

## Thamesmead School : SEND Information Report (Including Local Offer) 2020-21

In line with guidance set out in **schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014** and **paragraphs 6.79-6.81 of the SEND Code of Practice**.

### What types of SEN do we provide for?

Thamesmead School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to cater for learners who may have difficulties with:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We make reasonable adjustments to our practice so as to comply with the Equality Act (2010).

We have staff who have training in the following areas; Moderate Learning Difficulties, Autism, ADHD/ADD, PDA, Speech Language and Communication needs, Stammers, Tourette's Syndrome, Dyslexia, Dyspraxia, Dyscalculia, Physical and Sensory needs, Visual Impairment, Hearing Impairment, Language acquisition, Emotional Literacy Support and ELKLAN.

### How do we identify and assess students with SEN?

Thamesmead School has a SEND Policy which can be found on the school website [www.thamesmead.surrey.sch.uk](http://www.thamesmead.surrey.sch.uk)

#### Identification, Assessment and Provision

Provision for students with disabilities and special educational needs is a priority for the school as a whole. In addition to the Governing Body, Headteacher, SENCo, the Senior Leadership Team, all other members of staff have responsibility for SEND students. As stated in the SEND Code of Practice: 0-25 years, 'all teachers are teachers of pupils with special educational needs'.

Teaching students with SEND is a whole school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with SEND, there may be a need to provide an enhanced level of provision.

Thamesmead School has a Multi Professional Inclusion Team which meets fortnightly for each year group to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take to support the learner, these decisions link to the school's graduated approach to meeting needs.

#### Graduated Response (Assess, Plan, Do, Review)

If a student is known to have SEND when they arrive at the school, the Headteacher, SENCo, Senior Leadership Team, departmental and pastoral colleagues will;

- Use information from the primary school to provide appropriate support and provisions for the student to enable them to access the curriculum as fully as possible.
- Involve the student in planning and agreeing the provision and support needed

- Involve parents in planning and agreeing the provisions and support needed.

### Early Identification

Assessment is a continual process that can identify **students** who may have SEND.

Thamesmead School will measure a **student's** progress by referring to:

- Evidence from Teacher and Teaching Assistant (TA) observation and termly assessments
- Performance against the National Curriculum and end of Key Stage expectations
- Standardised screening and/or assessment tools. (MIDYis is used in Yr7 and Lucid Exact in yr9/10)

### Monitoring **Student** Progress

Teachers may believe that the strategies they are currently using with a **student** are not resulting in the **student** learning as effectively as possible. In these circumstances, they will consult the SENCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the **student** requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the **student** through SEND Support.

Further action is required when rates of progress are inadequate and all school-based interventions have failed to make improvements.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Reduces the attainment difference between the **student** and the **student's** peers
- Prevents the attainment difference growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the **student's** previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the **student's** behaviour
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

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The SENCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual **students** with SEND, including those who have EHC plans.

**Who is our special educational needs Coordinator (SENCO) and how can he/she be contacted?**

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that **students** with SEND receive appropriate support and High **Quality First Teaching**.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet **students'** needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure **students** and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all **students** with SEND up to date.

Thamesmead School staff pride themselves on their approach the learning and engagement of our **students**. We adopt a graduated approach to meeting needs. Through **Quality First Teaching** staff make reasonable adjustments to help include all children not just those with SEND.

Teaching strategies include differentiation, personalisation, active learning and effective feedback, ensuring that the **students'** needs are met within the classroom environment. We believe in maximising the learning first time in the classroom which will then reduce the need for later intervention.

For those **students** identified as needing additional support time, bonded support programmes are organised and closely matched to **student** needs. Programmes range from in-class support with a TA, literacy withdrawal to social skills groups, behaviour support and anger management dependent on the **student's** need. All interventions are research informed and evidence based and are measured to monitor impact against expected rates of progress and evaluated. Intervention programmes have been proven to increase literacy levels, resilience and to give confidence in the classroom.

Teachers liaise with TAs before, during and after lessons to ensure that the **student** who is being supported gains maximum benefit from having the additional adult in the classroom. All our additional support programmes are overseen by the SENCo.

Staff are trained in using differentiation and strategies are shared especially in supporting specific needs such as Dyslexia and Autism. Specialist staff can be used to support **students** with SEND from outside agencies.

All **students** with an EHCP and some other high need **students** will have a small group of TAs who will ensure that the **students'** needs are being met according to the legal framework. The teams will also liaise with the **student**, teaching staff and their parents/carers on a regular basis to update them on their child's progress in school.

Governors play an active role in strategically monitoring the quality of our SEND provision. The link SEND Governor meets regularly with the SENCo throughout the year.

### What is our approach to teaching pupils with SEND?

### How do we adapt the curriculum and learning environment?

Diversity is valued and respected in our school. The school has an Accessibility Plan in place and all staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. The school is housed in

a mixture of single, two and three storey buildings. At present there are no lifts to the 3<sup>rd</sup> floor (C floor). Apart from one building, only the ground floor is wheelchair accessible and there is a disabled toilet facility. The PE department is accessible by wheelchair. Wheelchair, changing and toilet facilities are available. Careful attention is paid to keeping paths and corridors smooth and hazard free. Obstructions to free movement around the school are kept to a minimum.

We place our **students** at the heart of everything we do. Through the provision of a stimulating curriculum, the highest quality learning and teaching and the wealth of opportunities beyond the classroom, we encourage all our **students** to give their very best and fulfil their true potential. We believe that everyone has something special to contribute and we take every opportunity to praise, celebrate and reward the many and varied achievements of our **students**. Parents are invited to meet with key staff to discuss their child's curriculum and work with us to support any adaptations needed. When choosing option courses for KS4 parents and **students meet** with us to discuss their child's GCSE choices so they are fully aware of the options and challenges each route will pose for them.

Thamesmead School provides a broad and balanced curriculum. Teachers differentiate to meet the needs of all learners. **Maths is set by ability**, whilst **the rest** are taught in banded and mixed ability groups. The setting is flexible and is reviewed regularly. All **students** are provided with opportunities to flourish and **student** voice is considered carefully. Lessons involve a wide variety of activities, including individual, paired and group work as well as activities developing visual, auditory and kinaesthetic skills. Teaching is tailored to **student** needs. The quality of teaching is regularly assessed to ensure that all **students** are receiving a high standard of learning and teaching. Within Key Stage 3, (Years 7-9) all **students** participate in a wide and varied curriculum to ensure that they are able to use literacy and numeracy skills.

### How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September **2015**.)

Thamesmead School is an inclusive school and actively seeks to promote the inclusion of **students** with SEND and disabilities. We use our best endeavours to ensure that all **students** with SEND and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND and disabled **students** to enable them to participate in all school visits and other out of class activities. For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website.

There are a range of visits provided by the school and all visits are available to all **students**. School policy promotes inclusion of all our learners in all aspects of the curriculum including activities outside the classroom. The school consults with parents and health professionals to make access arrangements for SEND **students** so all can participate in school visits and out of hours learning. All staff organising visits are trained and complete risk assessments. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are met.

**How do we consult parents of pupils with SEN and involve them in their child's education?**

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Thamesmead School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Thamesmead School puts working with parents/carers and **students** at the centre of its work. Progress reports are provided to parents each term for all **students**. There is also at least one parents' evening per year for each year group. **Students** are also regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff.

**Students** with SEND are encouraged to express any concerns that they may have to the SENCo, TAs, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCo is always pleased to discuss any concerns involving SEND with parents and carers.

All **students** with Education, Health and Care Plans will meet at least once a year with the SENCo to review their progress and provision. All **students** receiving intervention by the SEND Department will also receive regular communication from the SENCo, the Intervention lead or SEND Manager about the intervention(s). The SENCo is always happy to communicate with any parent of a **student** with SEND whether by telephone, email, face to face meeting or **on an online call during the pandemic.**

**How do we consult pupils with SEN and involve them in their education?**

**Students** with SEND are encouraged to share their thoughts and opinions about the provision they receive at Thamesmead School. We work with SEND **students** to develop their **student** passport, which provides valuable information for teachers to support planning and differentiation for **students** in their mainstream lessons and any interventions in the SEND department.

**Students** with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current **students** with SEND have been involved with the following clubs: lunchtime, breakfast and break time clubs, homework club, choir, STEM club, sports clubs, library volunteers and charity events. SEND **students** have also participated in **student** interview panels for new members of staff, Year 6 transition support and in the annual school production.

**How do we assess and review pupils' progress towards their outcomes?**

(include information about opportunities for parents and young people to be involved in this process)

All staff are responsible for assessing, monitoring and tracking the progress of our **students**. Parents receive a termly report which informs them of the level or grade their children are currently working. Their attitude to learning is recorded with a Learning Profile grade. This enables parents/carers to have a clear idea about the progress that their child is making. This information is also available via the school's online portal. Where a teacher identifies that a **student** is not progressing as expected, they will start a programme of intervention strategies in class to help that **student**.

Staff are responsible for setting each **student** achievable yet challenging targets and having high expectations of progress. Heads of Department, Form Tutors, Heads of Year and the SENCo regularly check on the progress of **students** and raise a concern if **students** are not making expected progress. Some **students** who are not making expected progress attend intervention sessions with key staff in the form of booster sessions or **small group withdrawal work from lessons**.

In Year 7, there are two parents meetings a year, both with the form tutor and subject teachers. In Years 8-10 there is one parents evening per year and in Year 11 two evenings are calendared. At these meetings, parents will have the opportunity to share their child's progress and discuss ways in which they and the teacher can support further their child's learning. Contact between staff and parents/carers is seen as a vital part of the Thamesmead School ethos and additional consultations and meetings can be arranged when needed.

**Students** with an EHCP attend regular review meetings with the SENCo. One of those meetings will be the **student's** Annual Review to which parents will be invited and all staff involved with the **student** will contribute. The **students** will take part in these meetings and will also be expected to contribute.

Every **student** at Thamesmead School has their own **Microsoft Teams account and a parental portal**. **These** can be used to find out more information about the school and to make contact with members of staff.

We host a number of curriculum evenings/learning events to help families understand how they can best support their child. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

The first point of contact should parents/carers have concerns about their child's progress is their form tutor or subject teacher. **Students'** work is marked regularly and feedback is given to **students** (Usually a key piece of work, not just lesson notes). Parents are encouraged to look at these books with their children.

Thamesmead School understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and **student**, especially for **students** with SEND.

The school has a well-established induction programme for all new **students**. This includes "taster" sessions as part of this programme to give new **students** a flavour of secondary school teaching, the SENCo attends transition annual review meetings in order to liaise with the **student's** current school.

For **students** coming into Year 7 at Thamesmead School, the Head of Year 7 and SENCo visit all primary schools to meet with Year 6 teachers or leaders to gain as much information as possible about these **students**, including SEND information. For **students** with SEND, the SENCo at Thamesmead School liaises with SENCos from our feeder primary schools, who pass on all relevant information, including SEND files. Parents/carers of primary school **students** who will be coming to Thamesmead School are always welcome to contact our SENCo who will discuss the child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 **students** who will be attending Thamesmead School, are invited in for two transition days in the **Summer** term, when they spend the day in their new form group and take part in activities to help them adjust to life at Thamesmead School. The SEND Department can organise additional sessions for **students** with an EHCP and other vulnerable Year 6

**How do we support pupils moving between different phases of education and for adulthood?**

students to help them feel confident and try to allay any anxieties as much as possible about the transition to secondary school.

Thamesmead School creates its form groups for Year 7 with great care and the Head of Year 7 places students with SEND in form groups in conjunction with the SENCo, using all the information available. Students are also allocated based on locality so children make friends quickly.

For students with EHC Plans, the SENCo will attend Year 6 Annual Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCo will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/Carers of students with EHC Plans in Year 5 who are considering a placement at Thamesmead School are very welcome to contact the SENCo at any time to discuss their child's needs or arrange a meeting or visit.

For students leaving Year 11, the SENCo works with our CEIAG Advisor (Careers, Education, Information, Advice and Guidance) to ensure that all students have thought through their next steps and have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they understand the student's support needs. All students with an Education, Health and Care Plan will have access to our Careers Advisor from Year 8 onwards.

All departments aim to provide skills which will equip students for the next stage of their education, work and training. In Year 10 the school organises day visits and taster sessions at post 16 Colleges. All Year 11 students are given information about post 16 and post 18 provision. All Year 11 students are tracked, ensuring all students apply for post 16 placements. The school also offers guidance about apprenticeships, helps students to write CVs and letters to employers to seek out and apply to appropriate training providers. The SENCo & SEND Manager have joint meetings 1:1 with all SEND children, to support them with their option choices.

### How do we support pupils with SEN to improve their emotional and social development?

Include information about extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying.

At Thamesmead School students' well-being is highly valued. We are committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within our community.

A separate medical room is provided and supervised by our medical team. The medical team and SENCo write Health Care plans with parents and disseminate these to staff. A medical policy and an Allergies and Asthma protocol are in place which ensures that students with medical needs are fully supported. Relevant staff are trained to support medical needs and, in some cases, such as the use of EpiPen's, all staff have access to training. Staff are also trained in the administration of emergency medication for the alleviation of anaphylactic shock.

A school nurse is available on a referral basis. The school has a number of trained First Aiders and all staff are given the opportunity to attend a three-hour Emergency Aid in Schools course every three years. The school has high expectations of behaviour and has a behaviour policy, code of conduct and home school agreement which includes guidance on expectations, rewards and sanctions. The school receives support from other providers such as the North East Short Stay School and Hospital School and there are opportunities for staff to visit SEND schools to develop skills and expertise.

Attendance is rigorously monitored by the Student Support, Heads of Year and Inclusion team. There is an award system in place for tutor groups and individuals and support is put in place if needed. The school employs a relationship councillor and a vulnerable student's worker and receives support from youth workers/Eikon. A peer mentoring programme is in place. The school runs support groups for Young Carers and encourages healthy eating. All our student on alternative provision are visited on site, the provisions are monitored regularly and they have trained mentors.

Student voice is central to the school's ethos and this is encouraged regularly in a variety of ways. The School Council meets once a term with representatives from every year group. There are additional meetings called when students and staff feel that there is an issue, cause or idea to discuss. Student are democratically voted onto the council by their year group. The Teaching Assistant team also facilitate student voice with vulnerable students.

When Covid restrictions are lifted the SEND Department run Homework support and a Quiet Games Club every break and lunchtime. Whilst this is an opportunity for student to complete their homework it is also a time for them to share in a smaller learning environment. The library is open at break and lunchtimes as are the computing suites. There is also opportunity for students to study independently from 8.00 am and after school until 4.00pm.

Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and solutions focused. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

### What expertise and training do our staff have to support pupils with SEN?

Thamesmead School staff provide *High Quality Teaching* to all of our student. Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues. There is a regular programme of training for teachers and TAs on an array of subjects such as behaviour management and supporting students with particular SEND such as Speech Language and Communication Needs or Autistic Spectrum Disorder/Condition. At the start of every year all staff are trained on the specific SEND needs of the student that they teach. Throughout the year there are opportunities for staff to be trained in a wide range of specific SEND needs. The SEND staff access regular training on national SEND issues and changes and keep abreast of current issues and initiatives.

The Special Needs Coordinator (SENCo) is a qualified teacher. She holds the Masters Level Qualification for Psychometric testing (CPT3A), has completed the Masters Level NASENCo Qualification (Post graduate certificate in SEN), has a Masters level in Dyslexia and Intervention management and has achieved accredited training on leading Person Centred Reviews.

Time and money are invested in training staff to improve 'Quality First Teaching' and develop enhanced skills and knowledge for the delivery of additional interventions. INSET days and Staff Meetings include training to equip staff for specific needs in their classes. There is a termly SEND focus meeting for all teaching staff to ensure training is up to date and responsive to changing needs.

Several TAs have gained their Level 2 Learning Support NVQ. All are able to share their higher level of expertise on how best to adapt our curriculum to meet the needs of all students. Two members of staff are qualified Emotional Literacy Support Assistant (ELSA). The SEND Manager leads Autism provision and has been accredited by the National Autism Society. All TAs



are trained in note taking to aid deaf students and those who need support with pace in lessons. They have also had training from Specialist Teachers for Inclusive practice on ADHD/ADD and Dyslexia.

**How will we secure specialist expertise?**

Where a **student** with SEND is not making progress and Thamesmead School feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a **student** to an external agency and/or professionals for diagnosis, support or advice. All external partners are vetted in terms of safeguarding. Subsequent to such a referral, we will work with the external agency to support such **students**, using their support and advice.

Thamesmead School has a contract with the Local Authority to whom we make referrals for Specialist Teachers for Inclusive Practice and Educational Psychologists. Thamesmead School also works with other external agencies such as the Virtual School for Looked After Children, Physical and Sensory Support Service, Learning and Language Support, Speech and Language Therapy Service, the Occupational Therapy Service and the Education Welfare Service. The school has links with the Child and Adolescent Mental Health Service (CAMHs) and works closely with the Autistic Spectrum Disorder Outreach Team.

In addition to the SEND Department at Thamesmead School, all departments are able to work with experts in EAL, VI and HI **students** when required. These may include paediatric (mobility and) habilitation officers and Educational Psychologists. EAL provision monitors the languages spoken by families in school. Where possible the school ensures any home-setting communications are available in the relevant languages and when required, translators are asked to attend meetings.

**How will we secure equipment and facilities to support pupils with SEN?**

The Special Educational Needs budget is allocated in response to the needs of the individual **student** at the school. The majority of the school's funding is spent on teaching and support staff and the allocation of their time is agreed by the Senior Leadership Team and the SENCo. Specialist equipment is sometimes obtained on loan or may be purchased for use in school or for the **student** to take home. The SEND Department own 9 laptops and alpha smarts for use in lessons to support **students** with sequencing and processing disorders.

In-class support is allocated specifically to the requirements of all EHCP **students** and other high need **students** will also receive support on a needs basis. Budgets are closely monitored and aligned to the School Development Plan.

**How do we evaluate the effectiveness of our SEN provision?**

Thamesmead School will gather information about the progress of your child through regular assessments in individual subjects, which will indicate if your child is making expected progress. End of term reports are monitored and reviewed by Heads of Department, Heads of Year and the SENCo to ensure **students** are making progress.

The Senior Leadership Team, Heads of Department and Governors evaluate progress of SEND **students** through the school's on-going monitoring cycle, this includes; learning walks, **student** book checks, numeracy and literacy audits, provision management audits, lesson observations and that your child is happy in school and making expected progress.

Interventions will be assessed to indicate progress or not and this will be used to plan for your child's needs within school

<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>Complaints about issues to do with Special Educational Needs should follow Thamesmead Schools standard procedure for dealing with complaints. Please see the 'Procedure for Complaints' policy on our website or request a paper copy to be sent to you.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>Key staff working with <b>students</b> with SEND are as follows:</p> <p><b>SENCo &amp; DSL</b> - Mrs C Ramdhony  <b>SEND Manager</b> – Mrs A Pescud  <b>Assistant Headteacher (Inclusion Lead yr7/8)</b> – Miss R Campbell  <b>Deputy Headteacher (Pastoral Lead for yr9/10)</b> – Mr Bate  <b>Deputy Headteacher (Lead for yr11)</b> – Mrs H Eley  <b>Heads of Year</b> –Mrs J Shillabeer (<b>11</b>), Miss R Jones (<b>10</b>), Mr Todd (<b>9</b>), Mr Stephenson (<b>8</b>) &amp; Mr Patel (<b>7</b>)  <b>TAs</b> - Working with SEND <b>students</b> both in-class and on intervention programmes.  <b>SEND Governor</b> – <b>Mr K Cloeys</b></p>
<p><b>What support services are available to parents?</b></p>	<p>Surrey SEND Information, Advice and Support Services offer impartial and independent information, advice and support to parents of children with SEND and can be found at <a href="mailto:ssiass@surreycc.gov.uk">ssiass@surreycc.gov.uk</a>.</p> <p>The following organisations offer information and support for <b>students</b> with specific SEND:  The British Dyslexia Association - <a href="http://www.bdadyslexia.org.uk">http://www.bdadyslexia.org.uk</a>  The National Autistic Society – <a href="http://www.autism.org.uk">www.autism.org.uk</a>  The Autism Education Trust – <a href="http://www.aet.org.uk">www.aet.org.uk</a></p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>The Surrey Authority's Local Offer can be found at <a href="http://www.surreylocaloffer.org.uk/kb5/surrey/localoffer">www.surreylocaloffer.org.uk/kb5/surrey/localoffer</a>. This SEND Information Report forms part of the SEND information as outlined in the Local Offer.</p>