



IRONVILLE AND CODNOR PARK PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

QUESTIONS AND ANSWERS FOR PARENTS/CARERS

Management log

Document	Special Educational Needs and Disabilities (SEND) Information report
Author	SENDCo
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Signed	Signed

Debi Maddocks

Jane Grundy

Chair of the Governing Body
(On behalf of the Policy Committee)

Headteacher

Document history

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Related policies

Policy	Website link
Accessibility plan	Policies Ironville and Codnor Park Primary School (ironvillecodnorpark.derbyshire.sch.uk)
Anti-bullying	Policies Ironville and Codnor Park Primary School (ironvillecodnorpark.derbyshire.sch.uk)
Assessment	Available via the school office
Behaviour	Policies Ironville and Codnor Park Primary School (ironvillecodnorpark.derbyshire.sch.uk)
Child protection	Policies Ironville and Codnor Park Primary School (ironvillecodnorpark.derbyshire.sch.uk)
Complaints	Business and Personnel Shine Multi Academy Trust (shine-mat.com)
Equality	Business and Personnel Shine Multi Academy Trust (shine-mat.com)
Exclusions	Pupil Welfare Shine Multi Academy Trust (shine-mat.com)
SEND	http://www.ironvillecodnorpark.derbyshire.sch.uk/special-educational-needs-and-disabilities/

1. What types of Special Educational Needs and Disabilities (SEND) do we provide for?

The SEND Code of Practice says there are 4 main areas where children may need support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs



Ironville and Codnor Park Primary School is a mainstream school. We welcome children with all types of SEND. We make sure that all children are included in every part of school life by building on their strengths and supporting them with any difficulties.

This report, along with our equality policy, accessibility plan, behaviour policy, and SEND policy, explains how we do this.

You can find these documents on our school website.

2. How do we identify and assess SEND?

At different times in their school life, a child or young person may have a special educational need. We place a strong focus on identifying SEND early so that children can get help as soon as possible. School staff understand a pupil has SEND if:

- Parents inform the school prior to or during admission.
- Outside agencies contact the school prior to / during admission or whilst the child is a pupil at the school.
- The class teacher, SENDCo, or school leaders identify that a pupil has significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.
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Every child is different, so the teacher and SENDCo will look carefully at your child's strengths and needs to identify areas for support.

3. What is our approach to teaching pupils with SEND?

If your child is identified as having a SEND, the school will utilise adaptive teaching to remove any barriers to learning and to put effective educational provision in place. We have created a whole school graduated response map which shows the adaptations which could be made to the curriculum, to ensure that all children have opportunity to participate and progress depending on their type or level of need. This can be found on our website.

Support for children with SEND is provided using a step-by-step approach called the 'graduated response'. This means that support is carefully increased over time if needed. It recognises that children learn in different ways and may need different types and levels of help. The class teacher will take this into account when planning lessons, choosing resources, and organising the classroom.

Adaptations to the curriculum could include:



- Additional teaching support, as part of a small group.
- Use of particular teaching materials or equipment e.g. Numicon, a talking tin, Rapid Reader books, writing slopes, speech to text.
- Work in class is matched to your child's ability and presented in a way which helps them to learn.
- Scaffolding support.
- Structured small steps teaching.
- Multi-sensory teaching.

Adaptations to the environment:



- A quieter area to work in.
- Use of an 'I need help' card or visual timetable.
- Resources: wobble cushions, chair bands, ear defenders, sensory toys etc.
- 'Calm down spaces' to regulate emotions.

Group skill development:



- Rainbows Nurture Group (social skills and emotional literacy development)
- Writing, English or mathematics groups
- Socially Speaking (social skills intervention)
- NELI or Time to Talk (early language skills interventions)
- Attention and listening groups
- Physical skills groups
- Anxiety management groups

Inclusion Support Bases:

The school also has two inclusion support bases:

- **Shining Start:** This is for children who are in Reception or Key Stage 1, who struggle to progress within the main classroom because the learning environment, communication demands and behavioural expectations cannot be sufficiently adjusted to meet their needs. Shining Start provides an environment with a high level of adult support and reduced sensory and organisational demands. The curriculum is designed to accommodate children's individual needs. The purpose of this provision is to develop the children's 'ready to learn' skills and behaviours and then support them in successfully re-integrating into the main class. A booklet explaining more about Shining Start is available on the school website.
- **The Nest:** This is for children in Key Stage 2 who struggle to progress within the main classroom because the social and emotional or sensory demands cannot be sufficiently adjusted to meet their needs. The Nest provides a high level of support to enable children to develop social awareness, perspective taking, flexible thinking, and self-regulation skills, which will allow them to be successful within the main classroom. Whilst they are developing these skills and attitudes, The Nest provides a nurturing environment and clear structure, within which the children can be successful learners. A booklet explaining more about The Nest is available on the school website.

Shared responsibility:

Every class has a timetable which informs staff of the different support and interventions taking place each week and the children within each group. Groups may be led by your child's teacher, the SENDCo or a teaching assistant. Some children may also receive regular support from services outside of the school such as the Speech and Language Therapy Service, or the Inclusion Support Advisory Service.

If your child has an Education Health and Care Plan (EHCP), they will have a personal timetable of support. This is likely to be a mixture of within class support for their understanding and participation in class activities, small group support and one to one support. They may also receive regular support from services outside the school.

Support during tests and examinations:

In Year Six, when your child will be taking national tests, the SENDCo and your child's teacher will consider whether your child meets the criteria for special examination access arrangements. If your child meets the criteria, they could receive extra time to complete tests, a reader, or a scribe. A very small number of children may be working at a level where it would not be appropriate for them to take the tests. If this is the case, then a disapportion can be made, and their performance will be reported based on teacher assessment.

There are also special arrangements which can be made if your child has needs which will affect their participation and performance in other school assessments. For example, provision of a Braille version of the Key Stage One (KS1) Phonics Screening Check.

4. How do we assess and review the progress of pupils with SEND?

The graduated response:

Only some children will need support that is different from or extra to what is usually provided in class. This support is given step by step, depending on your child's needs and is called a graduated response. It means that more support and specialist help can be added over time if needed.

First, the teacher will observe your child, assess their learning, and track their progress using the Early Years Framework or National Curriculum. They will also look at information from previous schools or nurseries and from other professionals.

Your child's teacher will try different teaching methods and resources to see what works best. If your child is not making expected progress, the teacher will talk with you and the SENDCo. They may carry out further assessments to understand your child's needs better. Together, they will decide if your child needs extra support. Your views, and your child's views, are very important, and you will be involved throughout the process.

Sometimes, the school may ask specialists from outside services to assess your child and give advice. You will always be told if this happens and be invited to participate. Your consent for referral will always be sought.

Through this process, earlier actions and decisions are revised, with a growing understanding of your child's needs and the support they require to make good progress.

Your child's teacher will review the effectiveness of support arrangements six times per year, and changes may be made to the amount and focus of support. You will be involved in the planning and review of the support your child receives via parent/carer review meetings, parents/carers evenings and other meetings with staff. Your child will also be supported in giving their views.

For those children with very high level and complex needs, an education, health and care assessment could be requested. This could lead to your child receiving an Education, Health and Care Plan (EHCP), which would result in additional support being available for your child. Only a very small number of children require an EHCP assessment. The school will usually need to provide evidence that your child has been receiving a high level of support consistently over several terms, that outside specialists have been consulted and their advice followed, and



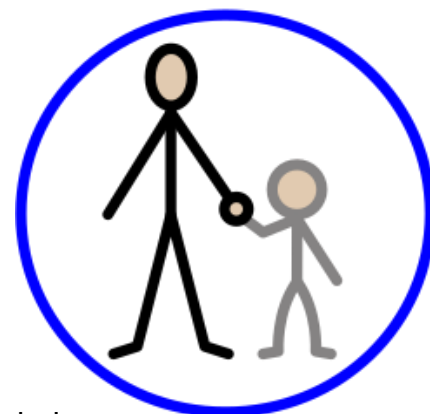
that your child has continued to experience very significant difficulties, in order for an assessment to be started.

If your child already has an EHCP, then the amount and type of support which your child should receive will be described in this. You will be involved in the planning and review of support for your child via parents/carers evenings, parent/carer meetings and annual review meetings. Your child will be involved in these meetings too and will be supported in giving their views.

5. How do we involve parents/carers of children with SEND?

Meetings:

You know your child better than anyone else and staff will talk to you before your child starts school to find out your views of their strengths and difficulties, and things that you feel might help your child's learning and development. If your child is transferring from a pre-school setting to school, you will be invited to a new parents/carers meeting, which will include information about how you can help your child settle into school and how you can support their learning. You may also be invited to a stay and play session which provides an opportunity for you and your child to get to know their teacher and the SENDCo.



You will be invited to attend parent/carer meetings with the SENDCo and your child's teacher, three times per year. You will also be invited to parent/carer evenings with your child's teacher. These meetings provide an opportunity for you to review your child's progress with their teacher and set new targets for them to achieve.

All children on the school SEND register will have an Individual Provision Plan (IPP). This will be reviewed three times per year at your parent/carer meetings. IPPs include 3 targets which both parents/carers and school staff can support the child in achieving. The IPP will also include current support, interventions and actions for the child, any new support and actions which need to be put in place in the future, and any information which needs to be obtained.

If your child has an Educational Health and Care Plan, in addition to the above meetings you will be invited to an annual review meeting of their plan. These meetings provide an opportunity for everyone who knows and works with your child to review their progress and plan support for them.

Remember that you can request a meeting with staff too. We encourage parents/carers to share information and their views with us, and we are happy to discuss your child's progress at any time. We will give you ideas to help support your child's learning when we meet with you. We also have games and activities that you can borrow to use at home with your child.

Other opportunities:

You will also receive interim reports which summarise your child's progress, and an annual report at the end of their school year from their class teacher.

There are many other opportunities for you to become involved. These include:

- supporting fundraising events such as the school fair
- joining the parents' association
- attending parents/carers information sessions
- attending lunch and stay sessions
- attending special days when parents/carers can work with their children
- becoming a parent governor

You will be informed when events and opportunities like these are taking place. You could also talk to your child's teacher, the SENDCo, the Headteacher or Chair of Governors to find out more about how you could become involved.

Support for you:

Sometimes there are circumstances at home which might affect your child's behaviour and wellbeing at school. The school has Family Support Workers whom you can talk to. The Family Support Workers will be able to offer you direct support with a wide range of issues, from benefits to parenting groups. They can also refer your child to services with your permission or signpost you to other services who may be able to help. These include:

- Child and Adolescent Mental Health Service
- Multi-Agency Team
- Specialist Nursing Service for Children with Disabilities
- School Nursing Team
- Housing Officer
- Police Community Support officer

Sometimes, everyone agrees that it would help if an assessment of your family needs takes place. This would involve you and your family, staff and usually one or more of the above services. Other professionals who work with your child might also attend. The assessment could lead to regular Team around the Family meetings. These can be very helpful in making sure that all support services are working together to support you and your family.

If you would like support in participating in school events or meetings, then DIASS (Derbyshire Information, Advice and Support Service) can help. You can ask the SENDCo for details of this service or find them on the school website (under Parents, Helpful Information).

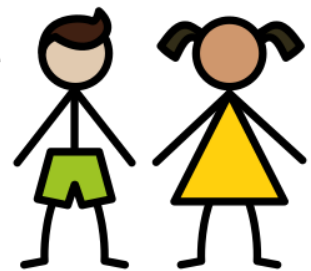


Why get involved?

By becoming involved in events and attending meetings you are supporting your child's learning and development. Staff members are happy to meet with you at any time. Your child will learn best when they see that you are interested in their school life. Coming to parents' evenings, meetings and school events all help with this.

6. How do we consult children with SEND about their education?

Children's own views are really important to us and help us to make the best possible provision for overcoming barriers to learning. Children have the opportunity every day to speak to teaching and support staff. The SENDCo, designated safeguarding leads and head teacher are also available should a child need to speak directly to them. We also complete a child's voice survey each year that children with SEND will be supported to complete, which is viewed by staff and followed up where necessary.



The school has a school council and each class also has a class council. The school also has housecaptains and sports mini leaders. Through these responsibilities children can contribute their views towards school development.

The children will be encouraged by staff to think about their progress towards their individual targets, and to contribute to the setting of new targets. They may also be directly involved in review meetings. Your child's teacher, a TA or the SENDCo will help your child prepare for meetings by explaining what will happen and helping them to think about what they want to say. Sometimes children are supported in writing down their views for a meeting. You can support your child in these ways too.

If professionals from outside the school are working with your child, they will also encourage your child to give their views. Some children find it very difficult to share their feelings and these professionals can advise staff on methods to help children to be comfortable in giving their views and sharing their feelings.

7. Is our school accessible?

The playground and ground floor of the main school building are accessible to wheelchairs. All classrooms are on the ground floor and are fully accessible to wheelchairs. The school has three disabled toilets and a disabled parking bay. Vehicles can gain access to the playground and come right up to the main entrance of the school.

If your child has physical or sensory needs, you will be invited to discuss the accessibility of the school environment for your child and suggest any changes which may need to be made. The Support Service for Physical Impairment can also conduct assessments of the suitability of the school environment for your child, and they can advise on specialist equipment and strategies. A quiet room is usually available if required for one-to-one support of children with sensory needs.

The equalities policy and accessibility plan provide further information about how children with physical or sensory difficulties are included in our school.

8. How are pupils included in activities outside of the classroom?



We encourage all children to participate in extra-curricular activities and school trips. If you have concerns about your child's participation, please talk to us. We can then work together to make sure that your child is happy, safe, and confident to participate. Before a school trip we will talk to you about any special arrangements which we feel are necessary and we will also encourage you to give your views. Typical extra-curricular activities are Homework Clubs, Board Games Club, P.E. Club, Glee club, Forest School club and sporting competitions.

9. What training have staff had to support SEND pupils?

All staff are trained to recognise and support children with SEND as part of their ongoing training.



The school has a strong record of being inclusive and providing good quality educational provision for children with SEND. Staff are experienced in delivering the curriculum to cater for children's individual needs. Each year, priority areas for whole staff training in SEND are identified. TAs and teachers have opportunity annually to participate in training around a specific area of staff development, supported by the SENDCo. Areas have included open-ended questioning, promoting independent learning, and adaptive teaching.

The SENDCo leads monthly TA meetings and these include training in different approaches to supporting children with SEND. The SENDCo also leads some staff meetings and sessions on staff training days which focus on SEND strategies and support.

Expertise within our staff group of teachers and TAs includes several higher level TAs, a nurture group leader, an ELSA leader, a Nuffield Early Language Intervention lead practitioner, and four Positive Play leaders. Staff have been trained to use specific approaches such as social stories, therapeutic stories, talking mats, growth mindset, Makaton signing and precision teaching. Staff have also had opportunity to learn about different types of special need, such as autism and hearing impairment. If a child has a particular need for which staff do not have experience, then training is arranged for them.

The SENDCo has passed the National Award for SEND and has an MSc in Educational Psychology. She has a particular interest in working in partnership with parents/carers and is a qualified PEEP practitioner (Parents Early Education Partnership). She has experience of leading various parenting courses. She is also the Designated Lead for Looked After Children, and the Senior Mental Health Lead. She has previously worked as an Educational Psychologist, Local Authority Parent Partnership Officer and Senior Family Involvement Worker in a children's centre.

10. How do we support pupils to transition between phases of education?

Starting school:

We will work with you to decide how best to prepare and integrate your child into our school. You know your child best and we will ask for your views on what would help your child to make a successful start at our school. Some children may benefit from introductory visits, a gradual build up to full-time attendance, or use of special strategies to reassure them and help them to feel confident in joining the school.

If your child is transferring from a pre-school setting to school, you will be invited to a new parents/carers meeting, which will include information about how you can help your child settle into school and how you can support their learning. You may also be invited to a stay and play session which provides an opportunity for you and your child to get to know their class teacher and the SENDCo.

Moving classes:

The school holds an annual transition day during the summer term, when children get to meet their new class teacher. Teachers to teacher and SENDCo to teacher have 'new school year discussions' to exchange information about children in their new classes. We also have enhanced transition sessions for pupils identified as having a certain level of need, which enable them to get to know their new teacher one-to-one or in small groups in a more relaxed setting to start building a positive relationship.

Moving to secondary school:

When it is time for your child to move to secondary school, we will invite the secondary school that your child is due to attend to a transition meeting. This is an opportunity to inform secondary school staff about your child's needs so that they can prepare for your child's transition. Plans will be made to support their transition. You will be invited to this meeting and can contribute your views about the things that you think will help your child make a positive transfer to secondary school. Plans to support your child could include additional visits to the new school or individual meetings with key members of staff. Sometimes, several planning meetings will be held during Year Six.

If your child has an EHCP, then an annual review meeting will be held at the start of Year 6, and this will be the first step in planning.

11. How do we support SEND pupils' wellbeing?

Medical/Health:

When your child starts school, you will be asked to complete a form which tells staff about any medical difficulties which your child has. All medicines are stored securely and will only be administered with your consent. Several members of staff are trained to administer medicines and touse EpiPen's. For children with serious or complex medical conditions, a risk assessment will be completed. An individual plan will also be made to outline how your child's needs will be managed in school and what to do if there is a medical emergency.

Attendance:

The school encourages good attendance via an awards system. Attendance is monitored and if your child is frequently absent or late, you will be asked to attend a meeting with the school attendance officer. The SENDCo may also attend. A plan will be made to encourage improved attendance, and this will be reviewed within an agreed timescale.

Behaviour and emotional needs:

Everyone is expected to behave according to the school behavioural expectations. The behaviour policy can be found on the website. The school has a system of rewards alongside a restorative practice approach to encourage positive behaviour and this is used throughout the school. If your child makes a poor behavioural choice, they will be encouraged to talk about it and to identify what they could do differently next time and how they can make the situation better.

Staff are also vigilant for children who may seem anxious, depressed, or socially isolated. Your child's teacher may initially support them in expressing and managing their feelings using approaches such as Zones of Regulation, emotions mats or feelings cards, or through emotion

coaching.

If your child experiences ongoing difficulty with anxiety, depression, social inclusion or behaving appropriately, then you will be asked to attend a meeting with your child's teacher. The Headteacher or SENDCo may also be present. A plan will be put in place to support your child and this will be reviewed regularly. The plan could include adapting teaching arrangements or working environments e.g. short breaks between activities, quiet working areas, time out arrangements, modified beginnings and endings to the day, or alternative activities at break or lunch time. Your child may be included in a group to develop social skills, emotional awareness or positive behaviour interventions such as:

- Positive Play sessions (for children who have experienced adversity/trauma)
- Rainbows Nurture Group
- Circle of Friends (peer support)
- Five Point Scale anger management system
- Anger Gremlin
- Anxiety Gremlin
- ELSA support (where children have help in achieving personal targets)
- Enrichment sessions
- Sports Mentor sessions
- Drawing and Talking
- Enrichment Sessions

If your child continues to experience difficulties, then the school may request support from specialist services such as the Educational Psychology Service or Inclusion Support Advisory Service. Your consent would always be requested, and you would be invited to meet with the professionals involved.

Persistent poor behaviour, despite additional support, may result in a suspension from school. On your child's return to school, a re-integration plan would be agreed with you and your child. This would set out the expectations for their behaviour and the support they would receive.

Friendships:

If your child is experiencing friendship difficulties, then staff would discuss this with you and your child and develop a plan to support them. The school has playtime buddies, lunchtime mini-leaders and adult lunchtime play leaders to encourage positive playtime experiences. Regular anti-bullying activities also take place and there are school anti-bullying leaders. The Anti-bullying policy can be found on the website.

Child Protection:

The school has a Child Protection Policy. All staff are involved in review and training regarding this policy every year. All children are involved in E-safety events throughout the year and parents/carers are invited to information sessions

Take Care Team:

If your child experiences ongoing difficulties in any of these areas then their teacher will refer them to the school Take Care Team. This team consists of the school SENDCo, Family Support Workers, Emotional Literacy Support Assistant (ELSA), and the Anti-Bullying Lead. The Take Care Team will help to plan and organise support for your child and will monitor the impact of this, making adjustments to support if necessary. They may also decide that would be helpful to seek advice from specialist services. You will always be informed if the Take Care Team organises additional support or if they plan to contact another specialist service for advice. Your consent will always be sought prior to referral.

12. What specialist services might provide additional support for my child?

If your child continues to make less than expected progress despite receiving appropriate support which is matched to their needs, then advice from a specialist service may be sought. You will always be informed of any decision to involve specialists and your consent will be sought. Records of involvement will be shared with you and you will be invited to attend meetings and contribute your views.

Specialist Services are also involved in advising and training school staff. For example, the Educational Psychology Service and Inclusion Support Advisory Service have provided training to staff.

Sometimes behaviour can be affected by things like family circumstances, bereavement, housing issues, or bullying. In these cases, different services may work together to support the child.

Services the school often works with include:

- Educational Psychology Service
- Inclusion Support Advisory Service
- Speech and Language Therapy Service
- Sensory and Physical Support Team
- Occupational and Physiotherapy Services
- School Nursing Team
- Incontinence Team
- Compass Changing Lives
- The Elm Foundation

A decision to involve health services, social care, voluntary organisations or education services is made by your child's teacher in partnership with the SENDCo, Family Support Worker and Headteacher. You can also request for these services to become involved. A referral will be based upon assessment of the needs of your child and whether a particular service could contribute to your child's learning, development or wellbeing. You will always be consulted prior to any referral being made, and your consent is usually required. Most services have referral criteria. Staff will check whether your child is likely to meet these criteria, before any referral is made.

If it is felt that your child's needs cannot fully be met from school resources then, with your agreement, a request might be made to the Local Authority for additional funding. The type of funding requested will vary, depending upon your child's needs. In order for an application to be successful, the school will need to provide evidence that your child has been receiving a high level of support for several terms.

13. How do we support children with SEND who are also Looked After Children (LAC)?

A pupil with SEND who is looked after by the local authority will be provided for in the same ways as all pupils with SEND, as outlined in this information report. However, pupils who are looked after by the Local Authority will also have a Personal Education Plan or Early Years Personal Education Plan. This is a record of progress, achievement and professional support for the child. PEP meetings will be conducted at least termly and overseen by the Designated Teacher, Mrs Bourne (SENDCo).

14. How do we evaluate our SEND provision?

- The school uses a computer system to track the learning progress of all pupils. This is based on the Early Years Framework and the National Curriculum.
- For children who are making very small steps or working below their expected level, the school uses small-step targets from resources such as Formative Footprints and Level Descriptors to measure progress. Teachers evaluate progress on these measures every half term.
- Children's progress within specific interventions for speech and language needs, social and emotional needs, physical and sensory needs or cognition and learning needs is evaluated every term, using measures specific to the individual interventions. When appropriate, impact upon the child's learning and behaviour in the classroom is also evaluated. Wider impact such as attendance are also considered.
- The SENDCo maintains an overall tracker of the child's progress. This system helps staff to see how well each child with SEND is doing. If a child is not making good progress in any area, the school will make changes to the support they receive.

- School governors check how well SEND support is working across the school. The SENDCo writes a report for them every year, and there is also a governor with special responsibility for inclusion.
- The school keeps records in line with the Data Protection Act 2018. Information about support for children with SEND is kept accurate and up to date.
- When the school is inspected, Ofsted will look at how well pupils are progressing, the outcomes they achieve, and how carefully SEND support is checked and reviewed.

15. How do we deal with parent/carers complaints about our SEND provision?

You are welcome to discuss any concerns with us. You could ask to meet with your child's teacher, the SENDCo, the Headteacher or the Chair of Governors. We will do our best to resolve any issues but, if you remain concerned, you could make a formal complaint. Details of how to do this can be found on the website. If you need help in making a complaint you could contact the Derbyshire Information, Advice and Support Service for SEND (DIASS). Details can be found on the school website.

16. Useful contacts and websites

The **Headteacher** is Mrs. Jane Grundy (Monday to Thursday) and Mrs Lisa Bowler (Acting Headteacher on a Friday). The Headteacher can be contacted by telephone (01773 602936) or via the school office, to make an appointment for you to meet with her. You can also contact the school by e-mail at info@ironvillecodnorpark.derbyshire.sch.uk.

The **SENDCo** is Mrs. Angie Bourne. She works part-time and her days of work vary. She can be contacted by e-mail at bournea@ironvillecodnorpark.derbyshire.sch.uk, by telephone (01773 602936 option 4) or by popping into school to make an appointment. Sometimes she may be available to meet with you straight away.

The school **Inclusion Governor** is Ms Jade Whysall. She is a parent governor and is a keen advocate for ensuring children have a sense of belonging.

The **Local Authority** Local Offer and the Derbyshire County Council website provide a comprehensive list of contact details for the services mentioned in this report, plus details of other services and voluntary organisations. The Local Offer is a summary of all the services and voluntary organisations which can be accessed by schools and families in Derbyshire. The offer was made following consultation with schools, pre-school provisions, families, service providers and voluntary organisations. Alternatively, you could ask the SENDCo to provide details of specific services.

School website: [Home | Ironville and Codnor Park Primary](#)

[School \(ironvillecodnorpark.derbyshire.sch.uk\)](http://ironvillecodnorpark.derbyshire.sch.uk)

Derbyshire County Council Website: [Education and learning -](#)

[Derbyshire County Council](#)

Derbyshire Local Offer: [Home - Derbyshire Local Offer](#)

Derbyshire Information Advice and Support Service for SEND [Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND \(derbyshireiass.co.uk\)](#)

