

### Thomas Alleyne Academy SEND Information Report

<p>What types of SEND do we provide for?</p>	<p>Thomas Alleyne Academy is a mainstream school which is committed to the whole school inclusion of students with special educational needs and disability.</p> <p>The types of special educational needs for which provision is made at the school are:</p> <ul style="list-style-type: none"><li>• Communication and interaction. (e.g. – Autism, Auditory Processing)</li><li>• Cognition and Learning. (e.g. – Dyslexia, Global Delay)</li><li>• Social, Emotional and Mental Health difficulties. (e.g. – ADHD, OCD)</li><li>• Sensory and/or physical needs. (e.g. – Hearing and visually impaired)</li></ul> <p>We know that it is important for all students to have their needs and abilities met and challenged. This is no different for students with SEND this is achieved by the SENDCO working closely with classroom teachers, Heads of department, pastoral teams and outside agencies, alongside a dedicated team of Teaching Assistants to ensure that the curriculum and pastoral needs of students with SEND are met.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ (SEND CoP: 2014:Pg15) The first stage of this identification process comes from the transition meetings held by the SENDCO and feeder primary schools. It is in these meetings that the SENDCO is advised which students already receive SEND Support and who have an EHCP. In the spring of their Year 6 the LA will notify school which students are coming who have an EHCP. Where practicable the SENCO attends their Annual Review to ensure a smooth transition is made.</p> <p>To ensure that there is continuity of learning and provision the SENCO and inclusion team will:</p> <ul style="list-style-type: none"><li>• Use the information from primary to devise a curriculum and support provision for the first few weeks.</li><li>• Some students will receive additional Literacy and Numeracy support.</li><li>• Class teachers are given information on how best to meet the students’ needs through quality first teaching. This is shared through the SEND register where staff can see detailed student information and recommended strategies.</li><li>• The provision will be reviewed through ongoing Quality Assurance by the SENCO at regular Learning Support Department and Line-manager meetings.</li><li>• Class teachers also monitor and assess students through the Assessment cycle in school.</li><li>• If a teacher, Head of Department, Head of Year or parent are concerned about the progress of a student then they can make a referral to the SENCO. This is done by filling out the referral for class teachers and for parents they can raise the concern with the Head of Year, or Form Tutor, who on their behalf can fill in the referral form.</li></ul> <p><u>Referral Process</u></p> <p>The SENCO and Teaching Assistants, through a fortnightly weekly meeting, will look at the referrals and make decisions on what is needed by using information collated from the following sources:</p> <ul style="list-style-type: none"><li>• Evidence from teacher.</li><li>• Learners’ performance in National curriculum subjects.</li><li>• Records from primary schools.</li><li>• Reports from outside agencies. (If required.)</li></ul>

	<ul style="list-style-type: none"> <li>• Lucid Rapid – which is a Dyslexic screener.</li> <li>• WRAT 5 – which test spelling, reading and comprehension skills.</li> <li>• DASH – which assess handwriting skills.</li> <li>• CTOPP 2 – which assess phonological processing skills.</li> <li>• Boxall</li> </ul> <p>Depending on the findings the following might happen:</p> <ul style="list-style-type: none"> <li>• Communication of student information, which will highlight strategies for teachers.</li> <li>• The student will be placed on an intervention provision, e.g. literacy, numeracy, social skills session.</li> </ul> <p>• A referral to: Specialist department, e.g. Speech, Language, Communication and Autism Team, SpLD base, etc.; or, Children and Family Wellbeing service, which may lead to a referral to CAMHS; Primary Mental Health worker; School Nurse.</p> <p>If the above has already been carried out in an early part of the graduated approach then:</p> <ul style="list-style-type: none"> <li>• Advice from the SEND office will be sought.</li> <li>• Advice from Educational Psychologist, depending on advice from SENDO.</li> </ul>
Who is our special educational needs co-ordinator (SENDCO) and how can he be contacted?	<p>Simon Backhouse  Telephone: 01438 344 344  Email: BackhouseS@tas.herts.sch.uk</p>
What is our approach to teaching pupils with SEND?	<p>Students are taught in mixed ability classes. Staff ensure that they are effectively supporting the learning of children with SEND through using strategies identified and making sure students are striving to reach their full potential. Staff are informed and are aware when they may need to provide adapted or differentiated work for their students. It is important that lessons are challenging and that teachers will expect aspirational outcomes for all students.</p>
How do we adapt the curriculum and learning environment?	<p><b>Wave 1- Quality First teaching</b>  All pupils with SEND will have identified strategies that teachers can use within the classroom to support their learning needs. As quality first teaching is the basis of meeting all student needs. For instance:  More time for reading; Use an coloured overlay; Use of a laptop for extended pieces writing; Writing frames; Students given clear and simple instructions; Seated near the front; Staff will also adapt the work, to allow students to be able to access it.</p> <p><b>Wave two – Interventions</b>  Some students will have access to literacy and numeracy interventions. These are delivered in a small group setting. Some students will be identified who need additional reading support. Students who are chronologically behind in their reading will engage in our Thinking Reading provision. Some students will have sessions to support social skills, self-esteem, resilience and behaviour for learning.</p> <p><b>Wave 3 – Personalised support</b>  Here students may have the following to support an area of need:  Cognition and Learning – Some students may follow a modified curriculum at both key stage 3 and 4; have Specific Interventions, for example, Dyslexia and reading; have access to external alternate provision and internal blended learning programmes of study.</p>

Physical/Sensory Needs – Planned movement breaks and specialist equipment.  
Communication and interaction – Social skills sessions, lunch and break provision, SALT Sessions.  
SEMH – ELSA Intervention, Thrive support, Modified curriculum, Lesson respite, internal blended learning and external alternate provision.

#### Access Arrangements

Exams are part of the school curriculum and a way in which teachers can measure the understanding and progress of their students. Students with SEND may be supported in class and in exams by being allowed access arrangements. There are a wide range of arrangements that meet the needs of students in all the 4 areas of SEND. For example, extra time, a scribe, rest breaks. Please note that support for KS3 assessments does depend on Learning Support Department staff availability.

As a school we work with the primary schools to start our graduated response to supporting the access arrangements in class and for exams. Therefore, to ensure the correct support is in place in class and for exams, the process below is followed:

- 1) Look at Year 6 Transition information from the Primary schools.
  - 2) The use of the arrangements and or reasonable adjustments in class as their normal way of working and all internal assessments.
  - 3) At the start of KS4 – Formal assessment for external exams (GCSE) is carried out by internal by qualified assessors (Mrs Hall)
- Formal Applications to JCQ are then made to ensure the arrangements can be used during their external exams at the end of KS4. Parents, please note that in line with JCQ guidance.

#### Specialist Equipment

For a small percentage of students with SEND, they will require specialist equipment to help them access the curriculum and exams. This can range from Reading pens to Laptops.

To have access to any specialist equipment we follow the following process.

- 1) Look at Year 6 Transition information from the Primary schools.
- 2) Look at examples of written work
- 3) Formally assess using DASH, WRAT 4.
- 4) If the issues are medical, collate the appropriate medical information to back up the use of the specialist equipment.
- 5) Ensure they have access to the use of the laptop for extended writing and in class where they would be at a disadvantage if they did not have it. It is important that the use of this equipment becomes the pupil's normal way of working.

#### Word processor/Laptop

Students who access the laptop use this in their lessons where extended writing is required. Some students access this from Year 7, due to needs identified in primary school. The use of the laptop is monitored throughout and when options are chosen at Year 9, we ensure that students are equipped appropriately for the lessons where extended writing is required.

Students, who use a laptop, will be monitored by a teaching staff to ensure that students are using it appropriately.

#### Facilities to Support SEND Students

As a school we ensure that we liaise with the local authority to make changes to the environment for students who require these changes. These include:

	<p>Disabled toilets and Toilet access when required.  Exit cards to ensure movement at quiet times.  Lockers for students who require them.  Painting of flooring where needed to support students with sight difficulties.  Ramps to support wheelchair users.  Use of Hearing devices/transmitters for students who require them.  Disability Parking and use of the main carpark to support students safely getting on the school site.  Adapted furniture, such as seating, as directed by Physiotherapist and Occupational therapists.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>Inclusive  By making sure staff are aware of students' needs and giving staff strategies on how to support students with SEND in the curriculum. This is done by having:</p> <p>Comprehensive information from Primary schools and Parents on the SEND register  Strategy sheets with recommendations from external professionals  Summary sheets of EHC Plans  Student Passports  ARBOR</p> <p>These information-sharing tools ensure staff are informed of the needs of students, which means they can plan appropriately for students with SEND. Staff plan seating so that students, with or without needs, sit together to help promote collaborative learning. All students are encouraged to take part in extracurricular activities and trips. If a child with SEND wants to take part in an activity, the correct provision is put in place to allow this to happen, this may be a risk assessment, and it may mean an additional adult on the trip to allow the student to go.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>Student Reports – these are sent out during the year for all students. Parents can discuss the report with teachers at consultation evenings.  SEND Drop-In - If the student has additional needs there are SEND Drop-in sessions. These occur termly (SEND coffee mornings) and half termly (SENDCO consultation mornings) where parents can speak to the SENDCO, or assistant SENDCO, about their concerns.  Consultation Evenings - Each year group also has a Consultation Evening where the SENDCO is available for parents to speak to. At these times parents are also encouraged to ensure they speak to the students' class teachers and raise any concerns they may have around their subject.  School Website &amp; Google Classroom - Parents can go on the school's website where there is subject specific information relating to needs and sources of information, and Google Classroom which has help for homework tasks or information about what a student is studying.  Letters/email - These are sent when students may be having Specialist teacher input or a referral has been made for additional testing to check the needs of students.  Pastoral Meetings - If there are concerns about a student a head of year will make an appointment to meet with parents, these where possible are done jointly with the SENDCO.  SENDCO meeting – parents are able to communicate directly with the SENDCO and request a meeting to discuss leaning issues.</p>

<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Students with additional needs are given regular check-ins with the SENDCO or a member of the LSU team to discuss learning needs and progress. These check-ins will occur throughout the year and any issues will be raised during LSU department meetings.</p> <p>Students with EHCP are given time to review their needs and learning at their annual review. All students are reminded that if they are concerned, they must inform either their parents, form tutor or TA in the classroom, all of whom can then ensure an appropriate meeting is set up so students can discuss their concerns further if needed.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Annual Reviews - During these parents and students are sent paperwork to fill in, which allow us to discuss how they feel at the meeting. As a school we gather information (academic progress, attendance and behaviour information), class teachers, TA's pastoral leaders and others who support the student with their outcomes also are requested to present feedback.</p> <p>Assessment Cycle - At these times we look at the database information which allows us to see where the pupil is performing in relation to outcomes. It allows us also to see what discussions students have had with a TA around their performance and outcomes.</p> <p>Consultation Evenings - Parents can communicate with SENCO if any staff have raised issues around the outcomes for the student. It allows parents to ask class teachers directly and then come to see the SENDCO when the information is fresh in their minds.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Transition from Year 6 to 7</p> <p>The SENDCO visits all the feeder primary schools once the information on intake is released. These visits allow for the SENDCO at the primary school to identify students who will need a more bespoke package for transition than what the school offers all students. The SENDCO then organises to meet face to face with all students and parents who have an EHCP to discuss needs and provisions. All other students who will be on the SEND register, will either have a face-to-face meeting with the SENDCO or a telephone appointment.</p> <p>All Students will attend Transition Day to meet their tutor and year group. Also students and parents will attend Year 6 Transition evening to meet the Head of Year, Head teacher and other significant members of staff.</p> <p>There will be extended transition visits for students with additional needs for one hour a week for four weeks towards the end of the summer term. A programme consisting of tours, discussion groups, fun lessons and activities will run during this sessions.</p> <p>Summer School - Some students are identified by the primary school who are vulnerable and need support around coming to high school. These students will attend Pastoral Support sessions, which run in the summer term. The students get to come to the high school and do sessions with other year 6 students around making friends, how they feel about coming to high school, they get to look around the high school.</p> <p>For some students in addition to this we offer some 1:1 visits, where they may come with their TA and look around, meet the TA's who might be working in their lessons when they arrive at high school and have a visit with their new form tutor and Head of year.</p> <p>Transition 9 to 10</p> <p>Students in year 9 select their GCSE Options, which they will follow from Year 10 to 11. Heads of Year and senior staff meet with students and support students around what options to take and what subjects best meet their needs.</p> <p>All students – Are able to go to options evening and are given a booklet with all course information in it and guidance on what science to take.</p>

	<p>Bespoke Package – Due to the learning needs of some students they require additional meetings with the Head of year and SENDCO to discuss the best possible routes and courses to take. There may be one meeting or a couple to support the students and parents. The SENDCO is always available at the Option Evenings for parents to just come along and discuss any issues or concerns.</p> <p>For some students with additional needs, the ASDAN option may be suggested. This is a life skills course which helps students develop skills and experiences in a topic of their choice. This option is taught by the SENDCO or member of the LSU, during years 10 and 11 in place of an option choice.</p> <p>Transition to College All students – Are given careers support during years 9 &amp; 10. There are planned Careers Fairs at the school, where colleges and other post 16 providers are asked to come along to help our students make informed choices. Students are given help and support in completing their application forms.</p> <p>Bespoke Package- Some students require further support; this comes in the form of school planned visits in year 10 and 11 to the local colleges. They have additional 1:1 sessions with the Careers Specialist teacher. They also have additional lessons on CV building, application form filling in and the opportunity to research colleges. Students with an EHCP, have their review meeting in the autumn term to ensure that their preferred destination is organised well in advance. When a decision has been made planned visits in the Spring term maybe organised if these are needed for a smooth transition.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>All students- There is a PSE programme in school that allows all students to access important information about the choices they make going forward. Students are offered Careers Advice, there are Open Evenings organised where different providers are invited along so students can access the right information for them.</p> <p>Bespoke Packages – Some students may need a higher level of support and more 1:1 meetings to help them understand what they need to be doing to ensure they are prepared for their next steps. These students may require additional support around what types of courses are best suited to them. They may need support in visiting the colleges. They may need support on understanding how they are going to get to college and what type of transport they may need to use.</p>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p><i>Wave one</i> All staff are responsible for the Social and Emotional wellbeing of students.</p> <ul style="list-style-type: none"> <li>• Students’ overall well-being is supported by the Head of year. All students are placed into forms, it is the form tutor that is the first port of call for any concerns you may have about your child’s education and well-being.</li> <li>• Class teachers – through information shared in SEND register. This might inform teachers to think carefully about how they speak to the child, tone of voice, the use of praise, the use of consequences, and the importance of greeting the student on entry into the classroom.</li> <li>• Mental Health Champions – These are teachers who have received specific training to support mental health needs, under the direction of the Mental Well-being team. These teachers are identified to students by posters around the school with their names and faces.</li> </ul> <p><i>Wave two</i></p>

	<p>The Pastoral team and SENDCO may identify students requiring some targeted support around behaviour for learning and how to maintain a positive approach to learning. Small groups may do work around self – esteem and resilience, they may have sessions around understanding themselves.</p> <p>The Pastoral team and SENDCO will also identify whether we need to seek advice and support from the –external mental health support professionals.</p> <p><i>WAVE Three</i></p> <p>Here students who have had the above graduated response but who are deemed as requiring further support around their Social and emotional wellbeing, the Mental Well-being team and SENDCO will make a referral to Specialist Team at Herts County, this is if the student is currently not being seen by CAMHS. Once the appropriate support and advice has been issued to the school, the Mental Well-being team, and or SENDCO, working with the students and parents will look at how this support can be put in place within the school setting. If student is accessing CAMHS support, or any other outside agency support for Social and Emotional wellbeing, the Mental Well-being team, Heads of Year and or SENDCO, where appropriate, will meet with the professionals and family to ensure the support in place is effective and working, these meetings are often in the form of a TAF Meeting.</p> <p>Types of support:  1:1 sessions  Emotional Literacy Sessions  Internal alternate provision – here students may be removed from some lessons to follow intervention on how best to manage themselves in the classroom environment  Protective Behaviours  Counselling</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>Mr Backhouse – BA Hons. Degree; PGCE; National SENDCO Award; Masters degree in Education  Mrs Hall (HLTA) – BA Hons. Degree; Specialist Assessor in Access Arrangements Specialist Teacher in Dyslexia; classroom support Teaching Assistant  Miss Carson – LEXIA lead; classroom support Teaching Assistant  Miss Sutton – BA Hons. Degree; Thinking Reading lead; Social Skills lead; classroom support Teaching Assistant  Miss Swan – Transition group lead; Protective Behaviours lead; classroom support Teaching Assistant  Mrs Agorsor– classroom support Teaching Assistant</p> <p>All TA’s have had training in how to support students with ADHD, ASC, how to watch for and support students with anxiety.</p>
<p>How will we secure specialist expertise?</p>	<p>The school applies the graduated approach to how it delivers its support for students with SEND. This means:</p> <p>Needs are identified – by the class teacher or parent. A referral is made.  Student are assessed – this has been talked about early in this document.  Needs are planned for – this might mean advice to teachers, intervention through the Maths and English teams, further assessment and support by the Specialist HLTA.  Support carried out – whatever is decided it is carried out and then reviewed.  Through this process if it is felt that progress is not being made, we will seek support and advice from SEND Services.</p>

	<p>SEND services have specialist teachers and Educational Psychologists who can be used to deliver advice on teaching strategies, personalised learning programs and the types of in-class support students with additional needs may require. Once this has been done the graduated approach is followed again.</p> <p>Through the guidance of the SENDO we will make the appropriate referral to the local authority if it's felt that the student needs a higher level of funding and support to meet their needs.</p>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>The process by which equipment and facilities are sought is the same as expertise. We follow the above graduated approach where as a school we identify a need, we plan for that need, we apply the necessary support, we review that support. This is the cycle that we have to follow and within this if there is a higher level of funding required, we work with the SENDCO to put the appropriate application in place. If there is a need for Specialist equipment we work with parents and the advice given to see how this can be sought for the student.</p> <p>Examples of Facilities and Equipment: Seating; Ramps; Toilet and changing Facilities; Lockers; Hearing devices/voice transmitters; Laptops; Reading Pens; Voice recognition software; Enlarged exams and worksheets if required; different coloured paper exercise books; Noise cancelling ear defenders / ear buds.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>If students are already working with outside organisations, they are invited to the meetings. Sometimes they may not be able to attend, therefore they are asked to send in any information that is needed to help us meet the needs of the student. Wherever possible meetings are held when professionals from other organisations can attend.</p> <p>As a school we seek advice for students when we have followed the graduated approach and feel we need further specialist support. The first level of this is by asking support from Specialist Support Teachers from Herts County. From their reports they will advise us on next steps and if any further support is needed from outside organisations.</p> <p>Some support organisations we will send direct requests to for example Speech and Language therapy, Neurodevelopmental Pathway. Some organisations we will support a parental request by giving them information to take along to a meeting either with their GP or if it is a first meeting with CAMHS, we will aim to send supporting evidence.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>During the Assessment cycles we will look at how in class support is working, through discussion with the Head of Department, by looking at the students grades and for some students they may express their thoughts in their advocacy meetings. Social, Emotional and Mental health provision is reviewed when it comes to an end, here decisions maybe be made around assessment grades, attendance %, behaviour points, student voice and staff voice.</p> <p>Provision that is for numeracy and literacy can be reviewed using entry / base-line data, class report and assessment data and exit data, again through looking at their assessment data and student voice.</p> <p>It is important to assess the effectiveness of the provision, but each student's provision needs to be looked at individually, as for some students a provision maybe successful but for another it's not quite the right approach.</p>



	<p>As a school we try to ensure that the students also feel they can express a voice over the effectiveness of the support and provision. This is done through Advocacy, Annual Reviews and with discussion with TAs in class. Parents are also sent questionnaires to gauge their views.</p>
<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>As parents, you may not be happy with the progress or support a student is receiving, it is important to remember that you can contact the school at any point to discuss these matters. Open and honest communication is vital in all of us ensuring student needs are met. Your</p> <ul style="list-style-type: none"> <li>• First point of contact would be the students form tutor or Head of Year, who can follow up any concerns you may have.</li> <li>• If a student has additional needs then you can communicate directly with the SENDCO or Assistant SENDCO who will be happy to discuss your concerns and identify what action is required.</li> <li>• If you do not feel that you are being supported, then you can follow the school complaints policy which can be found on the website.</li> <li>• If you are coming into school to discuss your concerns and feel you require support, it is advisable to contact the SEND Information and advice and Support Service (details are below).</li> </ul>
<p>Who can young people and parents contact if they have concerns?</p>	<p>In school  Students: Form Tutor, Head of Year and  SENDCO – Simon Backhouse on 01438 344 344 or email: <a href="mailto:BackhouseS@tas.herts.sch.uk">BackhouseS@tas.herts.sch.uk</a>  Local Authority - SEND Team Stevenage.  <a href="https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/contacting-the-send-team.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/contacting-the-send-team.aspx</a>  SENDIASS - <a href="https://www.hertssendiass.org.uk/home.aspx">https://www.hertssendiass.org.uk/home.aspx</a>  The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.  We can provide information around the following areas in relation to SEND:</p> <ul style="list-style-type: none"> <li>• rights, roles and responsibilities</li> <li>• health and social care processes, regulations and guidance</li> <li>• support from other agencies and organisations</li> </ul> <p>We can also support to families in:</p> <ul style="list-style-type: none"> <li>• exclusion from school</li> <li>• liaising between you, your nursery, school or college and other professionals</li> </ul> <p>Young people aged 16-25 can access the service independently from their parents.  We may offer one to one support by telephone, email or meetings depending on your circumstances.  For general information about SEND or to find out if the service can help you contact:  Tel: 01992 555847  Monday to Friday 9am to 5pm  Email: <a href="mailto:info@hertssendiass.org.uk">info@hertssendiass.org.uk</a>  Children Family and Wellbeing Service</p>
<p>What support services are available to parents?</p>	<p>For all parents with students with SEN and disability information can be found on the Hertfordshire Local Authority website. This website is very useful and it is where all schools information can be found and also the areas local Offer.  <a href="https://www.hertfordshire.gov.uk/microsites/local-offer/contact-asend-service.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/contact-asend-service.aspx</a>  <b>Integrated Services for Learning (ISL)</b></p>

	<p><a href="https://www.hertfordshire.gov.uk/microsites/local-offer/services/integrated-servicesfor-learning.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/services/integrated-servicesfor-learning.aspx</a></p> <p><b>SENDIASS Hertfordshire</b>  <a href="https://www.hertssendiass.org.uk/home.aspx">https://www.hertssendiass.org.uk/home.aspx</a></p> <p><b>Healthy Young Minds in Herts</b>  <a href="https://www.healthyyoungmindsinherts.org.uk/schools/schoolsmental-health-training">https://www.healthyyoungmindsinherts.org.uk/schools/schoolsmental-health-training</a></p> <p><b>Disabled Students' Allowances (DSAs) website</b>  <a href="https://www.gov.uk/disabled-students-allowances-dsas">https://www.gov.uk/disabled-students-allowances-dsas</a></p> <p><b>UCAS Disabled Student Allowance Information</b>  <a href="https://www.ucas.com/finance/additional-funding/disabled-students-allowances-dsas">https://www.ucas.com/finance/additional-funding/disabled-students-allowances-dsas</a></p> <p><b>Hertfordshire Virtual School website</b>  <a href="http://www.hertfordshire.gov.uk/virtualschool">www.hertfordshire.gov.uk/virtualschool</a></p> <p><b>Children and Young People's Integrated Therapy Hertfordshire service offer:</b>  <a href="https://www.hct.nhs.uk/download.cfm?doc=docm93jjm4n456.pdf&amp;ver=579">https://www.hct.nhs.uk/download.cfm?doc=docm93jjm4n456.pdf&amp;ver=579</a></p> <p><b>Speech and Language Therapy service information and training offer</b>  <a href="https://www.hct.nhs.uk/search/service/childrens-speech-and-language-therapy-20">https://www.hct.nhs.uk/search/service/childrens-speech-and-language-therapy-20</a></p> <p><b>Angels Autism &amp; ADHD Support</b>  <a href="https://angelssupportgroup.org.uk/what-we-do/stevenage-group-2/">https://angelssupportgroup.org.uk/what-we-do/stevenage-group-2/</a></p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The Local offer is what is available for a student with SEN in your local area, there is guidance and advice on this website.  <a href="https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-localoffer.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-localoffer.aspx</a></p>
<p>This document:  September 2023  Next review September 2024.</p>	<p>Reviewed Annually Written in accordance with the:  Children's and Family Act 2014  <a href="http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted">http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted</a>  SEND Code of Practice 2014:  <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>  Equality Act 2010:  <a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a></p>