

Standens Barn Primary School

SEND Policy



Date of policy: September 2022

Review date: September 2025

Inclusion Statement:

Standens Barn Primary is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- ♣ girls and boys;
- ♣ disadvantaged pupils (Free School Meals and Ever6);
- ♣ minority ethnic and faith groups;
- ♣ children who need support to learn English as an additional language;
- ♣ children with special educational needs;
- ♣ children with disabilities or medical needs;
- ♣ gifted and talented children;
- ♣ children who are at risk of disaffection or exclusion;
- ♣ travellers;
- ♣ asylum seekers

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced but ambitious curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with: Inclusion policy, Northamptonshire's Local Offer and Accessibility Plan, Spiritual, Moral, Social and Cultural (SMSC) Policy & British Values Policy

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014) • The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Keeping Children Safe in Education (2022)
- Safeguarding Policy

Aims and Objectives of this Policy:

- To provide curriculum access for all and to provide, where necessary and appropriate, adapted learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities
- To meet individual needs through a wide range of provision
- To strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To secure high levels of achievement for all and to make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- To carefully map provision for all children with SEND to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with professionals from outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The National Curriculum is the starting point for our curriculum to ensure it meets the specific needs of individuals and groups of children.

We meet these needs through:

- ♣ setting suitable learning challenges;
- ♣ responding to children's diverse learning needs;
- ♣ overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- ♣ providing other curricular and development opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as SEMH development work or speech and language therapy)

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs.

Staff are aware of their responsibilities towards all learners with SEND and a positive and sensitive attitude is shown towards all pupils at all times.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- ♣ do all our children achieve their best?
- ♣ are there differences in the achievement of different groups of children?
- ♣ what are we doing for those children who we know are not achieving their best?
- ♣ are our actions effective?

The information we gather termly and annually, using the school’s system of continually raising standards and attainment, help us to review our children’s achievements and academic outcomes against these criteria.

Our Provision:

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to consider the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school. The SENDCo and class teachers plan evidence-based interventions for pupils who need support to 'close the gap' and for high achieving pupils to make even more progress and achieve their full potential.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. For children who are identified as having a Special Educational Need or Disability, Individual Action Plan (IAPs) are implemented and smart targets are set at a suitable level. Where the attainment of a child significantly exceeds the expected level of attainment, teachers deepen the breadth of work within the area or areas for which the child shows particular aptitude.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision.

We have demonstrated success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family, professionals from other agencies and the local authority to ascertain the suitability of our provision.

We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.

As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a specialist provision. However, we would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

THE FOUR AREAS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY:

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the adapted and differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

The four areas:

Communication and interaction– This can include speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome • **Cognition and learning** – This can include Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD) •

Social, mental and emotional health– This can include attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury •

Sensory and/ or physical needs– This can include Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

Medical needs- Where a child has a medical need and SEN, provision is well-coordinated and managed by the SENDCo.

We recognise that some children may have more than one Special Educational Need.

The school has also taken in to account the following statements and definitions when planning our staged arrangements and provision;

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”

SEN Code Of Practice (2014 : Para 1.24)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)
SEN Code of Practice 2014

STAGE 1:

At Standens Barn, teachers provide quality first teaching to ensure all pupils make progress. We employ extra staff members who support SEND pupils. These staff members work with pupils identified at Raising Standards meetings and or meeting with professionals from external agencies and teachers provide the SENDCo and SLT with regular feedback on pupil progress.

Teachers are familiar with the equal opportunities' legislation covering race, gender and disability.

Teachers ensure that all children:

- ♣ feel safe and happy;
- ♣ know that their contributions are valued;
- ♣ appreciate and value the differences they see in others;
- ♣ take responsibility for their own actions;
- ♣ are taught in groupings that allow them all to experience success;
- ♣ use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- ♣ have a common curriculum experience that allows for a range of different learning styles; ♣ have challenging targets that enable them to succeed;
- ♣ participate fully, regardless of disabilities or medical needs.

Some learners with SEND will have access to carefully adapted teaching and learning approaches directly related to the school curriculum as part of our good practice in making teaching and learning accessible to pupils learning at different rates.

Children with SEND are included on a Raising Standards Plan, when and where appropriate, which outlines and monitors all additional intervention across each year group in the school. These plans enable the school to:

- Identify needs as early as possible through the analysis of data and information
- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Further identification and assessment at Stage 1 includes:

- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- liaison with feeder nurseries and previous schools on transfer
- gathering information from other services
- undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

The monitoring and evaluation of the effectiveness of our provision for SEND is carried out in the following ways:

- classroom observation and learning walks
- ongoing assessment of progress made by intervention groups
- work sampling and book monitoring
- discussion with the SENDCo
- discussion with DSL
- informal feedback from all staff
- pupil interviews
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Entitlement Service
- regular meetings about pupils' progress between the SENDCO, Raising Standards Leader, year group leaders and class teachers
- reports to parents, LAC and Trust members

STAGE 2:

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision mapping processes including Raising Standards Plans).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using Individual Achievement Plans.
- It may be decided that a very small number (but not_all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, they will be identified in Provision Mapping processes and monitored via an Individual Achievement Plan.

STAGE 3:

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school’s generic processes for tracking the progress of all pupils
 - Termly evaluation of the effectiveness of interventions on raising standards plans and individual achievement plans (in relation to the progress of each pupil)

- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

Roles and Responsibilities:

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of sections of this policy to the SLT and Special Educational Needs Coordinator (SENDCo)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of provision mapping processes for vulnerable learners (could be devolved to another member of the SLT and SENDCO)
 - raising standards meetings with the Raising Standards Leader and individual teachers
 - regular meetings with the SENDCo
 - discussions and consultations with pupils and parents

Special Educational Needs and Disabilities Coordinator

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of aspects of this policy in the following ways:

- maintenance and analysis of raising standards plans for vulnerable learners alongside the senior leadership team
- identifying on Individual Achievement Plans and through the provision mapping process, a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous

intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support

- overseeing the smooth running of transition arrangements and transfer of information for pupils evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** 3 times a year with each year group leader and staff to review and revise learning objectives for all vulnerable learners in their class who are being tracked via raising standards plans and individual achievement plans (school managers will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending SENDCo network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

- liaising with the SENDCo/Raising Standards Leader/SLT to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored– but do not have special educational needs.
 - which pupils require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing adaptive and differentiated teaching and learning opportunities
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”.
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Children with disabilities:

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school.

The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- ♣ takes account of their pace of learning and the equipment they use;
- ♣ takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- ♣ is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- ♣ allows opportunities for them to take part in educational visits and other activities linked to their studies;
- ♣ includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- ♣ use of assessment techniques that reflect their individual needs and abilities.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

All staff will be offered support and, if applicable, training, in how to best support children with SEND in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

Our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families:

We seek to respond quickly to emerging need and work closely with other agencies including:

- Educational Psychology Service
 - NHS Occupational Therapy Service
 - Thrive Occupational Therapy Services
 - Target Autism
 - SSS
 - JOGO Behavioural Support
 - Virtual School
 - Visual Impairment Team
 - Hearing Impairment Team
 - Diabetes nursing team
 - Pacesetters
 - Inspire Teaching School
 - NHS & Independent Speech and Language Therapist Services (SALT)
 - Community Paediatrician & School Nursing Team
 - Children, Adolescent Mental Health Service
 - Children's Social Services
 - Virtual school
 - SEMH Panel
 - 0-19 Early Help Prevention Team
 - IASS
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- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
 - Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).
 - We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher for CIC, but in some cases, it can be another member of staff who we have identified as a key worker.

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition):

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with Education, Health and Care Plans. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater adaption of teaching and learning and differentiation of the child's work, or through the provision of additional learning resources.

When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers, our academy trust (InMat) and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- ♣ section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- ♣ section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it;
- ♣ use of the NAA guidelines, updated annually.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the head teacher. In the case of an unresolved complaint the issue should be taken through the Trust complaints procedure (see separate Trust Complaints Policy)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team: Contact number: 0300 126 7000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Information, Advise, Support Service: Contact number:01604 364772

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked After Children: Contact number: 0300 126 7000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)