

# Morland Area C of E SEND Information Report

Date reviewed: 11.10.2023

Morland Area C of E Primary School, like all schools in Cumbria, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEN).

Our expectation is that children and young people with SEN will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything we can to meet the pupils special educational needs.

## About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through:

- consultation with local parents and carers, the local authority and primary schools local to us.
- On going feedback from parents and carers and school staff at Morland Area C of E Primary School.

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is October 2024.

If you need any more information please see our SEN Policy or contact Mrs Donnelly-Stott our Headteacher or Miss Berry our SENDCo.

# Frequently Asked Questions

## 1. What kinds of Special Educational Needs and Disability (SEND) does the school cater for?

Morland Area Primary School is a mainstream primary school and welcomes children and young people with SEND in one or more of the following areas:

- **Communication and interaction**  
e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**  
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia, dyspraxia and profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**  
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**  
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note – the building is fully accessible to pupils with mobility difficulties. See section 6}
- **Medical needs**  
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

## 2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

All of our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified we will work closely with the family and other involved professionals to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Management Team (Headteacher and SENDCo) to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. In a class of 30 children 3 pupils on average will have special needs. Class teachers do their best to adapt teaching to meet the needs of all children. The whole staff meet half-termly for a Pupil Progress Staff Meeting where the progress of all children is discussed. If a child is not making sufficient progress they will be identified and appropriate intervention will be arranged.

If their progress continues to be slower than expected the teacher will work with the family and the SENDCo to discuss the child's needs and identify if they need additional support from the local authority. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, the death of a relative, or perhaps because they have a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils.

When considering if a child needs SEN support the school takes into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil'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, where appropriate

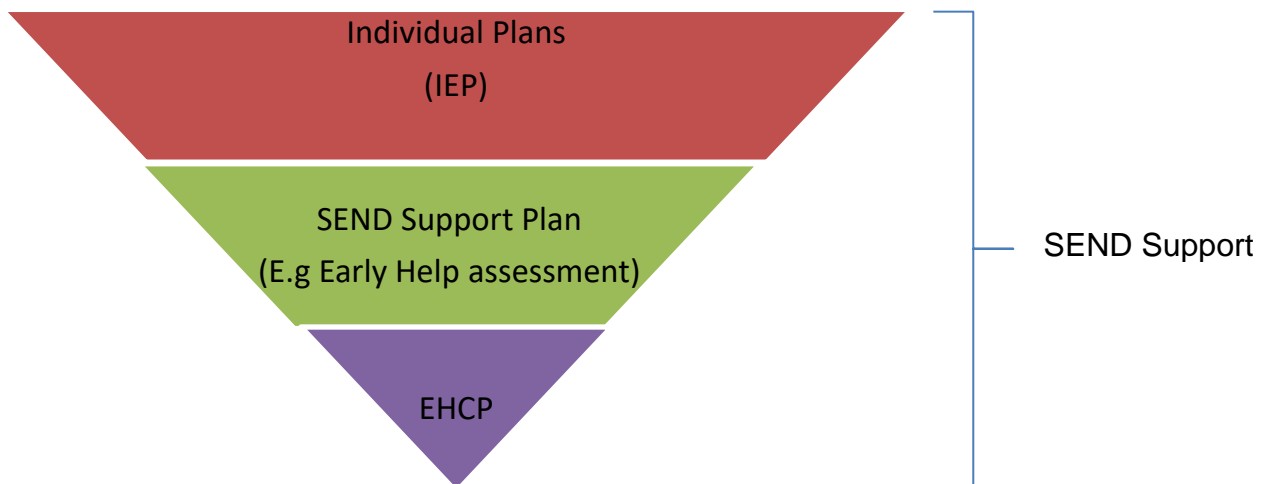
Further information is set out in our SEND Policy.

### **3. What are the school's policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?**

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified as having special educational needs, their teacher and SENDCo will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below.



**Individual Education Plan (IEP):** This is a document that is used to make an action plan listing the goals and provision to help meet the SEN need and make short-term goals.

**SEN Support plan:** It is a document where we complete an early help assessment with the parents/carers of a child with SEND to seek further support and guidance from external professionals in order to help the child meet their needs.

**Education Health and Care Plan (EHCP):** Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Cumbria can be found on the Council's Local Offer website <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year and the activities that everyone supporting the child will put in place to support them.

The following table shows the provisional number of pupils with SEND in the school in September 2023 and the type of tools we use to plan SEND provision:

<b>SEN Planning Tool</b>	<b>Number of pupils</b>
Speech and Language therapist involvement	1
Individual plans	10
SEND Support Plan	2
Education Health and Care Plans (EHCP)	1

**a) How does the school evaluate the effectiveness of its provision for SEN?**

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENDCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENDCo and the head teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress.

**b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?**

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide termly progress reports and an annual report to parents on each child's progress at the end of the school year. We also have 2 face to face parents evenings where teachers can feedback progress to parents.

Where a pupil is receiving SEND support, we do our best to provide feedback to parents more regularly at IEP review meetings (termly). In addition to this, we sometimes use home-school books to give daily feedback on how a child has been

at school that day. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. If a child has an EHCP, we hold an additional 'Annual Review' meeting where all parties involved with the child meet and discuss progress that has been made.

The SENDCo, alongside the teacher who has good knowledge and understanding of the pupil's needs and attainment, usually leads annual reviews. Reviews normally last between 30 minutes and 1 hour, although this can vary if there has been good progress, the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Annual reviews involve the pupil, the family and other professionals where this is appropriate. At the review we:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other professionals.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEND. The school's most recent OFSTED inspection from January 2020 can be found on our website.

### **c) What is the school's approach to teaching pupils with SEND?**

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEND pupils in mind, which means that most pupils with SEND and disabilities will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as teaching assistants and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The SENDCo ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

**d) How does the school adapt the curriculum and learning environment for pupils with SEND?**

We are committed to meeting the needs of all pupils including those with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to getting additional resources and support.

Teachers will be supported by the SENDCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example we might need to:

- provide visual resources to support learning
- rearrange the layout of the classroom
- create a quiet area in the school
- buy specialist resources like ICT software, sensory aids, etc

In considering what adaptations we need to make the SENDCo will work with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

**e) What additional support for learning is available to pupils with SEND?**

The school organises the additional support for learning into 3 different levels which is known as the graduated approach.

**Universal:** describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Targeted:** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Interventions are often targeted at a group of pupils with similar needs.



## The graduated approach

**Specialist:** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

We provide additional support for pupils with SEND to be able to access exams, when needed.

We are able to support the administration of medication, if it is recommended by health professionals.

### f) What extra-curricular activities are available for pupils with SEND?

The school has a wide range of extra-curricular activities available including:

- A breakfast club each morning between 8am – 8:30am
- Lunchtime clubs/activities
- After school clubs including sports, arts and music activities till 5:30pm

The current list of activities for this term can be found on our website.

We try to make sure that all pupils with SEND can engage in these activities of the school alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trips for years 3 and 4 and years 5 and 6. We will involve parents of pupils with SEND in the planning of school trips and residential to



assess the benefits and risks and identify how the needs of individual pupils can be met.

#### **g) What support is available for improving the emotional and social development of pupils with SEND?**

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND. We are a KIDSAFE accredited school.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties and Miss Elliott is our mental health lead who teachers can ask for advice for children if needed.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- circle time (PSHE)– the teacher can support groups of children and individual children to work through specific issues
- individual action plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

For further information, please see our behaviour policy.

#### **4. Who is the SEND Co-Ordinator and how do I contact them?**

Our Special Education Needs Coordinator (SENCO) is Miss Joanne Berry. Miss Berry works closely with the governing body and all teachers and teaching staff.

Miss Berry meets with the SEND governor on a regular basis to discuss strengths and areas of need. Miss Berry also meets with our local Educational Psychologist every term to seek advice and strategies for children if needed.

If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCo.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants to support children with SEND
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEND
- planning successful movement (transition) to a new year group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

You can request a meeting with the SENDCo by email or phone.

#### **5. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?**

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher/SENDCo and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

The following tables show the training and expertise of the school staff.

##### **General SEN training for all staff**

<b>Details of training / expertise</b>	<b>School staff trained</b>
Introduction to SEND	All staff
Paediatric First Aid	All teaching assistants/admin
Diabetic Training	All staff have basic training. 5 teachers & 2 teaching assistants face to face

Defibrillator Training	All staff who have paediatric first aid
Epi pen training	All paediatric trained staff

### **Specific SEN training and expertise**

<b>Details of training / expertise</b>	<b>School staff</b>
Reading Recovery	3 teaching assistants
Lexia	1 teaching assistant
Precision teaching	8 teachers & 1 teaching assistants
Reciprocal reading	1 teacher and 1 teaching assistants
Maths Recovery	1 teaching assistant
Structured spelling	1 teacher and 1 teaching assistants

### **Specialist SEN Training (for specific children)**

<b>Details of training/ expertise</b>	<b>School staff trained</b>
Positive handling	4 teachers, 2 teaching assistants – refresh as required.
Visual impairment training	As required
Autism training	1 teacher and 1 teaching assistant
Pump Diabetic training	2 teachers & 2 teaching assistants

Our staff also access training and materials provided through services offered to mainstream schools by Cumbria LA and other providers. SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits

Our links to external organisations with specialist training and expertise is listed in Appendix 1.

## **6. What equipment and facilities are available to support pupils with SEND?**

Morland Area C of E has a flat site at pavement level with a playground that is mostly all at the same level. The corridors are wide enough for wheelchair or walker use and again the inside of the building is step free. We also have a disabled toilet in KS1 and administration area.

Equipment available in our school to all children at any time needed:

- Lexia reading programme
- Music/microphone system available to enhance hearing in main hall
- Communication books (for home and school)
- Sensory equipment
- Devices for additional recording e.g. Cameras, voice recorders, IPADs
- SEND software
- iPads and appropriate apps
- Sloped writing boards, wedge cushions
- C-pen

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Personal laptops / ipads

## **7. What are the arrangements for consulting and involving parents of children with SEND in their child's education?**

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- during discussions with SENDCo or other professionals
- commenting and contributing to assessment, planning and reviews

If your child is on an IEP or has an Education, Health and Care plan, we will discuss their progress with you every term and have a formal review with you about your child annually. Further information about reviews can be found in question 3b above.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEND staff to discuss progress and support including ideas for home.
- Meetings with professionals from outside agencies to discuss progress and support including ideas for home.

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

## **8. What are the arrangements for consulting and involving pupils with SEND in their education?**

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning through written and verbal feedback on a daily basis. All children are expected to be key participants in the assessment and feedback process. Children with SEND may have individual targets to work on to help them with a specific issue.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. This may include the use of questionnaires, storyboards or symbols etc.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

**9. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?**

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENDCo.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- The class teacher
- The head teacher/ SENDCo – using the main school number
- The SEND governor (a letter can be submitted through the school office)

The SEND governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on our website. We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint, you may want to contact our Chair of Governors, Mrs Joyce Berry.

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of pupils with SEND can be found in the Local Offer. See question 13 below.

**10. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers

We always inform parents in any decision to involve specialists.

The SENDCo is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy, diabetes, autism etc
- get more specialised advice e.g. advice on visual impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

The main agencies used by the school are shown in Appendix 1.

### 11. What local support is there for the parents of pupils with SEND?

Information about local support is located here:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

### 12. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

#### Transition guide table:

	<b>Additional arrangements for children with SEND (examples)</b>
<b>In to nursery / Reception</b>	<ul style="list-style-type: none"><li>• Swift transfer of records</li><li>• Home visit</li><li>• Work with Cumbria's Early Years Inclusion Team</li><li>• Transition meeting with the previous setting</li><li>• Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')</li><li>• Settling in sessions</li></ul>
<b>When moving to another school</b>	<ul style="list-style-type: none"><li>• We will contact the School SENDCo and share information about the special arrangements and support that has been made to help your child achieve their learning goals.</li><li>• Swift transfer of records</li><li>• Transition meeting with the new setting</li><li>• Transition plan (as above)</li></ul>

<b>When moving groups/ forms/ classes in school</b>	<ul style="list-style-type: none"> <li>• Transition meetings are held within school with the new class teacher.</li> <li>• Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays if needed.</li> </ul>
<b>Primary to secondary transition</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Year 5 annual reviews planning meeting</li> <li>• During Year 6 the class teacher will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to</li> <li>• Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex</li> <li>• Extra transition sessions if needed</li> </ul>

### **13. Where can I find more information about SEND services in Cumbria and the local area (the Local Offer)?**

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting if needed
- consult children and young people and their families directly in preparing and reviewing the Local Offer



- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Cumbria Local Offer: <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

Date reviewed: 11.10.2023

Date of next review: October 2024