

Houghton Academy

SEN Information Report

October 2022

At The Education Village Academy Trust, all children, young people and adults are valued both as individuals and as part of the wider Trust community. We aim to provide a safe, happy and caring environment within which everyone can thrive.

Haughton Academy is an inclusive mainstream school committed to providing equal opportunities to all of our pupils through the provision of a broad and balanced curriculum, differentiated to meet pupils' individual needs. We endeavour to develop the best outcomes for everyone regardless of their academic or physical ability.

Core values

We establish our Trust's activities through our core values, which mean that:

- we recognise the worth of each individual by valuing the personal qualities they demonstrate in their learning, living and working.
- we recognise the experiences of children and young people by valuing their talents and skills.
- we embrace difference and harmony by valuing diversity.
- we display integrity and authenticity by valuing openness, trust, fairness, honesty and respect for all people.
- we have high aspirations for all pupils and nurture their desire to create, explore and grow as individuals.
- we commit to hard work and high standards in provision, behaviours and outcomes.
- we help, support and enable others by valuing relationships with all stakeholders.
- we collaborate and make positive contributions as citizens in school and the wider community.
- we acknowledge the place of school in the community, including the broader global community.

What kinds of SEN needs are provided for at Haughton Academy?

At Haughton Academy, we provide a broad and balanced curriculum that is suitable for all pupils, regardless of their individual needs and academic starting points.

In our school, we will make the reasonable adjustments required to provide extra support, specialist resources or extension materials wherever possible. We support pupils with medical, physical and sensory needs through collaborative working with relevant health and social care professionals.

For the purposes of clarity, the following categories may have an impact on progress and attainment, but do not constitute SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium
- Being a Looked After Young Person
- Being a young person whose parent/carer is in the Armed Forces

The four categories of Special Educational Need are:

- **Communication and interaction** e.g. ASD, Asperger's Syndrome, speech, language and communication difficulties
- **Cognition and learning** e.g. Dyslexia, dyspraxia
- **Social, emotional and mental health** e.g. attention deficit hyperactivity disorder (ADHD),
- **Physical and sensory** e.g. visual impairments, hearing impairments, processing difficulties, epilepsy

Our SEN pupils will have an identified need under one or more of the above categories and will be supported under the guidance of the Ranges of need set out by our local authority.

Legislation and guidance

The information in this report is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014, paragraphs 6.79-6.81 of the SEND Code of Practice and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

The SEN Code of Practice 2015 defines where a young person has learning difficulties; if he or she:

- Has a significantly greater difficulty in learning than the majority of young person of the same age.
- Has a disability that prevents or hinders the young person from making use of educational facilities of a kind provided for young person of the same age in other schools within the Local Authority (L.A)
- Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the young person.

Special educational provision means:

An educational provision which is additional to, or different from, the educational provision made generally for a young person of the same age in a maintained school, (other than a special school) in the area.

All staff at Haughton Academy work under the Equality Act 2010 and do not discriminate against but make reasonable adjustments for disabled young people in our Academy.

How does the school know if a young person has an SEND need?

The SEN Code of Practice 2014 makes it clear that *'all teachers are teachers of pupils with special educational needs.'* All staff at Haughton Academy are responsible for identifying the needs of pupils with SEND; in collaboration with the SENDCO they will ensure that those pupils requiring different or additional support are identified and given appropriate support. The analysis of a pupil's SEN need draws on:

- Prior teacher assessment and experience of the pupil
- Pupil progress, attainment, attendance and behaviour
- The individual's personal or academic development in comparison to their peers
- The views and experience of parents/carers
- The views of other professionals

At Haughton Academy, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify through a referral process those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

Recorded slow progress and low attainment will not automatically mean a pupil will have an SEN need.

When deciding whether we can meet a young person's needs within our provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers.

We will use this to determine the support required and whether we can provide it by making reasonable adjustments and adapting our core offer, or whether we need something different or additional to fulfil that young person's individual needs.

What should I do if I believe my young person has special educational needs?

At Haughton Academy, we have a clear approach to identifying and responding to SEN with quality first teaching, assessing, planning, doing and reviewing being at the forefront of this.

The role of the SENCO includes:

- To oversee day-to-day operation of school's SEN policy and co-ordinate provision for young people with SEN ensuring that all SEN records are up to date.
- To work with the class/subject teachers to ensure that all young people have the appropriate personalised support.
- To co-ordinate and implement the access arrangements for SEN pupils.
- To advise on the graduated approach to SEN Support including the use of delegated budget/ other resources.
- To liaise with parents/carers, other external agencies and link with other education settings.

If you, as a parent or carer, have concerns regarding your young person's progress or in relation to any of the 'special educational needs areas' identified above, then you should make an appointment to see the SENCO or SEN Manager in the first instance to discuss further.

What are the policies for identifying a young person with SEN and assessing their needs at Haughton Academy?

In paragraph 6.9, the new SEN Code Of Practice states,

*“All schools have duties under the Equality Act 2010 towards individual disabled young person and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled young person, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what a disabled young person or young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.”*

- As advised in the new regulations, at Haughton Academy, a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. High quality teaching in all classes across the school means that fewer pupils will require such support.
- Haughton Academy considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, considers what reasonable adjustments may need to be made for them.
- At Haughton Academy, class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils.

Parent Voice

What are the arrangements for consulting parents of a young person with SEN and involving them in their young person's education at Haughton Academy?

At Haughton Academy, we make every effort to consult with parents/carers and involve them with their young person's education. We give regard to:

- The views, wishes and feelings of the young person's parents/carers
- The importance of the young person's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the young person's parents/ carers, in order to facilitate the development of the young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for their transition into adulthood.

Reviews are held throughout the academic year and involve relevant staff, parents/carers and external agencies (where applicable) to discuss the pupils progress and needs.

Pupil Voice

What are the arrangements for consulting a young person with SEN and involving them in their education at Haughton Academy?

At Haughton Academy we make every effort to give regard to:

- The views, wishes and feelings of the young person.
- The importance of the young person participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the young person, in order to facilitate the development of the young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

EHCP reviews are held annually and are completely young person centred. The young person is fully involved in information gathering for the review and they attend the meeting, as appropriate per young person. One Plan meetings, also reviewed annually involve consultation with parents/carers and the views of the young person. SEN support plans are reviewed every term (3 times a year) and alongside assessment and monitoring in school, pupil and parent voice inform this process.

What are the arrangements for assessing and reviewing young person and young people's progress towards outcomes at Haughton Academy? What are the opportunities available to work with parents and young people as part of this assessment and review?

Assessment -In identifying a young person as needing SEN support, the subject teacher notifies the SENCO of any concerns with regards to the pupils' attainment, behaviour or a related area. Where deemed appropriate a report will be requested from a professional such as an Educational Psychologist/Speech and Language Therapist (depending on the needs of the pupil, advice will be sought from the necessary professional) to inform the assessment and contribute towards giving suitable outcomes.

- All teachers at Haughton Academy are familiar with, and adhere to the Assess, Plan, Do, Review model of teaching. Similarly Teaching Assistants, who work alongside teachers in the classroom and who teach Mathematics and English interventions, are skilled in assisting children to reach their challenging targets.
- Targets for children are deliberately challenging in the attempt to close the attainment gap between children with special educational needs and their non-SEN peers. Interventions are often crucial in closing these gaps, so are monitored closely by the professionals delivering the intervention programmes and the SENCO.

Review-The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed data cycle of the school.

- During a review, the impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The outcomes and level of support are reviewed with staff working with the pupil in light of the progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

- The views of the pupil are included in a review. This is through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.
- Parents/carers are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months.
- During a review a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions are considered in order to support the young person's progress. Outcomes to be achieved through such resources are agreed, including a date by which progress will be reviewed. Strategies are identified in order to achieve these targets and subsequently shared with staff following the review.
- These discussions are led by a member of Haughton Academy staff with a good knowledge and understanding of the pupil; who is aware of their needs and attainment. It provides an opportunity for the parent to share their concerns and, together with the identified staff, agree their aspirations for the pupil.
- A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff.

How will both you and I know how my young person is doing?

Haughton Academy believes that monitoring pupil progress is crucial in aiding a young person's development. Each pupil's current skills and levels of attainment are assessed on entry, building on information from previous settings and key stage 2. Progress is the fundamental factor in determining the need for additional support.

If a pupil is not making the progress that would be expected, their parent/carer will be involved as soon as possible. We will discuss our concerns with the parent/carer and pupil and get their views about:

- The pupil's strengths and areas of difficulty
- Concerns that the parent/carer and pupil has
- Agreed outcomes
- Agreed the next steps

Where we have identified a pupil as having a SEN need, Haughton Academy will act to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a cyclical process (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised. Staff will have developed a better understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of the individual.

What are the arrangements for supporting a young person in moving between phases of education at Haughton Academy?

Transition Arrangements:

Transition phases are a difficult time for young people and parents/carers alike, even more so for those with additional needs. In Haughton Academy, we work closely with feeder provisions to ensure the most successful transitions can take place.

Transition into school:

We understand how difficult it is for children with special educational needs and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between schools as smooth as possible.

Transition from Year 6:

This will include:

- Thorough transition meetings between the Haughton SENCO, pupils, primary school teachers and parents.
- Additional visits to school in the summer term of year 6 to complete baseline assessments, in order to aid a smooth transition for the new academic year.
- Summer School- where applicable

Transition into Post 16:

- Work experience in Year 10
- College visits and supported transition into further education settings.
- Advice from our CIAEG member of staff in school.

This may also include:

- Additional meetings for the parents and child within school with the Head of House and or SENCO.
- Additional visits to the school environment with the aid of maps and visual timetables.
- For some children such as those with ASC, there are opportunities to take photographs of key people and places in order to make a transition booklet. This may be facilitated between Haughton SENCO, ASD Lead and SCOS worker.

What is the approach to teaching young people with SEND at Haughton Academy?

Our approach to teaching pupils with SEN in Haughton Academy begins with high quality, differentiated teaching as our first step in response to individual SEN needs.

All staff in school working with SEN pupils are responsible and accountable for the progress and development of all the pupils in their class.

We will also provide the following:

- Where a pupil has an identified SEN need, we act to remove barriers to learning and put effective special educational provision in place through shared strategies. This SEN support takes the form of a cyclical process (assess-plan-do-review) in which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. We gain an understanding of what supports the pupil in making good progress and securing good outcomes. This is the graduated approach.
- High quality teaching that is differentiated and personalised meets the individual needs of the majority of young people. In Haughton Academy, we collect progression data approximately every nine weeks, and then used it to inform the termly evaluation of SEN pupil passports. Where a child is failing to meet their stated outcomes, we implement intervention strategies and parents are made aware of this support and its outcomes.

Where will I find information about the broad and balanced curriculum for each year group?

At Haughton Academy, our website offers information relating to our curriculum. Here our pathways and guidance are explained and pupils will take their options and start their GCSE subjects in Year 10. If you would like any further information on our curriculum offer, please contact your young person's Form Tutor or Head of Year who will direct you to the relevant staff.

How are adaptations made to the curriculum and the learning environment of a young person with SEN at Haughton Academy?

We make the following adaptations wherever possible to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Targets for children are deliberately challenging in the attempt to close the attainment gap between children with special educational needs and their non-SEN peers. Interventions are often crucial in closing these gaps, so monitored closely by the professionals delivering the intervention programmes and the SENCO.
- In Haughton Academy, we stream pupils into groups that are appropriate for their needs and suitable to their levels. Within this work is differentiated accordingly to ensure it is accessible to all pupils and if required the curriculum is adapted, where it is necessary to implement further strategies the subject teacher will do so and where necessary will consult with the SENCO.
- All pupils access a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers set targets that are deliberately ambitious and use appropriate assessment to inform next steps. We

identify potential areas of difficulty at the outset. We plan Lessons to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning means that pupils with SEN and disabilities are able to study the full national curriculum.

- The sensory, social and behavioural needs of young person are considered with regards seating. Appropriate resources are available to young person with particular individual needs as recommended by specialist outside agencies.

How does Haughton Academy evaluate the effectiveness of the provision made for young people with SEN?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals through a nine weekly cycle. If pupils are not making expected progress, subject teachers will make contact with parents and put interventions in place to support the young person in raising their attainment.
- Reviewing the impact of interventions after [9] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using data to measure progress, attendance, behaviour
- Holding annual reviews for pupils with EHC plans and One Plans
- Where applicable our Behavioural Intervention Team and Progress Team document and evaluate work carried out with each pupil to inform decisions regarding the effectiveness of their provision.

The effectiveness of the provision provided is also evaluated through the review of outcomes detailed in an EHC Plan or One Plan. Where necessary adaptations will be made and if necessary, a further period of support for that pupil might be needed.

Any changes to the outcomes and support for the young person in light of the young person's progress and development are agreed.

How will school staff support my young person?

In addition to the SENCO the below outlines the key responsibilities of staff at Haughton Academy in relation to Special Educational Needs.

Role of SEN Education Standards Committee (ESC) member

- To have regard to the SEN Code of Practice and oversee the implementation of the reform and provide strategic support to the head teacher
- To publish information on the school's websites about the implementation of the governing body's policy for pupils with SEN.
- To ensure that there is a qualified teacher designated as SENCO.
To cooperate with the local authority in relation to the school being named in an EHC plan.
- To ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Appoint a member of the ESC team as SEN lead
- Consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium
- Must publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans

Role of the Principal and Senior Leadership team

- To take overall responsibility for implementing the SEN reforms
- To ensure that the SENCO has sufficient time and resources to carry out their functions.
- To ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- To put in place arrangements to ensure parents/carers are regularly engaged in discussions about the progress of their child (at least three times a year).
- To ensure a process is in place for involving parents and young people in planning and reviewing provision.
- To implement CIAEG strategies, develop relationship with post 16 providers and support pupils with SEN with their transition to post 16 education.

Role of Teachers

- To focus on outcomes for the child ensuring high aspirations
- To provide Quality First teaching; assessing, planning, doing and reviewing
- Secure the involvement of parents, pupils and other agencies in planning and reviewing progress

Role of Teaching Assistants

- Teachers will work closely with teaching assistants to plan, assess the impact of support and ensure that there are clear links to classroom teaching.
- TAs will focus their support on the achievement of specific outcomes within the graduated approach to SEN support
- Teaching assistants will be aware of pupils' needs, their planned outcomes, the support provided and any teaching strategies or approaches that are required.

How is the decision made about what type and how much support a young person will receive?

- Key members of the senior leadership team discuss the effectiveness of the school's current interventions and provisions as well as prioritise action plans. Based on these discussions alternative or additional interventions may be implemented and additional training or resources may be provided to staff where required.

- Subject Leads meet with their teachers in discrete groups to discuss the effectiveness of subject specific and behavioural interventions and provisions as well as to prioritise actions plans that might be relate to specific pupils. From these discussions, further intervention may be required or advice from professionals sought.
- At Haughton Academy, we have a Progress Team that focus on mathematics and English to deliver interventions to pupils not making the expected rate of progress.

How will my young person be included in activities, including those outside the classroom such as physical activities and school trips?

Haughton Academy is an inclusive school that offers a range of extra-curricular activities that are accessible to all pupils. Pupils will always have access to and be included in every aspect of school life regardless of individual needs.

- Haughton Academy offers a range of educational visits, residential trips and school clubs to all pupils.
- When necessary we will make reasonable adjustments to ensure all pupils can participate in these activities.

What support will there be for my young person's overall wellbeing?

At Haughton Academy, we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously and we have a pastoral team to ensure we meet these additional needs.

- Each young person's form tutor and Head of Year are available to provide support to match your child's needs, working alongside our Behavioural Interventions Team.
- We offer a mentoring system, counselling and have family liaison support workers.
- There are a variety of groups throughout each academic year relating to wellbeing offered to those pupils that need targeted support: communication, motor skills, social stories and social skills.

What provision is provided for Looked After Children?

We work closely with all partnerships involved with the care and support of our looked after pupils.

- Haughton Academy offers Family Support Workers, a designated Looked After Children Co-ordinator and a designated Looked After Children teacher (SENCO)
- Regular meetings take place with involvement from all agencies involved with the young person to ensure the success and progress of pupils.

What specialist services and expertise are available at or accessed by the school?

At times, school will need to seek to involve other professionals such as the Speech and Language Therapist or Educational Psychologist - we secure parental agreement prior to the referral.

Haughton Academy directly employs the services of:

- School Nurse
- Speech & Language Therapist
- Educational Psychologist
- Family Support Workers
- Learning Mentors
- Psychotherapist

In addition, we are supported by other agencies such as:

- CAMHS
- Social Communication Outreach Service (SCOS)
- Social Services
- Consultant Paediatricians
- Occupational Therapy
- SEN case workers

What training have the staff supporting a young person with SEN received?

For a young person with medical needs, care plans and risk assessments have updates regularly, based on advice and guidance from parents and appropriate medical agencies. Staff working with specific physical disabilities will have appropriate training to meet individual needs. We have regular staff CPD on providing support for SEN pupils. We have access to external providers of CPD where applicable to support staff to meet pupil's needs that are more complex.

We provide training for those staff that are involved with administering medication e.g. asthma, epilepsy, epi-pen, diabetes and we have first aid trained staff on site.

How is Haughton Academy equipped and adapted to support young people with SEN?

Haughton Academy strives to be an inclusive school. We acknowledge there is a wide range of issues to be considered for those pupils with additional needs, but at Haughton Academy, we welcome all pupils, including those with special educational needs, in accordance with the L.A. Admissions Policy.

A young person with specific, significant and persistent needs may have an Education, Health and Care (EHC) plan.

The EHC Plan is a document drawn up by the Local Authority in consultation with health professionals, school staff, parents and multi-disciplinary professionals. An annual review meeting will record the young person's strengths, their aspirations, as well as the barriers they face. The EHC Plan is the key document for determining the outcomes for the young person and the type of provision required to meet these outcomes. The Plan will identify which specialist services are to be involved and it identifies the parents' views and aspirations for their child.

Haughton Academy provides support for young people with medical and physical needs. Our building and environment is adapted and accessible to all. Equipment and other resources are available for individuals.

According to the *Equality Act 2010* the criteria to define disability states it is 'a person suffering from a physical or mental impairment that is 'substantial' and 'long term.'

We implement Care Plans for pupils who require medication and other care needs relating to their medical/physical condition, medical staff monitor, share with parents and updated whenever necessary.

For those young people who need multi-disciplinary support, but not at the level of a statutory plan, the school may implement a One Plan or a SEN pupil passport. We assess on an annual basis but is continuously monitored throughout the year (three times) to make sure correct individual support is in place.

How accessible is the school environment?

Our facilities offer support for those with reduced mobility / wheelchair users and include ramps to enable access to the building and adapted toilet facilities. Haughton Academy also has lifts situated in key areas of the building. We can provide classrooms with height adjustable desks and we have hoists to allow access to the swimming pool for any young person with a physical disability. Other specialist equipment is available to support individual needs wherever applicable.

Link to Haughton Academy accessibility policy:

http://www.educationvillage.org.uk/site_assets/files/Accessibility%20Policy%20July%202016%20V1.1.pdf

What are the arrangements for handling complaints from parents of a young person with SEN about the provision made at the school?

In the first instance, please contact the SENCO Mrs Dawn Ablewhite.

Email: dablewhite@educationvillage.org.uk

Or our SEND Manager Mrs Sarah Shaw

Email: sarahshaw@educationvillage.org.uk

Alternatively, our complaints policy and procedures are located in the policies section of the EVAT website.

N.B. The parents of pupils with disabilities have the right to make disability discrimination claims if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Who do I contact regarding special educational needs at Haughton Academy?

If you have any concerns about your child and their SEN needs, or you feel like your child is not getting the support they need to be successful in school please do not hesitate to contact us. In the first instance, please contact your pupil's Form Tutor or Head of Year. If further support is required contact:

SENDCO- Mrs Dawn Ablewhite

Haughton Academy, Education Village, Salter's Lane South, Darlington DL1 2AN

Tel: 01325 254000 ext: 2044

Email: dablewhite@educationvillage.org.uk

SEND Manager- Mrs Sarah Shaw

Haughton Academy, Education Village, Salter's Lane South, Darlington DL1 2AN

Tel: 01325 254000 ext: 2142

Email: sarahshaw@educationvillage.org.uk

Where will I find information about the Local Authority's Local Offer?

The Darlington LA local offer (Regulation 53, Part 4) can be found at <https://livingwell.darlington.gov.uk/Categories/528>

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers> info