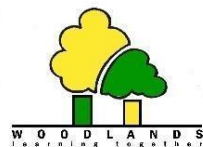


Woodlands Secondary School	SEND Policy and Information Report	
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Date	Review Date	Author	Nominated Governors
October 2025	October 2026	Nicole Tulloch	FGB – Curriculum Committee
Website	Statutory Policy	Source	Ratification Date
Yes	Yes	Various	24.11.2025

1. Aims of the policy

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

2. Policy development and implementation

The SEND policy and SEN information report is developed by the SENCO and the Headteacher. A range of professionals across the school have been consulted in producing the content outlined within the Policy.

3. Legislation and guidance

This policy and information report is based on the statutory requirements set out within the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for Students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

4. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Students have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students of the same age by mainstream schools.

5. Roles and responsibilities

Who coordinates and manages the SEND provision in the school?

5.1 The SENCO

The SENCO will:

- Work with the Head teacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual students.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date.

The SENCO can be contacted by email : SENCO@woodlands.luton.sch.uk

Or by telephone: 01582 572880

5.2 The head teacher

The head teacher:

- Working with the SENCO to determine the strategic development of the SEN policy and provision in the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability

5.3 Department Leaders

Each department leader is responsible for:

- Supporting the SENCO by overseeing the SEND provision within their department
- Chairing Annual reviews for students within their department

- Supporting the teachers within their department to implement SEND provision and setting of and reviewing individual targets.

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Implementing special educational provision
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO and department leaders to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

6. SEN Information Report

6.1a. The kinds of SEN that are provided for

At Woodlands, every student has a lifelong learning difficulty or disability. We refer to the level of learning difficulty as the primary need. This learning difficulty can be described as profound, severe or moderate. Most students in the school will have severe or profound learning difficulties.

Profound and Multiple Learning Difficulty - PMLD – Cognitive functioning age of below 12 months

Severe Learning Difficulty - SLD – Cognitive functioning age of 12 months – Entry 1

Moderate Learning Difficulty - MLD – Entry 2 or above

Primary Needs – 2024-2025 (October 2025)

PMLD	SLD	MLD
51	207	5

Many of our students will have other needs identified, in addition to their learning difficulties.

Secondary Needs – 2024-2025 (October 2025)

PD Physical Disability	ASD Autism Spectrum Disorder	SEMH Social, Emotional and Mental Health	HI Hearing Impairment	VI Visual Impairment
52	134	4	9	10

Please note that the above table does not include undiagnosed conditions and reflects the records kept on SIMS (i.e. not all students are recorded as having a secondary need even if it is present).

In addition a number of our students will have complex medical needs including epilepsy or diabetes.

Department	Primary Needs	Secondary Needs
SLD (KS3, KS4, FE)	SLD, MLD	PD, ASD, HI, VI
WISERR	PMLD, SLD	ASD, SEMH
PMLD	PMLD	PD, HI, VI, ASD
LOFT	SLD	ASD, SEMH
BASE	PMLD, SLD	ASD SEMH

6.1b Our approach to teaching children and young people with SEN

At Woodlands we believe in empowering young people to become successful adults. Our curriculum offer is tailored to the individual needs of the young person and focuses on functional learning, and incorporates life-skills to support and promote independence so that our students are:

- Independent
- Kind, Happy and Curious
- Inspired, Motivated, Resilient and Co-operative
- Responsible and Communicative
- Mentally and Physically well
- Creative and Enquiring
- Enthusiastic, Optimistic and Confident
- Proactive and Adaptable
- Courageous, Respectful and Understood

We believe that children and young people learn best when they are happy, so emotional well-being has a high priority.

Students work in small class groups (6-12) and are well supported by their class teachers and teaching assistants. We employ our own speech therapist and sensory integration specialist and we buy in Art and Music Therapy and counselling services to meet the needs of students as identified in their EHC Plan.

The school is supported by NHS speech therapists, physiotherapists and occupational therapists and services from CAMHS and the Educational Psychology service.

At Woodlands we keep the young person at the centre of everything we do, working closely with parents, professionals and other stakeholders to ensure that every opportunity is maximised. Preparation for adulthood underpins our curriculum planning decisions.

6.2 Identification of students with SEND and SENCO contact details

Most students transfer to Woodlands Secondary School at the Year 6 – Year 7 Phase transfer stage; they usually move from one of the feeder primary special schools within the Luton local authority. This year there was a further Phase Transfer for Post 16 for pupils from Lime Academy Hartwell (formerly Windmill Hill) as there were no other Post 16 options identified for some cohorts of pupils.

These students already have an EHC Plan which identifies the students' special educational needs.

Some students arrive at the school during the year, usually when they have moved into Luton from another local authority or when they have moved into the country. Some pupils will be placed mid-year as a result of Tribunal court order.

Consultations received during the academic year 2024-2025 (for an in year start)

Received between	Total	From within Luton	From outside Luton*
01.09.24 31.08.25	25	9	16

The school is consulted by the local authority as to whether they can meet the needs of the student, based on the needs already identified in their Education and Health Care Plan (EHCP).

The school responds to the local authority who makes the final decision as to whether student will be allocated a place at the school.

3 students from Luton were allocated places which started during the 2024-2025 academic year. A further 3 students for whom we had received consultation for prior to September 2023 also joined between September 2023 and July 2024, making a total of 6 new starters for the 2023-2024 academic year.

** Outside Luton includes movers in with EHCPs from a neighbouring authority or on an assessment placement*

Consultations received during the academic year 2024-2025

(for Phase transfer – Both Y6 and Post 16)

Received between	For September 2025 start
01.09.24 31.08.25	100

Very occasionally a student might be allocated an assessment placement during the course of the academic year. These students have often arrived in Luton from a different country and the statutory assessment process will be initiated. Of the students who joined us during the 2024-2025 academic year *no one* joined on an assessment placement.

Although students who are allocated places at Woodlands have already been identified as having SEND, we aim to ensure the smooth transition into the school for all new starters through our transition processes, which may include all or some of the following;

- Review of the EHCP and other associated professional documentation
- Transition meeting at the students current school
- Observation of the student at their current school or home
- Meeting and conversation with the family / parents
- Meetings or conversations with professionals

As part of our assessment of the student and their special educational needs, we provisionally identify the department within the school which would be best equipped to meet those needs.

The school is organised into 5 main departments;

- SLD (KS3 and KS4)
- PMLD
- WISERR (Upper and Lower)

There are also 2 smaller, more specialist provisions;

- LOFT
- BASE

If students are allocated a place at the school, the student will be placed into one of the above departments.

If parents would like to discuss their child or young person's needs and discuss their potential suitability for Woodlands Secondary School, they should contact our SENCO.

6.3a Arrangements for consulting parents of children with SEN and involving them in their child's education

Arrangements for consulting parents of students with SEN and involving them in their student's education include:

- Weekly e-mail communication describing learning focus, progress and any challenges faced during the week.
- Curriculum forecast that outlines the intended learning and themes for the upcoming half term.
- Behaviour support plan (B1) for students that require it, agreed with families, which includes support strategies that can be applied at home as well as school setting.
- Meet the teacher event
- Parents evenings twice per year, plus an opportunity to meet the new teacher in the summer term.
- Annual Review meetings where progress is discussed and next steps agreed. These are also occasions to discuss plans for transition.
- Involving parents with Mental Capacity Act decisions and best interest meetings where applicable
- A range of school events that are open to families such as Information sessions, performances, coffee mornings, etc.
- Phone calls as and when required and 'ad hoc' opportunities for families to meet with members of the school team.

6.3b Arrangements for consulting young people with SEN and involving them in their education

Arrangements for consulting young people with SEN and involving them in their education include:

- Student voice is shared at the Annual Review meeting e.g. In film, writing, presentation or by attending the meeting; students express their views about what they enjoy, their strengths, what support they need, who their friends are, who they enjoy working with etc.
- Student preference about where they would like to study after Woodlands is documented.
- An emphasis on choice-making and communication runs through the entire school curriculum as students are able to make choices in relation to parts of their curriculum. e.g. - When deciding which recipes to cook.
- All behaviour is understood to be a form of communication – understanding the function or purpose of a student's behaviour informs the teaching and behaviour support strategies included within a student's personalised behaviour support plan and curriculum.
- The school council which represents the student body and is where students can raise current issues and suggest the way forward.
- Student views are surveyed at least annually and the information acted upon by the school through an action plan.
- Students are provided with opportunities to experience various work experience opportunities both internally, and externally where appropriate. Their preferences can shape the next steps e.g. an external work placement could be sourced as a result of a successful Mini-Enterprise block of work in a similar field.
- Involving students in self-assessment. Although not all of our Students are ready or cognitively able to assess their own progress, they should all be included in the evaluation process at the end of a lesson.

6.4 Assessing and reviewing students' progress towards outcomes including evaluating the effectiveness of the provision made for students with SEND.

Arrangements for assessing and reviewing students' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review include:

Assessment of EHCP Outcomes

- All students are set bespoke outcomes which form part of their EHCP (Education and Health Care Plan)
- Teachers follow the Assess, Plan, Do Review cycle to assess progress against targets termly, and then set next steps.
- An Annual Review meeting is held where progress against the outcomes is discussed and next steps agreed with parents, professionals, the local authority and Students themselves.
- A termly review cycle of small step progress towards EHCP outcomes is reported on. Progress from across the year is shared at the Annual review meeting and parent's evenings throughout the year.

Curriculum Assessment

- **All** students within the PMLD department are assessed against the 'Routes for learning' framework. Some students in the PMLD department may also be assessed against the following frameworks; Touch Progression, Eye Gaze progression, Mouse progression.
- All other students have a Baseline assessment using Looking at Learning on entry to the school. This gives the teachers a clear starting point for teaching and learning.
- This baseline is calculated during 'Assessment Week' (Autumn Term 1) where specific assessments
- Students within the SLD and LOFT cohort are assessed using 'Looking at Learning'
- Students within the WISERR Departments are baselined against the Looking at Learning framework in order to confirm their working levels.
- Unless these students progress beyond the cognitive functioning level of 12 months, they are assessed against Individual Learning Objectives (ILOs) rather than Looking at Learning within the WISERR departments.
- Teachers use Looking at Learning to inform learning objectives, which are assessed throughout the year. Feedback is provided to students both in writing and verbally, and further this progress is shared through Annual Review and End of Year reports. Formal assessments are conducted annually during Assessment Week to ensure that students are being taught at the appropriate level
- The reading lead utilises a range of tools to assess reading as appropriate for individual pupils, these include the RWI phonic assessments, York assessments, and HFW (High frequency words) list.

For more information on Assessment, please refer to our assessment policy on the school website. <https://www.woodlands.luton.sch.uk/school-policies/>

Evaluating the effectiveness of the SEN Provision

We evaluate the effectiveness of provision for students with SEN by:

- Monitoring of teaching and learning through our learning walk and lesson observation cycles
- School Self Evaluation and monitoring of progress towards the School Improvement Plan (SIP)
- Teacher appraisal
- Reviewing students' individual progress towards their goals each term.
- Ongoing review of behaviour support plans and trends relating to behaviours that challenge.
- Reviewing the impact of interventions each term or before if required.
- Using student questionnaires.
- Keeping and reviewing detailed progress data collected during Assessment Week.
- Using our curriculum framework to measure progress.
- Holding annual reviews of EHC Plans (EHCP) for students.

6.5 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. Arrangements for supporting students in moving between phases of education and in preparing for adulthood include:

- Teaching and behaviour support strategies that place an emphasis on increased independence and communication.
- A rich, broad, balanced and relevant curriculum offer that includes a variety of community based leisure activities that ensures that students have regular opportunities to develop their community living skills and interests.
- Person-centred transition planning extended to all students on entry and exit to the school including;
 - Transition meetings held with feeder primary schools
 - Transition visits to school for the Year 6 students
 - College link courses to two local colleges for students in KS4 and FE.
 - Partnership working with adult social care
 - Multi-disciplinary transition meetings at least x2 per year during the year when students are due to transition out which include School, LA transition officer (Education), Adult Social Care, Transition Nurses, Local college representatives, the enablement team and Family workers.

6.6 How adaptations are made to the curriculum and the learning environment of children and young people with SEND.

At Woodlands the school is split into different departments. Each department provides a specialist curriculum and environment designed to meet the needs of a specific cohort of young people.

Alongside this, regardless of the department, all students in the school will work towards individual learning outcomes as part of their EHCP, which are embedded into their curriculum.

The learning environment and teaching styles differ between departments, as well as the structure of the lessons and timetables. The curriculum offered will vary greatly depending on individual need.

For example, students within our PMLD department will have a curriculum which is tailored around their physical and medical needs as much as their educational needs. Hydrotherapy, Rebound Therapy, Physiotherapy, Occupational Therapy and Speech and Language Therapy programmes combined with a sensory based PMLD curriculum will determine the PMLD students' programme of study alongside their individual EHCP targets.

Students within the WISERR departments will follow the **WISERR** curriculum where the main learning priorities for students are "to the best of their abilities, increase their **Wellbeing** through **I**ndependence and **C**o-operation, **S**ocial and functional communication, **E**njoyment, **R**esilience and **R**egulation." Students within WISERR also work on 'ILOs' (Individual Learning Objectives) and their EHCP outcomes.

Within the SLD cohort most students will follow a more traditional timetable, with subjects that are widely recognised in most schools. These Core subjects include; PSHE, Maths, English and Computing.

In addition students access a range of other structured lessons including; RE, PE, Art, Hobbies, Community Access and Life Skills.

Some students in the SLD cohort may access a WISERR SLD curriculum, where the principles of WISERR are implemented and Literacy and Numeracy skills developed in Jobs and Hobbies sessions.

As our SLD students' progress into KS4 and FE they are given the opportunity to undertake internal or external work experience placements, and experience visit days with local colleges.

All students in SLD will have the opportunity to gain an OCR Life and Living Skills qualification at the end of KS4 ~~and FE~~ and some students will progress on to undertake Functional Skills qualifications in English, Maths. AQA will provide an ICT certification for some students.

Our LOFT (Learning Opportunities for Teenagers) provision provides more intensive therapeutic support to support students with high levels of challenging behaviour and all students have significant SEMH needs. The curriculum will be more personalised to meet these individual needs, but students will still follow aspects of the SLD curriculum as the cognitive ability of students' in the LOFT provision is broadly in line with many of their peers within the SLD departments.

Finally, our BASE provision provides specialist support for students' who have highly challenging behaviours in terms of frequency, intensity and duration. Students' in the BASE follow an entirely bespoke curriculum which is often directed by them. Emotional regulation is the focus, alongside developing overall independence, communication skills and building tolerance of others. All demand is pitched at a level based on individual need. All students' within the base have significant communication difficulties and are mostly working below a cognitive functioning age of 12 months

Specialist facilities or adaptations to facilitate greater curriculum access:

Our most important facilitators' of greater curriculum access are the highly skilled teachers and support staff we employ. Our staff have substantial experience working with students with SEND and are able to implement a wide range of strategies and specialist interventions to successfully support our students with their SEND and health needs to access their curriculum.

Some examples of our specialist physical facilities and some non-exhaustive examples of adaptations we may take are listed below under the four areas of need;

Communication & Interaction

- Communication Profiles
- Makaton signing
- Communication books
- Visual support – symbols, photographs, objects of reference
- Various forms of AAC

Cognition & Learning

- Use of ICT as an alternative tool for recording
- Use of symbolised resources to support access to text
- School library
- School garden and horticulture specialist
- Internal work experience placements
- Access to Enterprise Hub
- Cooking facilities
- Text to speech and speech to text facilities
- Timetable adjustments to facilitate physiotherapy programmes.
- School café – work experience or alternative learning environment
- Tuck shop – a functional learning environment

SEMH

- Bespoke LOFT Provision with SEMH support
- Bespoke BASE provision with specialist behaviour support
- Zones of Regulation to support emotional regulation for some students

Sensory & Physical

- Soft play room
- Hydrotherapy pool
- Rebound therapy room
- School gym including adapted equipment
- Playground facilities including outdoor trampoline, outdoor gym equipment and adapted bikes.
- Access to specialist resources for VI e.g. enlarged text, different coloured backgrounds, access to ICT.
- Sensory processing - access to ear defenders, sensory circuits, sensory room
- A wide range of specialist safe moving and handling equipment
- Specialist seating and positioning equipment.
- Specialist feeding equipment
- School nurses on site - SEN nursing service.

6.7 The expertise and training of staff to support children and young people with SEN and how specialist expertise is secured.

The staff team includes;

- Experienced SEND Teachers and Teaching Assistants
- Speech and Language and Sensory Integration Therapist
- Horticulture specialist
- Music teacher
- Behaviour specialist
- Cafe manager
- We may commission the services of staff who offer Art and Music therapy – where this is specified in their EHCP provision
- We work closely with CAMHS, Social Services and NHS therapists – SALT, OTs and Physiotherapists.

Training

There is a comprehensive induction programme for all new staff;

- Safeguarding training takes place regularly covering KCSIE updates, PREVENT, Female Genital Mutilation (FGM), whistleblowing, e-safety etc.
- All staff have training in behaviour de-escalation and some staff in departments with challenging behaviour have Team-Teach training. We have 3 Team Teach trainers.
- We have 2 Moving and Handling trainers.
- We have a team of Rebound Therapy trainers.
- School Nurses deliver training in house so support the medical needs of students.
- We offer all staff a rich programme of Continuing Professional Development opportunities linked to the School Improvement Plan and individual priorities. It takes place through regular staff meetings, line management meetings, regular individual and group supervision and coaching as well as intellectual and developmental opportunities.
- We support a number of staff each year to gain Qualified Teacher Status or QTLS through various routes into teacher training.
- A number of colleagues are undertaking leadership qualifications including the NPQH, NPQSL, NPQSENCO and other NPQ qualifications.
- When required, referrals are made to secure specialist expertise to services such as Educational Psychology, CAMHS, OT, Physio, Speech and Language therapists etc.
- The school SENCO, Assistant Headteachers, Family workers or Department leaders will most frequently make referrals to a variety of services if appropriate.

We have a combination of ongoing training such as the above that is delivered as part of a regular cycle. In addition, we plan in targeted training which is often linked to the school improvement plan E.g. Maths curriculum / RSE curriculum / Careers.

The below table details some of the additional training undertaken by staff within the school. This is a non-exhaustive list.

Administering Epilepsy Medication,	Autism & Sensory Processing	Designated Safeguarding officer	FGM	ICT training
Administering Asthma medication	Autism and Mental Health	Functional Communication	Fire Awareness / Fire Warden	Intro to Autism
Administering oral medication	Awareness of child Abuse & Neglect	Dysphagia	First Aid	Manual Handling
Advanced Education Coach	Behaviour induction	E-Safety	Flexi bounce therapy	Moving and Handling
Anaphylaxis Training	Bereavement	Earwig	Food Hygiene Level 2	Positive behaviour training
Approach to feeding/personal care	Blood and Glucose Monitoring	Emotion Coaching	Forced Marriage	Read, Write, Inc. Phonics training
Aqua Hydro Course	Child Sex Exploitation	Epilepsy training	GDPR	Rebound Therapy Training
Aquatic Therapy Pool rescue	Clicker Connect	Evac chair training	H & S	Safeguarding Intro

Asthma Training	Communication Level 1 -3	Feed/flush administration gastric, mickey tube or Freka gastro tube	Hydro Pool Rescue	Safer recruitment
Team Teach Training	Cyber Security	Feed/flush administration pump feed	Hydro Therapy induction	Therapeutic Thinking

6.8 How children and young people with SEN are enabled to engage in activities with children and young people in the school who do not have SEN.

All students at Woodlands Secondary School have SEN, however we ensure that the curriculum provides all of the students within our setting a rich and varied range of enrichment opportunities and activities.

Examples of this include community trips, internal and external work experience, performing arts performances, curriculum taster days, religious celebration and themed days (e.g. Eid or Diwali), sports days, external sporting competitions and assemblies.

For some students bespoke therapies are offered on site such as Music Therapy, Art Therapy, Rebound Therapy and Hydrotherapy.

In addition some further examples of related activities are listed under 6.9 'Support for improving emotional and social development'.

No student is ever excluded from taking part in these activities because of their SEN or disability.

We are committed to;

- Improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled students

You can find more information in our Accessibility plan which can be found via our website here:

<https://www.woodlands.luton.sch.uk/school-policies/>

6.9 Support for improving emotional and social development.

General:

- We provide support for students to improve their emotional and social development through our everyday practice and expertise in working with children and young people with SEN. In addition, the following provisions and aspects of our curriculum further support emotional and social development.
- Woodlands has an anti-bullying policy. The PSHE curriculum includes a focus on preventing and minimising the impact of bullying, including cyber-bullying. The school participates in national 'Anti-Bullying' week and address the issue via assemblies, to promote awareness of bullying and how to address such behaviours.

- We have specialist provisions to support those with the highest level of need in this area. Students also have the ability to drop in and speak to the family workers who have training and experience in supporting children and young people and their families with emotional needs; counselling is available to students in cases that require it. Finally, our family team and Senior Leadership Team, work closely with external agencies and are able to refer to services when required.

Enrichment or other experiences that benefit Emotional & Social development;

- Students with SEN form 100% of the school council.
- Students enjoy their snack and mealtimes together as class groups, they are encouraged to communicate with each other during these important parts of the school day.
- Zones of regulation is utilised across many of the departments
- All students work towards individual Social , Emotional and Mental Health outcomes identified in EHCPs
- Art Therapy – where this is specified in their EHCP provision
- Music Therapy – where this is specified in their EHCP provision
- Mental and Physical Well Being targeted lessons
- Gym
- Swimming
- Competitive sporting events (External)
- Sports Days
- Performances
- Themed curriculum enrichment days
- Residential Trips
- Duke of Edinburgh Award scheme

All of the above promotes teamwork/building friendships / confidence and wellbeing.

We have a zero tolerance approach to bullying.

6.10. Complaints about SEN provision

If a student or young person has a concern about the SEN provision, they are encouraged to first speak with their teacher to express their concerns. Our commitment is always to working with young people and their families and in most cases, when highlighted early, it is possible to address the problem informally.

Where the student, parent or carer remains dissatisfied with the provision they are receiving, they are encouraged to make an appointment to speak with the Assistant Head - SENCO, who will make every effort to listen to the concern and to work with the family and colleagues to resolve the issue.

Should the informal approaches to resolving a concern not result in a satisfactory conclusion, details of our school's Complaints procedure can be found on our website: <https://www.woodlands.luton.sch.uk/school-policies/>

6.11 The Local Offer

Our local authority's local offer is published here:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

Our contribution to the local offer is:

<https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=RF3PROLUSh4&localofferchannel=0>

7. Contact details of support services for parents of students with SEN

Luton SENDIAS

The Luton Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) was previously known as the Luton Parent Partnership.

The information, advice and support provided is to help enable children, young people and their parents / carers to participate in decisions regarding their education needs, in order to achieve the best possible outcomes.

SENDIAS provide information and support to:

- parents / carers of children with SEN or disabilities
- children and young people with SEN or disabilities

You can contact Luton SENDIAS using the information below:

Telephone

01582 548156

E-mail

sendias@luton.gov.uk

Website

www.sendiasluton.co.uk

8. Monitoring and evaluating the policy

This policy will be reviewed annually, and should be updated with any changes as soon as reasonably practicable.