



RAWMARSH
SANDHILL PRIMARY



SEND Report



Special Educational Needs and Disability Information Report

Welcome to our Special Educational Needs and Disability information report.

In 2014 the government introduced a new bill called the Children and Families Act 2014, this report is published in accordance with section 65(3) of this act. The act requires all governing bodies to produce information on their website about their policy for pupils with special educational needs.

Sandhill Primary Academy is an inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

The code of practice (June 2014) defines Special Educational Needs (SEN) as:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. Have a significantly greater difficulty in learning than the majority of others the same age; or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

This report has been written by Mrs Judith Lee, Inclusion Manager (SENCo), in consultation with the school SEN governor, the school's senior leadership team, teaching staff, teaching assistants and the Learning Support Service teacher for our school. We welcome feedback from parents and pupils which will help us to improve the content, accessibility and presentation of this report.

This report is intended to give you information about the special educational needs provision at Sandhill Primary Academy. Click on the questions to link to their answers. If you have further questions you are welcome to contact school directly and ask to speak to the Inclusion Manager (which includes the role of SENCo), Mrs Judith Lee, on 01709 710875.



Contents

What types of Special Educational Needs and Disability does the school meet?

How does school assess the progress of pupils and what would they do if a child was falling behind?

How will the school let parents know if there were concerns about their child's learning in school?

How can parents let school know that they are concerned about their child's progress in school?

Who are the best people to talk to about a child's difficulties with learning/SEND?

How are the school governors involved and what are their responsibilities?

How are the teachers in school helped to work with children with SEND, and what training do they have?

How do teaching assistants support children with SEND and do they have training to do their job?

How will teaching be adapted for children with SEND?

What additional support might school offer a child with SEND?

Who are other people providing services to children with SEND?

How will a parent know how well their child is doing and how to support their child?

What support does school have for parents of children with SEND?

How will children be able to contribute their views?

How accessible is the school environment?

How will children with SEND be included in activities outside the classroom including school trips?

How will school support children's behavioural, social and emotional development?

How will school prepare and support children when joining the school, transferring to a new class or to a new school?

If parents are not happy with the provision at school, how can they share concerns or make a complaint?



Where can parents find information about the Local Authority's Local Offer for children with SEN and their family?

How does school meet the needs of looked after children with SEND?

Glossary of abbreviations

Links to other websites



What types of Special Educational Needs and Disability does the school meet?

Provision in school meets the needs of pupils in the following broad areas:

- Communication and interaction.
- Children and young people with speech, language and communication needs who have difficulty communicating with others.
- Children with Autism Spectrum Disorder, including Asperger's Syndrome and Autism.
- Cognition and learning
- Moderate learning difficulties (MLD).
- Specific learning difficulties, for example dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties
- Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- Children who are withdrawn or isolated, as well as those with challenging, disruptive or disturbing behaviour.
- Anxiety, depression.
- Sensory and/or physical needs
- Vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI).
- Physical difficulties (PD).



How does school assess the progress of pupils and what would they do if a child was falling behind?

- Teachers carry out a range of assessments to support their decisions about each child's attainment and progress. These will include the following:
- Observation during lessons or around school.
- Marking of work.
- Formal assessments such as maths, reading or writing tests which give a level or standardised score.
- Informal assessments such as weekly spelling tests or mental arithmetic tests.
- Assessments which help pinpoint a pupil's specific areas of weakness in an aspect of learning.
- Teachers identify pupils making less than expected progress given their age and individual circumstances.
- This can be characterised by progress which:
 - 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
- A child may fall behind with their learning for many reasons, not all of these will mean the child has a Special Educational Need. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn, they may be worried about things which distract them from their learning.
- If a child is not making the progress they should, teachers will:
 - Identify the aspect(s) which the child has not understood
 - Break the learning objective down into smaller steps or go back to an earlier learning objective (a differentiated curriculum)
 - Teach the child the next small step they need to remove their barrier to learning
 - Review the child's progress again

To decide whether a pupil has SEN a combination of the following will be considered:

- Parental concern about their child's progress or emotional state.
- Pupil concerns about their progress or emotional state.
- Report with a diagnosis from an outside agency.
- Concerns raised by an outside agency (e.g. Learning Support Service; Visual Impairment Service; Child Development Centre; Health Visitor; School Nurse and others).
- Liaison with a previous school or setting.
- Concerns raised by a teacher around pupil attainment, progress, mental health and well-being or behaviour where there has been no or limited improvement after specific, focused teaching has taken place to address the issue.

If a learner is identified as having SEN, we will make provision that is 'additional to or different from' the normal differentiated curriculum.



How will the school let parents know if there were concerns about their child's learning in school?

Class teachers would ask parents to come to school for a discussion about the child's learning. This might be arranged through a face-to-face meeting with the parent or by a phone call. If a parent is not able to come to school for this discussion, it can take place over the phone at a time of mutual convenience.

Formal occasions at which concerns may also be expressed are:

- Parents' evenings.
- Annual reports to parents.



How can parents let school know that they are concerned about their child's progress in school?

We encourage parents to come and talk to us about their concerns as soon as possible rather than wait for a formal meeting, such as parents' evening.

- Parents are welcome to speak to their child's class teacher about their concerns through
- discussions face to face or on the phone.
- Parents' Evenings

If the pupil already has identified SEN then there will also be opportunities at:

- SEN reviews
- Annual reviews



Who are the best people to talk to about a child's difficulties with learning/SEND?

The best person to talk to is your child's class teacher as they are the ones who teach your child on a day-to-day basis and understand in detail the progress your child is making with their learning and social and emotional skills and any difficulties your child may be encountering.

You could also speak to the school's Inclusion Manager, Mrs Lee, who will be able to answer some of your questions.

If your child has support from an outside agency such as Speech and Language Therapy or Learning Support Service teacher they will also be able to respond to some of the questions or concerns you may have.

To speak to the class teacher or Inclusion Manager (SENCo), parents can contact school on 01709 710875`

Learning Support Service 01709 740226
Speech and Language Therapy Service 01709 423229 or 423230
Visual Impairment Service 01709 336415
Hearing Impairment Service 01709 336430
Child Development Centre 01709 428850
Occupational Therapy 01709 424400
Physiotherapy 01709 424400
Autism Communication Team 01709 336413
Educational Psychology Service 01709 822581
Behaviour Support Team 01709 740226

The local authority also provides an independent parent support service where information can be obtained about a range of SEND.

Parent Partnership Service can be contacted on 01709 823627



How are the school governors involved and what are their responsibilities?

- The governing body has to take into account the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The governing body has a named governor who oversees the school's provision for pupils with special educational needs.
- The Inclusion Manager reports to governors on a termly basis, about the SEN Provision, policy and practice in school.

The named governor for SEN is: Ms Marie Pilgrim



How are the teachers in school helped to work with children with SEND, and what training do they have?

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities are provided, which include:

- Sharing of skills within the school.
- Professional development meetings which may be provided by:
 - o SENCo or other senior leader in school
 - o Staff from other agencies or support services
 - o Other courses which are relevant to the work being undertaken in school.

The most recent whole staff training has been around providing for pupils with Autism, attachment and all staff have completed accredited Team Teach: Positive Handling training. Staff receive regular training around meeting the specific medical need of pupils in school from specialist medical trainers.

The SENCo has also completed accredited training through Sheffield University in:

- Supporting Pupils with Special Educational Needs
- Supporting pupils with Specific Learning Difficulties in schools

The SENCo and Learning Mentor have also completed accredited training in;

- Thrive (Pupils with social, emotional and behavioural difficulties)



How do teaching assistants support children with SEND and do they have training to do their job?

Teaching Assistants (TAs) work under the direction of the class teacher to support some children with SEND. Children could be supported either individually or in small groups; support may be in the classroom or outside it in the shared areas around school.

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided, which include:

- Sharing of skills within the school.
- Professional development meetings which may be provided by:
 - o SENCo or other senior leader in school
 - o Staff from other agencies or support services
 - o Other courses which are relevant to the work being undertaken in school.

The most recent whole staff training has been around providing for pupils with Autism, attachment and all staff have completed accredited Team Teach: Positive Handling training. Where relevant to their role in school, teaching assistants receive regular training around meeting the specific medical need of pupils in school from specialist medical trainers.

Most of the Teaching Assistants in school hold a teaching assistant qualification at NVQ Level 3 or equivalent.

Teaching Assistants have received training in the development of handwriting skills, including supporting those pupils with Special Educational Needs.

Teaching Assistants also have training in the delivery of intervention programmes. Some of the programmes which we have TAs trained to deliver are:

- Multisensory Learning
- Talking Partners
- Fisher Family Trust reading and writing
- Jump Ahead



How will teaching be adapted for children with SEND?

- All pupils at Sandhill Primary Academy receive quality first teaching from their class teacher.
- The teacher will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil achieving.
- Specific resources and strategies will be used to support children with SEN individually and in groups, where needed.
- Suitable learning targets will be set for all groups of pupils, including those with SEN.
- A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum.



What additional support might school offer a child with SEND?

In accordance with the SEN code of practice:

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'

Provision for every child with SEN is based on their needs, is flexible and will change over time. It will be designed to support learning and also social and emotional wellbeing. Provision across school is identified on a whole-school provision map and that for individual pupils on an individual provision map (IPM).

Some children may benefit from specifically targeted adult support either individually or in small groups. These groups or individuals may be taught by a teacher or a teaching assistant, following a plan devised by the class teacher or provided by an outside agency such as Speech and Language Therapy (SALT).

For some pupils who have not made the progress they need to following specifically targeted learning interventions, the Learning Support Service teacher for the school may be asked to assess the pupil and provide advice or a written plan to help pupils make progress. This written plan is called a Learning Support Plan (LSP).

Specific individual support may be provided for pupils whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means that the child has been identified through a multi-agency assessment process, as needing a particularly high level of individual or small group support.

So that we can ensure that additional support is effective we measure the impact it has in a range of ways:

- The pupil is making progress academically against national/age expected levels (or equivalents) and that there is a narrowing gap between their attainment and that of others
- the same age.
- Targets set in IPMs or LSPs are being achieved.
- Through discussion with parents and pupil.
- The pupil becomes a more independent learner and starts to access a differentiated curriculum through quality first teaching therefore the need for additional support lessons.
- Through children being removed from the SEN register when they have made sufficient
- progress (parents will always be informed if this is to happen).

The government requires all local authorities to publish their SEN offer on a website. The Rotherham Local Offer can be found at www.connecttosupport.org



Who are other people providing services to children with SEND?

Other people who may be involved in providing services to children with SEND at Sandhill Primary Academy are:

- Learning Support Service
- Behaviour Support Service
- Speech and Language Therapy
- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- Autism Communication Team
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse
- Specialist nurses/medical advisors
- CAMHS

Pupils access these services through a referral system from either school, another professional e.g. school nurse or GP, or some services accept referrals directly from parents. Each service has their own referral criteria which must be met before a referral can be made. Parental support and permission is always sought before any referral



How will a parent know how well their child is doing and how to support their child?

In addition to parents' evenings and other informal opportunities to discuss pupil progress in school, parents of children with SEND are also invited to be part of the SEN planning, doing and reviewing process.

Each pupil with SEND will have a specific plan to support their learning which we call an Individual Provision Map (IPM), written by the class teacher, or a Learning Support Programme (LSP), written by the Learning Support Service Teacher. This plan will be shared with parents at a meeting in school before the intervention starts. The plan includes information about the targets we are supporting the pupil to achieve, ways in which we aim to do this and how we will know whether the targets have been achieved. Children are more likely to achieve their targets if teachers, parents or carers and the pupil all work together, so part of the meeting will be about how parents can support their child and the opportunity to ask any questions about their child's needs.

When the intervention has been delivered, the class teacher, and often the Inclusion Manager (SENCo), will review the plan with the pupil, parents or carers and any other people involved in supporting the child. Whether or not the targets have been achieved will be decided and together the next steps to be taken will be planned.

Pupils who have an Education, Health and Care Plan (EHCP) will have their needs detailed in the plan as a result of a multi-agency assessment. Everyone who is working to support the pupil, including parents and carers, will be involved in setting small step targets for the pupil as part of an SEN Support Plan. These are reviewed in school on a regular basis so that everyone involved knows how they can support the pupil and what progress the pupil is making towards achieving their targets. In addition to this, the Head of School is required to carry out an Annual Review to decide how the pupil is progressing towards achieving the long term targets set out in the EHCP. This review includes parents, the pupil, school staff and other people working to support the pupil sharing information about progress and next steps.



What support does school have for parents of children with SEND?

- The class teacher is available to discuss children's progress and any concerns parents may have and to share information about what is working well at home and at school so that similar strategies can be used.
- The Inclusion Manager (SENCo) is available to meet with parents to discuss children's progress or any concerns or worries parents may have.
- The class teacher/Inclusion Manager can help parents to understand reports from other professionals or support them in meetings with those professionals.
- Individual Provision Maps or Learning Support Programmes will be reviewed with parents each term and next steps planned together.
- The Learning Mentor and Inclusion Manager (SENCo) work together to support parents with parenting or their own mental health needs and can refer parents to other professionals for further support if needed.



How will children be able to contribute their views?

- Children's views are sought on a daily basis in school when they are asked to evaluate their own progress towards achieving the success criteria for the lesson through a traffic light system.
- All children contribute to the reviewing of their learning targets - both in class termly targets and IPM/LSP targets for those with SEN. At IPM and LSP reviews their views will be written on the review sheet after discussion with the class teacher or teaching assistant and will be put forward at the meeting by school staff. Occasionally, it may be appropriate for the pupil to attend the review meeting.
- At Annual Reviews, the pupil will be able to attend part of the review to put forward their views, if the pupil feels confident to do this. Otherwise their views will be presented by a parent or member of school staff.
- Pupils may be asked to complete a 'smiley face' chart or scaling chart to show how they feel about different aspects of school life.



How accessible is the school environment?

The school is required by the Equality Act 2010 to make 'reasonable adjustments' to enable all pupils to access the learning environment. The Act defines disability as:

'A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.'

The definitions of disability in the Equality Act include children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled people and those with SEN. Children and young people therefore may be covered by both SEN and disability legislation.

- The school is on a split level site with easy access within each level.
- There are ramps around the playgrounds to enable access to all areas.
- Wide doors enable access to most classrooms.
- There is a disabled toilet in the main reception area of school.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- There is a disabled parking space in the car park.
- Visual timetables are on display in all classrooms.



How will children with SEND be included in activities outside the classroom including school trips?

- All learners have the same opportunities to access extra-curricular activities.
- For all school trips a risk assessment is carried out to ensure that the visit can be accessed safely for all pupils and staff involved.
- Discussion will take place with the pupil and parents around additional needs in order to plan the successful inclusion of each pupil.
- Each child's needs will be considered on an individual basis.



How will school support children's behavioural, social and emotional development?

We recognise that some pupils have additional social and emotional needs. These can be seen in a variety of ways e.g. through behavioural difficulties, anxiousness or being uncommunicative.

- At Sandhill Primary Academy we have a very effective Personal, Social and Health Education (PSHE) curriculum which all children access each week. This is taught by our Learning Mentor, Mrs Helen Crummack.
- Class teachers teach from the Social and Emotional Aspects of Learning (SEAL) units of work each term.
- School assemblies also focus on the themes from SEAL and a range of other PSHE issues.
- We have an effective rewards system which promotes attitudes such as respect, resilience and perseverance and rewards appropriate learning and social behaviours.
- Active playgrounds so that all pupils have opportunities to take part in a range of activities during playtimes.
- Playground leaders are trained to support pupils at playtime and know when to refer on to a member of school staff.

However for those children who need further support we may offer:

- Targeted work in breakfast club to develop social skills.
- Focused class, small group or individual interventions designed by class teachers in consultation with the Learning Mentor and Inclusion Manager.
- Learning Mentor support in small group or 1-1 sessions on areas such as anger management, friendships, self-esteem.
- Referral to other services who may be able to meet more complex needs e.g. Parent Support Advisers, CAMHS, Behaviour Support Team. This would normally be done through the Common Assessment Framework (CAF) process.



How will school prepare and support children when joining the school, transferring to a new class or to a new school?

Transition is a part of life for all learners; this could be transition to a new class or a new school. We would ask parents to inform us as soon as possible if their child is moving to a different school so that there is time to plan for the transition.

For all pupils, including those with additional needs, who are leaving our school we:

- Ensure that information is passed on to the receiving school in a timely manner.
- Follow transition procedures set by the receiving school.
- Facilitate visits by staff from the new school to meet the children, pass on information to them and address their concerns.
- Facilitate visits to the new school by the pupils so that they can become familiar with the environment and staff.
- For those pupils in Y6, the PSHE curriculum during their last term in school is designed to address transition issues. We hold transition meetings for parents and parents are invited to meetings at the secondary school.

In addition to this for pupils on the SEND register we:

- Discuss with parents and the pupil their concerns and act on those concerns where possible.
- Ensure that transfer information is passed on to other professionals working with the pupil or family in a timely manner.
- Arrange a Team Around the Child (TAC) meeting involving all relevant professionals and the parents to develop a transition plan.
- A planning meeting will be held with the new class teacher and SENCo so that they can be prepared to meet the pupil's additional needs from when they start the new school.
- For those pupils with an EHCP, an Annual Review will be held where the SENCo from the receiving school will be invited and a transition plan developed.
- We may develop resources such as transition books or social stories for home and school.
- We may support pupils in visiting or receiving additional visits from the staff of their new school.
- We will facilitate graduated transition where this is appropriate to the needs of the pupil and is agreed with the receiving school.

Where children are transferring to a new class in our school, for all pupils:

- The receiving teacher and teaching assistant visit the children in their current class before they move.
- Hold meetings where information about each child in the class is discussed and passed on.
- In term 6, class teachers work on the SEAL unit 'Changes' which offers opportunities to prepare children for transition.
- Have transition weeks at the end of the school year where children move to their new class.
- Children who are moving to reception are invited to have a school dinner with their parent.



For children with additional needs we may also, dependent on individual needs:

- Discuss with parents and pupil their concerns and act on those concerns where possible.
- Enable the child to visit the new class several times before transition weeks with the support of a teacher, TA or Learning Mentor.
- Arrange meetings between the new class teacher and other professionals involved in meeting the pupil's needs.
- Teaching assistants meet to discuss the support offered to individuals.
- Train staff in any areas required to enable them to meet the pupil's needs.
- Pass on resources or equipment specific to meeting each child's needs.
- Carry out transition risk assessments.
- Review pen portraits and sensory questionnaires at a meeting between both teachers and parents.
- Make transition books or social stories for the child to have both at home and at school.

For all pupils joining us from another school we:

- Encourage both parents and child to visit our school before making an application for a place.
- For children joining our Foundation Unit there are meetings for parents and opportunities for children to visit.
- Liaise with the previous school so that we receive some information before the child starts.
- Inform the previous school as soon as the pupil attends our school so that full records and information can be passed on to us.

For pupils with additional needs we will, where appropriate to the pupil's needs:

- Discuss with parents and pupil their concerns and act on those concerns where possible.
- Meet with the class teacher and/or SENCo from the previous school.
- Arrange a Team Around the Child (TAC) meeting with all professionals involved in meeting the pupil's needs and the parents.
- Facilitate additional visits to our school.
- Support graduated transition.
- Train staff before the pupil starts at our school if required.
- Carry out risk assessments.
- Provide transition books or social stories to aid transition.



If parents are not happy with the provision at school, how can they share concerns or make a complaint?

If you have any questions or concerns, your first point of contact should be to speak informally with your child's class teacher.

If you do not feel satisfied after this initial contact you should speak to Mrs Lee, Inclusion Manager.

All complaints from parents of pupils with SEN will be dealt with through the school's complaints procedure which is available on our website.

If you feel you need support to make a complaint regarding SEN provision, you may contact the local authority's Parent Partnership Team on 01709 823627



Where can parents find information about the Local Authority's Local Offer for children with SEN and their family?

The Children and Families Act 2014 requires Local Authorities and school to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Rotherham's Local Offer for children with SEN and their families can be found by opening the following link:

www.connecttosupport.org



How does the school meet the needs of Looked After Children with SEND?

Looked After Children (LAC) are subject to the same processes of identification and provision as all other children with SEND.

In addition to the policies and practices outlined above, for pupils who are looked after we will, depending on individual need:

- Share SEND information with all relevant services, including Social Care.
- All those with parental responsibility for the pupil will be invited to meetings regarding pupil progress and SEND.
- Where possible, SEND meetings will run alongside those required by Social Care as part of their Looked After Children procedures e.g. Statutory Review Meetings.
- Targets for SEND pupils will be incorporated into Personal Education Plans.
- Pupils who are LAC are entitled to enhanced Pupil Premium. Decisions about this would be made in consultation with all relevant stakeholders.
- LAC pupils may be referred to the Get Real Team for additional mentoring in school.
- The Inclusion Manager is also the Designated Teacher for Looked After Children so will have an overview of both processes.



Glossary of abbreviations

Here are some common abbreviations you may see in this report or reports and information you receive from other services.

ACT	Autism Communication Team
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
ASC	Autism Spectrum Condition
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CDC	Child Development Centre
EHC	Education, Health and Care Plan
HI	Hearing Impairment
IPM	Individual Provision Map
LAC	Looked After Children
LM	Learning Mentor
LSP	Learning Support Programme
LSS	Learning Support Service
MLD	Moderate Learning Difficulties
NVQ	National Vocational Qualification
PSHE	Personal, Social and Health Education
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
TAC	Team Around the Child
VI	Visual Impairment



Links to other websites

Here are some links to other websites concerned with SEND which may provide further information for parents and carers. There are many more available.

Sandhill Primary Academy takes no responsibility for the information contained in these websites and does not endorse them in any way.

British Dyslexia Association www.bdadyslexia.org.uk

Council for Disabled Children www.councilfordisabledchildren.org.uk

National Autistic Society – Rotherham www.nasrotherham.org.uk

NHS Choices www.nhs.uk/conditions

Rotherham Families Information Service www.rotherhamfis.co.uk

Rotherham NHS Foundation Trust www.therotherhamft.nhs.uk

Rotherham Parent and Child Charter www.rotherhamcharter.co.uk

Rotherham Parents Forum www.rpcf.co.uk

Rotherham Parent Partnership Service www.rotherhamparentpartnership.com

SEND Code of Practice www.gov.uk

SENDirect www.sendirect.org.uk

SEND Local Offer for Rotherham www.connecttosupport.org