**PARK HALL EXTENDED LOCAL OFFER**

**What kinds of SEND does the school provide for?**

The school accommodates all SEND in line with the Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND Code of Practice. These four areas of need include:

**Communication and Interaction**

* Children with speech, language and communication needs (SLCN) have difficulty in communicating with others.
* Children with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.

**Cognition and learning**

Learning difficulties cover a wide range of needs, including:

* Moderate learning difficulties (MLD),
* Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
* Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
* Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental health difficulties**

* These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
* Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or Physical needs**

* Children vision impairment (VI)
* A multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of sensory difficulties.
* Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**How does this setting know if their children/young person needs extra help and what should I do if I think my child/young person may have special educational needs?**

Parents are involved in their child's learning and are asked to support their child in a variety of ways. We aim to work in partnership with parents and carers and we suggest ways in which parents can help to support their child at home. If parents have any concerns they need to speak to the class teacher in the first instance. If parents have concerns prior to their child joining the school, their concerns can be discussed so that relevant support can be put into place.

**Before your child enters our Nursery setting, our staff carry out home visits. This involves discussing whether your child has already received any support for their needs. We also have discussions with previous nursery settings to enable us to best support your child. If your child has a special need we will:**

* **Use the Assess, Plan, Do, Review graduated approach to supporting their needs**
* **Talk to you about your child’s difficulties so we can understand their needs**
* **Carry out assessments of your child’s learning so we know which skills they need to learn next**
* **Ask the Senco to advise teachers where necessary**
* **Support your child through interventions to support them in their learning**
* **Monitor their progress and discuss with parents on a termly basis**
* **Seek advice from other services as appropriate**

**All children are assessed at the start of the Nursery year as part of the baseline assessment for the Early Years Foundation Stage Curriculum. We use this information as starting points for learning and to develop a personalised learning journey which shows appropriate support and challenge for every child. As part of the induction process, parents are encouraged to discuss any concerns with the class teacher.**

**If a child with additional needs joins Park Hall mid -year, as much information as possible is gathered from the previous setting to enable the child to be supported appropriately.**

**There is rigorous tracking of pupil progress in all year groups which is analysed by teaching staff and the Senior Leadership team at termly pupil progress meetings. We expect that all pupils achieve at least the expected level of progress and we set ambitious targets to ensure that all learners are challenged to achieve their potential. Pupils that are not making expected progress will be discussed with the Senco, Senior Leadership team and parents. Appropriate intervention and provision is then planned to meet each child’s needs.**

**We hold Parent- Pupil Consultation meetings in the autumn and spring terms, where progress, attainment, targets and other concerns are discussed. At these meetings, a child who has been identified as having a Special Educational Need, will have their Pupil Passport targets discussed within this meeting as part of their SEN Review.**

**How will the setting support my child/young person?**

* Your child will be supported to be happy and successful throughout their school life at Park Hall and will be supported to overcome any difficulties they may experience.
* Staff at Park Hall support all pupils through a broad and balanced curriculum. All children are entitled to have access to high quality learning opportunities and appropriate resources and all learning is carefully planned by staff to take account of individual needs.
* The children receive quality first teaching and if they are identified as requiring additional support this will be appropriately planned and provided for through small group support in class or additional intervention support.
* Tracking of progress and analysing individual pupil data by the Senior Leadership Team, highlights children who are not making expected progress. Appropriate interventions are then put in place and monitored by class teachers to support their learning.
* All pupils with special educational needs have Pupil Passports, which are shared with parents on a termly basis. The children have Personalised Learning Books in Foundation Stage and SEN Files from year 1 to year 6, to record the targeted work which addresses their specific Pupil Passport targets.
* Where a child has a disability, reasonable adjustments will be put into place to support a child.
* If a child has medical needs then a care plan will be put into place.

**How will teaching approaches and the curriculum be matched to my child or young person's needs?**

* In Early Years, the curriculum is planned based on the child's needs and interests and parents are consulted about what engages their child throughout the year.
* Our Creative Curriculum is broad and balanced to meet everyone’s needs. Pupil’s contribute to the shaping of the curriculum and regularly make suggestions that help to inform the teacher’s planning.
* At the start of each topic a KWL grid is completed by the children. This shares what children already know about a topic, (Knowledge) what they would like to know, (Wonder) and what they have learnt by the end of the topic. (Learning)
* The class teacher is responsible for planning and delivering appropriate class support as part of Quality First Teaching. A range of concrete, visual resources are used in lessons alongside multi-sensory approaches and flexible classroom groupings.
* The outdoor environment is used as a teaching resource to engage and support the learning of pupils.
* Those who need extra help will be provided with small group support in class.
* Where this does not adequately bridge the gap, pupils are timetabled for additional small group or 1:1 intervention support.
* All children are entitled to have access to high quality learning opportunities and appropriate resources to meet their individual needs. Where specific resources or equipment will enable a child to access the curriculum more effectively, these will be accessed and modelled to enable the children to use them effectively.
* Children who require further support will be provided with personalised learning which includes specific interventions to address their needs as identified on their Pupil Passport, which is shared with parents.
* Data tracking by the Senior Leadership Team will highlight particular individuals needing additional or different provision.
* At the end of each half-termly unit, each child carries out a self-assessment, which shows their level of engagement and enjoyment in each unit of learning. This enables the curriculum to be adapted as a result of pupil feedback.

**How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

* We use a range of strategies to inform parents about how your child is doing. Children are assessed against National curriculum targets in Reading, Writing and Maths, along with on-going teacher assessments.
* To ensure pupils are making progress, their progress is tracked on the school’s data tracking system on a termly basis and this data is analysed by the Senior Leadership Team.
* Any targets for pupils with SEND will be recorded on a Pupil Passport which will be shared with their parents at termly meetings. As part of this, teachers will ask parents to work on specified targets at home. Passports are reviewed with parents and pupils and then the next targets identified.
* The provision put into place for a pupil with Special Educational Needs is regularly reviewed through on going assessments throughout the term. The impact of interventions is measured at the start and end of the period of the intervention, which may be in the form of an assessment, questionnaire, sample of work etc. The impact is monitored throughout each term by class teachers to determine where improvements are being made or whether an intervention needs adapting. This information is shared with the SENCO through termly provision meetings and with parents through termly review meetings.
* Pupils with an EHC PLAN have progress towards their EHC plan milestones noted by staff supporting them throughout each term on their Termly Progress Review Document. In addition, all pupils with an EHC plan have an annual review, where the provision of the EHC PLAN outcomes are reviewed, amended and new outcomes are set, in consultation with the pupil , parents, school staff and other agencies involved. This information is shared with the Local Authority Reviewing Caseworker, where a decision is made on the level and type of support to be put in place for the following year.
* Every child is entitled to quality first teaching. To ensure this, the Senior Leadership Team will monitor and review pupil progress through:-

. Formal and Informal lesson observations

. Book Trawls and Planning Scrutinies

. Pupil Progress Meetings

. Analysis of data

. Pupil Conversations

. Parent conversations

. Appraisals

. CPD

To ensure quality and personalised provision the SENCO and Senior Leadership Team will monitor through:-

. Pupil SEN File monitoring

. Provision maps

. Analysis of data

. Observation of interventions

. Reviews with class teachers and parents

. Pupil conversations

. Parent feedback

* Pupil’s attainment is assessed at the beginning of an intervention and then at the end, to review the progress made. Interventions and SEN Provision Maps are monitored by Senior Leadership Team to ensure quality provision.
* School carries out Standardised Tests for SEN pupils receiving or requiring additional outside agency support to provide a measure of impact of intervention. The tests provide measures for reading ability, comprehension, spelling, receptive and expressive language.
* Pupils receive feedback from staff in regards to their learning. Fix Its provide the children with opportunities to address misconceptions.
* ‘Mindset Moments’. Provide daily opportunities for pupils to respond to feedback from Teachers.
* Parents are invited to attend termly Parent- Pupil Consultation meetings with their child during the autumn and spring terms and there is a written report sent in the summer term. At these meetings, a child’s attainment will be clearly shared with parents, progress towards expected outcomes measured and new targets set. Staff will discuss the ways in which parents can support their child with their learning.
* If at any time parents and/or teachers are concerned about any issue or progress of a pupil, then additional meetings will be arranged at a mutually convenient time at any period throughout the year.
* We are able to support families as a whole, through the Early Help framework and are keen to meet regularly with parents if there are any areas of support that you feel you and your child would benefit from.
* Homework is sent to pupils each half term in the form of a home learning booklet. This provides weekly opportunities to practice arithmetic and reading alongside spellings. Children are expected to read daily and parents and children can select a reading activity from a range provided within the home learning booklet.

**What support will there be for my child's/young person's overall wellbeing?**

* A dedicated team of professionals, ensure that your child meets their full potential. These include teachers and learning support assistants in the classroom, the SENCO, Early Years Intervention Leader, our Pastoral Manager and Senior Leadership Team.
* Pupils areencouraged and given opportunities to talk about their well-being, throughout the curriculum including during circle time, assemblies and informal conversations with staff and the Pastoral team.
* Individual Education Health Care plans are in place and reviewed annually, supported by the Local Authority Assessment and Monitoring Team.
* Attendance is monitored rigorously by the school’s attendance team, which is made up of the Principal, the school attendance officer and the school attendance governor. Parents are informed termly about their child’s attendance, as we seek to develop the partnership between home and school.
* Our Pastoral Manager provides support for our vulnerable families from the onset and seeks to work in partnership with families. We welcome parents who have any concerns linked to their child’s well-being, to come into school to discuss support opportunities. If a child appears to be upset, we will speak to parents and offer support to the child and their family.
* The school actively seeks to support children and their families through Early Help and intervention
* All staff are trained in safeguarding to at least level 1 and this training is refreshed annually. All staff recognise that safeguarding is everyone’s responsibility.

**What specialist services and expertise are available at or accessed by the setting?**

* There is a wealth of subject expertise within our school. We have Specialist Leaders of Education for the Teaching of Early Years and Phonics who are all involved in supporting staff in our own school and within the St Barts Academy Trust.
* School can involve specialist advisors from the Local Authority Inclusion Service and an Educational Psychologist if this specialist support is required. In order to access these services, the school must attend a Code of Practice Panel, where the panel will determine whether these services are to be accessed. The Code of Practice Panel is made up of professionals with a wealth of Special Educational Needs expertise from the Local Authority Inclusion and Psychology Services. The panel will advise on the most appropriate next course of action and type of support to be involved for a child.
* The school can make direct referrals to specialist services such as Occupational Therapy, Speech Therapy, Camhs,(Children and Adult Mental Health Service), Dove Service, Younger Minds, Young Carers, Social Care or an Integrated Family Support Worker.
* Our Senco and Pastoral Manager work closely with families and all parents/carers are consulted before the school seeks support from specialist services.

**What training are the staff supporting children and young people with SEND have had or are having?**

* We are highly committed to providing opportunities for the continuing development of all staff. Learning and Teaching staff, take on an active role in their own development in order to meet the needs of all of the pupils that they teach.
* Training was delivered by the Stoke-on-Trent Inclusion team on the New Code of Practice.
* Support staff have been trained to deliver a host of programmes to support children with a range of needs.
* Support staff are all highly skilled in their roles and receive on-going training in a variety of interventions led by the SENCO or other agencies throughout the year. This has recently included Reading Inference Training, Switch on Literacy and Hornet Literacy. Training is linked to the needs of the academy and our pupils. The Senco, Pastoral Manager, class teachers and support staff attend courses to develop specific skills for supporting children with SEN within the school.

**How will my child/young person be included in activities outside this classroom including school trips?**

* All children are included in school trips. Staff carefully select transport, activities and venues that are suitable for all children.
* All children are included in school clubs.
* All children are included in all aspects of school life wherever possible, careful risk assessments and extra support is put in place where necessary.
* At Park Hall we are committed to equal opportunities and the school provides opportunities which are open to all pupils.
* The school seeks to make reasonable adjustments to adapt any activity to enable all children to participate in school life**.**

**How accessible is the environment?**

Park Hall is set within extensive grounds. The school entrance and offices are accessible via a ramp. The building itself is split over three levels accessed internally by several stair cases. There are additional hand rails on some stair ways which have been added to support visually impaired pupils. A mobile classroom is also accessible via a ramp. Pupils in a wheelchair can access the main school facilities including the offices, PE hall, lunch hall and ICT suite on this level from the mobile classroom. The school seeks to make all reasonable adjustments.

(See Accessibility Plan on school website for more details)

**How will the setting prepare and support my child/young person to join the next stage of education and life?**

To ensure a smooth transition into school, parents and children receive the following support:

* When children join the school in the Foundation Stage, we offer a home visit in order to meet the child in their own environment.
* Children are invited to Stay and Paly sessions before starting school .
* All parents are invited to an induction meeting, where they are given lots of information about the school before their child starts school.
* We also hold a series of transition sessions where the child and parent come to spend time in the Foundation setting.
* Children and parents who are interested in joining the school in other years, are encouraged to visit the school. When a child joins the school, we ask parents to share any concerns they may have regarding their child. Where a child has previously been identified as having a special educational need or disability, we will hold a multi-agency meeting to gather information so as to support the child and keep him or her safe.
* As necessary the school will request training e.g. where needed for medical interventions. We communicate with previous establishments to support a child’s transition and for some SEN pupils, a phased transitional period may be offered to help the child to settle where appropriate.

To ensure a smooth transition between year groups in school:

* There is the same consistent approach in promoting positive behaviour, with each following the same school expectations and pyramid which the children are familiar with.
* A child has a full week to prepare them for the next stage in their learning journey. Teachers and children get to know one another and positive relationships are developed which allow children to look forward to their next transition.
* A child engages in activities with their new teacher which will be displayed in their new class at the start of the year, to make them feel welcome and have ownership of their new class.
* Children with additional needs will have extra transition sessions prior to the full week at the end of term. This may involve additional conversations with their new teacher or visits to the classroom so they feel more prepared for the transition.
* Additional resources are prepared for some pupils, such as a visual photo book of their new class and staff, which parents can share with their child over the summer holidays to support them further.
* Class teachers have transition time to pass on information about each child in their class to their next teacher.
* Information is passed from the Pastoral Manager and Senco to new Class Teacher so they are fully informed about pupils in their class.
* Medical and other information about a child are also passed on by the previous teacher to the new teacher, during teacher transition meetings at the end of term.
* Parents are invited to a class transition meeting to find out about their child’s learning in their new class at the end of the summer term.
* Transition information leaflets are available for all parents.
* Opportunities are provided for children to experience any new routines in the summer term so they are comfortable and familiar with these.

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To ensure a smooth transition into high schools the school organises the following:

* Opportunities for the children to attend workshops at local high schools in year 5.
* Meetings between class teachers and high school teachers.
* Meetings between the SENCO and the High school SENCOs, where needed.
* Opportunities for SEN children to visit their choice of high school with a member of the Pastoral team where needed.

**How are the setting's resources allocated and matched to children's/young people's special educational needs?**

* Children’s individual needs are assessed and support and resources are allocated based on need. This may include additional group support in class, small group or 1:1 intervention support, specific strategies within the environment, specialised equipment to allow access to the curriculum or social, emotional, mental health support through our Pastoral Manager.
* Termly provision mapping identifies and monitors the support strategies and programmes that each child on the SEN register is receiving.

Strategies/Programmes to support with Speech, Language and communication

* Spirals
* Language Steps
* Asking Good/Specific Questions
* Talking Partners
* Time to Talk
* Individual visual timetables
* Topic/word mats
* Individual programmes provided by Speech and Language Therapists, which are delivered in school by Teaching Assistants.
* Teaching Assistants available during whole class teaching time.
* Instructions repeated 1:1 , broken down into small steps
* Visual prompts given for tasks

Strategies/Programmes to support/develop Cognition & Learning

* Differentiated Curriculum
* Pre-teaching of vocabulary, strategies and concepts.
* Precision teaching of high frequency words daily.
* Daily spelling practice of high frequency words.
* Hornet Literacy
* Beat Dyslexia
* Better Reading Programme
* Switch On Literacy
* Phonics interventions/boosters
* Reading Inference Training
* Targeted Numeracy basic skills sessions eg times tables, number bonds
* Use of Numicon
* Awareness of learning styles - Visual, auditory and kinaesthetic approach
* Advice from outside agencies such as E.P, Outreach schools, Occupational Therapist and Inclusion Advisor

Strategies/programmes to support social, emotional and mental health difficulties

* Daily Meet & Greet
* Time out/Calm space
* Incredible 5 Anger/Anxiety Tool
* Behaviour Contact/Learning Agreement
* 1;1 Behaviour/Anger Management Programme
* Coping Strategies
* Circle Time
* Circle of Friends
* Lego Therapy
* Playground Buddies
* Parental involvement
* Home-School Communication Diaries
* Individual Reward systems
* Support from SENCO. Pastoral Manager and Senior Leadership Team
* Celebration Assembly to raise self-esteem
* Individual Success File
* Advice from outside Professionals

Strategies/Programmes to support physical needs

* Pencil grips
* Specialist scissors
* Sloping boards
* Further differentiation of physical activity (fine and gross motor skill activities)
* Provision of other specialist equipment & resources as directed by OT
* Advice from outside Professionals - EP, Outreach schools, Occupational Therapist / Physiotherapist, Medical Team

Provision to support access to the Curriculum

* Prompt and reminder card to encourage and promote independence.
* Visual, concrete practical resources
* Use of multi-sensory approaches
* Pre teaching and over learning of strategies, concepts and vocabulary.
* Visual timetables.
* Use of ICT – whiteboards and I pads.
* Awareness of learning styles - Visual, auditory and kinaesthetic approach
* Small group or 1:1 support from Teaching Assistant or Learning Support Assistant
* Self and peer assessment
* Advice from outside Professionals
* We seek advice on supporting our children and may make direct referrals to a variety of outside agencies including the Speech and Language Therapist, Occupational Therapist, Camhs and Our Health Nursing Team.
* In order to involve the Stoke –on – Trent Inclusion Team or the Educational Psychologist to further support a pupil, school will need to refer to a Code of Practice Panel , where the panel will determine the most appropriate type of support to meet the pupil’s needs.
* Where a care plan is necessary for a pupil, class teachers work with the family (& nursing services where appropriate) to devise the elements of the care plan. This is shared with all staff supporting the child.
* Budgets are closely monitored by the Senior Leadership Team to ensure funds and staffing are best allocated to meet the needs of all children. Provision is reviewed regularly to ensure that there has been an impact on pupil progress and this ensures that funding is spent to ensure that all children make at least good progress. This ensures that interventions are appropriately matched to pupil’s needs and are delivered by a team of highly trained teaching support staff.

**How is the decision made about what type and how much support my child/young person will receive?**

* All children receive quality first teaching which is monitored and evaluated each term. If a child needs additional support, this will be planned to address those needs initially by the class teacher. If this is not having the required impact, discussions will be held with the Inclusion team and additional intervention support will be planned.
* The type of support, equipment and facilities needed to support children with SEN is led by the child’s individual need. Children with an ‘Education, Health Care Plan’ will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.
* Other children will also receive support linked to their needs as indicated on their Pupil Passport. This support may take various forms:
* In class support from support staff
* Small group support
* Specialist 1:1 support
* Support from external agencies
* Provision of specialist resources
* Tracking of progress and analysing individual pupil data by the Senior Leadership Team highlights children who are not making expected progress. Children are given additional and differentiated support and Interventions are put in place to support their learning and the impact of that provision measured. These interventions and their impact are recorded in the pupil’s Personalised Learning Books in Foundation Stage and in Sen Files for pupils in year 1 to 6.
* If interventions are not having the expected impact, then the SENCO may refer to Code of Practice Panel for advice or directly to other professionals such as Speech and Language Therapy, Occupational Therapy or Camhs, in discussion with parents, to enable further support to be provided.

**How will our child and young person be involved in the decisions about their learning?**

* Our Creative Curriculum is broad and balanced to meet everyone’s needs. Pupil’s contribute to the shaping of the curriculum and regularly make suggestions that help to inform the teacher’s planning.
* At the start of each topic a KWL grid is completed by the children. This shares what children already know about a topic, (Knowledge) what they would like to know, (Wonder) and what they have learnt by the end of the topic. (Learning)
* In Early Years the curriculum is planned based on the child’s needs and interests and parents are consulted about what engages their child throughout the year.
* Pupils with SEN, have Passports and Individual Education Health Care Plans, which set out their individual needs, targets and the support needed to achieve them. As part of this, pupils are consulted each term to review these and asked for their views, their goals, what is important to them, what they find challenging and how they can help themselves.
* During the termly SEN Review meetings with teachers and parents, pupils share their views.
* The Senco may also gather pupil’s views during pupil interviews throughout the year.
* Park Hall Primary, actively listen to the Pupil Voice of all children in school, including those with identified Special Educational Needs.

**How will we be involved in the decisions about the learning of our children and young people?**

* Prior to a pupil going on to the SEN Register, parents are invited for an initial consultation meeting with the class teacher, where the types of provision and support to be put in place are discussed. This is an opportunity for parents to share their views about their child’s learning.
* The school involves parents in their child’s learning through termly Parent-Pupil Progress meetings. For a child with Special Educational Needs, these meetings will be an opportunity to discuss a child’s Pupil Passport and progress towards their targets. Parent views are also gathered during these consultations.
* During Parent Consultation meetings, a child’s attainment and progress is discussed with parents and new targets are set. Parents know how well their child is progressing and what steps are needed to ensure further progress.
* Our school curriculum is devised in consultation with all pupils and parents and this is available on the school website to ensure all parents are aware of their child’s current learning.
* We encourage parents to support their child’s learning through reading books and a wide variety of other home learning activities
* Parents attend meetings with their child’s class teacher or SENCO if they have additional needs as and when necessary throughout the year to ensure their involvement in their child’s learning.
* Teachers can be available at the beginning and the end of the day to address any additional parental concerns. It is advisable to contact the office to make an appointment to ensure the teacher is available.
* Our Local Governing Committee has parent representatives who actively seek the views of other parents.

**How are parents involved in the setting? How can I be involved?**

* We believe in building strong partnerships with parents and welcome parents to participate in school life.
* Our school curriculum is devised in consultation with all pupils and this is available on the school website to ensure all parents have access to their child's current learning.
* We encourage parents to support their child's learning through reading books and a wide variety of other homework activities.
* Parents attend termly consultation meetings with their child's class teacher.
* Teachers can be available at the beginning and the end of the day to address any additional concerns.
* Family Learning Workshops allow parents to work alongside their children in school.
* We have a Park Hall Friends and Family Association which all parents are automatically members.
* Our newsletters, assemblies and information provided on the website all contribute to ensuring that parents are fully involved in their child’s learning journey.
* On our governing body, we have parents who actively seek the views of other parents.

**What do I do if I want to make a complaint?**

If you wish to discuss your child’s special educational needs or have any concerns regarding your child’s education, please contact your child’s class teacher in the first instance.

If your concerns remain unresolved, please contact the Senco, Mrs Bunn, at Park Hall on 01782-312384.

Our complaints policy is available for all parents on our website.

**What other support is available to parents and how can I contact them?**

If parents would like further support and advice they may contact Stoke-on-Trent SEND Information Advice and Support Service (SENDIASS). They can be contacted on at [www.sendiass.stoke.co.uk](http://www.sendiass.stoke.co.uk/).

Independent Supporters based within SENDIASS hold drop-in sessions at schools and community centres for parents and information and these can be found on their website. Your local Independent Supporters can be contacted on 01782 236414 or email independentsupporters@stoke.gov.uk

If parents would like support with health issues for children and young people aged 5-19, a Central Access Hub based at Cobridge Community Health Centre can be contacted. Each locality will have a team of health professionals led by a school nurse to offer advice and support to families and carers. The Hub can be contacted on 08001240362 or via email at ourhealth.5-19@ssotp.nhs.uk

A child's parent or a young person aged 16-24, can request an Education, Health and Care Assessment. You are able to send your request to SENMAS. The contact details for SENMAS are:

SENMAS   
Stoke-on-Trent-Council  
Floor 2, Civic Centre, Glebe Street, S-on-T, ST4 1HH.

Alternatively SENMAS can be contacted via email at [SENMAS@stoke.gov.uk](mailto:SENMAS@stoke.gov.uk)

**Stoke-on-Trent Inclusive Learning services can be contacted at :**

**Inclusive Learning Services**

**City of S-on-T**

**The Meadows**

**Wrenbury Crescent**

**Berryhill**

**S-on-T**

**Tel: 01782-232541**

The Stoke Safeguarding board can be contacted by following the link;   
<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal>

The Staffordshire Safeguarding Board can be contacted by following the link:   
<http://www.staffsssch.org.uk/Professionals/Procedures/Procedures.aspx>