



SEND Information Report

Date Renewed: September 2025

Review Date: September 2026

INTRODUCTION

Together in Gods love, we learn, inspire and grow.

'We all have different gifts according to the grace given us.' Romans 12:6

At St Andrew's Primary School, we strive to support all children to enable them to reach their full potential. In order to do this, many steps are taken to support the children throughout their primary school learning journey. Quality teaching is vital for all children. For some children there are occasions when further, additional support may be needed to help them to achieve their academic, social and emotional targets.

At St Andrew's Primary School, we welcome everybody into our school family. The Staff, Governors, children, and parents work together to make St Andrew's Primary School a happy, welcoming place where children develop as confident, resilient, individuals. We provide a learning environment that enables all children to make the best possible progress and achieve their full potential in a caring, supportive, and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties and/or disabilities the opportunity to follow a curriculum specifically tailored to give children self-confidence through their learning thus enabling them to reach their full potential, academically, emotionally and spiritually.

We are committed to narrowing the attainment gap between SEND and non-SEND children. We do this through a carefully mapped out curriculum, which at times is adapted even further to meet children's specific needs.

ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL

All children are entitled to an education that enables them to make progress so that they:

- ❖ Achieve their best
- ❖ Become confident individuals living fulfilling lives
- ❖ Make a successful transition into adulthood.

ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL

HOW DO WE DEFINE SPECIAL NEEDS AND DISABILITIES?

A child is classed as having special educational needs if their learning difficulty calls for special educational provision, that is, provision different from or additional to that normally available to pupils of the same age. (**SEND Code of Practice 2014 6.12**)

A child has SEND if they:

- ❖ Have a significantly greater difficulty with learning than the majority of children of the same age.
- ❖ Have a disability which prevents or hinders the child from making progress without Enhanced Quality First teaching
- ❖ Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- ❖ For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- ❖ For a child under two, educational provision of any kind.

Children must **not** be regarded as having a learning difficulty solely because the language or form of language used within their home is different from the language in which they will be taught.

All staff at St Andrew's Primary School, have due regard for the Special Needs Code of Practice when carrying out our duties towards all children with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

St Andrew's Primary School also caters for those having medical and physical needs which have a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs of a child may also affect the child's potential to learn. At St Andrew's, we have a Behaviour Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.

St Andrew's Primary School, is a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

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HOW DO WE IDENTIFY NEEDS?

The SEN Code does not assume specific categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- 1) **Communication and interaction** (speech and language difficulties or autistic spectrum disorders)
- 2) **Cognition and Learning** (general or specific).
- 3) **Emotional, social and behavioural development.**
- 4) **Sensory and/or physical** (hearing difficulties, visual impairment, physical and medical difficulties).

The SEND Code of Practice 2014 makes it clear that "***all teachers are teachers of pupils with special educational needs.***" Consequently, all teachers at St Andrew's Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENCo (and Sefton Inclusion Consultant, where appropriate) will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Reception through to Year 6. If a child is not making the expected progress, then we attempt to identify a need and determine the reasons why.

At St Andrew's, we use appropriate screening and assessment tools, and ascertain pupil progress through:

- ❖ Evidence obtained by teacher observation/ assessment.
- ❖ Their performance judged against Age Related Expectation (ARE).
- ❖ Pupil progress in relation to objectives in the National Curriculum 2014.
- ❖ Standardised screening or assessment tools
- ❖ Reports or observations
- ❖ Information from parents
- ❖ Standardised test results
- ❖ Assessments

If you, as a parent/carer, have concerns regarding your child's progress or in relation to any of the 'special educational needs areas' identified above, then you should make an appointment to see the class teacher along with SENCO/Deputy Headteacher, Mrs Dwan, and a plan of action can be agreed. This can be arranged via the school office of communication email address communication.standrews@ldst.org.uk

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WHAT DO WE MEAN BY ADEQUATE PROGRESS?

Adequate progress is defined as that which:

- ❖ Closes the attainment gap between the child and children of a similar age
- ❖ Prevents the attainment gap growing wider
- ❖ Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- ❖ Matches or is better than the previous rate of progress
- ❖ Ensures that a child has full access to the curriculum in line with their peers
- ❖ Demonstrates an improvement in self-help, social or personal skills
- ❖ Demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

At St Andrew's Primary School, we believe that tracking pupil progress is crucial in aiding a child's development. Progress is a fundamental factor in determining the need for additional support.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the advice from the SENCo.

The SENCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through: adaptations in class; additional adult support; small group support, and targeted intervention.

When a child takes part in small group sessions or intervention groups, their progress will be monitored; to measure the impact which this is having upon the child's learning and wellbeing. This will be shared with the parent/carer.

If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised, new methods considered and, when appropriate, referrals will be made to Inclusion Consultants, Educational Psychologist, Speech & Language therapy etc

Where concerns remain despite sustained intervention, or where there needs to be a high level of adaptations to provision, the school will consider requesting involvement from outside professionals and where appropriate, a Statutory Assessment - Education and Health Care Plan (EHCP) may be applied for. Parents will be fully consulted at each stage. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs.

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WHAT DOES SEND PROVISION LOOK LIKE IN OUR SCHOOL?

At St Andrew's, we understand the importance enabling all children to access all areas of the curriculum. This may require adaptations, applications for additional funding, specialist equipment etc.

All teachers use a Quality First approach to delivering teaching and learning and are skilled in making adaptations to ensure that all children can access their learning

The curriculum and learning environment is adapted, where it is required. Appropriate measure will be put into place to ensure that all pupils are able to benefit from all curriculum enhancing activities such as but not limited to residential, school trips and sporting competitions.

SEND provision at St Andrew's also ensures that children's sensory needs and emotional needs are supported through in class resources, nurture spaces and sensory break out areas, access to Emotional Literacy Support Assistant (ELSA) sessions. The SENCO has recently achieved the Trauma Informed Schools Diploma and the pedagogy has been shared with all teaching and non teaching staff, through planned CPD sessions.

Staff at St Andrew's Primary School, understand that it is **the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis.**

The Class Teacher will cater for the child's needs through the delivery of the curriculum throughout the day. Adaptation of teaching can be applied through many forms, depending on the specific needs of pupils. The Class Teacher, along with any support staff, is responsible for overseeing and planning the child's education programme and this will be monitored frequently. Teaching assistants and support staff can work with children in discreet, small group settings during lesson time, offer one-to-one support where appropriate and sometimes can provide intervention groups outside the classroom including maths interventions, reading programmes, social communication and nurture groups. Every staff member working with the child will have an important role to play.

In addition, there is a school Governor with the key responsibility of SEND. They are aware of the school's policies and procedures and they are updated where appropriate. (Although the SEND Governor will not directly support children, they, along with the SENDCo Mrs Dwan, will oversee that suitable procedures are in place.)

Mental Health and Wellbeing is a focus for all staff. At St Andrew's Primary School, we use our Christian Values to underpin all our teachings and pupils are actively encouraged to reflect upon these throughout their school life. School PSHE lessons and shared class discussions give opportunities for teachers to utilise mindful techniques, as they deem appropriate for their cohort groups. Additional support for well-being is available to individual or small groups of children, and in some incidences external support for Counselling can be sought. At St Andrew's, we have two trained ELSAs who deliver planned sessions to targeted children. We are currently implementing the NHS 'My Happy Mind' scheme across the school, which helps children to support their own mental wellbeing.

We also have weekly support in KS2 from Tackling The Blues. This initiative which encourages children to support their mental wellbeing through sport and the arts, is delivered by Edge Hill students who work in conjunction with Everton in the Community, Tate Liverpool and Edge Hill University.

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We have a team of pupil leaders who help the younger children with their mental wellbeing. Our Mental Wellbeing Champions are Y5/6 children who play an active part in supporting mental health and wellbeing across the school. This includes being present at 'Chill Out Club' a quiet space which is open every lunch time for children who find the playground a little overwhelming. Chill Out Club is overseen by a member of SLT.

All staff follow the Behaviour policy, and strategies are amended as and when needed to cater for children with behavioural needs. Members of the Senior Leadership team have the overall responsibility for overseeing the management of behaviour across the school and they will be made aware of such needs so that a co-ordinated approach is achieved. We believe that behaviour management is a crucial factor surrounding the on-going progress of all children, including those with SEN. The school works closely with the Education Welfare Officer to monitor and respond to issues with attendance and those on the SEN register will be included within this process.

During parent evenings and termly SEND review meetings discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained.

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PROVISION CONTINUED

Class Teachers have responsibility for enabling all children to learn. To achieve this they:

- ❖ Ensure **all** children are given access to Quality First Teaching – teachers have had training and all are equipped with QFT handbooks, to support this
- ❖ Plan appropriate work / activities for their pupils
- ❖ Ensure that support is available for all children (inclusive 'Quality First Teaching')- all staff have access to the Sefton's Graduated Response Booklet to ensure that they can adapt their practices to best suit the needs of their cohort.
- ❖ Differentiate the curriculum to take account of different learning styles, interests, abilities
- ❖ Liaise with other staff members to ensure targets, objective and activities are fully understood
- ❖ Ensure that all children can be included in tasks / activities
- ❖ Monitor individual progress
- ❖ Celebrate achievement
- ❖ Identify those children who require additional or different support in order to make progress
- ❖ Set targets, working with SENCo, on SEND Support plans and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff:

- ❖ Support the teachers in enabling all children to have access to their learning
- ❖ Support the teachers in enabling children with SEND to access to an appropriate curriculum both within the school setting and on educational trips/residential
- ❖ Encourage and promote independence in the children
- ❖ Liaise with the Class Teacher
- ❖ Help to prepare resources and adapt materials
- ❖ Lead interventions to close the gap for children experiencing difficulty
- ❖ Promote the inclusion of all children in all aspects of life at school.

Resources:

Each academic year the SENDCo is provided with a budget, following consultation with the Senior Leadership Team, to ensure that provisions can be acquired to support SEND Pupils across the school. A wide range of materials are sourced in consultation with outside agencies, and provided by the school in order to assist in drawing up programmes for a child with learning difficulties, funding allowing. These resources are accessible to all staff in school. We encourage their efficient and effective use by raising awareness of availability of materials, matching resources to need, providing guidance and training and monitoring their use. A directory explaining the purpose of interventions, is available to all staff.

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PROVISION CONTINUED

Interventions:

Interventions are carried out by the school and are "additional to or different from" the usual differentiated curriculum. They can take the form of:

- ❖ Alternative learning materials used within the classroom
- ❖ Adaptations to the physical environment
- ❖ Reasonable adjustments to routines
- ❖ Support Staff in the classroom
- ❖ A more focused level of support in a small group withdrawn from the class
- ❖ Focused work to be completed at home, in the form of differentiated homework.
- ❖ One to one programmes
- ❖ Nurture Based Curriculums
- ❖ Individualised Curriculums involving a high level sensory diet

This provision is offered to children on the SEND register and also children who need some additional support, to ensure good progress; the impact of these interventions is monitored carefully and reported to SENCo at half termly Pupil Progress meetings.

Frequency and Timing of Support:

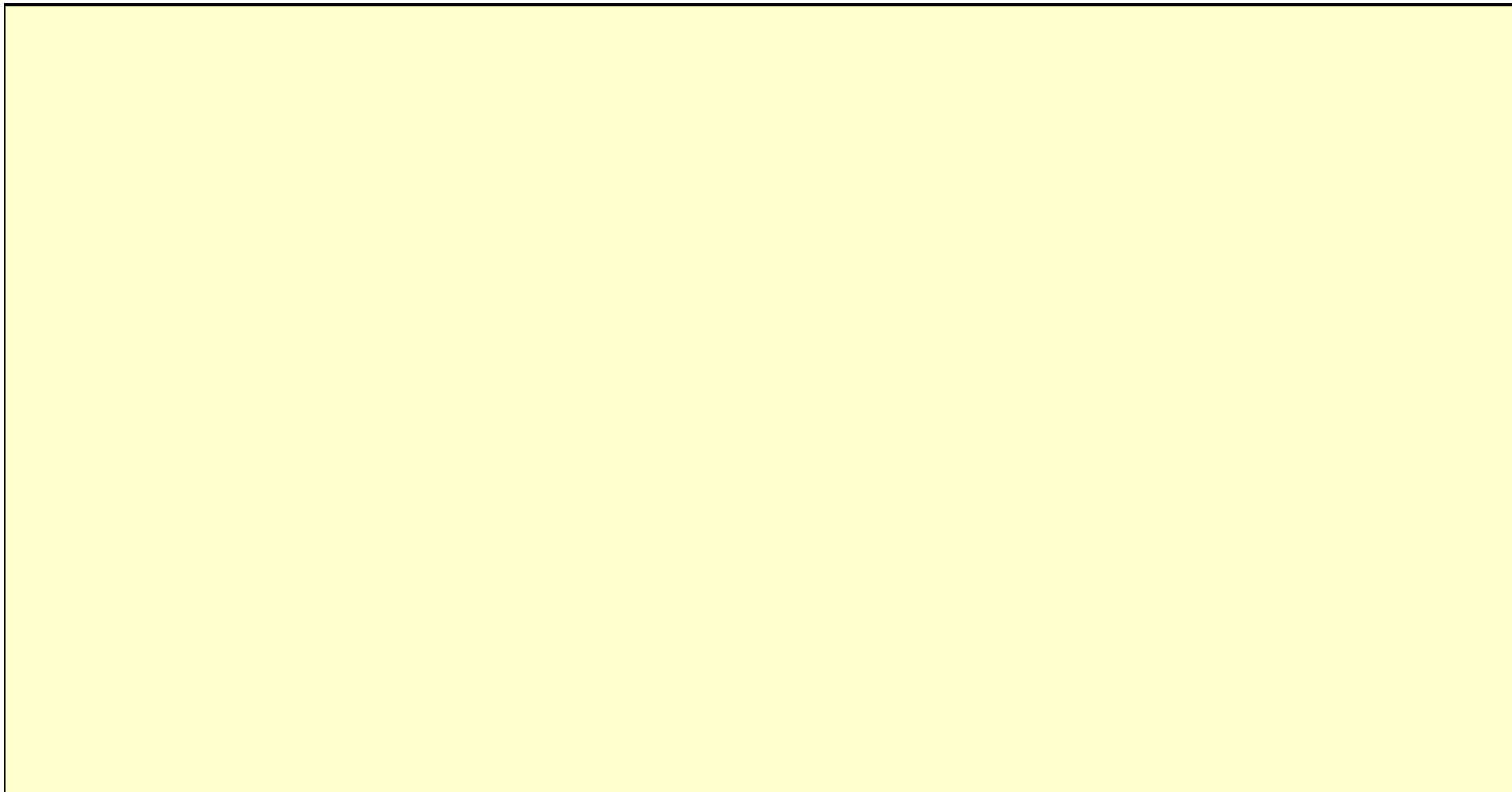
This is arranged and timetabled by the class teachers and overseen by the SENCo; emphasis is placed on accessing learning through Quality First Teaching, with the addition of timely interventions. Although the needs of the pupils are considered individual, they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Children:

- ❖ Are encouraged to participate fully in the life of the school
- ❖ Understand the success criteria to enable progress to take place
- ❖ Are expected to behave in a responsible and respectful way within a learning context
- ❖ Have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- ❖ Comment on how they feel they are progressing when their SEND Support plan is evaluated

Engagement with children, plays a key role in promoting a culture of positive expectation. Children are involved in the learning process at all levels. Through marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Children are invited to comment regarding their provision and their SEND Support plans.

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WHAT TRAINING HAVE THE STAFF HAD?

The Inclusion Manager (SENDCo) has a BSc (hons) Applied Psychology – LJMU, PGCE Primary Education (SEND specialism) Edge Hill University, NASENCo Qualification and Post Graduate Certificate – Vulnerable Learners & Inclusion – Bath Spa University. The SENDCo is also the school's Senior Mental Health Lead and has completed the required training for this role. More recently, the SENDCo has completed the Trauma Informed Schools (TIS) Diploma and NPQH qualifications.

In recent years, teaching and support staff have had in-house training in Dyslexia awareness, autism awareness, supporting children with ADHD, ASD friendly environment, supporting sensory needs, Trauma Informed Schools (delivered by the ADHD Foundation). During lockdown due to COVID, staff used time to complete a range of courses through The Open University, which help to inform their practice when supporting vulnerable learners e.g: intro to child psychology, supporting children through trauma, attachment theory, supporting challenging learning, ACEs, understanding autism, Asperger's and ADHD, inclusion-essential knowledge for success, what children's perspectives tell us about inclusion.

As school is part of Liverpool Diocesan Schools Trust (LDST), all staff attended a Trust Inset Day in September 2024, where the focus of the day was Inclusion. Throughout the day, staff attended seminars and workshops, helping them to learn more about a range of challenges that our pupils may face.

All staff have had recent First Aid Training and several staff have received pediatric first aid and safer handling training. All have been involved in risk assessment and basic safeguarding training. One to one support staff receive appropriate training to meet the specific needs of children that they support.

The SENDCo meets with the 1 to 1 staff regularly and also supports class teachers and 1 to 1 staff during SEN review meetings with parents/carers, which also take place termly.

Members of the support staff have received training on supporting phonics and reading interventions, delivered by the SENCo. They have also had training in delivering IDL to support children with reading, spelling and maths. Staff also receive training from Speech and Language Therapists, Occupational Therapists etc as required to implement particular programmes for individual and groups of children including social communication and nurture group type interventions.

Support staff have also had training with the Maths Leader and SENCO, 'Supporting SEN children with a Maths Mastery Approach.' This was delivered in conjunction with Sefton SEN team.

Training and CPD is highly regarded at St Andrew's Primary School and this is seen as an on-going process and staff are given access to high quality training to meet needs that arise within the school wherever possible. This is delivered in house, through LDST, School Improvement Liverpool, Sefton and/or outside agencies.

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WHICH EXTERNAL SERVICES ARE USED BY THE SCHOOL?

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- ❖ A child continues to not make adequate progress
- ❖ Continues working at levels substantially below that of children of a similar age, even when teaching approaches have been targeted at identified area of weakness
- ❖ Continues to have difficulty in developing Literacy and Numeracy skills
- ❖ Has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- ❖ Has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- ❖ Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- ❖ A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- ❖ Act in an advisory capacity to refine targets set by the school
- ❖ Extend the expertise of the teaching Staff
- ❖ Provide additional assessment
- ❖ Suggest that a statutory assessment is advisable
- ❖ Consult with all parties involved with the child

St Andrew's Primary School is able to access a number of specialist services for example:

- ❖ School Health/health visitors and paediatric services
- ❖ Speech and Language Therapists
- ❖ Occupational Therapists
- ❖ Sefton Educational Needs and Inclusion Service – across Early Years and both Key Stages
- ❖ Educational Psychologists
- ❖ CAMHS

Links with outside agencies are well established and transition to our transfer schools is good due to our close liaison with these schools. Colleagues from outside agencies continue to advise and support our Staff to better understand and address the needs of our pupils.

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STATUTORY ASSESSMENTS AND EDUCATION AND HEALTH CARE PLANS

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Sefton. Sefton's SEND Local offer can be obtained from Sefton Borough Council's website (www.sefton.gov.uk). A link and summary can also be found at the end of this document. The school office can also provide further information.

The Local Authority will need to have:

- ❖ Information about the child's progress over time
 - ❖ Documentation in relation to the special educational need
 - ❖ Details of action taken by the school to meet the child's special educational needs
 - ❖ Particulars of any special resources or arrangements put in place.
- This information includes where relevant:-
- ❖ SEND Support Plans for the child
 - ❖ Records of regular reviews and their outcomes
 - ❖ Reports, including medical history where relevant
 - ❖ National assessment levels and reports or records of progress and attainment compiled by the teachers
 - ❖ Further educational assessments, for example from an advisory teacher or an Educational Psychologist
 - ❖ Reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are always sought, wherever possible.

Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

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PARTNERSHIP

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils.

Parent partnership is encouraged through termly SEND reviews, annual reports and informal discussions with the class teacher and/or SENCo via email, telephone call, and/or face to face.

We create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, a meeting is arranged with parents to raise awareness and discuss a course of action. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly. Child's class teacher will then explain the need for the child to be on the SEND register and will also share small targets, referrals etc, that will take place.

Transition:

Links with our high schools are very good due to our close liaison with these schools. Staff from secondary schools to which our pupils are transferring are invited to a review meeting in the year prior to their end of Key Stage transition. Where appropriate, the SEND team will work closely with Sefton Inclusion Service to ensure that pupils, who require it, are in receipt of enhanced transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils.

WHO CAN I CONTACT?

If your child has special educational needs and/or a disability and you would like to know more about what we offer at St Andrew's Primary School please contact us on **0151 526 1378**

The SEND team consists of:

Inclusion Manager (SENDCo): Mrs Paula Dwan BSc(hons), PGCE QTS, NASENCO, Post Cert

Governor for SEND: Dr Hele O'Keefe

The Head Teacher takes responsibility for overseeing the provision and ensuring that resources are allocated as part of the annual budget.

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COMPLAINTS

The school is eager to work in close partnership with parents consulting them at every stage of the special educational needs procedures. However, if a parent wishes to express their concerns they should, in the first instance, arrange to meet the class teacher or Inclusion Manager to discuss further. If they feel the outcome of this meeting is unsatisfactory the school has a complaints procedure available to them. They can also seek neutral advice and support from SENDIAS.

SEFTON'S LOCAL OFFER

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND). The Local Offer helps you to understand what services you can expect from a range of local agencies, including your statutory entitlements, eligibility and referral criteria. The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

As part of the new Children and Families Act, Local Authorities have been directed to produce a Local Offer. Sefton Council, health services and all our partners in the voluntary and private sectors are committed to working together to support the needs of children and young people with SEND and their families. We have worked closely with parents, carers and young people, as well as with colleagues in the services in Sefton to produce our Local Offer, and will continue to do so. Website www.seftondirectory.co.uk/localoffer

The Local Offer will change as services, policies and guidance changes. However we are very interested in what you think and will be seeking feedback from all users – and this will also help develop what is in the Local Offer and what it looks like.

For all general enquiries on the Local Offer, please contact Sefton's Information, Advice and Support Service on **0151 934 3334** or email at seftonsendiass@sefton.gov.uk

For further information, you can also download or read the DfES documents:

[SEND: a guide for parents and carers](#)

[Changes to Special educational needs and disability support - Easy read guide for children and young people.](#)