

# **Newbridge Primary School**

## **Special Educational Needs and Disabilities Policy**

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Role: Inclusion Co-ordinator  
Date written: September 2014  
Review date: September 2017 (every 3 years)

# NEWBRIDGE PRIMARY SCHOOL

## Special Educational Needs and Disabilities (SEND) Policy

### Compliance;

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (June 2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for school DfE (February 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for keystages 1 to 4 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

**This policy was created by the school's SENCO with the SEND Governors in liaison with the SLT, all staff and parents of pupils with SEND.**

### SECTION 1:

#### The Staff and School

The Special Educational Needs Co-ordinator (SENCO) at Newbridge Primary School is Mrs Heather Bateman who has completed the master's level National SENCO Award.

Mrs Bateman is a non-teaching SENCO and is not a member of the senior leadership team (SLT). Mrs Jacky Hansard ( Acting Deputy Head teacher) is the advocate for SEND on the SLT.

Mrs Bateman and Mrs Hansard can be contacted via the school office on 01225 421675.

#### Rationale:

At Newbridge Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.'

(Department for Education and Skills (DfES), Code of Practice (CoP), 2014)

## **Policy Development**

This policy was written by the Mrs Bateman, the SENCO, in consultation with the staff, parents and governors of Newbridge Primary School. The policy is aimed to reflect the SEND Code of Practice 0-25 (June 2014).

### **Section 2:**

#### **Aims:**

Newbridge Primary School aims to encourage all pupils to achieve their full potential. The school has high aspirations and expectations for all pupils with SEND and focuses on the outcomes and progress of pupils by celebrating achievement and identifying areas in which they need support.

#### **Our objectives are:**

- To identify pupils with SEND as early as possible and ensure that their needs are met to the best of our capabilities.
- To work within the guidance of the SEND Code of Practice 2014.
- To operate a child centered management of the needs of our pupils with SEND which considers the whole child, taking into account the views of our SEND pupils wherever practicable.
- To ensure that children with SEND join in with all the activities of the school.
- To provide a differentiated curriculum appropriate to the individual child's needs and ability.
- To ensure that all learners make the best possible progress.
- To work in partnership with parents and ensure that they are kept fully informed of their child's SEND and provision.
- To promote effective partnership and involve outside agencies when appropriate.
- To provide support and advice for all staff working with SEND pupils.

### **SECTION 3:**

#### **Identifying Special Educational Needs and Disabilities**

The SEND Code of Practice (June 2014) separates SEND into four main areas of need;

- **Communication and interaction** - Pupils with Speech, language and communication needs (SLCN) and pupils with Autistic Spectrum Disorder (ASD) fall into this area of need.
- **Cognition and learning** – Pupils in this area of need may show a slower pace for learning, even with differentiation. Learning difficulties in this area are wide ranged, from moderate learning difficulties (MLD) to severe learning difficulties (SLD). Some children may need help in all areas of the curriculum and may have associated difficulties with mobility and communication and would therefore have profound and multiple learning difficulties (PMLD). Specific learning difficulties (SPLD) which encompasses a range of difficulties such as dyslexia, dyspraxia and dyscalculia also falls into this area of need.
- **Social, emotional and mental health difficulties** – Pupils with SEND in this area may have behaviour which manifests itself in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Additionally some pupils with a physical disability (PD) require ongoing support.

At Newbridge Primary School the whole school community, including the SENCO, teachers, teaching assistants and parents, and in some cases pupils, work in collaboration to identify SEND. The school aims to identify the needs of pupils by considering the needs of the whole child and not just their SEND.

The identification of a child with SEND may happen in a number of ways. These may include;

- Concerns raised from parents or teachers
- A sudden change in behaviour
- Slow progress identified by the school/or previous setting
- If a child asks for help

Parents concerned about their child should always speak to the class teacher and/or SENCO.

## **SECTION 4:**

### **A Graduated Approach to SEND Support**

At Newbridge Primary School all teachers are teachers of pupils with Special Educational Needs and Disabilities and therefore accordingly, are responsible and accountable for the

progress and development of all pupils in their class, including where pupils access support from teaching assistants and specialist staff.

The school adopts a graduated approach to the teaching of pupils with SEND. A pupil is only likely to be identified as having a SEND if they have accessed appropriate interventions and adjustments to ensure that they are accessing good quality, personalised teaching aimed at supporting their areas of need.

The graduated teaching of SEND Support at Newbridge Primary School is as follows;

- **High Quality, differentiated teaching** – the needs of many pupils can be met in the classroom through work being differentiated appropriately by the class teacher for pupils who have or may have SEND.
- **Additional intervention and support** – if a pupil does not make the progress expected in class they may be given additional support in a small group or one to one with a teaching assistant or teacher. Additional intervention and support cannot compensate for high quality, differentiated teaching and if needed should be used in conjunction.
- **Highly differentiated curriculum** – some pupils, often but not always those with an Education Health and Care Plan (previously known as a Statement), require a highly differentiated curriculum which is planned by the teacher and delivered in conjunction with a specialist teaching assistant. For pupils with higher levels of need the school may seek the advice of an external specialist agency, such as a Speech and Language Therapist or an Educational Psychologist to ensure that they are meeting the needs of the child.

Newbridge Primary School regularly reviews the quality of teaching for all of its pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

Special educational provision is made for a child when the class teacher and SENCO have considered all of the information gathered about the pupils' progress in comparison to national expectations of progress. The school will inform the parents of any concerns that they have and if they are providing additional support for a child or placing them on the SEND register.

If a child has an identified SEND then the school will apply the 'assess, plan, do and review cycle' described in the SEND Code of Practice (June 2014). The pupil will be given an SEND Support Plan (SSP) or a 'My Plan' which will be based on assessments that have identified gaps and areas for progress. Parents and pupils will be fully informed of the progress being made through SSP or My Plan meetings and reviews with the class teacher.

## **SECTION 5:**

### **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

Under the SEND Code of Practice 0 – 25 (June 2014) all pupils on the SEND Register fall into one category 'SEND Support', however within this single category the level of need of individual children varies greatly and therefore the school adopts a graduated approach to addressing the needs of pupils receiving SEND Support.

#### **Quality First Teaching**

The needs of many pupils with SEND can be met in the classroom by the class teacher being aware and planning work appropriately so that they can access the curriculum (a process known as differentiation). It is the class teacher's responsibility, supported by the SENCO, to ensure that pupils are accessing the curriculum within the classroom.

## **Provisions and the Provision Map**

Within school various provisions are available to support children with SEND, this ranges from specialist programmes to support dyslexic pupils to specific speech and language programmes or handwriting support (full details can be found in the appendices). These provisions are often delivered by teaching assistants, who have been trained to deliver the programmes, but are directed by the teachers (supported by the SENCO) who have overall responsibility for the progress of the SEND pupils in their class.

The progress made by pupils on different provisions is recorded on the 'Provision Map'. Before a provision is started with a pupil, the teaching assistant will record a baseline assessment from which they can measure the progress of the pupil. The baseline could range from the child's level on the reading scheme, to a standardised spelling or reading assessment. When progress is harder to record as a figure a teaching assistant may keep evidence such as an example of handwriting at the beginning of an intervention and handwriting at the end of an intervention.

The class teacher has responsibility to ensure that Provision Maps are completed for each intervention and that they record the progress of the pupils. The provision map is reviewed three times yearly by the SENCO to assess the progress of pupils, identify pupils who made need further support and to address where improvements in provision could be made.

## **Outside Agencies**

At times the school may not feel that they have the expertise to fully meet the needs of a pupil through their provisions and, with the consent of parents, they may seek the input of external agencies such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Behaviour Support or Paediatrics.

The SENCO is responsible for making the referrals to outside agencies and for ensuring that teachers are made fully aware of their recommendations so that they can be implemented into the pupil's learning. The views of the parents and of the child are always taken into account and recorded when referrals are made as they are instrumental in understanding the pupils' needs.

Referrals to some agencies have a cost implication to the school and it is the SENCO's responsibility to ensure that a record is kept of money being spent on individual pupils.

## **SEND Support Plans (SSPs)**

Some pupils need more individualised support than can be provided by the provisions offered within school. Sometimes these pupils have had input and advice from outside agencies such as Educational Psychology, Speech and Language Therapy or Occupational Therapy, at other times the school may have concerns about the progress the child is making despite the extra provisions that they have provided. These pupils are given an SEND Support Plan (SSP) or My Plan.

An SSP or My Plan lists a series of target, usually based on assessments or outside agency advice that the pupil is supported to achieve in order to move their learning on. SSPs and My Plans are written and reviewed by the class teacher in collaboration with SENCO, parents/carers and the child. They are delivered and reviewed on a termly basis. Parents, and where appropriate pupils and outside agencies, are always invited to help review SSPs and My Plans.

All pupils who have an Education, Health and Care Plan (EHCP – previously a statement) have an SSP or My Plan. At the beginning of the year parents/carers of pupils with an EHCP are informed of when their children's SSPs or My Plans will be reviewed so that they are able to contribute fully to the process.

### **Education, Health and Care Plan (EHCP), previously Statements of Special Educational Needs**

Some pupils have a high level of need, and therefore the school may find that they are unable to meet their needs without additional financial support from the local government. If this is the case the SENCO will apply for an Education, Health and Care Plan (EHCP) from the Local Authority. Parents are also entitled to apply for an EHCP, this is a legal process and parents should seek advice from the Parent Partnership Service before doing so.

Before an application for an EHCP can be made the following need to apply;

- The pupil has had the involvement of an Educational Psychologist, their recommendations have been implemented, but the pupil is still making minimal progress
- The school has allocated £6000 of funding to the pupil in provisions and resources
- Other outside agencies may have been involved
- It is the unanimous opinion of outside agencies working with a pupil, the parents and the school that an application should be made

The pupil, where appropriate, and their parents are central in applying for and EHCP. The SENCO will keep them fully informed of progress and value and incorporate their opinions in the process.

## **SECTION 6:**

### **CRITERIA FOR EXITING THE SEND REGISTER**

Some pupils need ongoing support throughout their time in school; others may make sufficient progress to no longer be on the SEND register. The following points may be considered when deciding whether a child should leave the SEN Register;

- The child has reached an age appropriate level of achievement in all academic areas (specifically literacy and numeracy)
- The child is settled socially
- The child's behaviour is in line with their peers and they no longer need support to maintain this

## SECTION 7: SUPPORTING PUPILS AND FAMILIES

At Newbridge Primary School we aim to support pupils with SEND and their families in the best possible way. Parents may want to access the following in order to support their understanding.

- **BANES Local Offer-** Under the SEND Code of Practice 2014 the Local Authority is required to publish a local offer online outlining the support and service that are available to SEN pupils in the area. The BANES Local Offer can be found at <http://thehub.bathnes.gov.uk> .
- **Newbridge Primary SEN Information Report** -The SEND Code of Practice also requires that each school outlines their experience, provisions and support for SEN pupils. This can be found on the school website <http://www.newbridge.bathnes.sch.uk/> .
- **Parent Partnership Services-**The Parent Partnership Service offer free and impartial advice for parents of children with Special Educational Needs and Disabilities. They can be contacted by telephoning 01225 394382 or by emailing [parent\\_partnershipservice@bathnes.gov.uk](mailto:parent_partnershipservice@bathnes.gov.uk). Alternatively parents can visit their website <http://www.parentpartnership.org.uk/find-your-pps/south-west/bath-and-north-east-somerset/> .
- **Rainbow Resources** - The Rainbow Resources Website lists extra-curricular activities that can be accessed by pupils with additional needs; [www.rainbowresource.org.uk](http://www.rainbowresource.org.uk) .

### Admissions

The school follows BANES Admissions Criteria. This can be found at [http://www.bathnes.gov.uk/sites/default/files/siteimages/Schools-and-Learning/Admissions-to-Schools/community\\_and\\_voluntary\\_controlled\\_primary\\_admissions\\_criteria\\_.pdf](http://www.bathnes.gov.uk/sites/default/files/siteimages/Schools-and-Learning/Admissions-to-Schools/community_and_voluntary_controlled_primary_admissions_criteria_.pdf) .

### Accessing Assessments

The school endeavours for all pupils to access age appropriate assessments if possible. Some pupils require additional support to do so, this may include;

- A scribe
- A reader
- Extra time
- Adapted resources

If assessments and evidence are required to ensure the pupil receives the support that they need then the SENCO, in collaboration with the class teacher, will oversee the procedure.

### Transition

At Newbridge Primary School we understand that transition can be a time of high anxiety for many pupils with SEND (and for their parents!) and we therefore aim to support them as much as possible;

- **Transition from Pre-school to the Early Years Foundation Stage.** When a child has been identified as having Special Educational Needs in the Pre-school setting the SENCO will liaise with the staff at the setting, as well as any outside agencies involved, to ensure that the school has an excellent understanding of the child's needs. Additional

visits to the school for the pupil will be organised, and transition materials, such as photo books, will be prepared.

- **Transition between classes.** When a child struggles with transition between classes and teachers, the school will ensure that the pupil is given opportunities to visit the class and teacher. If needed a photo book may also be produced.
- **Transition to secondary school.** When pupils with SEND transfer to secondary school the SENCO will liaise with the SENCO at the secondary school to ensure that they are fully aware of the pupil's needs. Additional visits may be arranged to ensure that a child feels confident in their new settings. When a child with an EHCP transfers to secondary school the SENCO will invite the SENCO from the secondary school that the pupil will attend to the child's annual review, this ensures consistency in approach and allows both schools to plan for an effective transition.
- **Transition to a different school.** If a child with SEND transfers to another school then the SENCO will liaise with the SENCO of the other school and ensure that the documents are transferred.

## **SEND pupils with Medical Needs**

### **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Newbridge Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have SEND and may have an EHCP which brings together the educational, health, social and care needs of the pupil along with their SEN provision. In these cases Newbridge Primary School will ensure that the SEND Code of Practice (2014) is followed.

Newbridge Primary School has a separate policy on pupils with medical needs and this policy applies to SEND pupils. The policy can be accessed via the school office.

### **SECTION 9: MONITORING AND EVALUATION OF SEND**

Newbridge Primary School receives notional SEND funding from the Local Authority and this is allocated to fund SEND provision within school.

In order to maintain and develop the quality of SEND teaching and provision to respond to the strengths and needs of all pupils the school regularly takes audits of the teachers training needs as well as the opinions of parents, pupils and staff.

The gathering of the opinions of all parties and the training needs of the teachers allows the school to continually evaluate, monitor, review and improve provision for all pupils.

### **SECTION 10: TRAINING AND RESOURCES**

Each school within the local authority receives notional SEN funding via the local government and this is allocated as a budget to support SEN pupils within the school.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The training needs of the staff are identified through the school's self-evaluation process.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of the pupils.

The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

## SECTION 11: ROLES AND RESPONSIBILITIES

Within the school different members of the staff and community have different responsibilities in relation to children with SEND. A brief outline is given below:

People	Summary of Responsibilities
<b>Class teacher</b>	<p><b>is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> <li>• Checking the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with support staff or the SENCO as necessary.</li> <li>• Writing SEND Support Plans (SSPs) and My Plans, and sharing and reviewing them termly and planning for the next term.</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress</li> <li>• Ensuring that all members of staff working with your child are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specifically planned work and resources,</li> <li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul>
<b>The Headteacher and SENCO (Special Educational Needs Co-ordinator)</b>	<p><b>is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEND. They will give responsibility to teachers and TAs for educational</li> </ul>

	<p>provision, but are still responsible for ensuring that your child's needs are met.</p> <ul style="list-style-type: none"> <li>• Co-ordinating all the support for the children with SEND, and developing the school's SEND policy to make sure that all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> <li>• Ensuring that parents are: <ul style="list-style-type: none"> <li>• involved in supporting their child's learning</li> <li>• kept informed about the support your child is getting on</li> <li>• involved in reviewing how they are doing</li> <li>• part of the planning ahead for them</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychologists.</li> <li>• Updating the school's SEND record of need, (a system for ensuring that all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs.</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND) to achieve their potential.</li> <li>• Supporting your child's class teacher to write SEND Support Plans (SSPs) and My Plans that specify the targets set for your child to achieve.</li> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others in school.</li> </ul>
<b>Deputy Head teacher</b>	<p><b>Is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding.</li> <li>• Managing Pupil Premium and Looked After Children Funding.</li> <li>• Ensuring that the school is meeting its responsibilities in meeting the medical needs of all of its pupils.</li> </ul>
<b>Teaching Assistants (TAs). May be allocated to some pupils with SEN or disabilities.</b>	<p>Teaching Assistants (TAs) are allocated to different year groups and may work under the direction of the teaching with children who have specific needs. These TAs are under the direct line management of the phase leaders.</p> <p>Some pupils with exceptional special educational needs and/or disabilities may be allocated a TA/TAs to support their learning. These TAs come under the line management of the SENCO.</p>
<b>SEND Governor</b>	<p><b>Is responsible for:</b></p>

	<ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND policy.</li> <li>• Making sure that the school has appropriate provision and has made adaptations to meet the needs of all the children in the school</li> <li>• Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> <li>• At Newbridge our SEND Governors are Emma Puzey and Eric Lucas.</li> </ul>
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## **SECTION 12: STORING AND MANAGING INFORMATION**

The school prides itself on working collaboratively with parents and therefore reports and paperwork regarding SEND pupils is shared with them on a regular basis.

Records of pupils with SEND, including external reports, SSPs and test results, are kept and managed by the SENCO and are available to parents on request.

## **SECTION 13: REVIEWING THE POLICY**

This policy is reviewed annually by the governors, staff, parents and teachers of the school.

## **SECTION 14: ACCESSIBILITY**

Under the 2001 SEN and Disability Act places a duty on all schools and LEAs to plan and increase over time the accessibility of schools for disabled pupils.

The school adheres to these duties and, wherever possible, adapts the learning environment to suit the needs of its SEND pupils.

In order to identify and remove barriers to pupils the school works in close collaboration, when appropriate, with outside agencies such as the Sensory Support Service, Occupational Therapy or Autism Outreach Service to ensure that individual pupils are able to access the curriculum. This may be in the form of providing physical aids to access the curriculum or improvements being made to the physical environment.

Newbridge Primary School prides itself in being an inclusive school and therefore aims to ensure that all pupils have an equal access to the whole school experience, including participation in after-school clubs, leisure and cultural activities, and school visits.

If a child or parent needs written information presented in a different format, for example braille or larger font the school will endeavour to ensure that all information is presented to them appropriately and within a reasonable time frame.

A child's class teacher is the first point of contact for all parents of SEND pupils and appointments can be made via the school office on 01225 421675.

The school has an Equality Policy, which can be accessed via the school office. It has also set itself Equality Objectives which can be accessed via the school's website.

## **SECTION 15: DEALING WITH COMPLAINTS**

Complaints regarding SEND pupils will be dealt with in accordance to the School's Complaints Policy, which can be accessed on the school's website or by requesting a copy at the school office.

## **SECTION 16: BULLYING**

Newbridge Primary School takes the safeguarding of all of its pupils seriously, including those with SEND, and therefore is dedicated to ensuring that they are not the victims of bullying. The school's Behaviour and Anti-Bullying Policy, which can be accessed via the school's website, or by requesting a copy at the school office, applies to all of the pupils at Newbridge Primary School.

As well as adhering to the whole school policy on bullying, it may be necessary for some pupils with SEND, especially those with social communication difficulties, to receive additional support around understanding bullying. This may take the form of specific social skills groups based around understanding bullying and how to deal with different situations.

Within the general learning of pupils with SEND the school endeavours to promote their self-esteem, as well as their independence and resilience to learning and social situations.

Signed: ..... Date: .....  
 Headteacher

Signed: ..... Date: .....  
 Chair of Governors/ Committee

Review Date	By Whom	Changes Made	Date shared with staff
7 <sup>th</sup> October 2015	Heather Bateman (SENCO)	<ul style="list-style-type: none"> <li>• Waves of interventions moved.</li> <li>• IEPs changed to SSPs</li> <li>• Change of SEND governors</li> </ul>	
16 <sup>th</sup> November 2016	Heather Bateman (SENCO)	<ul style="list-style-type: none"> <li>• Change of SEND governor</li> </ul>	
28 <sup>th</sup> July	Heather Bateman (SENCO)	<ul style="list-style-type: none"> <li>• My Plan added with SSPs (to cover change in paperwork)</li> <li>• Ms Kennaugh changed to Mrs Hansard (SEND advocate)</li> <li>• Mrs Hunt taken out (no longer SEND teaching assistant)</li> <li>• Change to wording about provision mapping (change in recording system)</li> <li>• School Local offer to be changed to School SEND offer.</li> </ul>	Emailed 28.7.17

