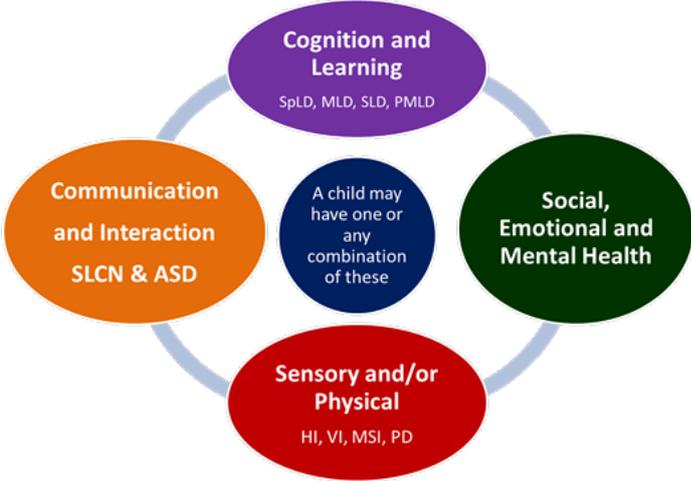


St Mary's Catholic Academy – SEND Report

Amendments in blue are made to reflect the current situation with COVID-19. St Mary's follows current guidance which states that schools should continue to make their 'best endeavours' in order to support children with SEND.

Question	Academy response
<p>1. How does the school know if the children/ young people need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Our approach to Special Educational Needs and/or Disabilities (SEND) follows the recommendations of the SEND Code of Practice (2014) with a person-centred approach being at the heart of it. It is our commitment that we do our utmost to support, nurture, challenge and inspire students with SEND working in partnership with parents/ carers. We are proud to be an inclusive school.</p> <p>Taken from the SEND Code of Practice (2014):</p> <p><i>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.</i></p> <p><i>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <ul style="list-style-type: none"> • 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. <p><i>A child or young person is not identified as having a SEND based solely on English being an Additional Language (EAL).</i></p> <p>The academy fully understands, and makes provision for, children who may have difficulties in one or more areas of need in accordance with the SEND Code of Practice (2014):</p> <div style="text-align: center;">  <p>The diagram consists of four colored ovals arranged in a circle, connected by a light blue line. At the top is a purple oval labeled 'Cognition and Learning' with sub-points 'SpLD, MLD, SLD, PMLD'. On the left is an orange oval labeled 'Communication and Interaction' with sub-points 'SLCN & ASD'. At the bottom is a red oval labeled 'Sensory and/or Physical' with sub-points 'HI, VI, MSI, PD'. On the right is a green oval labeled 'Social, Emotional and Mental Health'. In the center is a smaller blue circle containing the text 'A child may have one or any combination of these'.</p> </div> <p>The responsibility of the identification of children with SEND lies with the SENDCo. This process is detailed in the SEND Identification Chart as agreed by colleagues at the Blackpool SEND Team and the Blackpool Educational Psychology Service. The identification of children with SEND is always coordinated and carefully considered. When it is not clear if a child has some SEND issues, the child may be monitored by the SENDCo in conjunction with pastoral and curriculum staff (usually over a period of several months). Parents/ carers are informed twice a year whether their child has been identified/ continues to be identified as having SEND following Assess, Plan, Do, Review (APDR) cycles. Referrals to the Learning Support Department can be made at any time by staff, parents/ carers or indeed the student themselves when the learning issues are considered significant and ongoing. Parents/carers should contact the academy with their concerns with the first point of contact being the child's Form Tutor. It is likely that the Form Tutor will then discuss the issue with a member of the Learning Support team or the child's Pastoral Manager/ Head of Year (children are now solely taught in year group 'bubbles' as per government guidance for schools). All referrals are considered carefully, however, not all referrals will lead to further investigation and/or SEND identification.</p>

How will school staff support my child?

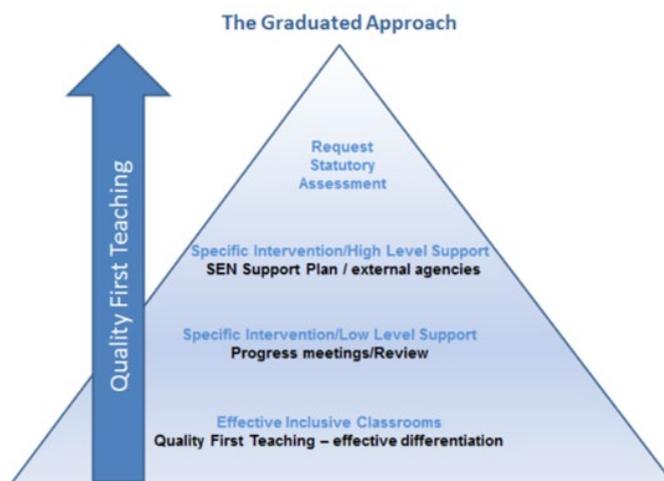
Provision and Support for Students with SEND

At St Mary's we have a long history of successfully supporting students with SEND in order that they reach their potential. With determination, oceans of Growth Mindset and eternal optimism, we shall continue to do this for the students in our care and living out the Gospel values that underpin our school. Supporting students with SEND is a whole academy 'team effort'. The Learning Support Department often offers the extra support that some children need. The amount and type of provision a student receives equals the severity of need. The Learning Support team provides a balance of in-class support, targeted withdrawal intervention (TWI), exam access arrangements (EAA) support, mentoring as well as home learning and games clubs during social times. It is the responsibility of the SENDCo to allocate and coordinate SEND provision.

During this unprecedented time, and with of different ways of working, which includes social distancing, some types of support have had to change or cease temporarily. At present, Learning Support Assistants are not able to work in close proximity to any student in the way they would normally do (i.e. sit next to them in class); two metre social distancing must remain in place as priority. Students with an EHCP with dedicated hours are still able to receive support but in a socially distanced way. Targeted withdrawal intervention has reduced and, unfortunately, clubs with mixed groups of children have had to cease. Despite the challenges, we are constantly looking at ways by which we can continue to provide the best possible support for children with SEND.

The Graduated Approach

The academy is committed to the 'Graduated Approach' as detailed in the SEND Code of Practice (2014).



This means **all** students at St Mary's access support in the bottom layer from classroom teachers through high quality teaching based on effective differentiation. However, if this is not enough for them to meet expected outcomes then they are likely to be identified as SEND and the Assess, Plan, Do, Review cycle commences. APDR cycles are recorded and detailed via the Learning Support working document called the SEND Map. For the vast majority of children with SEND, their needs can be met in the classroom through quality first teaching and staff

being fully aware of their additional needs via their **One Page Profile (OPP)**. OPPs are person-centred; they are written in conjunction with the SEND Key Person with the **student's voice** being at the heart of it. The OPPs contain a summary of what the child's needs are, what behaviours and characteristics might be observed, strategies that can be used to help the student access the curriculum and the overarching targets for the year. All students identified as having SEND have an OPP and these are shared with their teachers and pastoral staff at the start of each academic year. OPPs are reviewed and updated in line with the Assess, Plan, Do, Review cycles.

Statutory Assessment of SEND

If a child continues to have severe, complex and/or longstanding SEND an application for Statutory Assessment may be made to the Blackpool SEND Team. This decision is never taken lightly and will only ever be done as a result of a multi-agency coordinated approach where person-centred planning is evidenced. Applications are made by the SENDCo and in full agreement of parents/carers.

Academic Groupings

At St Mary's, students are generally taught in groups that are the best fit for their academic ability. **Children in year 7 this year have been placed into mixed ability groups or 'bubbles'**. It should be

	<p>noted that there are children with SEND across all ability and age ranges. Some children may benefit from being in our ‘nurture’ classes in years 7 and 8. This a small group where children follow a personalised and highly differentiated curriculum which covers the range of subjects but with an emphasis on developing literacy, numeracy and speech, language and communication skills as well as their social and emotional development.</p> <p>Data and Feedback Informed Teaching and Learning (DAFITAL) Across the academy, the DAFITAL policy and process is the main mechanism by which student progress is measured, monitored and developed. The process is key to subject teachers, Heads of Departments, Heads of Year, Senior Leaders and the SENDCo knowing ‘where individual students are at’ in terms of progress. DAFITAL ensures that every child’s progress, including those with SEND, is scrutinised and followed up with actions and interventions when necessary. Parents are kept informed of progress through formal (written reports) and more informal (e.g. phone calls etc.) methods of communication.</p> <p>Exam Access Arrangements (EAA) Students that have a significant and long history of SEND may be entitled to EAA for public examinations such as GCSEs and GCEs.</p> <p>Taken from the JCQ regulations: <i>“Some candidates may not be able to access assessments for either general or vocational qualifications without additional support. It may be necessary for a centre to made arrangements for additional support to enable candidates with a medical condition or learning difficulty, or for those who are injured or otherwise disabled at the time of their assessment to access their examinations.....One thing to remember is that access arrangements exist to enable those candidates to access examinations who would otherwise be unable to do so. They do not exist to give candidates an unfair advantage over their peers in examinations, nor do they exist to ‘maximise the potential’ of a given candidate.”</i></p> <p>During year 9, the SENDCo identifies students who may require EAA based on information from Key Stage 2 and 3 (‘history of need’) and any other referrals made by teaching staff. Once identified, they undergo a series of assessments, administered by a Specialist Assessor, to determine if they qualify for any support and/or concessions. Additional evidence is gathered from teaching staff to identify their normal way of working and the decision about what arrangements, if any, is then based on the testing and teacher feedback. Some EAA include extra time, use of a laptop, having a reader and/or scribe. Parents/carers are fully informed in writing if EAA are granted.</p> <p>The enforced school closure has meant that students who may normally have been assessed for EAA have not been able to be assessed. There is a significant backlog of testing to be done though the school remains committed to making EAA assessment and implementation available whenever possible.</p> <p>Pastoral Support All students are part of a teaching group and year group ‘bubble’ (community). At the centre of this is the child’s Form Tutor with whom they have regular formal and more informal mentoring sessions to ascertain whether they have any concerns or issues in school that they want to share. This can sometimes reveal issues that lead to a referral being made to the Learning Support Department, Chaplaincy Team or other support teams including outside agencies. Parents/ carers are also critical to the package of support that most children need for them to make good progress in school and especially those with SEND. Open lines of communication are encouraged for the benefit of the child.</p>
<p>3. How will I know how my child is doing?</p>	<p>Progress reports and written reports are sent home in accordance with the Assessment, Recording and Reporting (ARR) policy (adjustments to this policy may be made in line with other policies on a temporary basis). These will include information about your child’s academic progress as well as attendance, punctuality, reward and conduct record. Parents can also request information via phone, letter, email or face to face meetings (these meetings are currently kept to an absolute minimum as we must limit the number of visitors into the academy). The first point of contact is usually your child’s Form Tutor. Through year 7 induction, Parents’ Evenings and Progress Day, parents and carers are encouraged to share any concerns regarding SEND with the academy. Progress Day in particular</p>

	<p>allows parents/carers of SEND students to discuss their child’s progress with their Form Tutor and, whenever possible, a member of the Learning Support team. The Learning Support Department also offers ‘drop-in’ sessions for parents/ carers throughout the year. Meetings can also be arranged with a range of St Mary’s staff dependent upon the issues raised.</p> <p>All face to face meeting as detailed above have had to be cancelled for the foreseeable future. Virtual meetings, emails and telephone conversations remain important as we aim to keep in contact with families.</p> <p>Students with Education, Health and Care plans (EHC plans) have an annual review which is coordinated by the SENDCo and follow a person-centred approach. These reviews provide an opportunity for all the people key to the child to provide evidence and get together to discuss progress and plan for the next steps. Some students with an EHC plan will have more than one review a year. In addition, some students with high needs SEND will also have person-centred planning meetings throughout the year.</p> <p>Annual Reviews took place virtually during the enforced school closure. It is likely that Annual Reviews may follow this format for the foreseeable future.</p>
<p>4. How will the learning and development provision be matched to my child’s needs?</p>	<p>At St Mary’s, students are generally taught in groups that are the best fit for their academic ability. It should be noted that there are children with SEND across all ability and age ranges.</p> <p>Key Stage 3 Most students in Year 7 and 8 students enter a standard setting system and pursue a varied Key Stage 3 curriculum in two years. Year 7 students are currently being taught in mixed ability ‘bubbles’. This setting is based on Key Stage 2 data as well as additional testing at the start of year 7. Key Stage 2 data was not available for the current Year 7 cohort. Students in the general pathway at the end of year 8 will choose to fine tune their option choices to study in depth areas of interest to themselves. This stream lining is focused on the Arts and Humanities subjects. Some children may benefit from being in our ‘nurture’ classes in years 7 and 8. This a small group where children follow a personalised and highly differentiated curriculum which covers the range of subjects but with an emphasis on developing literacy, numeracy and speech, language and communication skills as well as their social and emotional development. At the end for these two years the students pick up the mainstream pathway that the other Key stage 3 students have studied and the other options are now made inclusive to their pathway. In Year 9 all students make choices (‘options’) for GCSE subjects. Setting is reviewed at least twice yearly. Setting may be reviewed less frequently this year.</p> <p>Key Stage 4 In Key Stage 4 the vast majority of students study for GCSE (or equivalent) subjects including the core (English, English Literature, maths, science, RS) plus other ‘options’ subjects. With the support of high quality teaching and learning, effective differentiation and exam access arrangements if applicable, most students with SEND complete their GCSE courses and achieve their target grades.</p> <p>Key Stage 5 Again, with bespoke access arrangements many students continue into our Sixth Form and achieve target grades at GCE level and move on to employment or higher education.</p>
<p>5. What support will there be for my Child’s overall wellbeing?</p>	<ul style="list-style-type: none"> • Every child with SEND has an identified Key Person. The input of the Key Person is dependent upon the severity of need ranging from occasional mentoring style conversations to daily contact with parents/carers and 1:1 support. A child’s key person and level of support may have changed due to Covid-19 restrictions and/ or staffing capacity. • Each student is placed in a form of around 24 students and in a Learning House with a Form Tutor, Pastoral Manager and Head of Learning House. This year, students must be part of a year group ‘bubble rather than a Learning House. Class sizes vary. St Mary’s also has a team of dedicated support staff including Special Support Assistants (SSAs), a Family Support Worker,

	<p>Behaviour Managers and a Chaplaincy team. We also commission services from outside providers to support a small number of students with significant social, emotional and mental health needs.</p> <ul style="list-style-type: none"> • A medical room is available for students that require personal care, there are several disabled toilets and showering facilities for students who experience mobility issues. All medicines that students require are kept in the school office and administered by fully qualified first aiders. Appropriate PPE is in place when any first aid is required.
<p>6. What training have the staff, supporting children and young people with SEND, had or are having?</p>	<ul style="list-style-type: none"> • The academy is fully committed to the ongoing training of staff in all areas of SEND. New staff are provided with training by the SENDCo as part of their induction programme. SSAs receive regular 'in-house' training from the SENDCo as well as specific training for the support of individual students and/groups of students. Sharing of good practice is encouraged and celebrated among the whole staff and 'drop-in' sessions for staff are regularly provided by the Learning Support Department. The SENDCo regularly updates staff about SEND related matters and disseminates information across the academy. Learning Support staff are working within a new set of guidelines to maximise Covid-19 security for staff and students.
<p>7. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • The SENDCo can make referrals and request additional support/ guidance from the Blackpool SEND Team. This might involve the Inclusion Team of Advisory Teachers (PD, Sensory, ASC, SEMH, SPLN, C&L) and the Educational Psychology Service. In addition, we also work closely with NHS services (CAMHS, Youth Therapy, OT, paediatricians etc.) and Social Services. A small number of students with SEND also access commissioned services such as Speech, Language and Communication Therapy through Shine Therapy Services. Due to current Covid-19 restrictions, many outside agencies and services cannot come into school. Wherever possible, online and virtual meetings continue to in order to keep channels of communication going.
<p>8. How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • All students, including those of SEND, have their progress recorded throughout the academic year. This information is then used by Heads of House (Head of Year) and Heads of Departments and is compared to their targets. Students should be making appropriate progress in KS3 and KS4 based on the levels that they gained at the end of Key Stage 3. Where a student is not making the appropriate progress, Heads of Learning Houses (Heads of Year) may liaise with the SENDCo and discuss what appropriate support could be put in place to meet the needs of SEND students and ensure they make the appropriate progress. • All members of staff are expected to be responsible for the progress of SEND students and are encouraged to report to the SENDCo any issues that may arise. One Page Profiles have suggestions that parents can put in place to help their young person to improve. Similarly, pupil profiles target areas of improvement for pupils. • Revision evenings are used to give SEND pupils revision plans and keep on track. These are currently postponed or very limited due to Covid-19 restrictions. However, online support via a variety of platforms has increased. • We are fully committed to person-centred and collaborative approaches when supporting the young people in our care. Open and positive communication between home and school is essential for this. Face to face meetings are restricted though telephone and email communication is ongoing. • Parents/carers can access information on their child's daily progress in terms of the B4L policy through INSIGHT. In accessing INSIGHT, it allows parents or carers of SEND students to learn about how well they are meeting the rules and expectations of the B4L policy. They can also gain a view of their child's home learning tasks. INSIGHT has now been replaced by Google Classroom.
<p>9. How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • Parental/ carer involvement is crucial to the ongoing progress and development of all young people. The SEND Code of Practice (2014) highlights the need for children, parents/carers, educational settings and other agencies to work collaboratively for positive outcomes and independence for students with SEND. Parental/ carers 'voice', along with the child's 'voice' is always heard and considered.

	<ul style="list-style-type: none"> • The academy provides opportunities for all parents/carers to discuss their child’s education at parents’ evenings and Progress Day. Appointments for face to face meetings can also be made with relevant staff. Email and telephone communication also happens as required. Face to face meetings are restricted though telephone and email communication is ongoing. • Following each Assess, Plan, Do, Review cycle the parents/carers of children identified as having SEND are informed, the One Page Profile is shared and opportunities are provided for discussion and planning. This usually happens in September and March each year. Parents are asked in writing whether they have any concerns about the learning needs of their child or the provision put in place. Learning Support drop-in sessions are offered throughout the year. Communication about a child’s SEND may be delayed due to difficulties in receiving information and/or staffing capacity. Face to face meetings are restricted though telephone and email communication is ongoing. • All parents of students in year 7 have an opportunity to gain knowledge of the policies and processes that are in place at St Mary’s by being invited to the year 7 welcome evening event. At this event, the curriculum deputy outlines the setting processes based on Key Stage 2 SATS results and other data. Face to face meetings are restricted though telephone and email communication is ongoing. • The annual Progress Day allows parents/carers to come school to discuss their child’s progress with their form tutor. Parents of SEND students are also invited in for separate meetings and/or joined-up meeting with Form Tutors and pastoral staff. Face to face meetings are restricted though telephone and email communication is ongoing. • When a child has an Education, Health and Care plan, collaborative planning with parents/ carers is essential in the person-centred approach taken for annual reviews and other meetings. Face to face meetings are restricted though telephone and email communication is ongoing. Annual Reviews may be conducted virtually. • When there are significant concerns about a child’s progress and/or development, the SENDCo, along with other staff in school and other professionals, may decide to make a referral to the Blackpool SEND Team and/or other agencies. Such referrals are always made after discussion with parents/ carers and with their permission and consent.
<p>10. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • There is a wide range of activities that all students can participate in as part of the extra-curricular provision provided by St Mary’s. Access to all extra-curricular activities is encouraged for all students with SEND. Over the last few years the PE Department has become committed to developing participation in a range of parasports. • Students with SEND also have full entitlement to extra-curricular trips. It also includes access to Academy Extra and full access to Wonderful Week activities. <p>Unfortunately, all extra-circular have had to be postponed for the foreseeable future though this is under review regularly.</p>
<p>11. How accessible is the school environment?</p>	<ul style="list-style-type: none"> •The completion of phase 3 of the BSF programme in April 2012, allowed a much more user friendly learning environment for students with SEND. The accessibility of the building and the open planning has allowed an orderly and productive learning environment to develop and parents of students with SEND are impressed by this as they walk round during supervised visits. The whole of the academy site is fully accessible. •The Health and Safety policy ensures that risk assessments are completed for students with physical and/ or mobility difficulties. <p>In addition to the academy’s risk management plan (RMP) some students and staff also have individual RMPs.</p>
<p>12. Who can I contact for further information?</p>	<ul style="list-style-type: none"> • The SENDCo and Head of Learning Support for the academy is Mrs Stansfield. • As part of the regulations set out by the Code of Practice (2014) all SENDCOs should have completed from three years of their appointment, the National Award for SEND Coordination. Mrs Stansfield has completed this qualification in addition to Mr Gillespie. • The first point of contact is usually a child’s Form Tutor though it is likely that issues linked to SEND will come to the Learning Support Department and/or the SENDCO.

<p>13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p>	<p>We fully recognise that transition can be an anxious and challenging time for students with SEND and their parents/ carers. To assist in this process we provide a number of support mechanisms:</p> <p>Transition from Primary School</p> <p>Transition for students with SEND begins shortly after a place at St Mary’s is confirmed. This involves a number of processes which are outlined below.</p> <p>i) The St Mary’s SENDCo makes contact with the primary school SENDCos requesting information for students identified as having SEND from the admissions information. The SEND Transition Information document is sent to the primary SENDCos who supply valuable information about each child. This information begins to ‘paint the picture’ of each child’s individual needs and provides a starting point for the formation their One Page Profile (OPP). This information gathering process allows heads of learning house, form tutors, pastoral managers and subject teachers to have information on all SEND students by the start of the academic year.</p> <p>ii) Visits to the primary schools are made by the SENDCo to discuss the children with SEND in greater depth. Members of SLT are also involved in these visits. Telephone contact is also made between the St Mary’s SENDCo and primary SENDCos. Visits to primary schools could not take place during the spring/ summer of 2020 (this is ongoing).</p> <p>iii) When it is deemed necessary, and in consultation with the primary school, the SENDCo visits the feeder primary school to have face to face meetings with the year 6 teacher, primary SENDCo and parent/ carer of the child. Visits to primary schools could not take place during the spring/ summer of 2020 (this is ongoing).</p> <p>iv) Some children with SEND benefit from a visit/s to St Mary’s prior to Transition Day (s) /Week in order that they can familiarise themselves better to the school environment and the Learning Support department. This also allows students with SEND to be able to access the SEND department during unstructured times of the day. A small number of face to face meetings took place at the academy during the summer term of 2020.</p> <p>v) If your child has an Education, Health and Care plan (EHC plan), meaning that they have more specific, severe and/or complex SEND needs, the process of transition may be rather more intensive. It may involve other external agencies such as Advisory Teachers, Speech, Language and Communication Therapists, the school’s Educational Psychologists and NHS colleagues. This process may be co-ordinated by close liaison between a Blackpool SEND Officer and the St Mary’s and primary SENDCos. A small number of face to face meetings took place at the academy during the summer term of 2020.</p> <p>vi) Cognitive, literacy and numeracy ability screening takes place for all students during their transition from year 6 into year 7 using a variety of screening tools and tests. The results of these tests may be used to inform the identification of SEND alongside primary data and other information shared during the transition period.</p> <p>vii) Through year 7 induction, new parents evening and progress day, parents and carers are encouraged to share any concerns regarding SEND with the academy. SEND staff are available for bi-annual meetings in the form of Learning Support drop ins. Face to face meetings are restricted though telephone and email communication is ongoing.</p> <p>Transfer to St Mary’s (not year 6-7)</p> <p>This is generally the same as for primary to secondary transition and depends on severity of need. Every student that arrives at St Mary’s as an in year admission is assigned a buddy to help their transition. More vulnerable students with SEND might also be assigned an older buddy to support them in school. This might be a KS4 student or an older sixth form mentor. Only same year group ‘buddies’ can support new students at present.</p> <p>Transfer To A New School</p> <p>When a child with SEND transfers to another school we make every attempt to ensure that important information is shared and files are transferred as appropriate. SENDCo to SENDCo conversations are prioritised and are often critical in the successful transition for children with SEND.</p>

	<p>Transfer to Further Education (FE) and Higher Education (HE)</p> <p>All students have access to 1:1 careers guidance during Key Stage 4. For some students with SEND they may need additional support with researching courses and making applications. The Learning Support team may offer extra help to those students and their parents for whom the application process is challenging. Students in years 10 and 11 who have SEND have additional mentoring approximately from their Key Person when these issues are discussed and action planned. In addition, students who are entitled to Exam Access Arrangements for their public examinations are given a copy of their JCQ Form 8 to share with their next setting.</p>
<p>14. How is the decision made about how much support my child will receive?</p>	<ul style="list-style-type: none"> • It is always our aim to provide the highest quality of support (with greatest impact on progress) for children with SEND. As the human capacity to support students with SEND is not infinite, the amount and type of provision a student receives equals the severity of need. • We provide a balance of in-class support, targeted withdrawal intervention (TWI), exam access arrangements (EAA) support, mentoring as well as home learning and games clubs. Students with an EHC plan may have a number of statutory hours that are used to support them directly along with other statutory requirements written into their plan. • It is the responsibility of the SENDCo to allocate and coordinate SEND provision. The rationale behind this is to provide the most appropriate and effective support for the greatest number of children possible. This is always based on priority of need. <p>During this unprecedented time, and with of different ways of working, which includes social distancing, some types of support have had to change or cease temporarily. At present, Learning Support Assistants are not able to work in close proximity to any student in the way they would normally do (i.e. sit next to them in class); two metre social distancing must remain in place as priority. Students with an EHCP with dedicated hours are still able to receive support but in a socially distanced way. Targeted withdrawal intervention has reduced and, unfortunately, clubs with mixed groups of children have had to cease. Despite the challenges, we are constantly looking at ways by which we can continue to provide the best possible support for children with SEND.</p>
<p>15. Admission and access for disabled students</p>	<ul style="list-style-type: none"> • Applications from students that have a physical disability are encouraged by the academy as we have full access for students as the site is barrier free. • All disabled students are treated equally in terms of extra-curricular activities and educational opportunities outside the classroom. All extra-curricular activities are currently postponed. • Disabled students would receive the appropriate support as stated in any EHC plan that they may have. • The Equality policy and Accessibility Plan is accessible on the BEBCMAT website.
<p>16. Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?</p>	<ul style="list-style-type: none"> • The Blackpool Council's SEND offer can be found on the link below. https://blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer Email: local.offer@blackpool.gov.uk • The Blackpool SEND Team are based at Bickerstaffe House, 1 Bickerstaffe Square, Blackpool, FY1 3AH tel. 01253 476553 • Angela Crawforth is the Inclusion Team Coordinator tel. 01253 476743 angela.crawforth@blackpool.gov.uk • Via Family Information Service: 0800 092 2332

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|--|---|
| | <ul style="list-style-type: none">• Julie Lavelle SEND Information, Advice & Support Service Officer
SEND Information, Advice & Support Service
Childrens Services Dept Blackpool Council Number One Bickerstaffe Square Blackpool
FY1 3AH
Post to: Blackpool Council PO Box 4 Blackpool FY1 1NA
T - 01253 477083 M - 07833 483 428
Monday - Thursday
W - www.blackpool.gov.uk |
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To be reviewed in September 2021 (or sooner depending on changes due to COVID-19)