

St Joseph's Catholic Primary School
SEND Information Report 2018-19



How do we provide for our children with Special Educational Needs and Disability?

Our school is an inclusive school where every child matters; we aim to address every child's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Admission Arrangements

The admission arrangements for pupils with SEND, who do not have an EHC plan, do not differ from the arrangements for other pupils. The criteria for admission are the same for all children i.e. the consideration of the number of available spaces in the particular year group. Parent/carers/carers of children with an EHC plan can apply to their school of choice as per the admissions policy.

In line with the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) St Joseph's Catholic School has a duty not to discriminate against disabled pupils and prospective pupils in the provision of education and associated services or treat disabled pupils less favourably. In addition, we must not discriminate against disabled pupils in respect of admissions and exclusions. We must make reasonable adjustments as necessary.

Special educational needs and disability code of practice: 0 to 25 years (January 2015)

- 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 institutions

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

The 4 areas of need as outlined in the Code of Practice are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more

specific aspects of learning. SpLD encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many 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 children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or support in developing life skills.

SENCo. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Other circumstances that may impact on progress and attainment (not to be considered SEND):

- Some children with disability/medical conditions
- Attendance and punctuality
- Health and welfare including emotional health and well-being
- EAL
- Being in receipt of the pupil premium grant
- Being a looked after child
- Being on the child protection register

Staff; Training and Expertise

At St Joseph's we are committed to making the best educational provision for children with special educational needs. We believe that it is the responsibility of teachers to identify and endeavour to meet the needs of every child in their classes as early as possible.

We employ a SENCo for 2 ½ days a week and she coordinates provision for pupils with additional needs. Each class teacher works alongside a class teaching assistant (TAs) who supports all children in lessons, including, but not exclusively, those with identified SEND. We also employ an admin assistant, Miss Hill, for three days a week, who arranges meetings and makes referrals on behalf of the SENCo.

Special Educational Needs and Disability (SEND) training, forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children. The SENCo belongs to the APPL Cluster which meets twice termly to share expertise and best practice including training. She also attends the termly SENCo Primary Forum meetings which disseminate information about national and local developments in SEND.

Staff are trained, when appropriate, on the needs of new students joining the school and this may be delivered by specialist agencies. We have had training from Downsview Outreach services, the Speech and Language Therapy Service, including specialist speech and language support, the Language Support Service, the Educational Psychology Service, the school nurse and other specialist nurses. Our TAs are trained in planning, delivering and assessing intervention programmes for individuals and small groups of children; they are also trained in First Aid. The School Health Team train staff on a needs basis with regard to asthma, epilepsy, diabetes and anaphylaxis.

Where more specialised expertise is needed, the SENCo will liaise with specialist services to ensure that staff working with the child have access to relevant training to support them in adapting their teaching and learning environment to promoting the best outcomes for the child.

Our SenCo meets with class teachers every term to review and plan the training , guidance and advice that staff across the school need , to ensure they meet the additional learning requirements of our children with SEND.

Our school's Accessibility Plan available on this website outlines adaptations made to the building and learning environment to meet particular needs and enhance learning.

Training is organised by our SENCo on a needs basis and staff may request specific training.

What are the school's policies with regard to the identification and assessment of children with SEN?

Our school's Assessment policy outlines the range of assessments regularly used through the school.

At St. Joseph's, a range of specific, more specialised assessments or tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes as well as to use as a benchmark for measuring the impact of subsequent interventions. Early identification is essential to ensuring children with SEN receive the appropriate support; we may assess using observation of children's social skills and learning behaviour across the curriculum.

Less than expected progress is characterised by progress which is ;

- ~ significantly slower than that of their peers from the same baseline
- ~ fails to match or better the child's previous rate of progress
- ~ fails to close the gap between the child and peers
- ~ widens the attainment gap

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: School Start Assessments, Baseline Assessments, Phonics Screening, Sandwell Numeracy, DEST (Dyslexia Early Screening Test)
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority and agreed by the Governors.
- Specialist assessment tools carried out by other professionals e.g Speech and Language, Educational Psychologist, Seaside View or CAMHs.

□

Link;~ <https://www.brighton-hove.gov.uk/content/children-and-education/childrens-services/assessmentintegrated-child-development>

Progress in areas other than attainment is also considered, e.g. where a child needs to make additional support with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing a concern, underlying difficulties are always considered. Where there are no obvious causes, the class teacher contacts parents to gather any relevant information which might explain the behaviour. The class teacher, in consultation with the SENCo, will gather information to establish whether there are any patterns of behaviour both in the playground and in class. Once information has been gathered, (and in the light of other/ environmental factors) intervention will be put in place. As a

first measure, we might recommend that eyesight and hearing are checked to eliminate these as possible underlying causes of learning difficulties. We take into account the views of children when planning provision.

A range of specific, more specialised tests are used to assist in the identification of a child's needs in order to plan targeted provision as well as provide a benchmark for measuring impact .

We may use some of the following:

- ~ Phonics assessments
- ~ Comprehension benchmarking and Running Records
- ~ Observation schedules for behaviour , concentration and attention ~
- Screening tools for Dyslexia and language difficulties

The school's speech and language therapist and Educational Psychologist also use a range of specialist assessment tools when working with children.

When requested, the school completes screening questionnaires for Seaside View Child Development Centre and Community and Adolescent Mental Health service (Camhs).

Parents will be informed by the class teacher if we think their child has an additional need. Parents and children (appropriate to their age and ability) are also invited to be involved in planning to meet the need.

What are the school's policies for making provision for children with SEN whether or not they have an Education, Health and Care Plan? (EHCP

We evaluate the effectiveness of provision for children with SEN in the following ways:

- use of individual education plans (IEPs) which record progress and achievement
- use of pre- and post-assessment data for individual interventions
- use of progress and attainment data (National Curriculum) for children with SEN across the school in termly SEN pathway meetings
- use of pupil/ parent interviews/ questionnaires
- making use of pupil voice information

Our arrangements for assessing and reviewing the progress of children with SEN include:

- the school's Assessment policy outlines the range of assessments regularly used by the school
- evaluation of the IEPs
- termly tracking of pupil progress according to age-related expectations
- regular reviews of children with speech and language needs by the Speech and Language Therapist and EP following termly Action Planning meetings
- the cycle of assess -plan-do-review shapes our provision for children with SEN and is carried out in consultation with class teacher, SENCo, specialist professionals, teaching assistants, SLT, parents and pupils
- where children have an EHCP, an Annual Review is a statutory requirement; we also meet throughout the year at least termly, though this may be more frequently depending on need
- parents are always invited to discuss the findings of assessments and/ or discussion with outside agencies so as to agree ways to address the need and meet targets
- when assessing children with SEN, consideration is given to access arrangements. This may come in the form of a reader, scribe, additional time or breaks. For the Key Stage 2 SATs, these arrangements comply with the Assessment and Reporting Arrangements published online every year.
- once initial concerns have been shared between the class teacher, SENCo and parents and after monitoring has taken place, either referrals are made to appropriate outside agencies or children are placed on an appropriate intervention programme

St Joseph's values the contribution that every child can make and celebrates the diversity of culture, religion and intellectual style. We are committed to offering an Inclusive curriculum to ensure the best possible

progress for all our pupils whatever their needs and abilities. The school actively seeks to remove barriers to learning, increase physical and curricular access and to raise both achievement and aspirations. All children with Special Educational Needs and Disabilities are valued, respected and are equal members of our school community.

The school ensures, in so far as is reasonably practicable, that all children with SEND engage in the activities of the school together with children who do not have SEND. Classroom organisation, position of the children in the room, differentiation of the curriculum by the teachers and some in-class support from teaching assistants (TAs), enable the children to integrate with their peers. The school's accessibility plan details this provision.

All staff take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. We use the Access Arrangements to ensure that children with SEN are not discriminated against in national SATS. Teachers plan for children to be able to complete tasks satisfactorily as well as opportunities for the development of skills in practical aspects of the curriculum. Aspects of programmes of study which may present specific difficulties for children with disabilities are also planned for; parents and children will be consulted to ensure safe access.

A Graduated Approach to Supporting SEND:

Quality First Teaching

Quality first teaching sets high expectations for all our children and provides appropriate support to ensure equal access to learning. All teachers are teachers of pupils with special educational needs and this wholeschool responsibility requires a whole-school response. Our results show that whilst we have more children with identified SEN than similar schools, however our children make good progress when here.

Ofsted quote,

"Teachers work hard to ensure that lessons interest and engage learners. They make sure that work is matched well to pupils' needs. They provide a good level of support for pupils who struggle with learning, including disabled pupils and those with special educational needs, or those who speak English as an additional language."

Every term the school hold pupil progress reviews for each class and monitor the progress of each child. Any child falling below nationally expected levels and/or making slower than expected progress will be discussed and appropriate interventions/resources/ teaching tools will be considered.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. This will determine which level of provision the child will need going forward. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

Parent/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is recorded by the school as being under monitoring due to concern by parent/carer or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parent/carers informally or during parent/carers evenings.

SEND Support

Where it is determined that a pupil does have SEND, parent/carers will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process as outlined in the SEND Code of practice:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parent/carers. Additional assessments and observations may be completed by trained school staff and/or external services. Any parent/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. Wherever possible the child's views will also be obtained, according to age and ability. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parent/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parent/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This will be recorded as an individual education plan (IEP).

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parent/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parent/carers and the pupil as appropriate.

“Because of a focus on their learning, disabled pupils and those with special educational needs generally make consistently good, and often outstanding, progress. This is a strength of the school.”

Ofsted 2013

There are currently 127 children on roll; We have 8 classroom assistants (TAs) Our TAs are trained to deliver a number of intervention programmes and some are deployed to deliver programmes across the school. We adapt the curriculum and learning environment by:

- Scaffolding and differentiating the curriculum to meet the needs of all learners. □ Acting on the advice of outside agencies
- Providing quiet work areas in and out of classrooms for 1:1 or small group work □ Providing Laptops/ I pads and software to support learning.
- Using specialised programmes such as Narrative Therapy, School Start and FFT.
- Acting on advice from specialists and other professionals.
- Providing nurture and support groups with our Learning Mentors.

Children with SEND are able to take part in all extra-curricular activities. Where further support is needed to ensure that the activity is successfully accessed, we do so in consultation with parents. We have accessed a local authority disability grant for children needing support to access after-school activities. If children are taking part in school trips or events outside of school, such as Year 6 Activity Week or sporting activities, we work in partnership with parents to maximise the child's successful participation in the activity.

The emotional and social development of children with SEN is a high priority in the school. The Learning Mentor will carry out a pre and post qualitative assessment to measure the impact of their work with the child. Our EP also offers support and advice for improving children's self-esteem when working with a child. Where there is greater need, for example in the case of severe anxiety or self-harm, with refer to CAMHs and the Family Support Worker works directly with the family in liaison with the school. The TAs work with small groups employing nurture techniques. Our Learning Mentors are also trained in the Rainbows intervention to provide emotional support for any child who has experienced loss thorough bereavement, separation or divorce. As part of our PSHE programme, we encourage children to develop ways of recognising and dealing with their feelings and emotions.

How are equipment and facilities to support children with SEN secured?

Allocation of Resources for Pupils with SEND All pupils with SEND will have access to the school's devolved SEND funding which equates to £6,000. The majority of pupils would be expected to be supported within this funding stream and it would normally pay for staff to run evidence-based interventions and/or provide some support in class.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo an assessment of their education, health and care needs. The process is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Educational Health and Care Plans have now replaced statements. They aim to incorporate information from Education, Health and Social care in one plan with the aim of putting the child at the centre of the assessment process. The new EHC Plan will run from 0-25 for children with special educational needs. The review process is still held annually as for statements.

In submitting a case to the local authority for an EHC plan, the school needs to provide clear evidence that the above level of funding has been provided but is not sufficient to meet the needs of the child. An EHCP would usually bring additional funding to support the needs of a child and the expenditure would be agreed by the school alongside the parent/carers.

The decision to make a referral for an Education, Health and Care Plan will be taken at a pupil progress review.

Further information about EHC Plans can found at <http://www.brighton-hove.gov.uk/content/children-and-education/special-educational-needs-sen/educationhealth-and-care-ehc-plans>

Measuring progress and Effectiveness or provision

The majority of our interventions such as School Start, Narrative, Reading, Fischer Family Trust) and Ethnic Minority Advisory Service (EMAS) have pre- and post-assessments so that impact can be measured before provision is reviewed in the next planning cycle.

We evaluate the effectiveness of provision for children with SEN in the following ways:

- Use of individual education plans (IEPs) which record progress and achievement (these are ongoing, working documents, reviewed termly).
- use of pre- and post-assessment data for individual interventions
- use of progress and attainment data (National Curriculum) for children with SEN across the school in termly SEN Pathway meetings
- making use of pupil voice information
- monitoring by the SENCo

Our arrangements for assessing and reviewing the progress of children with SEN include:

- The school's Assessment policy outlines the range of assessment regularly used by the school □ Evaluation of the IEPs in October, February and June.
- Termly tracking of pupil progress in National Curriculum levels
- Regular reviews of children with speech and language needs by the Speech and Language Therapist and EP following termly Action Planning meetings
- The cycle of assess-plan-do-review shapes our provision for children with SEN and is carried out in consultation with class teacher, SENCo, specialist professionals, teaching assistants, SLT, parents and pupils
- Where children have an EHCP, an Annual Review is a statutory requirement; we also meet throughout the year at least termly, though this may be more frequently depending on need
- Parents are always invited to discuss the findings of assessments and/ or discussion with outside agencies so as to agree ways to address the need and meet targets
- When assessing children with SEN, consideration is given to access arrangements. This may come in the form of a reader, scribe, additional time or breaks. For the Key Stage 2 SATs, these arrangements comply with the Assessment and Reporting Arrangements published online every year.
- Once initial concerns have been shared between the class teacher, SENCo and parents and after monitoring has taken place, either referrals are made to appropriate outside agencies or children are placed on an appropriate intervention programme

Transition

At the end of each year, teachers hand over to the following teacher to discuss the SEN of children in preparation for the transition to the new school year. The SENCo also meets the Learning Support link teacher or SENCo of the secondary schools the children transfer to in order to discuss a smooth transition into Year 7. Our Learning Mentor also runs a transition workshop and liaises with secondary schools. Extra visits for children with SEN can also be put in place prior to starting in September.

What are the arrangements for consulting parents of children with SEN and how are such parents involved in the education of their child?

Throughout the year, there are two parent consultation meetings and an end-of-year report in July. Parents are invited to talk with the class teacher, SENCo to discuss provision and evaluate the outcomes of their child's IEP. Out of this discussion, new targets are discussed with ways of supporting their child at home.

The SENCo can be easily contacted via the school office, telephone or email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are arranged as required or requested to discuss a particular aspect of a child's special educational needs. We particularly welcome information from parents about how their child learns best in order to share it with those members of staff who teach the child. If a child has attended a PRESENs nursery setting, the receiving class teacher and/ or SENCo will liaise with staff through visits and/ or meetings to support transition.

Progress and outcomes are also discussed during consultation meetings with our EP. Parents are invited to discuss their child's needs as part of the process and are given a report regarding the outcomes of any EP assessments and/ or observations. Equally, parents are invited to discuss the outcomes of assessment by other outside agencies.

The progress of a child with an EHCP is discussed at the Annual Review (AR) meeting. There are also termly review meetings and other interim reviews offered as well as informal meetings. In the Year 5 AR meeting, the secondary transfer is discussed with parents. At the Year 6 AR meeting, the SENCo from the receiving secondary school is invited to attend.

Parental surveys are used to obtain parental views about the support put in place for their child with SEN and other concerns.

What are the arrangements for consulting children with SEN and involving them in their education?

IEPs are discussed and reviewed with children.

Children across the school are encouraged to self-assess in all lessons. They are encouraged to set their own targets for improvement which are challenging yet achievable.

The views of children with an EHCP are sought as part of the annual review process. Outside agencies also seek the child's views about their needs and support. Informally, teachers ask children about what supports them with their learning and respond to their suggestions.

What are the arrangements made by the Governing Body relating to the treatment of complaints from the parents of children with SEN concerning the provision made at the school?

It is everyone's interests that complaints are resolved as quickly as possible and at as low level as possible. Our complaint procedure is as follows:

The initial complaint is dealt with by the class teacher. The complainant needs to feel they have been listened to and that all points raised have been addressed. If the matter remains unresolved, the complaint is dealt with by the SENCo or by a senior manager. If there is still no resolution, then the Head teacher will become actively involved. If the matter is still unresolved, the complainant **must** put their complaint in **writing** to the chair of Governors, Mrs Lyndsey Gravenor. The Governing Body will deal with the matter through their agreed complaint resolution procedures. In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority or request independent disagreement resolution. The school will make further information available about this process on request.

How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisation in meeting the needs of our children with SEN and in supporting the families of such children?

The Governing Body delegates the responsibility for commissioning support services to the head teacher. The Head teacher ensures that structures are in place that best serve all children with SEN. The SENCo

informs the Head teacher of the levels of need within the school through a mid-term and end-of-year subject leader report. The SENCo is responsible for liaising and coordinating support services so that children with SEN are effectively targeted with the support they need. The Governor with responsibility for SEND is Alison Childs.

Our SENCo is Pippa Davies.. She can be contacted on Tuesdays and Wednesday. Her contact details are as follows:

Tel: 01273 556607

Our Senco Admin assistant is Becky Hill and can be contacted on Mon-Fri.

Email: office@st-josephs.brighton-hove.sch.uk

What are the contact details of support services for the parents of children with SEN?

Amaze is an independent charity who work with and support parents of children with SEN Their contact details are:

Amaze

Community Base

113 Queens Road

Brighton

BN1 3XG

Email: info@amazebrighton.org.uk

Amaze helpline: 01273 772289 (Monday to Thursday 9.30am to 12 midday and Thursday evening 5.30pm to 8pm. During term -time, it is also open Monday 12 to 5pm and Thursday evenings 5.30 to 8pm) Amaze office (for general enquiries) 01273 234020 (Monday to Thursday)

Brighton & Hove City Council's SEN Team can be contacted at:

SEN Team

Brighton & Hove City Council

Kings House

Grand Avenue

Hove

BN3 2LS

Tel: (01273) 293552 Fax:

(01273) 293547

email: sen.team@brighton-hove.gov.uk

1. Where is the Local Authority's Local Offer, including the school's Local Offer published?

Our school's SEN and Inclusion Policy document is available on our website, detailing our philosophy in relation to SEND. There is also a link to the Brighton and Hove's Local Offer webpage.

You can also access the Local Offer at

<http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer>