SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY
September 2023

Approved by:	Governing Board	**Date:** 25.09.22
Last reviewed on:	25.09.22	
Next review due by:	September 2023	

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs (SEND) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Statutory Guidance on Supporting students at school with medical conditions, April 2014

This policy also complies with our funding agreement and articles of association.

This policy was created by the school's SENDCo in liaison with the SLT, all staff and parents of students with SEND. All stakeholders have been invited to read and comment on this policy.

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1. Aims and Objectives of the policy

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND

- Set out how our school will:

  - Support and make provision for students with SEND (Special Educational Needs and Disabilities) and ensure they are an integral part of what we do.

  - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND.

  - Help all students to access learning in the classroom regardless of their learning need or style.

  - Help students with SEND fulfil their aspirations and achieve their best.

  - Help students with SEND make a successful transition into adulthood.

  - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student.

- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student.

- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Implementation of the policy

Provision for students with SEND is a whole school matter. In line with the 2015 Code of Practice, we will:
- Identify and address the SEND of the students we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENDCo.

The objectives of this policy will be achieved by:
- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified students with SEND to reach their full potential.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Regular monitoring of the progress and development of all students throughout each school year.

- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Removing barriers to achievement and offering alternative / personalised curriculum to key groups.
- Ensuring the quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Enabling successful transition of SEND students from their previous educational establishment and beyond their educational life in the college.
- Enabling all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical.
- Managing and facilitating professional development of teaching and support staff in the area of SEND as this is key to the quality of Teaching and Learning of students with SEND.
- Ensuring that appropriate staffing and funding is in place for students with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.
- Using Leicester City's BERA Framework to refer to.

3. Values and vison for students with SEND

At Soar Valley College we are committed to ensuring that the necessary provision is made for every student in the school community. We are passionate about inclusive education for all and welcome a diversity of culture, religion and intellectual abilities. We strive to meet the needs of all young people with a learning difficulty, disability, disadvantage or special educational need. We encourage mutual respect and consideration as part of the ethos of our College. We ensure Students with SEND are able to fully participate in the Soar Valley Way which embodies are ethos as a school.

The Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:
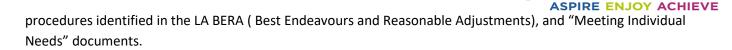- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

At Soar Valley College we believe that all children with a SEND must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. All students have access to a broad and balanced curriculum.

The college strives to deliver an appropriate curriculum for all to:
- Provide suitable learning challenges.
- Meet the students diverse learning needs.
- Remove the barriers to assessment and learning.
- Prepare students for the next stage of their education.

We aim to work with the LA (Local Authority) to ensure high levels of achievement, effective learning, progress and development for all students regardless of any special educational need. We have adopted the protocols and

procedures identified in the LA BERA (Best Endeavours and Reasonable Adjustments), and "Meeting Individual Needs" documents.

4. Roles and Responsibilities

The Principal and the governing body have delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs Co-ordinator. All staff in College have a responsibility for students with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards students with SEND, whether or not students have an Educational Health and Care Plan. A positive and Sensitive attitude is shown towards those students. Staff responsibilities are identified in individual job descriptions.

The SENDCo at our school is Charlotte Loasby. The SENDCo leads the Learning Development Department.

In line with the recommendations in the revised Code of Practice the SENDCO will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made.

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.

- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.

- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

- Work with the Principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Make sure the school keeps its records of all pupils with SEND up to date and accurate.

- With the Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.

- With the Principal and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

- Manage and lead the rest of the Learning Development Team to include 2 Assistant Curriculum Leaders of Learning Development and all Teaching Assistants.

- Ensure the appraisal system is effectively used for all members of the department.

- Liaise with the college Inclusion and Pastoral Teams to ensure all students needs are met.

The SENDCo is responsible for reporting to the Principal and the governor with responsibility for SEND on the day-day management of SEND policy.

5. Identification and Assessment of SEND

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or SENDsory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A Sensory impairment such as vision impairment, hearing impairment or multi-Sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out how to support students. It is not to fit students into specific categories. The following are not in themselves categories of SEND:
- Persistent, disruptive, or withdrawn behaviours.
- Slow progress and low attainment.
- Students whose first language is not EAL.
- Poor attendance.

We accept the principle that students' needs should be identified and met as early as possible. The SENDCo works closely with SLT to regularly review achievement and progress. The SENDCo liaises with SENDCos from other secondary schools and feeder primary schools.

The College adopts the levels of intervention as described in the SEND Code of Practice. Appendices of the LA document, Meeting Individual Needs, and BERA framework, are used as a point of reference. We use a number of triggers or criteria for students to be identified as having additional needs.

We adopt the following procedures for identification and assessment:

- The analysis of data including entry profiles, SATs, FFT data, reading and comprehension levels. We would look particularly at, for example, students' subject assessments. We would also check if a student with a reading age below 9.0 on entry to Year 7 and SATs scores of level 3 or below may have SEND.
- The use of criterion referenced checklists relating to particular conditions and disabilities.
- Responding to teacher referrals.
- Following up parental concerns.
- Student self-referral.

- Tracking individual student progress over time.
- Liaison with feeder College/Schools on transfer
- Information from previous Colleges/Schools.
- Information from other services.

Some students with SEND will make progress which is more difficult to measure through academic data tracking. For these students we use intervention data, the AET framework of assessment, and PIVATS to ensure progress at all levels is being made.

6. Securing Positive Outcomes

In order to meet the learning needs of all students, needs and support strategies are outlined for all staff and are accessible in the Learning Development area of the College electronic network.
We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

> Is significantly slower than that of their peers starting from the same baseline.

> Fails to match or better their previous rate of progress.

> Fails to close the attainment gap between them and their peers.

> Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.
When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.
When deciding whether the pupil needs special educational provision, we will look at the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

> Their previous setting has already identified that they have SEND.

> They are known to external agencies.

> They have an education, health and care plan (EHCP).

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

We believe that high quality of teaching for students with SEND is good teaching for all and we adopt this as a whole school approach. We have identified a range of classroom strategies that are best practice for all and will help to meet all needs. We use the EEF recommendations for meeting needs in mainstream classrooms and over time we have developed recommendations and strategies that can be seen in practice in all classrooms, that are not just

good for students with SEND, but for all students. All students on the SEND register have a learning profile that help all school staff to respond effectively to students needs.

The specific provision for students with SEND is related specifically to their needs and is recorded on the Provision Map. This system is being uploaded on to Provision Map software that the college will begin to use in September 2023 onwards. Where students are identified as having additional needs the College provides for these needs in a variety of ways:

- An individual learning plan that has specific information to ensure students' needs are met
- Differentiation of resources
- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Individual or small group withdrawal with a SEND teacher or TA.
- Discrete Provision in Year 7 as needed (Plus Group).
- A range of literacy and other focused interventions as outlined on the Provision Map.
- Paired reading.
- Homework/learning support club.
- Supervised activities every break and lunchtime for vulnerable students.
- Support from Learning Mentors.
- Peer support.
- Support with study skills and revision skills for KS4 students.
- Designated time for students with an EHCP working on outcomes

Students with an Education Health and Care Plan (EHCP), and students at SEND Support will have individual education advice available to all teachers. For students with EHCP's, provision will be in line with the recommendations on the plan.

The SENDCo maintains a register of students identified as having additional needs. This is updated frequently and made available to all adults working within the school.

We use a central data base overseen by the SENDCo to ensure all our interventions are evidence-based, robust, and tracked effectively.

For some students a more in-depth individual assessment may be undertaken by the College. For students at SEND Support an external agency will be involved in assessment, identification of need and monitoring progress.

7. The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's subject teachers and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

2. Plan

In consultation with the parents and the pupil, the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in a their learning plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. *Do*

The pupil's subject teachers retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

4. *Review*

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

8. Links with Education and Other Support Services

We aim to maintain useful contact with education support services. For students at SEND Support any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Special Education Service (SES)
- Educational Welfare Service (EWS)
- CAMHS
- Social, Emotion, and Mental Health Team (SEMH)
- Outreach and Placement Team (OPT linked to LPS)
- The SENDCO maintains links with other secondary SENDCos through the SENDCo network hub which she chairs.
- HI and VI Teams.
- Connexions.
- Community Health Service.
- Child and Adolescent Mental Health Service (CAMHS).
- Social Services.
- Special Educational Needs & Disabilities Information and Advice Support Service (SENDIASS).
- Learning, Communication and Interaction Team (LCI).
- The Virtual School for Looked After Children and Young People.
- Youth Offending Service (Y.O.S.).
- School Nurse and Health Services.
- Disabled Children's Service.

9. **CPD**

In order to maintain and develop the quality of our provision, there are regular opportunities for all college staff to undertake training in relation to special educational needs. Individual areas of interest, performance management review, self-review and staff appraisals support the identification of areas for development. Regular audits are carried out to monitor skills and needs.

Training to be undertaken is specified in the TIP (Team Improvement Plan). This is updated annually. Input from external agencies is actively encouraged.

 All Learning Development staff receive induction upon taking up a post within the department. There has been considerable training to support students with medical difficulties. All Teaching Assistants meet weekly for information updates and to share good practice.

Recent CPD includes;
- Whole school Autism training
- Mindfulness training.
- Attachment disorder and emotion coaching.
- Inference training.
- ELKLAN training
- Drawing and talking therapy
- AET level 3 training
- EEF recommendations on the effective use of Teaching Assistants.
- Precision Teaching.
- ELSA training.
- Whole school CPD on meeting needs and high quality teaching for all students as well as those with SEND.

10. **Students at the Centre of SEND Provision**

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve all students by including them in:

- Identifying their own needs and making decisions about their own learning (self-assessment).
- Self-review of their own progress.
- Discussions about their own learning needs.
- Targeted sessions with key workers to work on their challenges.

In addition, students who are identified as having SEND are invited to participate in:
- Regular meetings with key adults.
- Reviews of their learning plans.
- Working with learning and behaviour mentors.
- Formal reviews by providing evidence for meetings and/or attendance at review meetings.
- Opportunities to give feedback through questionnaires.
- Lunchtime clubs and support groups.

11. Working with Parents and Carers

The College aims to work in partnership with parents and carers to achieve these aims. We will make this a priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.

- Ensuring there are regular meetings.

- Informing parents via the school website of links and services they can use .

- Providing parents of students with ASD opportunities to meet other parents and share experiences.

- Making parents and carers feel welcome.

- Encouraging parents and carers to inform College of any difficulties they perceive their child may be having or other needs the child may have which need addressing.

- Providing opportunities to give feedback through questionnaires.

- Instilling confidence that the College will listen and act appropriately.

- Focusing on the child's strengths as well as areas of additional need.

- Allowing parents and carers opportunities to discuss ways in which they and the College can help their child.

- Agreeing the information on learning plans.

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.

- Signposting parents and carers to support agencies including the 'SEND Independent Advice and Support Service'

12. Accessibility

We identify barriers to learning through advice from outside agencies, prior educational settings, and information from parents. Where adjustments are required for the learning environment, teachers are informed through learning profiles produced by the SENDCo.

We promote inclusion of all students in all areas of the curriculum. After school clubs are open to all students. All students are able to attend educational trips and visits. To ensure this we ensure that travel arrangements are suitable, and the adult: student ratio is increased. All students are covered by the health and safety risk assessment. Soar Valley College is a BSF school. The new building, which opened in 2010, complies with current DDA and Building Regulations.

In order to ensure that all students have equal access to the school physical environment we have specialist equipment and furniture in school. Lift access can be provided to students who have a difficulty in accessing the stairs. Lifts provide access to all areas and the building is fully wheelchair accessible. Disabled toilets are in place throughout the building and we have access to a hygiene room.

We have specially trained Teaching Assistants who are trained in moving and handling and can use the manual hoist and other equipment supplied by physiotherapy teams.

Different arrangements can be made for accessing the canteen.

Students have access to the Learning Development department during break time and lunch time where they are supervised by teaching assistants.

Modified resources and materials can be provided for individuals.

Resources can be enlarged for students with a visual impairment through the Visual Support Service where sufficient time is provided.

Touch Typing is arranged for specific students.

The ICT support team can personalise the computer screen for an individual and we have bespoke packages for students.

Timetables can be coloured coded.

Additional resources and materials can be purchased for an individual where appropriate such as coloured overlays.

Where parents wish to contact staff to discuss any areas relating to accessibility they should contact the SENDCo.

The College has a Welfare Officer and several first aiders to support students with medical needs.

Please also refer to the College Accessibility Plan which is update every 3 years or more regularly if needed.

13. Bullying

The school has an anti-bullying policy. The school pastoral support team investigate all reported incidents of bullying. The whole school is involved in anti-bullying week to educate students about bullying. Vulnerable students have access to the Learning Development area during break time and lunch time. This area is supervised at all times. The learning mentors also supervise the breakfast club. Specific interventions can be delivered to promote the anti-bullying ethos and to create peer support networks, especially for young people with recognised SEND.

14. Admissions procedure

No student will be refused admission to College on the basis of his or her special educational need, so long as reasonable adjustments can be made. In line with the Special Educational Needs and Disability Act and the Disability Equality Duty we will not discriminate against disabled students and we will make reasonable adjustments to provide effective educational provision.

15. Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

> All staff's awareness of pupils with SEND through learning walks and classroom observations.

> Pupils' progress and attainment once they have been identified as having SEND.

> Comments and feedback from pupils and their parents.

16. Monitoring the policy

This policy will be reviewed by Charlotte Loasby annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

17. Complaints about SEND provision

It is important to us that parents and carers feel valued and listened to.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the college Principal, Mrs Robinson, in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you have concerns or queries about the provision of SEND please contact the SENDCo, Principal, or link governor. Their contact details are below.

Mrs Charlotte Loasby – SENDCo
0116 2669625 ext: 8501
cloasby@soarvalley.leicester.sch.uk

To contact the Principal, Mrs Robinson, please contact her PA, Mrs Smita Stone
0116 2688441
SStone@soarvalley.leicester.sch.uk

Maha Khochen - SEND Governor
sstone@soarvalley.leicester.sch.uk

Mrs Ann Challenger – SEND Governor
sstone@soarvalley.leicester.sch.uk

The link to Leicester City Council's local offer can be found below;
https://families.leicester.gov.uk/localoffer

Link to Send Information Report and Accessibility Plan