Team
- Local NHS services including the school nursing team
- Targeted Prevention Team
- Education Inclusion Partnership Team
- Early Years SEN support service (including the Portage Team)
- Multi-Agency Safeguarding Hub
- Primary Behaviour Outreach Support

In accordance with the SEND Code of practice 2014, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with Special Educational Needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and co-operate fully with other agencies.

We liaise with voluntary bodies in order to be as familiar as possible with best practice when the Special Educational Needs of a pupil are very specific (e.g. autism, visual impairment, speech impairment, hearing impairment etc.).

We have a clear point of contact within the school who will co-ordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.



11. The Bliss Charity School's Arrangements for Supporting Pupils with SEND in a Transfer Between Phases of Education

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before they join or leave, will offer transition meetings to all pupils with IEPs (where appropriate) or needs arising from a disability/ impairment. Pupils with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at EHCP review meetings convened by the plan co-ordinator.

When deemed appropriate, a transition timeline will be produced, with specific responsibilities identified. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

12. Northamptonshire County Council's Local Offer

All information regarding the County's Local Offer can be found at <https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>