SEN Information Report 2026-2027

1. The kinds of special educational needs for which provision is made at the school

The Snaith School is a small secondary school within The Education Alliance Multi Academy Trust. We are an inclusive mainstream setting committed to providing the highest quality education and opportunities for every pupil, regardless of their starting point or individual need.

Our aim is to ensure that all pupils are supported to enjoy life, embrace new opportunities, and develop the skills, knowledge, and resilience required to meet the challenges of the 21st century. We value emotional growth and self-awareness, encouraging pupils to understand and respect themselves and to engage positively with others.

We are proud of our strong reputation for academic excellence and exceptional pastoral care. Our pupils are happy, respectful, and proud of their school. Supported by our dedicated team of staff, and in partnership with parents and carers, pupils are encouraged to strive for personal success and to take pride in their achievements.

In achieving these aims, the school maintains and develops its caring, inclusive, and disciplined ethos, underpinned by traditional values and mutual respect. We are committed to ensuring that:

- Every pupil is valued and no pupil is left behind
- Education is tailored to meet individual needs, interests, and abilities so that every pupil can reach their full potential
- Learning is high quality, pupil-centred, and focused on achieving ambitious outcomes
- Pupils are equipped with the confidence and skills required for adult life
- Pupils are supported to become independent and reflective learners
- The talents and potential of all pupils and staff are recognised and developed
- All members of the school community contribute to and take pride in the school's achievements
- The learning environment is safe, secure, and conducive to success

The Snaith School welcomes young people with a wide range of special educational needs and disabilities (SEND), including:

- Specific learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia)
- Sensory impairments (visual and/or hearing)
- Communication and interaction needs (e.g. Autism Spectrum Disorder)
- Social, emotional and mental health needs (including ADHD)
- Physical and/or medical needs

Where a parent or carer of a child with SEND (whether at SEN Support or with an Education, Health and Care Plan) requests a place at The Snaith School, the pupil is warmly welcomed. The school will work closely with families, the Local Authority, and relevant professionals to identify strategies and reasonable adjustments to ensure that individual needs can be effectively met wherever possible.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs

At The Snaith School, we are committed to identifying and supporting pupils with special educational needs and disabilities (SEND) as early as possible. We use a range of assessments, information sources, and professional discussions to ensure that pupils' needs are understood and met effectively.

Identification of SEND

On entry to Year 7, all pupils complete a series of baseline assessments, including spelling, reading comprehension, and Cognitive Abilities Tests (CATs). These assessments help us to identify any learning needs at an early stage.

In addition, we consider:

- Information from previous schools, including SATs results, teacher assessments, and transition records.
- Information from parents and carers, such as reports, medical assessments, or formal diagnoses. A "settling-in" meeting is held in October where parents/carers meet with the form tutor and the SENDCo to discuss initial progress.
- Information from teaching staff, based on baseline assessments and classroom observations across all subjects.

Where results or observations suggest a possible learning need, further in-school assessments (such as GL assessments) may be carried out. If appropriate, referrals may also be made to external agencies (for example,

Educational Psychologists or Inclusion Practitioners) to gather additional information and guidance.

Assessment and Planning

When the school identifies that a pupil requires provision that is additional to or different from that made generally for other pupils, this is discussed in detail with parents/carers.

For pupils in other year groups, letters are sent to inform families prior to any planned intervention, and parents/carers are invited to meet with or speak to the SEND team to discuss the proposed support.

A One-Page Profile is created for each pupil receiving SEND support. This document summarises the pupil's strengths, needs, and effective classroom strategies. It is shared with parents/carers, teaching staff, and teaching assistants to ensure a consistent approach.

Within the SEND department, detailed records are maintained, including:

- Support and interventions in place
- Individual learning targets and long-term outcomes
- Termly reviews and feedback for parents/carers on progress and impact

SEND Register

If the support a pupil receives is considered additional to or different from the school's universal provision, the pupil will be added to the SEND Register at SEN Support level.
Pupils who require more intensive or complex provision may be referred for an Education, Health and Care Plan (EHCP), following consultation with parents/carers and external professionals. All referrals are made with parental consent.

The SEND Team

Our dedicated SEND team includes:

- SENDCo
- Assistant SENDCo
- SEND Manager
- Director of Inclusion and Engagement
- Teacher of Literacy and Numeracy
- Emotional Wellbeing and Pastoral Support Officer

- Inclusion and Engagement Officer
- Level 3 Teaching Assistant (Literacy)
- 12 Level 2 Teaching Assistants
- 3 Level 1 Teaching Assistants

Role of the SENDCo

The SENDCo has day-to-day responsibility for implementing the school's SEND policy and coordinating specific provision for individual pupils with SEND, including those with EHCPs. The SENDCo provides professional guidance to colleagues and works closely with staff, parents/carers, and external agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

Key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for pupils with SEND
- Liaising with the designated teacher for looked-after pupils with SEND
- Advising on the graduated approach to SEND support
- Managing the deployment of resources to meet pupils' needs effectively
- Liaising with parents/carers of pupils with SEND
- Working in partnership with primary schools, other secondary schools, educational psychologists, and health and social care professionals
- Acting as the key point of contact for external agencies, including the Local Authority
- Supporting smooth transitions for pupils moving to new schools or post-16 providers
- Working with the Headteacher and Governors to ensure the school meets its statutory responsibilities under the Equality Act (2010)
- Ensuring that up-to-date and accurate records are kept for all pupils with SEND

3. Information about the school's policies for making provision for pupils with special educational needs, whether or not pupils have EHC Plans

(a) How the school evaluates the effectiveness of its provision

The progress and attainment of all pupils are carefully monitored and reported to parents/carers on a termly basis. The Snaith School explains how progress is tracked in letters accompanying termly reports and during parents' evenings.

The impact of all interventions is evaluated, and wherever possible, only evidence-based interventions are implemented. Classroom provision—known as Quality First Teaching (QFT)—is regularly monitored and evaluated by the Senior Leadership Team (SLT) to ensure high standards and consistent practice.

The SEND Governor, Lynne Williamson, has responsibility for overseeing the effectiveness of SEND provision and meets regularly with the SENDCo to review progress and outcomes.

(b) The school's arrangements for assessing and reviewing the progress of pupils with SEND

When a pupil receives additional or different provision, progress is closely monitored using a variety of measures—for example, by comparing progress rates (ratio gains) or assessing the impact on self-confidence, attendance, and behaviour. This information is recorded and tracked using provision mapping software.

In addition:

- The Senior Leadership Team routinely analyses the progress of all vulnerable groups.
- The SEND Department analyses data following each collection point, and any pupils not making expected progress are discussed at Raising Standards meetings, where targeted interventions are agreed.
- Subject Leaders and Heads of Upper/Lower School monitor pupil progress closely after each data collection cycle.
- Annual Reviews are held for pupils with an Education, Health and Care Plan (EHCP).
- Parents/carers have opportunities to discuss progress at termly Parents' Evenings.

- Some pupils may require more frequent contact, including daily planner checks, email or telephone updates, or written communication, as appropriate.

(c) The school's approach to teaching pupils with SEND

- Subject teachers are responsible for providing Quality First Teaching as the first response to any additional need. This includes appropriate differentiation to ensure all pupils can access learning.
- The SENDCo recommends strategies and reasonable adjustments to remove barriers to learning; these are shared via One-Page Profiles.
- Information on pupils with SEND is stored securely on Arbor, the school's management information system. This includes details of medical, SEND, attainment, and behavioural information accessible to staff and is regularly updated.
- Teachers use data from Arbor and One-Page Profiles to create Class Profiles, which inform planning and classroom practice. These documents are regularly reviewed and refined following morning briefings and training updates.
- Most pupils are taught in mixed-ability mainstream classes, except in Mathematics, where pupils are grouped by ability.
- Targeted literacy and numeracy interventions are provided at Key Stage 3 and 4 to close attainment gaps. These may take place during morning registration sessions.
- Some pupils access interventions to support self-esteem, emotional regulation, or positive behaviour strategies.
- Specialist programmes are also available, including dyslexia-focused support, handwriting, and touch-typing courses.

(d) How the school adapts the curriculum and learning environment for pupils with SEND

The Snaith School's plan of support includes:

- Teaching staff committed to delivering high-quality, inclusive teaching.
- SEND briefings for staff every fortnight to highlight key pupils, needs, and updates.
- Class Profiles that outline pupils' needs and the strategies that support them.
- A skilled SEND Department, including:

    - SENDCo (National SENDCo Award, PG Diploma in Special Education: Autism, NPQSL)
    - Assistant SENDCo (National SENDCo Award, PG Diploma in Special Education)
    - SEND Manager (qualified exam access arrangements assessor)
    - Inclusion and Engagement Officer, Emotional Wellbeing and Pastoral Support Officer, a Teacher of Literacy and Numeracy, a Level 3 TA for literacy, 12 Level 2 TAs and 3 Level 1 TAs
- Teaching assistants' skills matched to subjects to strengthen questioning and promote independence.
- TA practice that embeds metacognitive strategies to develop independent learners.
- Access to ICT tools (e.g., laptops, reading pens) to aid reading, writing, and recording, including during exams.
- Inclusive classroom practice that promotes challenge, scaffolding, and differentiation for all learners.
- Accessible learning environments with consideration for sensory, physical, and emotional needs.
- School trips and activities designed to include all pupils. Where additional support is needed, parents/carers are encouraged to liaise with staff to plan suitable arrangements.
- One-Page Profiles detailing strategies to support pupils at Universal (Wave 1) level, reviewed and updated annually.
- Regular learning walks ("Floodlights" and "Spotlights") focusing on dyslexia-friendly, autism-friendly, physical, and sensory accessibility, informing our provision map.
- Access to supported social spaces at breaks and lunchtimes, including quiet eating areas for vulnerable pupils.
- Lunchtime clubs promoting social skills and inclusion (e.g. board games and Lego clubs).
- Bespoke timetables for pupils with EHCPs where required.
- Life skills support to develop independence and prepare pupils for adulthood, aligned with EHCP outcomes.
- Health care plans and risk assessments for pupils with medical needs.
- Full building accessibility, including a lift to upper floors and ground-floor teaching for pupils with mobility needs.
- Support for pupils with visual impairments to move safely around the site.
- Designated spaces such as Infinity (sensory/small-group space) and Aspire (emotional literacy and mentoring area).

(e) Additional support for learning available to pupils with SEND

Pupils may access:

- In-class teaching assistant support
- ICT support, such as laptops or reading pens
- Short-term, targeted small group or 1:1 interventions (withdrawal only for specific, time-limited purposes, unless specified in an EHCP)

Resources are allocated according to individual need, guided by outcomes set in EHCPs. Parents/carers are involved in decisions about provision through reviews and as needs arise.

Pupils who require exam access arrangements are identified by teachers and assessed in line with JCQ guidelines. Letters are sent to pupils, parents, and staff outlining the arrangements granted.

(f) Activities available for pupils with SEND beyond the curriculum

Extra-curricular activities:
We believe that enrichment and extra-curricular opportunities play a vital role in pupils' academic and personal development. The Snaith School offers a wide range of clubs and activities, including:

- Sports clubs (supported by excellent facilities such as our gym, sports hall, and 3G pitch)
- Drama and Music clubs, including Choir
- STEM and Science clubs
- The Duke of Edinburgh Award Scheme

Please follow the link for additional information on our website: Extra Curricular

All pupils are encouraged to participate, and additional support is provided where needed to ensure full inclusion.

Trips and visits:
School trips and residential activities are inclusive. Parents/carers are invited to discuss any additional needs with the SENDCo to ensure appropriate planning and support.

Break and lunchtimes:
Supported spaces are available during social times, including Infinity, Aspire, and the library.

(g) Support for improving the emotional and social development of pupils with SEND

We aim to create an outstanding climate for learning in which all pupils feel happy, cared for, and supported. Our pastoral care system is proactive and tailored to individual needs.

Each pupil belongs to a form group, with a Form Tutor as their key point of contact. Pupils in Years 7–11 are supported by a consistent tutor wherever possible to build lasting, trusted relationships.

The Student Services Team works closely with pupils and families to provide additional support and intervention where needed.

The student services team include;

- Heads of School:
  - Lower School (Years 7–8): Ms Baines
  - Upper School (Years 9–11): Mrs Carnell
- Pastoral Leads: Mrs Price, Mrs Swales, Mrs Cooper, Mrs Roman-Blencoe and Mrs Mulley
- Attendance Officer: Mrs Deller

Senior staff roles:

- Mrs Walker – Director of SEND
- Ms Baines, Director of Inclusion and Engagement
- Mr Barton, Deputy Headteacher and Pastoral Lead, oversees pupil welfare.
- Mr Wilson, Designated Safeguarding Lead, coordinates safeguarding and external agency work.

The Aspire Room and Connect offer a calm, quiet space for pupils needing 1:1 or small group emotional literacy support.

The Green Room offers a quiet workspace for pupils when required.

A careers area, led by Mrs Taylor, provides impartial guidance to help pupils make informed decisions about their futures.

School Nurse Service:
Our school nurse, Jane Jones (Public Health Nurse), runs confidential drop-in sessions every Tuesday in the Baden Block:

- Years 7–8: emotional, health, and well-being support
- Years 9–11: emotional, health, well-being, sexual health, and contraception advice

4. Name and contact details of the SEND co-ordinator:
Mrs Alison Walker. office@thesnaithschool.org.uk 01405 860327

Assistant SEND co-ordinator
Mrs Ginette Younger. office@thesnaithschool.org.uk 01405 860327

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic and specific training to meet individual needs as necessary.
If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought promptly. The Snaith School also has an excellent working relationship with numerous specialist support agencies.

These include;
• Educational Psychology Service
• Child and Adolescent Mental Health Service
• Speech and Language Therapy Service
• Disabled Children's Team
• Specific Learning Difficulties Outreach Team
• The Prevention Service
• Healthy Child Practitioners
• Family Support Service
• Physiotherapists & Occupational Therapists
• Sensory & Physical Teaching Service (SAPTS)
• Communication and Interaction specialists (formerly Inclusion Practitioners)
• Medical tuition service

If we feel that the involvement of another agency will help us meet your pupil's needs you will be informed and asked to give your consent.

What training have the staff supporting SEND had or what training are they having?

Any training needs outlined by education or healthcare professionals are addressed. This may be whole school during twilight / teacher development meetings or training days. If the need relates to specific staff, they will attend relevant training courses.

Departmental training needs are identified through performance management reviews and floodlights and spotlights carried out by the SENDCo and by curriculum leads. The school aims to provide all staff with the skills required to provide high levels of support for SEND pupils.

The SEND department meet each Wednesday morning to share updates and to deliver training. This can be 'in house' by the SENDCo, or external agencies can also work alongside the team.

Three weekly Thursday morning briefings have a SEND focus and are delivered to teaching staff and teaching assistants.

In preparation for a pupil coming to The Snaith School who has needs that we have not previously supported, we work alongside parents/carers, health care professionals, and previous school in order to identify training needs and also adaptations to buildings and / or classrooms. We also work alongside county councils to ensure the appropriate services, building work and training needs are organised.

Teaching assistant staff have completed online courses through Educare including;

- Safeguarding level 1
- Health and Safety in Education
- Equality and Diversity
- Moving and Handling
- GDPR
- Understanding speech and language needs

They have also completed Epilepsy Awareness training, via Epilepsy action.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The ground floor of school is fully accessible to wheelchair users. Upper classrooms of the main school building can be accessed via a lift. Where there are areas of school where upstairs classrooms cannot be accessed via the lift, those subjects are taught in downstairs classrooms to ensure access for all.

The Snaith School works alongside the SAPTs team to ensure classrooms are auditory and visual impairment friendly.

There are disabled changing and toilet facilities.

A designated area of the Infinity base is set aside for sensory support.

The newly renovated PE changing rooms provide individual changing cubicles where required and the PE department work closely with the SEND department, parents/carers and young people to ensure needs are considered. The curriculum is adapted accordingly.

The school has disabled parking bays.

Students with physical needs have personal evacuation plans (PEEPS) in place.

Equipment and facilities to support pupils with special educational needs such as lap tops, iPads and radio aids can be locked in SEND / medical offices for safe storage. Where any specialist equipment goes home, disclaimers are signed by parents/carers.

School follows advice and guidance from health care professionals in relation to any provision and/or equipment which may benefit the young person and seeks advice from local authorities in relation to additional funding.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their pupil.

<u>How are parents/carers involved in the school? How can I get involved?</u>

<u>Who can I contact for further information?</u>

For any pupils and parents/carers considering The Snaith School as a prospective 'next destination', they can contact the SENDCo at any point in the school year to request a meeting to discuss needs, and also to request a visit around the school.

For all current pupils, parents/carers can contact the SENDCo throughout the school year to request a meeting. The SENDCo also attends all school parent's evenings, and open days.

The SENDCo holds reviews annually for all pupils with EHCPs, and all pupils on the SEND register receive reports from the department each term outlining their progress in relation to interventions they are receiving.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All children and young people contribute their views, particularly in relation to provision for themselves and how they can best be supported during annual reviews, but can also do so through conversations with SEND staff at any point in the school year.

They can also play an active role in student voice.

When pupils are working with external agencies they can be supported by familiar school staff at their request.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.

The first point of contact if a parent wishes to discuss their child's wellbeing and the setting's general approach to resolving concerns is the pupil's pastoral support lead.

Alternatively, parents / carers are encouraged to discuss their concerns with either the SENDCo or Assistant SENDCo.

Information about the school's complaints procedure is available on the school's website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The SEN Governor & SLT review inclusion plans through the school's monitoring & evaluation process.

See Section 5 for details of the services / agencies providing support for pupils with SEN and their families.

11. Arrangements for consulting with parents/carers of pupils with SEND and involving them in their child's education

At The Snaith School**,** we recognise that parents and carers are key partners in supporting pupils with SEND. We aim to ensure that they are fully informed, involved, and consulted at every stage of their child's education.

Communication and Contact:

- Parents and carers can contact the **SENDCo**, **Assistant SENDCo**, or **SEND Manager** regarding concerns or queries about SEND:
  - **Mrs Alison Walker – SENDCo**
  - **Mrs Younger – Assistant SENDCo**
  - **Mrs Armstrong – SEND Manager**
- For pastoral or behavioural concerns, parents/carers may contact the relevant **Head of School**:
  - **Lower**: Years 7 & 8: **Mrs Baines**
  - **Upper**: Years 9–11: **Mrs Carnell**
- **Pastoral support staff / Year Leads** include:
  - Year 7: **Mrs Price**
  - Year 8: **Mrs Swales**
  - Year 9: **Mrs Cooper**
  - Year 10: **Mrs Roman-Blencoe**
  - Year 11: **Mrs Mulley**

School Contact Details:
The Snaith School
Pontefract Road, Snaith, Goole, DN14 9LB
Telephone: 01405 860327 | Fax: 01405 862748
Email: office@thesnaithschool.org.uk

Consultation and Involvement:

- Parents/carers are actively involved in agreeing One-Page Profiles, learning targets, and classroom strategies to support their child.
- They are invited to contribute to decisions regarding specialist assessments, referrals to external agencies, and requests for Education, Health and Care Plans (EHCPs).
- Parent views are central to evaluating the effectiveness of support and shaping future interventions.

Transitions:

- Parents/carers are invited to attend transition reviews and planning meetings for moves between key stages (e.g., Primary to Secondary, Secondary to Post-16, or mainstream to specialist provision).
- They are supported to ensure their child experiences a smooth transition with appropriate preparation and continuity of care.

Information and Resources:

- Parents and carers are provided with access to the Local Offer, guidance materials, and resources to help support learning at home.
- Workshops and newsletters are available to keep families informed about SEND strategies and school provision.

Feedback and Review:

- The school actively seeks feedback from parents/carers through surveys, informal discussions, and parent forums.
- Feedback is used to inform school policy, improve provision, and ensure that the needs of all pupils with SEND are met effectively.

By maintaining open and collaborative communication, The Snaith School ensures that parents and carers are fully involved in their child's learning journey and that the support provided is personalised, effective, and responsive.

Applications to join The Snaith School should go through the local authority: https://www.eastriding.gov.uk/learning/schools-colleges-and-academies/school-admissions/#:~:text=East%20Riding%20schools.%20School%20admissions.%20Find%20out%20about%20local%20schools,

However general enquiries regarding the Snaith School including school visits can be arranged via the school office.

For information on local county council services available to young people, please contact the relevant Local Offer;

East Riding: https://www.eastriding.gov.uk/local-offer/
North Yorkshire: https://www.northyorks.gov.uk/children-and-families/send-local-offer
Wakefield: https://wakefield.mylocaloffer.org/
Doncaster: https://www.doncaster.gov.uk/services/schools/local-offer-send

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

The SENDCo coordinates appropriate transition arrangements for pupils moving between phases of education, including:

- Primary to Secondary
- Secondary to Post-16 provision
- Mainstream to Specialist Provision

Staff from the receiving school, college, or provision are invited to attend transition reviews, ensuring that all relevant information is shared. Transition meetings and visits are arranged for the pupil, often accompanied by a familiar member of staff, and the pupil receives as much preparatory transition work as the support team deems necessary.

Additional support for vulnerable pupils:

- Extra transition days are offered in the Summer term for vulnerable Year 6 pupils.
- Small group transition visits are available to help pupils become familiar with the new environment.
- Buddies and key workers can be assigned to provide extra support during the transition period.

Preparation for adulthood and independent living:

- From Year 9 onwards, pupils receive one-to-one careers advice, which informs annual reviews and future planning.

- Bespoke packages are arranged to support Year 11 pupils in familiarising themselves with their chosen college or post-16 provider, ensuring they know where to access guidance and support.
- The school employs an on-site Careers Advisor, and additional support can be requested from the Specialist Careers Advisor from North Yorkshire County Council (NYCC) or Information, Advice, and Guidance officers from East Riding of Yorkshire Council (ERYCC) for more specialist placements.
- All Year 10 pupils complete a two-week work placement during the Summer term to gain practical experience and prepare for future employment opportunities.

These arrangements ensure that pupils with SEND experience a smooth transition, receive tailored support, and are well-prepared for the next stage of their education and for independent living.

13. Information on where the local authority's local offer is published.

The school's contribution to the "Local Offer" is attached to the school website.

For details of the local authority's local offer go to:
https://www.eastriding.gov.uk/local-offer/

SENDIASS

Parents/carers can also request SENDIASS involvement.
(https://www.eastridingsendiass.org.uk)
East Riding SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) provides information, advice and support to parents and carers of children or young people (aged 0 – 25) with Special Educational Needs & Disabilities (SEND) and to children and young people (up to the age of 25) with special educational needs or disabilities.

Our officers cover the East Riding of Yorkshire and offer impartial and confidential advice to support parents, carers, children and young people (up to the age of 25).

The service is free to use and easy to access. We can help children, young people and parents understand and take part in decisions that affect their lives.

We can offer you information, advice and support if you are a:

- parent or carer for a child or young person up to the age of 25 with SEND
- child or young person up to age of 25 who has special educational needs or disabilities.

We aim to empower you to play an active and informed role in your or your child's education.

We will work with you to address any issues you are experiencing, and offer our support and guidance throughout the process. East Riding SENDIASS offer a tailored approach to support your needs, helping to find the best solution for each individual case.

This support may include, but is not limited to:

- providing confidential information and support by email, telephone, face-to-face or at parent/carer drop-in sessions
- offering accurate, impartial and accessible information, advice and support about matters relating to SEND
- supporting throughout the statutory processes and assessments in relation to Education, Health and Care plans (EHC plans)
- listening to your concerns and helping you to voice and contribute your views, feelings and wishes at all stages

The knowledgeable and friendly team provide information and advice:

- Over the telephone Monday - Thursday 9am - 5pm Friday 9am - 4.30pm (01482) 396469
- By email sendiass@eastriding.gov.uk
- Face-to-face at parent carer support groups in meetings at venues in the East Riding at home at events
- On our website www.eastridingsendiass.org.uk
- via Text Message 07507 310273
- On Twitter @SendiassERYC
- Our Address Room BF75, County Hall Cross Street Beverley HU17 9BA please mark your letters as "Confidential"