



## BREAKSPEARE SCHOOL

### Special Educational Needs and Disability (SEN) Report, September 2022

**PROVISION** Breakspeare School is a local authority, community day school catering for pupils aged 3-19 who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). September 2022 the school offers provision for 91 students and will be oversubscribed as having 96 students on roll. The school has reached its maximum operational capacity for students' placements.

Some students at Breakspeare School have additional needs such as a visual impairment (VI), hearing (HI) or sensory impairment or a physical disability (PHY). 30% of the student population has complex medical needs, including a few life threatening conditions requiring the minimum support of a full time one-to-one adult to meet their needs. A growing population of pupils are on the autistic spectrum (ASD).

#### PROFILE OF THE STUDENTS, total 96

Primary Need		Additional Need		Gender		Pupil Premium 36 CLA 2
SLD	83	ASD	51	Male	66	
PMLD	13	VI	16	Female	30	
		HI	7			
		PHY	16			
		MEDICAL	32			

88% of the students have multiple special needs e.g., they have SLD or PMLD as their primary needs and also additional need such as ASD or VI or significant medical needs.

The student have 18 different languages and cultural backgrounds.

We ensure that all pupils achieve their potential not only academically in all areas of the curriculum but also personally, socially and emotionally. Our pupils are equal and their individual needs are respected regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

**LOCATION AND CATCHMENT AREA** Breakspeare is located in the historic village of Abbots Langley in a semi-rural area of South West Hertfordshire. We have a wide catchment area centred around North Watford and the surrounding areas. The economic and cultural mix of this area is reflected in the population of the students.

#### FEDERATION

In May 2017 Meadow Wood School and Breakspeare School formed a hard federation which is called The Sunflower Federation. The federation operates under one leadership structure; there is one governing board and has the executive leadership of one head teacher and two deputy heads. The

schools' finance and administration and premises' teams, are led by the finance and resources manager. Some specialist staff work across the federation, such as the ASD and ICT leads and the MSI teacher. Both schools have their own middle leaders e.g. phase leaders.

Meadow Wood School and Breakspeare School have different provision. Therefore their school curriculum, assessment and organisation is specifically tailored to meet the needs of their unique students' population.

**SCHOOL ORGANISATION** The school is organised into phases; Lower School (ages 3-7 / EYFS – KS1), Middle School (ages 7-14 / KS2-KS3) and the Upper School (ages 14-19 / KS4 – 16+).

In September 2022 we have

- 7 students in Lower School
- 69 students in Middle School
- 20 students in Upper School

In each of our 10 classes we have 7-11 students that are supported by a class teacher and 4-6 learning support assistants.

There are 83 members of teaching staff at Breakspeare School; 13 teachers and 70 support staff.

One of our classes is placed in Bushey; this separate small unit caters for the student from reception to KS2.

**FACILITIES** Breakspeare School is fortunate as the grounds are large and set out similar to a park environment, this provides a variety of different play areas for the students. The school building itself is in need of modernisation as it doesn't meet the standards of 21<sup>st</sup> century SEN provision. The site has reached its maximum building and expansion capacity.

In May 2022 the local authority made the decision to relocate and expand Breakspeare School. The new school building is planned to be in use in 2024 -2025.

We work closely with the local community and several organisations hire the school facilities, the most popular one being the lottery funded PE hall.

The school is operating on two sites; main school for 87 students in 10 classes in Abbots Langley. A small unit for 9 students in one class is co-located with Meadow Wood School in Bushey.

### **Bushey unit**

Our SLD unit in Bushey has a purpose built (in 2018) modern spacious building with a separate outdoor area. The classroom has same specs than describe below for the main school. The students are able to use all specialist facilities of Meadow Wood School such as sports hall, hydro pool, soft play and MSI room and they have access to same provision as their peers on our main site.

### **Main site in Abbots Langley**

#### **Classrooms**

- 10 Classrooms; Whiteboard, computers and iPads in every classroom
- 3 new classrooms have been specifically designed considering needs of ASD and behaviour
- Music Studio
- Disabled toilet facilities with appropriate changing facilities
- Hoists throughout the school
- Environmental audits assess the environment for visually impaired pupils

#### **Specialist areas**

- Therapy Department
- School Nurse
- Soft Play room
- Sensory Facilities in the classrooms
- Swimming Pool with light & sound facilities
- Library

- Assembly and Dining Hall
- PE hall
- A small food room

#### **Outside areas**

- Outside classrooms; covered areas
- 3 outdoor trampolines
- Sensory garden
- Horticultural area with raised beds
- Wildlife areas
- Adventure playground; climbing frames, slides, swings, plus wheelchair accessible swing and roundabout
- Park type large grounds
- Cycle tracks
- Ball games area

#### **Additional**

- Minibus and people carrier
- Sound Beam and Snook
- Eye Gazers
- Portable Sensory Unit with light and sound
- Switches and cause and effect switch operated toys and equipment
- Two Rebound Trampolines

**IDENTIFICATION AND ASSESSMENT OF PUPILS' SEN NEEDS** All students have either a statement or an education, health and care plan (EHCP) that identifies their special needs when they start their schooling at Breakspeare. On request we provide places for an initial SEN assessment.

The statements and EHCPs are reviewed and updated annually with targets set in each of the key areas of need. Assessing pupils against these targets will ensure that we keep the EHCP outcomes at the centre of our teaching to ensure the best possible pupil progress. Every pupil has an assessment within 6 weeks of starting at the school and initial targets are jointly set with parents.

#### **EFFECTIVENESS OF PROVISION**

The school hold the following external recognitions for its high quality provision

- Outstanding Ofsted inspections 2003, 2007, 2013, 2017
- Advanced ASD Accreditation NAS, 2022-2023, 2019-2021 in recognition of exemplary autism provision that makes impact beyond the school
- EYFS Quality mark; Gold 2022, Silver 2021 in recognition of high quality EYFS provision
- Full International School Award (2010-2013, 2013-2016, 2016-2018), 2018-2022 in recognition of its partnerships with schools across the world
- Committed to work towards meeting the Quality in Careers Standards incorporating Gatsby Benchmarks 2019
- PE Quality Mark with Distinction 2015-18
- AQA Internal Assessment Quality Mark 2017
- Autism Accreditation (2013, 2016) in recognition of meeting high quality autism provision
- Singling Award 2016
- Bronze Award 2015 from Green Flag organisation together within Abbots Langley ECO Schools' Youth Forum
- ECO School, Silver Award
- Managing Volunteers Award
- CPD quality Mark
- CEG Mark (Care Education and Guidance)

The school is working towards

- Careers Quality Mark
- Communication School Award
- Makaton Friendly School
- Move – school
- Forrest School status via Abbots Parish Eco Schools

We use the Ofsted framework as a basis for a robust system of **self-evaluation**. We have in place a School Improvement Plan (SIP) that is prepared in discussion with staff and governors. Our Priority Action Plan for SIP includes the following areas:

1. Leadership and Management
2. Quality of Education
3. Behaviour and Attitude
4. Personal Development
5. Learning Environment

Each of these areas is regularly monitored by the leadership team, staff and the governing body. Our self-evaluation includes yearly staff and parent surveys.

We work rigorously to maintain the outstanding progress of our students. Working in partnership with parents and carers secures the best possible outcomes for all our learners. Our learners' views are also crucial to ensure that the right provision meets their needs. We strive to ensure that necessary adjustments are made to overcome barriers to learning. Working in partnership with other agencies not only enriches our curriculum but also ensures that we utilise the best knowledge to support our students. Important partners for us are;

- Parents and carers
- Therapy department and school nurse (NHS)
- Social service and respite care providers
- LA, SEN teams, Herts SEN schools and local mainstream schools
- Educational Psychology, Sensory Team, Advisory teachers
- Mental Health Support Team (MHST)
- Family Support Worker
- The local community including Abbots in Transition and APES
- International Partnerships
- Sports and Arts Partnerships

## **CURRICULUM CORE OFFER TO MEET THE EDUCATIONAL NEEDS OF OUR STUDENTS**

Our lower school focuses on teaching 'learn to learn' skills. We follow the Early Years Foundation Stage curriculum (EYFS) for our Nursery, Reception and KS1 students. Learning happens in different areas of our school and its grounds.

In KS2 students' follow the school's primary curriculum to consolidate their skills and strive hard to excel in their learning. KS3 and KS4 the students are provided with a specific secondary curriculum as a guide to learning. The focus is to further develop students' functional skills in different curriculum areas. The curriculum broadens to utilise our strong links in the community and in Abbots Langley village for example with local mainstream schools.

The curriculum in Post 16 is organised to support students' transition for lifelong learning in adulthood. The students have many opportunities to access the community through our Arts Award, college links and practising everyday living skills. The students undertake qualifications and courses that are externally or internally moderated such as ASDAN or AQA.

Our curriculum in all key stages benefits from strong cross curriculum links and topics and individual adaptations. We offer differentiated learning opportunities and support according to the student's educational needs and individual interests. Teaching and learning is delivered in whole class groups,

in small groups and in 1:1 settings, inside the school building and within the grounds, as well as in the local and wider community. Some students participate in our international visits. The differentiated aspects of our core offer for our students are;

<b>SPECIAL EDUCATIONAL NEEDS</b>	<b>All Learners</b>	<b>Some</b>	<b>Individualised support</b>
<b>Cognition and Learning</b>	Broad and balanced curriculum Teaching providing appropriate challenge and support Differentiated learning Visual learning approaches Daily personalised learning sessions Structured teaching Trained staff (high quality CPD) Literacy –programme for reading and writing Active learning approach for numeracy Pathways to accreditation Technology to support active learning Parental workshops to support learning at home Offsite activities	Developmental Curriculum Reading interventions Inclusion links Multi-sensory curriculum SCERTS strategies College Links Work experience Sensory integration ECO school	Individualised timetables 1 to 1 support
<b>Communication &amp; Interaction</b>	Personalised Planning TA support Total Communication (PECS, Objects of ref, sign and symbol) EVOLVE training/ staff Writing with symbols SALT Communication Profiles Parental/carer workshops to support communication Trained staff (high quality CPD) Liaison with the parents	SALT Communication Aids (iPads/Grid player) PECS  Social stories Communication books	Intensive interaction 1 to 1 intervention Dedicated iPad to improve communication
<b>Social, Emotional Development including Behaviour</b>	Social development programme PSHEC (personal social health and citizenship) curriculum Enrichment activities Herts Steps approach to promoting positive behaviour Horticultural activities Family liaison Educational visits Learner profiles Assemblies Art and Craft Music RE School Trips Inclusion links Belle and Ruby our school rabbits Trained staff (high quality CPD) Liaison with the parents	Behaviour Management Plans Individual Risk Assessments College Links Work experience Travel training Garden House (Independence skills) International Visits Arts Award MHST Individual therapy offer  Multi-agency work (CIN, eCAF etc.)	CAMHS (Children adolescent mental health services) Behaviour support Family Support worker Sensory team ASD team Herts Step Support ECO school APES MHST Individual therapy offer
<b>Sensory Physical</b>	PE curriculum Swimming Outdoor learning Motor Physical and kinaesthetic strategies used to promote learning Out of school provision Offsite sporting activities Trained staff (high quality CPD) Liaison with parents and carers	Mobility equipment Hydrotherapy Specialised equipment Sensory equipment Occupational and Physiotherapy Rebound Therapy Access to QTMSI Dance club Rebound club Vi profiles	Sessions to promote readiness for learning Medical care Meal time management programmes Intimate care VI stimulation programmes Access to QTHI Intensive Interaction

**Safeguarding** We have extremely robust safeguarding procedures in place. Designated Senior Persons (DSP) are the Head teacher, Deputy heads and two phase leaders. Currently one of the DHs is lead on Safeguarding; our safeguarding practice emphasises work in conjunction with the school nurse and other professionals. Our safeguarding governor monitors our practice regularly.

Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible. There is a high level of staffing in each class who take the pastoral care of the pupils as seriously as they do their academic progress. If a child shows distress, withdrawal, or any level of emotion that is unusual staff will liaise with parents/carers and follow the school's safe guarding protocols. Children will be given time to talk or encouraged, through the use of pictures, toys or books to indicate what is troubling them. We will always liaise with parents if we have any concerns over the wellbeing of our pupils.

**Other useful documents such as our SEN Policy and Disability Accessibility Plan are available on the school website in the 'Documents' section. If you would like further information about what we offer at Breakspeare School please do not hesitate to contact us directly.**

**ASSESSING PROGRESS OF THE STUDENTS** The students' individual learning targets (IEP) in different curriculum areas are monitored and assessed regularly. We change IEP targets as soon as the child has achieved them in order to maximise their learning. The students' progress is reviewed annually at the statutory Education Health and Care Plan Reviews (EHCP) and in the Early Years every 6 months. Parents receive curriculum progress reports once during the academic year and they are also invited to attend a 1:1 progress meeting with the child's teacher.

The students' attainment level is assessed using engagement model and pre-key stage standards within SOLAR- assessment platform. We use the Quest for Learning Route Map to assess key milestones for those for whom it is appropriate. This information assists us to set appropriate targets and assess progress.

When assessing the progress of our Nursery and Reception age students we use the EYFS Profile.

Parents receive a curriculum report once during the academic year and regular meetings are held with the parents to have discussions about their child's learning. Parents' annual surveys constantly give positive feedback about their child's progress at school.

In order for us to monitor the accuracy of our assessment we carry out regular moderation programmes both internally and externally with other schools.

The SOLAR assessment-platform collects evidence of all students' progress over the key stages. These files are shared and celebrated with the students and their parents and carers: these are called 'STAR' cards.

Assessment for learning is part of teaching and learning. The students are given feedback about their learning using oral, written, symbol or sensory rewards. For most of our students assessment for learning is made tangible by using simple skill descriptors e.g. key words supported by visual aids. The students are encouraged to take pride in their learning whenever the learning and success takes place. We celebrate the students' achievements at our achievement assembly, and through our newsletters.

Please see evidence of our students' outstanding progress on our website in 'Documents' section.

### **SPECIALIST SUPPORT WITHIN SCHOOL**

1. **Intensive Interaction** is a way of communicating at early levels with pupils who have social communication difficulties. Our staff is trained to utilise opportunities to enhance the students' communication and we also have a designated person to deliver specific sessions.
2. **Sensory needs and VI.** One of our teachers (MSI-teacher) is the liaison person for work with the Advisory Teachers for Visual Impairment, Hearing Impairment and Dual Sensory Impairment. She also monitors specialist programmes for our VI-students and provided in-house advice for class staff. We have a specially designed programme for our VI students that includes VI-programmes, mobility programmes and a modified learning environment. Students with VI have access to 1:1 support sessions as appropriate.

3. **ASD** The School has an advanced ASD Quality Mark. Our ASD-lead oversees the education of all pupils with autism and act as the in house advisory team. The staff are trained in strategies for working with children on the Autistic Spectrum. It is a key part of the induction programme for all a new staff. We provide our ASD students with a sensory assessment that helps us to respond accordingly to their Sensory Profile. Where required pupils will also have Sensory Diets planned for them. We base our autism practice on the principles of structured education, routines and visual support, whilst having a flexible approach looking to accommodate individual needs. We implement SCERTS assessment programme for individual target setting and monitoring progress as appropriate. The strategies that are commonly used with our ASD students are the use of an individual work station, the provision of a quiet space, visual support such as a 'now and next' timetable. All pupils with ASD will have their work devised and presented to take account of their specific related needs.
4. **Behaviour support team** consists of our behaviour-lead and Herts Steps trainers. Their remit is to help support classes to manage the behaviour of students who present challenges to themselves, other students, the staff or the environment. The support team provides guidance and supervision for teachers when preparing Behaviour Support Plans, Individual Risk Assessments and Behaviour Strategies. The team also provides training for all staff in behaviour management.
5. The school has '**Moving and Handling trainers**' who ensure that all staff are trained in correct procedures, produce Moving and Handling plans for pupils and ensure the school has the correct and sufficient equipment such as hoists.
6. One of our senior teachers is our **Makaton trainer** who ensures that the implementation of our total communication policy, providing Makaton signing training for the staff and the parents, is in place.
7. **Specialist music interventions** are provided to our students via music specialist/s and 'instrument teachers' as well as providing a wide range music and drama workshops throughout the school year.
8. **Specialist PE teacher** provides our students with age appropriate and challenging opportunities to develop motor skills and mobility within PE. He also co-ordinates opportunities to join tournaments and games with other SEN schools. These opportunities provide our students with increased independence and social skills as well as taking pride in their success.
9. **Music therapist** is commissioned by school. Our music therapist works at school one day per week and provides us with two group sessions and 3-4 individual sessions per day. The students have specific communication, behaviour and socio-emotional needs for music therapy. Targeted groups are our Pupil Premium and CLA children.
10. **Family Support Worker** is commissioned by school. This support is offered to the families that need support with their child for example with behaviour or accessing services or in other specific areas.
11. **Mental Health Support is provided via our strong link with MHST.** A mental health support worker provides individual or small group interventions to the students, parents or staff.
12. **Art Therapist** is commissioned by school for targeted work with particular students.
13. **Pet Therapy / Canine Assisted Learning** is commissioned by the school. National and international research shows that dog therapy can have many benefits for mental health, physical health, as well as overall wellbeing. These sessions are delivered on a weekly basis 1:1 or in small groups.
14. **School clubs** take place either after lunch or after school hours. They are run by our experienced Learning Support Assistants, HLTA and Rebound staff. Currently we have a choir, a dance, an art and craft and an ECO club during lunch break. Rebound and Hydrotherapy Clubs take place after school.

**STAFF TRAINING** We have comprehensive CPD programme in place for our staff. Mandatory training includes regular training and updates for all staff in safeguarding, moving and handling and behaviour support. Additional training and updates are provided to deliver safe practice considering needs for paediatric first aiders, first aiders, mini bus driving, lifesaving and food hygiene. An important aspect of staff training is to provide skills to attend to students' sensory and medical needs such as gastrostomy, epilepsy medication (school trips) and hearing aids.

Ongoing staff training also covers our need to be able to consistently deliver high quality teaching and learning. We provide all staff with robust induction and provide curriculum specific training as needed.

Typical training needs cover areas in supporting the students' communication, personal care, ASD, assessment for learning, PECS and sensory curriculum. We use both in house training and external training opportunities. Part of the training includes opportunities to learn from the best practice at school and at other schools. Coaching and mentoring are beneficial methods of staff development.

**MULTI-AGENCY WORK** Breakspere School has a holistic approach to the education of pupils and recognises that their personal development goes far beyond academic achievement. To this end we work closely with a variety of professionals.

- 1. Physiotherapists** The school has one part time physiotherapist and one part time physiotherapy assistant provided by the NHS. Their role is to assess all pupils with physiotherapy needs and determine the level of support they need. This may vary from producing a programme for class staff to implement to providing hands on treatment for a block of time. They will always need to be flexible enough to provide support for a pupil with new challenges e.g. being post-operative. Physiotherapists support the hydrotherapy work – seeing some children in the pool and advising on programmes for others. They also support our rebound provision. They liaise with medical staff and parents. They contribute an annual assessment with targets for the following year as part of the school reporting procedures.
- 2. Occupational therapist** The school has part time services of an OT. Her role is to work with all pupils who require static seating and posture aids, making the assessment and referral to panel. She will monitor these and train class staff in their use. The OT also provides pupils with hand and arm splints and trains staff in their use. She delivers sensory assessments for ASD students.
- 3. Speech therapy** The school has two part time speech and language therapists and an assistant. Their role is to assess all pupils with speech and language problems and determine the level of support they need. They liaise with other professionals and parents and contribute an annual assessment with targets for the following year as part of the school reporting procedures. Speech Therapists also assess eating and drinking difficulties and provide guidance.
- 4. School nurse** The school has the provision of a full time school nurse. Their role is to oversee the care for pupils with on- going medical conditions. They also train staff in gastrostomy feeds and in the use of emergency epilepsy and other medication.
- 5. Paediatrician** The school has a close link with the paediatrician who runs clinics for pupils at the school. She is the first point for referral to other services such as CAMHs and the challenging behaviour team.
- 6. Advisory service** We regularly use the services of the advisory teachers for Visual Impairment, Hearing impairment, and Dual Sensory Impairment. We also use the Mobility officer to provide cane training for VI pupils
- 7. Educational Psychologist** The school has a named EP who is available to work with individual pupils and their families or to work with a class or whole school teams. The EP also provides assessment when a different SEN provision is considered.
- 8. Social workers** Many of our students have a social worker. It is common that multiagency meetings are held at school with the parents and their social worker.
- 9. Connexions Team** It is part of our embedded practise to work closely with the Connexions team for transfer to adult services

**WORKING WITH PARENTS** We are working in partnership with our families; working together to achieve the best for our pupils. We have an 'open door' policy and parents are welcome to contact the school at any time to make an appointment to see any member of staff. Teachers communicate regularly through writing in the home school books or ringing home if needed. Parents are encouraged to make this a two way form of communication.

Parents are invited to the school events and celebrations during the year. Parents receive regular letters from their class teacher informing them about the class curricula and class specific events. The head teacher sends her regular news letters home and they are also published on our website. Letters are sent out via email. We also use a text messaging service to inform about school events, unexpected closures or other emergencies. Our website is regularly updated with upcoming events and provides comprehensive information about the school.



Parents' survey is delivered annually.

We have an active Parent and Staff Association (FAB / Friends at Breakspeare) which meets regularly to arrange social events and fund raising activities. All parents are welcome and encouraged to join. The FAB organises training for the parents.

**PUPIL VOICE** Pupils are involved in setting and discussing their own targets where appropriate and in evaluating their learning. To maximise and give pupils control of their own learning we use a variety of new technologies and visual support such as PECS to support pupils to communicate in making choices throughout the day. Pupils also contribute to prepare their own progress and achievement file.

Pupils make a contribution where possible to their annual review meetings. This may happen by the student being involved in choosing the work to be shown at the meeting. Always when appropriate the student participates in the meeting; sharing their likes and dislikes and sharing their aspirations for their future.

The pupils are involved in the running of the school council. Each class has their representatives at the school council. They represent the school at the local youth forum.

The students who are more involved with trips abroad through our international work are our 'International Ambassadors'.

## **SUPPORTING STUDENTS' TRANSFER BETWEEN PHASES OF EDUCATION**

- 1. Entering School** Parents are invited in to meet with the Head teacher to discuss transition for the child into the school and a joint decision is made how to organise the most appropriate transition for the child. We have a very flexible approach to pupils starting school. We have a home visits policy where the class teacher and one other member of staff, as relevant, will visit the home or previous setting before the students start at Breakspeare School. We want to gather as much information as possible in order to benefit the pupil and ensure individual needs are met. We have a comprehensive range of documents to be completed by parents/carers to aid the transition process.
- 2. Moving Through the School** When pupils are ready to move to the next class or phase we prepare them for the move through a planned transition. The teacher ensures that vital information is passed on; and the students' documents are available to move up with the student. Transfer within the school may include staff training for a student's specific needs; and always in liaison with the parents.
- 3. Leaving School** We have an excellent transition programme for young people moving on from Breakspeare. As part of their 'Careers' work students will visit the local provision and where possible past leavers will come back to talk to them about college life.

Transition planning begins several years before students are due to leave school with parents being encouraged and supported to visit the local colleges and other provision. The Connexions PA and the Transition team are involved. We hold a Preparing for Adulthood meeting where parents and if possible the young people can set out their aspirations and needs for the future.

When the time comes for the young people to leave school we liaise with the receiving school/college/other placement and discuss the transition process with them. We will enhance this with, for example, social stories and extra visits if necessary depending on individual needs. We liaise closely with colleges and other post-school providers such as day centres and each student has a well-structured period of transition, suited to their needs.

**COMPLAINTS** We have adopted the Herts Complaints Policy and procedures. Our Complaints Policy is available on our website in the section 'Documents'.

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Head Teacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

If necessary a formal panel of governors will be established to deal with your complaints.

Ultimately parents/carers have recourse to the Secretary of State at the time if the situation still cannot be resolved.

### **THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) formerly known as Parent Partnership **01992 555847** [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)

### **LOCAL AUTHORITY SEN CONTACT DETAILS**

Watford, Three Rivers and Hertsmere SEN Team, Brindley Way, Hemel Hempstead, HP39BF

Tel: 0300 123 4040

Website: [ww.hertsdirect.org](http://ww.hertsdirect.org)

### **LOCAL OFFER FOR HERTFORDSHIRE'S THE LOCAL AUTHORITY IS PUBLISHED**

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>



This page will give access to all the services available in Herts to support the education of children and young people with SEND.