

**The School SEND Information Report for
Easton Royal Academy**

This should be considered alongside Excalibur Academies Trust SEND policy which is found on www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENCO

The SENCO is Rob Hicks- rhicks@eastonroyal.excalibur.org.uk

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

1.2 The SEN governor- Flic Ellmes

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

1.3 The Principal- Beck Stubbs

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

2. SEN information

2.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

2.2 Identifying pupils with SEN and assessing their needs

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 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 needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, 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. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

2.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

2.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If we are aware that a child has special needs, a pre-transition meeting will be arranged with the parents and, with parental permission, discussions will be held with the previous school. If appropriate, further actions will be drawn up as part of a transition plan. Any records from the previous school will be reviewed by class

teachers and actions taken as necessary in order to facilitate a good transition period into school.

Beck Stubbs (Principal) will meet with parents after the first two or three weeks to discuss how well the child has settled into school so that she can ensure that the child is happy and able to make good progress and that the parents also feel happy and informed.

If a child from Easton Royal Academy is transferring to another school, we will send all SEND records onto the new school. Children who are moving on to St John's, Marlborough and Pewsey Vale are visited by members of staff prior to transition; we provide opportunities for staff at Easton Royal Academy to talk to staff from St

John's and Pewsey Vale about specific needs and provision. There are opportunities to provide extra transition visits to St John's and this can be done on a 1:1 basis with a member of staff from Easton Royal Academy, if needed. We also communicate transition needs to any other secondary schools as needed.

Transition reviews (in preparation for secondary school) are held as part of the EHCP My Plan. Parents, staff from the secondary school and professionals involved in the support of the child, are invited to this meeting in order to plan a successful transition.

2.6 Our approach to teaching pupils with SEN

At Easton Royal Academy, high-quality teaching, with appropriate scaffolding and adaptations for individual pupils, is our first step in supporting those who have or may have Special Educational Needs and Disabilities (SEND). Our practice is guided by the Education Endowment Foundation's (EEF) 5-a-day principles, ensuring that every child receives the right support at the right time.

1. **High-Quality Teaching for All**
Teachers plan lessons that are inclusive and ambitious for every learner. Assessment is used to set outcomes that are challenging yet achievable, ensuring all pupils make progress from their individual starting points.
2. **Building on What Pupils Know**
Lessons are tailored to the specific needs of all groups within the class. Barriers to learning are identified and addressed early, allowing all children to engage meaningfully and successfully.
3. **Scaffolding and Structured Support**
Learning is scaffolded to promote independence and resilience. Pupils are encouraged to work within their personal '*challenge zone*'—avoiding the '*comfort zone*' while ensuring they are not overwhelmed in the '*danger zone*'.
4. **Flexible Grouping and Targeted Support**
Teachers and teaching assistants work flexibly with individuals and small groups to deliver targeted interventions. Specific resources—such as concentration cushions, pencil grips, reading rulers, or fidget tools—are provided when appropriate.

5. Effective Feedback and Adaptive Teaching

Teachers provide regular feedback that identifies next steps and celebrates success. Classrooms are stimulating and supportive environments, designed to meet a variety of learning styles and promote independence.

Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those who receive support from teaching assistants or specialist staff.

Our SEND link governor monitors the quality and effectiveness of SEND provision, ensuring that it remains inclusive, evidence-informed, and aligned with our whole-school vision for excellence.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

At Easton Royal Academy, we provide a range of planned interventions to support pupils with Special Educational Needs and Disabilities (SEND) in achieving their full potential. These interventions include support for:

- Reading
- Writing
- Mathematics
- Phonics
- Handwriting
- Emotional and Social Development (ELSA – Emotional Literacy Support Assistant)

In addition to these planned programmes, we also create bespoke interventions tailored to the specific needs of individual pupils. This ensures that all learners receive targeted support that addresses their unique strengths and challenges.

Further information about interventions and support available for your child can be obtained from your class teacher or the school's SENDCO, Mr. Hicks.

2.7 Adaptations to the curriculum and learning environment

At Easton Royal Academy, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access a broad and balanced curriculum and thrive in a supportive learning environment. Our approach is guided by our core values of Aspiration, Community, Curiosity, Diversity, Empathy, Equity, and Integrity, and is closely linked to our Accessibility Plan and the EEF 5-a-day principles for effective SEND provision.

The EEF 5-a-day principles highlight key strategies for supporting pupils with SEND, which we embed in our teaching and learning:

1. **High-Quality Teaching:** Lessons are planned to ensure all pupils can access learning, with differentiation in grouping, teaching style, lesson content, and 1:1 support.
2. **Assessment and Monitoring:** Teachers continually assess pupil understanding and adjust teaching to meet individual needs.
3. **Structured Interventions:** Additional support, including small group and 1:1 interventions, is provided to help pupils make accelerated progress.
4. **Targeted Use of Resources:** Recommended aids, such as laptops, coloured overlays, visual timetables, and enlarged text, are used to support learning.
5. **Metacognition and Self-Regulation:** Teaching strategies include pre-teaching of key vocabulary, step-by-step guidance, longer processing times, and strategies to promote independence.

2.8 Additional support for learning

At Easton Royal Academy, we recognise that some pupils may require additional support beyond high-quality classroom teaching to make expected progress. We provide targeted interventions and tailored support to meet each child's individual needs.

We have two Higher Level Teaching Assistants (HLTAs) who are specially trained to deliver a range of evidence-based interventions. These interventions are designed to address specific areas of need and are regularly reviewed to ensure their effectiveness.

Individual and Small Group Support

- Teaching Assistants provide 1:1 support for pupils who need additional help in key areas such as reading, writing, mathematics, and phonics, enabling them to close any gaps in learning.
- Pupils who need help developing their social, emotional, or mental health are supported through our ELSA (Emotional Literacy Support Assistant) programme. This intervention is tailored to each pupil's unique needs and circumstances, fostering emotional resilience and well-being.
- Small group interventions are used to reinforce learning, develop confidence, and promote collaborative skills among pupils who benefit from additional guided practice.

All additional support is carefully planned by the class teacher, in collaboration with the SENDCo, and is regularly monitored for impact. Adjustments are made based on ongoing assessment and pupil feedback to ensure the support remains targeted and effective.

Partnership with External Agencies

To enhance our provision, we work closely with a range of external professionals and specialist services. These partnerships ensure pupils receive the most appropriate

support and expertise available.

We currently collaborate with the following agencies:

- Speech and Language Therapy Service
- Behaviour Support Service
- Educational Psychology Service
- Paediatricians
- EMAS (Ethnic Minority Achievement Service)
- SSENS (Specialist Special Educational Needs Service)
- CAMHS (Child and Adolescent Mental Health Service)
- School Nursing Team
- Social Care
- Children's Centre
- Family Support Workers
- Occupational Therapy

Our approach ensures that additional support is inclusive, evidence-informed, and tailored to each pupil's strengths and areas for development, enabling all learners to thrive and achieve their full potential

2.9 Expertise and training of staff

At Easton Royal Academy, we are committed to maintaining a highly skilled and knowledgeable staff team who can effectively meet the diverse needs of all pupils, including those with Special Educational Needs and Disabilities (SEND).

Continuous Professional Development (CPD)

Staff receive ongoing professional development that includes regular training on key SEND developments, inclusive teaching strategies, and the implementation of evidence-based interventions.

As part of our performance management and appraisal process, individual training needs are identified and addressed through targeted CPD opportunities. Where a specific or newly identified pupil need arises (for example, training in Makaton or other specialist strategies), staff receive additional training promptly to ensure effective support is in place.

Evaluation and Quality Assurance

The performance of teachers and teaching assistants is evaluated regularly through our performance management system. This process ensures that all staff maintain high standards of inclusive practice and are confident in delivering differentiated and adaptive teaching for pupils with SEND.

Leadership and SEN Expertise

Our SENDCO has one year of experience in this role and is currently completing the National Professional Qualification for SEN (NPQSEN). He brings over 17 years of teaching experience, including 10 years as part of the school's Senior Leadership Team (SLT), providing strategic insight and leadership for SEND provision across the academy.

Recent Training and Specialist Input

In the last academic year, staff have participated in six CPD sessions delivered by the SENDCO, alongside specialist training led by the MISA Team and an Educational Psychologist. This ongoing collaboration with external professionals strengthens staff understanding and ensures that practice remains current and evidence-informed.

Specialist Support Staff

We also employ trained Emotional Literacy Support Assistants (ELSAs), who hold appropriate qualifications to deliver structured emotional literacy interventions. This enables us to provide high-quality emotional and social support tailored to individual pupil needs.

2.10 Securing equipment and facilities

At Easton Royal Academy, we ensure that pupils with Special Educational Needs and Disabilities (SEND) have access to the resources and equipment they need to participate fully in all aspects of school life.

We have a dedicated SEND budget, which is used to provide effective and targeted support for pupils. Resources are allocated, and staff are deployed according to individual needs, ensuring that support is both equitable and impactful. When additional staffing or specialist resources are required beyond the school's current capacity, the principal liaises with the Trust to secure approval and ensure appropriate provision is maintained.

Monitoring and Reviewing Provision

We hold Pupil Progress Meetings six times per year, bringing together the Principal, SENDCO, teachers, and teaching assistants to review the progress of all pupils with SEND. During these meetings, we analyse assessment data, monitor achievement, and evaluate the effectiveness of current support and resources. This process ensures that interventions and provisions remain responsive, evidence-based, and aligned with pupil needs.

Resourcing and Equipment

Where specialist equipment or adaptations are needed—such as assistive technology, concentration cushions, writing aids, or sensory resources—we work closely with external agencies and professionals (e.g. Occupational Therapists or the Specialist SEN Service) to identify, source, and implement the most appropriate solutions.

Governance and Oversight

Our SEND Link Governor conducts regular monitoring visits to review the quality and impact of SEND provision. Findings are reported to the Local Academy Committee,

ensuring transparency, accountability, and continuous improvement in how resources and equipment are secured and utilised.

Through careful planning, regular review, and collaboration with specialists, we ensure that every pupil with SEND at Easton Royal Academy receives the tools and support they need to access a broad, balanced, and ambitious curriculum.

2.11 Evaluating the effectiveness of SEN provision

At Easton Royal Academy, we are committed to ensuring that the support and interventions provided for pupils with Special Educational Needs and Disabilities (SEND) lead to measurable improvements in outcomes, progress, and well-being. The effectiveness of SEND provision is evaluated systematically and regularly to ensure that it remains high quality, evidence-informed, and responsive to pupil needs.

We evaluate the effectiveness of our SEND provision through the following processes:

- **Termly review of pupil progress**
The progress of pupils with SEND is reviewed each term against their individual targets and outcomes, ensuring that provision remains appropriate and effective. Adjustments are made where necessary to maintain momentum and success.
- **Impact review of interventions**
All targeted interventions are time-limited and reviewed for impact, typically after a set period (e.g. 6–10 weeks). Data and observations are used to determine whether the intervention has accelerated progress or needs to be adapted.
- **Pupil voice**
Pupils are encouraged to share their views about the support they receive through pupil questionnaires and discussions. Their feedback helps shape future provision and ensures it meets their individual needs.
- **Monitoring by the SENDCO**
The SENDCO regularly monitors teaching, interventions, and classroom practice to evaluate the quality and consistency of SEND support across the school. Findings are shared with staff to inform ongoing development.
- **Use of provision maps**
Provision maps are used to record and track the support offered to each pupil with SEND. These maps help measure the effectiveness of interventions and the progress pupils make over time.
- **Annual reviews for pupils with Education, Health and Care (EHC) Plans**
For pupils with EHC Plans, a formal annual review is held to assess progress towards long-term outcomes and to ensure that the plan continues to reflect the pupil's current needs and aspirations.

The outcomes of these evaluations are shared with staff, parents, and governors, ensuring transparency and continuous improvement in our SEND provision. This reflective approach allows us to maintain high expectations, celebrate success, and refine support to secure the best possible outcomes for every pupil.

2.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Easton Royal Academy, we believe that every child should have full access to all aspects of school life. We are committed to promoting equality of opportunity and fostering an inclusive environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), can participate, contribute, and thrive.

Access to Extra-Curricular Activities and Educational Visits

All our extra-curricular activities and school visits are open to all pupils, including those with SEND. This includes participation in before- and after-school clubs, residential trips, sports events, performances, and special workshops. No pupil is ever excluded from these opportunities because of their additional needs or disability.

To ensure full participation:

- Risk assessments are carried out for all trips and activities, and procedures are adapted to enable every pupil to take part safely.
- Where necessary, 1:1 support or tailored adjustments are provided to ensure inclusion.
- Some pupils have personalised risk assessments, which outline specific strategies and responsibilities to ensure their safety and comfort during off-site activities.
- Staff liaise closely with parents, carers, and external professionals to plan effectively and remove potential barriers.

Admission of Pupils with Disabilities

Easton Royal Academy follows the admissions arrangements outlined by the Trust and local authority. We welcome pupils with disabilities and ensure that reasonable adjustments are made to support access from the outset. The SENDCo works closely with families and previous educational settings to plan smooth and successful transitions.

Preventing Unfavourable Treatment

We are proactive in ensuring that disabled pupils are not treated less favourably than others. All staff receive training on equality, inclusion, and disability awareness to ensure that classroom practice, communication, and behaviour management reflect our inclusive values.

Facilities and Accessibility

Our school environment has been designed and adapted to support accessibility for all pupils. Current features include:

- Adaptable classroom layouts and seating arrangements
- Use of assistive technology and specialist equipment where needed

We continue to review our physical environment, curriculum, and information accessibility through our Accessibility Plan, which outlines our ongoing commitment to improving access for pupils with disabilities.

Accessibility Plan

Our current Accessibility Plan can be found on the school website or requested from the school office. This document details the steps we are taking to:

1. Increase access to the curriculum for pupils with disabilities
2. Improve the physical environment to increase access
3. Improve the delivery of written information to pupils and parents with disabilities

At Easton Royal Academy, inclusion is at the heart of everything we do. We are committed to ensuring that every pupil—regardless of need or disability—can participate fully, achieve their potential, and enjoy their school experience.

2.13 Support for improving emotional and social development

At Easton Royal Academy, our approach to supporting pupils' emotional and social development is guided by our core values of Aspiration, Community, Curiosity, Diversity, Empathy, Equity, and Integrity. We are committed to creating an inclusive and nurturing environment where every child feels safe, valued, and empowered to achieve their best.

Supporting Emotional and Social Development

We understand that pupils' emotional well-being is fundamental to their learning and personal growth. We provide a range of opportunities and targeted interventions to help pupils with Special Educational Needs and Disabilities (SEND) develop confidence, resilience, and positive relationships.

This includes:

- Encouraging pupils with SEND to take an active role in school life, including membership of the School Council, ensuring their voices are heard and their ideas contribute to school improvement.
- Promoting inclusion and teamwork through participation in clubs, enrichment activities, and group projects designed to build friendships, curiosity, and a sense of community.
- Providing access to ELSA (Emotional Literacy Support Assistant) sessions for pupils who need additional help managing emotions, building self-esteem, or navigating social situations.

- Implementing personalised support plans that promote empathy, emotional regulation, and positive social interaction.

Our commitment to equity ensures that every pupil receives the right support at the right time to thrive both academically and personally.

Listening to the Views of Pupils with SEND

At Easton Royal Academy, we believe that pupils should have a voice in their education and well-being. In line with our values of integrity and empathy, we actively seek and act upon the views of children with SEND through:

- Regular discussions and check-ins with teachers, teaching assistants, and the SENDCo
- Pupil input in SEND Support Plans and Annual Reviews
- Pupil surveys and informal feedback about their learning experiences and school life

This ensures that pupils feel respected, listened to, and genuinely involved in shaping their own support.

Preventing Bullying and Promoting Positive Relationships

We have a zero-tolerance approach to bullying and are committed to ensuring that all pupils, including those with SEND, feel secure and respected.

Our anti-bullying and behaviour policies are rooted in our values of diversity, equity, and integrity.

We:

- Promote a school culture where kindness, respect, and empathy are central to every interaction.
- Provide staff with ongoing training to recognise and respond effectively to bullying, including understanding the specific vulnerabilities of pupils with SEND.
- Use restorative approaches to rebuild relationships and ensure pupils feel heard, supported, and included.

Through these values-driven approaches, Easton Royal Academy fosters a culture of belonging, fairness, and compassion, where every pupil—regardless of need or ability—can flourish socially, emotionally, and academically.

2.14 Working with other agencies

At Easton Royal Academy, we believe that supporting pupils with Special Educational Needs and Disabilities (SEND) is a shared responsibility that extends beyond the classroom. Guided by our values of Aspiration, Community, Curiosity, Diversity, Empathy, Equity, and Integrity, we work collaboratively with a wide range of external professionals and agencies to ensure pupils, and their families receive comprehensive, joined-up support.

Collaboration with External Agencies

When additional expertise is needed to meet a pupil's specific needs, we seek advice and support from trusted partners in education, health, and social care. Our SENDCo coordinates this multi-agency approach to ensure consistency and effective communication between all professionals involved.

We regularly work with the following agencies and services:

- Educational Psychology Service – to assess learning needs and provide strategies to support progress.
- Speech and Language Therapy Service – to develop pupils' communication skills and support classroom practice.
- SSENS (Specialist SEN Service) – to provide targeted advice for pupils with complex needs.
- Behaviour Support Service – to promote positive behaviour and emotional regulation.
- CAMHS (Child and Adolescent Mental Health Service) – to support pupils' mental health and emotional well-being.
- Paediatricians and Occupational Therapists – to provide medical assessments, physical support, and adaptive equipment as required.
- EMAS (Ethnic Minority Achievement Service) – to support pupils with English as an additional language and ensure inclusive access to the curriculum.
- School Nursing Team and Social Care – to safeguard and promote the welfare of all pupils.
- Voluntary and Community Organisations – to offer specialist family support, parent training, and access to community resources.

These partnerships help us to create holistic support plans that address educational, social, emotional, and physical needs.

Working in Partnership with Families

We recognise parents and carers as the experts on their children, and we value their insight and involvement in the support process.

Our approach is grounded in empathy and integrity, ensuring families feel listened to, respected, and supported.

We:

- Maintain open lines of communication between school, home, and external professionals.
- Involve parents and carers in all stages of the SEND support process, including planning, reviewing progress, and setting new outcomes.
- Signpost families to additional support and advice, including the Local Authority SEND Information, Advice and Support Service (SENDIASS).

- Encourage families to share concerns early so that we can work together to identify solutions quickly and effectively.

Through this joined-up approach, Easton Royal Academy ensures that every pupil with SEND — and their family — receives coordinated, compassionate, and effective support that reflects our commitment to equity and inclusion.

2.15 Contact details for raising concerns

You can raise a concern or complaint by emailing:

admin@eastonroyal.excalibur.org.uk

Details will be passed on promptly to Mr. Hicks (SENDCO) or Beck Stubbs (Principal) for review and follow-up.

We aim to resolve all concerns in a timely and professional manner, ensuring that every pupil receives the best possible support and education.

2.16 Complaints about SEN provision

At Easton Royal Academy, we strive to provide the highest quality support for pupils with Special Educational Needs and Disabilities (SEND). We take any concerns seriously and aim to resolve them quickly and effectively.

Our Current Record

No complaints regarding SEND provision have been received in the last decade, reflecting our commitment to proactive communication and high-quality support.

Raising a Concern

If you have any concerns about the SEND provision for your child, we encourage you to:

1. Speak to your child's class teacher – In most cases, concerns can be addressed and resolved at this stage.
2. Contact the SENDCo, Mr. Hicks – If the issue is not resolved, the SENDCO can offer further guidance and support.
3. Speak to the Principal, Beck Stubbs – If you remain unsatisfied, the Principal will work with you to ensure the concern is fully addressed.
4. Refer to the Complaints Policy – A full copy of the school's Complaints Policy is available on the school website or from the school office. This outlines formal procedures for raising concerns that cannot be resolved informally.

We are committed to working in partnership with parents and carers to ensure that all pupils with SEND receive the best possible education and support.

2.17 Contact details of support services for parents of pupils with SEN

At Easton Royal Academy, we are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) receive the best possible support. In addition to the resources available within our school, there are several external agencies and services in Wiltshire that offer valuable assistance to parents and

carers. These services provide impartial advice, guidance, and support to help navigate the SEND system and access appropriate services.

Wiltshire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

Wiltshire SENDIASS offers free, confidential, and impartial support to children and young people with SEND, as well as their parents and carers. They provide information and advice on various aspects of SEND, including Education, Health and Care Plans (EHCPs), mediation, and dispute resolution.

- Phone: 01225 255266
- Email: wiltshire.sendiass@family-action.org.uk
- Website: <https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/>

Wiltshire Local Offer

The Wiltshire Local Offer is an online resource providing information about services and support available for children and young people with SEND, aged 0 to 25. It includes details on education, health, social care, and other services, as well as information on how to access them.

- Email: localoffer@wiltshire.gov.uk
- Website: <https://www.wiltshire.gov.uk/article/1422/SEND-Local-Offer>

Wiltshire Parent Carer Council (WPCC)

The WPCC is an independent organisation that represents and supports parent carers of children and young people with SEND in Wiltshire. They offer advice, information, and opportunities for parents and carers to have their voices heard in shaping services.

- Phone: 01225 764647
- Email: admin@wiltspcc.co.uk
- Website: <https://www.wiltshireparentcarercouncil.co.uk/>

Wiltshire Family Hubs

Wiltshire Family Hubs provide a range of services to support families, including those with children and young people with SEND. They offer parenting programmes, one-to-one support, and access to specialist services.

- Website: <https://wiltshirefamilyhubs.org.uk/family-hub-support/send/>

Wiltshire Children's Community Services

For support with health-related SEND needs, Wiltshire Children's Community Services offers a range of services, including speech and language therapy, occupational therapy, and physiotherapy.

- Phone: 0300 247 0090 (Single Point of Access)

- Email: vcl.wiltshirespa@nhs.net
- Website: <https://wiltshirechildrensservices.co.uk/>

2.18 The local authority local offer

Our local authority's local offer is published here: <https://www.wiltshire.gov.uk/local-offer>

3. Monitoring arrangements

This information report will be reviewed by Rob Hicks, SENCO, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

4. Links with other policies and documents

This policy links to our policies on

- Excalibur SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions