



# Hasland Infant and Nursery School SEN Information Report

September 2025



Welcome to our Special Educational Needs (SEN) Information Report. All governing bodies of maintained schools have the legal duty to publish information on their website about the implementation of the school's policy for pupils with special educational needs and/or disabilities (SEND). Following new government legislation, we are required to publish a SEN Information Report describing the provision we make for pupils with SEND.

Hasland is a fully **inclusive mainstream** Infant and Nursery School. We treat each child as a unique individual regardless of their gender, ethnicity, social background, religion, physical ability or special educational needs. Our mission statement for all children at Hasland Infant School is to enable them to *"Be the best you can be"*.

At Hasland Infant School we believe that our school should be a safe and happy place for everyone and that in an encouraging, supportive, respectful and caring environment we can all develop our potential to the full.

Our school aims:

- To create a **safe, calm**, stimulating and **achieving** environment
- To establish a **community** in which we are all **valued**
- To promote **respectful**, compassionate and **inclusive** attitudes
- To develop **independence**, self-esteem, **confidence** and a love of learning
- To recognise and **encourage talent** and ability
- To deliver a **high-quality education** through a vibrant and creative curriculum



This report gives you information regarding the ways in which we ensure we support all of our pupils with SEND in order that they can achieve their full potential. Provision may change and develop over time.

1. What kind of **Special Educational Needs** does Hasland Infant School make **provision** for?
2. How would school **identify** my child's Special Educational Needs?
3. What should I do if I think my **child** has got **SEND**?
4. Who should I **contact** if I have concerns about my child's **learning** and or progress?
5. How would school **assess** and **monitor** my child's progress and needs and how will I be involved?
6. How is my child **involved** in his / her own **learning** and **decisions** made about his / her education?
7. How do we **support** pupils with **SEND**?
8. Who should I **contact** if I want to find out more about how the school supports pupils with SEN?
9. What **adaptations** are made to the school **environment** for children with **SEND**?
10. What happens if my child needs **specialist equipment** or other facilities?
11. Is there any extra support available to **help** pupils with SEN with their **learning**?
12. How does Hasland **evaluate** the effectiveness of provision for pupils with Special Educational Needs?
13. Who will **support** my child and what **training** have they had?
14. How will my child be included in **activities** outside of the school curriculum including **trips**?
15. How does Hasland Infant School support children **social and emotional** development and **mental health**?
16. How will Hasland help my child to **transition** successfully into their next class or school?
17. Where can I find information about the school's SEN **policy**?
18. What should I do if I have further **concerns**?
19. Who else provides **services** in school for children with **SEND**?
20. Who should I **contact** to find out about other support for parents / carers and families of children with **SEND**?
21. Where can I find out about other **services** that might be available for our family and my child?

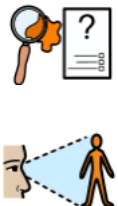
|                                                                                   | Question                                                                                            | School Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|  | What kind of <b>Special Educational Needs</b> does Hasland Infant School make <b>provision</b> for? | <p>The 4 broad areas of Special Educational Needs (Pg.86 SEND Code of Practice, 2014) catered for at Hasland are:</p> <ol style="list-style-type: none"> <li> <b>Communication and Interaction</b> <ul style="list-style-type: none"> <li>Speech, language and communication needs</li> <li>Difficulty saying what they want because of poor articulation or use of language</li> <li>Difficulty in understanding what is being said to them</li> <li>Difficulty in understanding or using social rules of communication</li> <li>Children with Autistic Spectrum Disorders (ASD) including Autism which impacts on social communication.</li> </ul>  </li> <li> <b>Cognition and Learning</b> <ul style="list-style-type: none"> <li>Requires learning to be broken down into small steps and adapted to their level.</li> <li>Levels of difficulty may vary and include moderate learning difficulties (MLD), Severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)</li> <li>Specific learning difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia, and dyspraxia.</li> </ul>  </li> <li> <b>Social, Emotional and Mental Health Difficulties</b> <ul style="list-style-type: none"> <li>Children who are withdrawn</li> <li>Children displaying challenging behaviours.</li> <li>Children who have mental health difficulties, such as anxiety, depression or self-harming</li> <li>Children with Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.</li> </ul>  </li> </ol> |

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|  |  | <p>4. <b>Sensory and/or Physical Needs</b></p> <ul style="list-style-type: none"> <li>◇ Vision impairment</li> <li>◇ Hearing impairment</li> <li>◇ Multi-sensory impairment</li> <li>◇ Physical disability</li> </ul> |  |
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|  | <p>How would school <b>identify</b> my child's Special Educational Needs?</p> | <p>At different times in their school life, a child may need educational provision that is additional to/or different from those resources that are available within the general classroom management. The SEND Code of Practice 2014 states that schools must ensure that such provision is made for those who need it:</p> <p>"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> <li>a) Has a significantly greater difficulty in learning than the majority of others the same age, or</li> <li>b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16-institutions"</li> </ul> <p>If a class teacher or member of support staff believes that a child has SEND, they will follow Hasland Infant School's identification process. This will be supported by the SENDCo and follows the same process across school. If at the end of the process it is deemed that the child does have SEND, this will be discussed with parents, and they will be put onto the SEND register. If it is decided they do not have SEND steps will be put in place to ensure progress through 'Quality First Teaching' and the class teacher and SENDCo will continue to monitor their progress. If children are added to the SEND register, this is not permanent, if the child makes good progress or their needs change they will be removed. The SEND register is reviewed formally once per term by the SENDCo however changes will be made as needed throughout the school year.</p> <p>There can also be many reasons for pupils' progress being significantly slower. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract from learning. We understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable pupils have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.</p> |
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|  | <p>What should I do if I think my <b>child</b> has got <b>SEND</b>?</p> | <p>If you have any concerns regarding your child's progress or well-being, in the first instance speak to your child's class teacher as they are responsible for all children in their class. Most concerns can be addressed at this level, if the <b>class teacher</b> feels further intervention is necessary, they will speak to the <b>SENDCo</b> or Head Teacher.</p> |
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|  | <p>Who should I <b>contact</b> if I have concerns about my child's <b>learning</b> and or progress?</p> | <p>As previously stated, if you have any concerns regarding your child's progress you should speak to your child's class teacher. The majority of concerns can be addressed at this level, then speak to:</p> <ol style="list-style-type: none"> <li>1. The SENCO: Miss Power</li> <li>2. The Head teacher: Mrs Lavender</li> <li>3. The Chair of Governors: Mrs Karen Rowley and Mr Matt Ingram</li> </ol> <div data-bbox="604 805 1612 917">  </div> |
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|  | <p>How would school <b>assess</b> and <b>monitor</b> my child's progress and needs and how will I be involved?</p> | <p>Before your child is put on the <b>SEN register</b> a meeting will be held with you. When your child is put onto the SEN register, they are registered as 'SEN support'. Children are assessed on a daily basis; however, each half term teachers formally review children's progress and attainment and next steps are decided during Pupil Progress meetings.</p> <p>We operate an open-door policy at school and informal conversations take place regularly with parents / carers both with teaching and support staff. Teachers meet formally with parents / carers to discuss progress made by SEN pupils at least once a term. At these meetings, progress and targets will be shared and reviewed and parents / carers will be provided with a copy of their child's provision plan (this explains what interventions and support the pupil is accessing). Parents / carers can bring family members or contact Derbyshire Information Advice &amp; Support for SEND (DIASS), formally Parent Partnership, for advice and support.</p> |
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How is my child  
involved in  
his/her  
own learning  
and  
decisions  
made about  
his /her  
education?

**Name**

**Broad area of need: Social Emotional and Mental Health**

**What people like and admire about me**

- Your infectious giggle and how amazing you are at reading!
- I love it when you give me eye contact and how much you love being outside
- How you explore the sand and water tray
- When you say pop pop pop for the bubbles!

**What makes me happy**

- Dry sensory activities
- Sand and pouring between my fingers
- Being outside
- An adult singing twinkle twinkle little star

**How I want to be supported**

- Give me processing time
- Take time to understand my non-verbal cues and what I am trying to communicate
- Use few words and a calm tone of voice

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress and we endeavour to fully involve all pupils.

We use 'One Page Profiles' in school in which we detail what the child likes, what they need support with and what the people working with admire about them. Where possible, we ask the child the same questions. This provides us with information about how the child likes to be supported and their likes and dislikes within school. If the child is unable to provide a response, we may use visual representations of activities to sort into likes and dislikes or gather their views through careful observation.



How do we  
**support**  
pupils with  
**SEND**?

All children are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals and make a successful transition into adulthood (SEN Code of Practice, 2014).

We provide **additional support** to our children with SEND ensuring that individual children's needs are met and delivered by a '**team around the child**' approach. The team is led by the child's class teacher, with the support of the SENDCo. We build a team around the child who all get to know the children and support the children in different ways which includes Teaching Assistants, Special Educational Needs Teaching Assistants and Learning Support Assistants.

There are a range of ways that pupils with SEND are supported in class:

1. **Class teacher** input, through excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean that:

- ♦ the teacher has the highest possible expectations for your child and all pupils in their class.
- ♦ all teaching is built on what your child already knows, can do and can understand.
- ♦ different ways of teaching are in place, so that your child is as fully involved in learning in class. This may involve

things like using more practical learning.

- ♦ specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

2. Specific **group work intervention** which may be:

- ♦ in the classroom or a smaller group room such as the Rainbow room
- ♦ by a teacher, class teaching assistant (TA) or SEN teaching assistant (SENTA)
- ♦ 'Attention Autism' bucket time to support children with focus and shared attention.

### 3. **Specialist groups** run by outside agencies

This means a pupil has been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- ♦ Local Authority (LA) Inclusion Support Services may offer extra support for engagement and inclusion based on discussions with the SENDCo and headteacher.
- ♦ Outside agencies such as Speech and Language Therapy (SALT), Visual and/or Hearing Impairment or Physiotherapy, Educational Psychologists, Physical Impairment team, Occupational Therapist, Elm Foundation, Compass, CAMHS (SCA team).

### 4. Specified **Individual** support

This type of support is available for children whose learning needs are severe, complex and lifelong. For children who need this level of support there is a possibility that funding may be applied for to help us to provide the individual support needed. Funding may be awarded by the Local Authority.

This may include:

- ♦ Structured Intensive Teaching Time (box work) in which children work on their individual next steps.
- ♦ Sensory circuits where a sensory need has arisen
- ♦ A highly individualised timetable

All of our provision is based on individual need. At Hasland Infant School we pride ourselves on getting to know the children as individuals, this enables us to tailor their learning to their strengths, differences and academic attainment. All provision will be documented on a provision plan and shared with the child's parents / carers three times per year.



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|  | <p>Who should I <b>contact</b> if I want to find out more about how the school supports pupils with SEN?</p> | <p>Our SENCO Miss Rebecca Power can be contacted via the school office or through <b>email:</b> <a href="mailto:r.power@hasland-inf.derbyshire.sch.uk">r.power@hasland-inf.derbyshire.sch.uk</a></p> <p>The Governor with responsibility for SEN is Ms Penny Amott.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | <p>What <b>adaptations</b> are made to the school <b>environment</b> for children with SEND?</p>             | <p>Individual Provision Plans identify any <b>adaptations</b> which may need to be made to the <b>curriculum</b> or learning <b>environment</b> to meet the child's needs.</p> <p>We ensure our school is safe and welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. An accessibility plan is in place and available on our school website or a copy can be obtained from our school office.</p> <p>For a small number of pupils, their needs may require access to additional resources such as adapted equipment and technology e.g. modified ICT and educational equipment, recording devices etc. In these cases, we would work with outside agencies such as Occupational Therapy to ensure the best possible support for the child. We have facilities and resources to help SEND children throughout our school including: easy access toilets, sloped writing boards, adapted writing material etc.</p> |



What happens if my child needs specialist equipment or other facilities?

Our school is fully [accessible](#) with dedicated disabled parking and toileting facilities. We also have facilities and resources to help children with SEND throughout our school including: sloped writing boards, adapted writing material etc. School may provide SEND equipment where appropriate in consultation with specialist agency advice.



Is there any extra support available to **help** pupils with SEN with their **learning**?

If a pupil is identified as having SEN, we provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in the four-stage process: Assess, Plan, Do, Review:

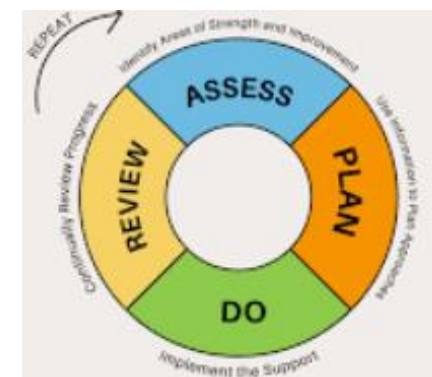
**Assess:** this involves taking into consideration all the information from discussions with parents / carers, the child, the class teacher and assessments.

**Plan:** this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. The provision will be detailed on a provision plan, and on personalised planning by class teachers. Decisions will be recorded and will form the basis of termly review meetings  
Parent/Teacher Consultations and Staff/Pupil Progress meetings.

**Do:** providing the support, extra assistance for learning or learning aids, as set out in the plan.

**Review:** measuring the impact of support provided and considering whether changes to that support need to be made.

All of those involved: pupil, their parents or carer, teacher and SENCO contribute to the reviews. This stage then informs the next cycle, if necessary. Meetings with teachers, TAs and SENTAs to discuss progress of pupils are held



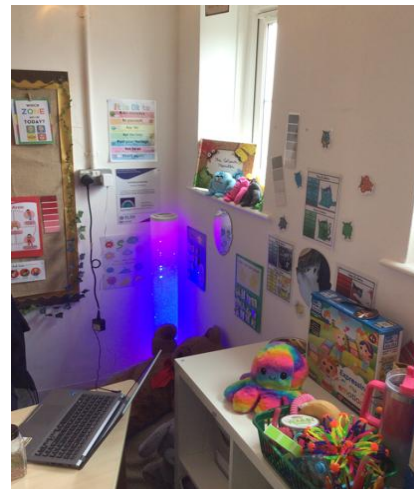
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|  |  | <p>regularly, as well as half-termly Pupil Progress meetings with the Senior Leadership Team (SLT).</p> <p>Any additional support or intervention will be tailored to meet individual children's needs, and will target the area of need and/or difficulty. This may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of pupils with similar needs. The <a href="#">Rainbow room</a> provides a nurturing, yet stimulating, environment to address children's needs, specifically social, communication and interaction and cognition and learning needs. The <a href="#">Magic room</a> provides support, particularly for individual children or small groups of children who benefit from being in a quiet, tranquil and nurturing environment. The <a href="#">ELSA room</a> is where individual children access ELSA support and small group lego based intervention therapy. <a href="#">The Nest</a> is where small groups of children access specific nurture intervention / small group interventions for other identified areas of need.</p> <p>Interventions may be provided by a teacher or a trained teaching assistant. The support provided, and its impact, will be monitored closely.</p> <p>Listed below are just a few of the wide variety of support and interventions we use in school:</p> <ul style="list-style-type: none"> <li>◊ Structured Interactive Teaching Time (SITT) or 'Box Work'</li> <li>◊ Visual timetables and 'Now/Next'</li> <li>◊ Lego Therapy</li> <li>◊ Precision Teaching</li> <li>◊ Nurture</li> <li>◊ Specific Speech and Language programmes</li> <li>◊ Social and Emotional Support including that of an Emotional Literacy Support Assistant (ELSA)</li> <li>◊ Attention Autism</li> </ul> |
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Magic Room



Rainbow Room



ELSA room



The Nest

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|    | <p>How does Hasland <b>evaluate</b> the effectiveness of provision for pupils with Special Educational Needs?</p> | <p>We have clear systems in place for evaluating our provision for children with SEN. Any intervention or strategy used will be those that are proven to make a difference for most pupils. An assessment will take place at the beginning of the intervention; this will provide the point of reference for measuring progress made by a child and a <b>target</b> outcome set. Regular reviews will take place to ensure that the intervention or strategy is having the intended effect. Should <b>progress</b> be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents / carers, as well as class teachers, and a record kept of agreed actions. The senior leadership team review the effectiveness of provision through classroom observations, pupil progress meetings, learning walks, book scrutiny and evaluation of planning.</p> <p>Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Educational Psychologist or health services such as a School Nurse or Doctor.</p> <p>Where a child has an Education, Health and Care Plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account, where possible, the views of the child, their parent or carer, and all other professionals involved with the child.</p> |
|  | <p>Who will <b>support</b> my child and what <b>training</b> have they had?</p>                                   | <p>All of the teachers at Hasland strive to provide high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND strategies and interventions or to support identified groups of pupils in school, such as autism, specific learning needs, etc. Teachers and support staff attend in house training as well as those delivered by outside agencies that are relevant to the needs of specific children in their class. Our TAs, SENTAs and LSAs also have a range of expertise in a variety of specialised areas including autism, complex needs and behavioural needs. Staff also work closely with specialists from external support services who may provide advice or direct support as appropriate. The SENCO supports class teachers in planning for pupils with SEND.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  | <p>How will my child be included in <b>activities</b> outside of the school curriculum including <b>trips</b>?</p>       | <p>At Hasland every child has the opportunity to access trips. Provision is highly differentiated and if, for example, an activity is deemed inappropriate, alternative activities are organised.</p> <p>Risk assessments are written and shared prior to external visits. Vulnerable children are identified on all risk assessment.</p> <p>Where necessary, individual Risk Assessments will be written and shared. Any support identified is arranged as needed, e.g. 1-1, small group. Reasonable adjustments will be considered where appropriate and necessary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <p>How does Hasland Infant School support children <b>social and emotional</b> development and <b>mental health</b>?</p> | <p>At Hasland we understand the importance of children's emotional, social and mental health development. All children participate in Personal, Social and Health Education lessons (PSHE) in their classes; however, for children with specific social, emotional or mental health difficulties we facilitate access through school resources to nurturing activities in our sensory 'Magic Room' and nurturing 'Rainbow Room'. We also seek support from various outside agencies including: the Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies.</p> <p>A nurturing environment is something we offer to all of our children and is a key part of our vision and school ethos. The nurturing role of all of our staff ensures that throughout your child's school life they are part of a caring and supportive environment where they can develop as confident and happy children. Children may be identified to access specific nurture intervention / pastoral support.</p> <p>Support for children who have SEN in this area will be identified on their Provision Plan.</p> <p>The school will not accept any bullying.</p> |

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|   | <p>How will Hasland help my child to <b>transition</b> successfully into their next class or school?</p> | <p>Transition is a part of life for all pupils, whether that involves moving to a new class or moving to a new school.</p> <p>We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with children, parents / carers and staff to ensure these transitions run as smoothly as possible.</p> <p>Planning for transitions within the schools will take place in the summer term; arrangements for transition to junior school for pupils with SEN will be planned according to individual needs.</p> <p>During year 2, information, previously agreed with parents / carers, will be shared with the SENCO of their next school. This information will outline needs and support that has proven effective. Where possible children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Hasland Infants or staff from Hasland Infants will accompany the child on visits to their new school.</p> |
|  | <p>Where can I find information about the school's SEN <b>policy</b>?</p>                                | <p>Our SEN Policy will give you the information you need about how we make provision for all pupils with SEND. This is available on the website or from the school office. If you would like to discuss our SEN provision or find out more, please contact Miss Power, the Special Educational Needs Co-ordinator (SENCO), through the school office.</p> <p><a href="#">Microsoft Word – SEND Policy Sept 2024</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | <p>What should I do if I have further <b>concerns</b>?</p> | <p>The school's complaints procedure is outlined in the school prospectus and a copy of the policy can also be found on the school's website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents / carers if required.</p> |
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| <br> | <p>Who else provides <b>services</b> in school for children with <b>SEND</b>?</p> | <p>The range of agencies and support services we work with include, but are not limited to:</p> <ul style="list-style-type: none"> <li>✧ Child and Adolescent Mental Health (CAMHs)</li> <li>✧ Educational Psychology Service (EPS)</li> <li>✧ Health, for example, School Nurse, Paediatricians,</li> <li>✧ Occupational Therapy</li> <li>✧ Physiotherapy</li> <li>✧ School Health Service</li> <li>✧ Social Care</li> <li>✧ Speech and Language Therapy (SALT)</li> <li>✧ Support Services for Physical, Visual and Hearing Impairment</li> <li>✧ Occupational Therapy</li> <li>✧ Elm Foundation</li> <li>✧ Compass</li> </ul> <p>From September 2024, all Derbyshire schools will also have an Inclusion Support Service link teacher who will come in to school and liaise with the SENDCo and Headteacher. They will advise on whole school inclusion and also provide links with other supportive services where needed, based on the needs of the children. This may include engagement services such as nurture and positive play or inclusion services.</p> |
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|   | <p>Who should I <b>contact</b> to find out about other support for parents / carers and families of children with SEND?</p> | <p>Your child's class teacher and the SENCO are available to discuss your child's needs and progress. Outside agencies will contact parents / carers to keep them informed of their involvement.</p> <p><b>Derbyshire Information Advice &amp; Support Service for SEND (DIASS – formally Parent Partnership) can be contacted on:</b></p> <p>Telephone: 01629 533660 / 01629 533668<br/> Email: <a href="mailto:derbyshireiass.gov.uk">derbyshireiass.gov.uk</a><br/> <a href="#">Welcome to the Derbyshire Information, Advice and Support Service for SEND – Derbyshire Information, Advice &amp; Support Service for SEND</a></p> <p><b>Derbyshire Parent Carer Voice:</b></p> <p><a href="#">For Parents &amp; Carers in Derbyshire I...with children and young people with additional needs and disabilities</a></p> |
|  | <p>Where can I find out about other <b>services</b> that might be available for our family and my child?</p>                | <p>Find out more about the local offer of support which is available for children and young people who have Special Educational Needs and Disabilities on the Derbyshire County Council website:</p> <p><a href="#">Home – Derbyshire Local Offer</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |