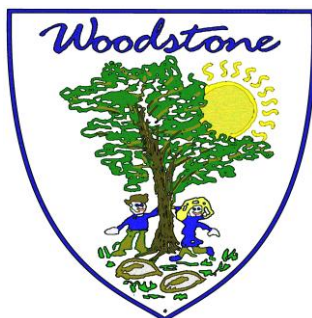


‘Growing together, Learning forever’



Woodstone Community Primary School **SEND Policy**

Date: September 2025

Date for review: September 2026

Signed by the Chair of Governors:

A handwritten signature in black ink, appearing to read 'S. Young'.

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1. Contact Details

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- Special Educational Needs Co-ordinator (SENCo) – Miss Kelly Barnes
- SEND Governor – Mr Matthew Rollins
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2. Statement of Intent

This policy outlines the framework for Woodstone Community Primary School to meet its duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

This policy was developed in conjunction with the Senior Leadership Team and the Governing Board. This updated policy reflects the 2015 SEND Code of Practice, 0-25 guidance. It also reflects the inclusive nature of our school where every teacher has high aspirations and expectations for all pupils, including those with SEND.

Woodstone Community Primary School will work with the Local Authority (LA) within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Successful preparation for adulthood, including independent living and employment

3. Legal Framework

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2025) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2021) 'School admissions code'
- Children and Families Act (2014) Part 3
- Equality Act (2010)

4. School Vision and Aims

School Vision

All talents will be nurtured, all 'best efforts' will be rewarded and all successes will be celebrated. We will create a special, safe, caring place for pupils, where they can have a love of life, where learning is meaningful, fun and full of exciting ideas to explore. Everyone will have high expectations of pupils and what they can achieve. We will all be encouraged to go the extra mile. We will support pupils if they find things difficult. Pupils will welcome life's challenges and use these moments as opportunities to improve and grow. We will give pupils the confidence to believe in themselves, in their own ambitions and in a better future for everyone. Belonging to the Woodstone family, pupils will learn to embrace our ever-changing world, free their imagination and be inspired to achieve excellence in all that they can do.

Mission Statement

'Growing Together, Learning Forever'

School Aims

- To promote high achievement where children work independently & collaboratively.
- To offer broad & challenging opportunities which enable ALL children to achieve their full potential in an ever-changing world by promoting equality of opportunity for ALL including between disabled and other people Operate as a team - where Staff, Governors, Parents and members of the community recognise the importance of partnership in education
- To develop high self-esteem and sense of worth alongside high standards of behaviour which will allow effective learning to take place
- To develop independent thinkers and highly motivated lifelong learners
- To teach children an understanding of and respect for their own and other beliefs and cultures and an awareness of the wider world and the important role they have to play
- To offer staff development and training - recognising the impact high quality training has upon raising standards within school
- To nurture all aspects of a child's development, emotionally, academically and socially Ensure a bright, stimulating, challenging and happy learning environment where everyone feels valued, safe and secure

Aims for SEND Practice

We aim to raise the aspirations and expectations for all pupils, including those with SEND. We believe that all staff have a responsibility for maximising the achievements of all learners and recognise that all teachers are teachers of every child. Ensuring high quality teaching in the first instance is our priority. The school has a clear focus on the outcomes for children with SEND. Robust assessment systems, well matched work and consistent reviews of progress in response to adjustments and interventions are a vital component in the review cycle.

In line with the SEND code of practice 2015, Woodstone Community Primary School will strive to:

- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners, who can transfer these skills to future life.
- To provide children with high quality-first teaching.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms.
- To identify the needs of pupils with SEND as early as possible.
- To assess pupil data regularly and provide appropriate support where it is needed.

- To achieve a level of staff expertise to meet pupil needs.
- To create a school environment where pupils feel safe to voice their opinions of their own needs.

5. Identification of Special Educational Needs and Disabilities

At Woodstone Community Primary School, we care about every child's well-being and progress. Class teachers ensure, through 'Quality First Teaching', that the child is given every opportunity to progress. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We are particularly aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term.

We aim to identify difficulties as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Talking with parents/carers
- Monitoring changes in children's behaviour and presentation in class
- Observations from the class teacher or support staff
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results

An example of difficulties that may be a cause of concern could include:

- Reading: child finding age appropriate texts difficult to read and understand.
- Language: speech lacks structure and vocabulary is limited; reluctant to talk to peers or adults.
- Listening Skills: finds responding to instructions difficult and is unable to sit and listen for any period of time.
- Visual Skills: has difficulty interpreting visual information; discriminating between pictures/letters/words.
- Writing: child is unable to form letters clearly and show the application of phonic knowledge.
- Social skills: cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.

- Emotional mental health needs: acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class and has difficulty in regulating their emotions.
- Co-ordination skills: significantly delayed fine and gross motor skills; poor coordination in PE or movement.
- Personal organisation: significant difficulty in managing personal belongings and loses equipment on a regular basis.
- Medical: general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

6. Definition of Special Educational Needs and Disabilities (SEND)

For the purpose of this policy, a pupil is identified as having special educational needs and/or a disability (SEND) if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability or health condition which prevents or hinders them from making use of the educational facilities generally available to others of the same age in mainstream schools or post-16 institutions.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

When planning and reviewing provision for pupils with SEND, we consider the four broad areas of need, as set out in the Special Educational Needs and Disability Code of Practice (0–25 years). These areas provide an overview of the range of needs that should be planned for. Woodstone Community Primary School regularly reviews how well equipped we are to meet needs across these areas.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulties communicating with others. This may include challenges in expressing themselves, understanding what is being said to them, or using social communication appropriately. Each child's profile is unique, and their needs may change over time.

Those with Autism Spectrum Disorder (ASD) are likely to experience particular difficulties with social interaction, language and communication, and may find imagination or flexibility of thought challenging. These differences can affect how they relate to others and engage with learning.

Cognition and Learning

Support for cognition and learning may be needed when children learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties (MLD)**

- **Severe learning difficulties (SLD)**, where pupils are likely to need support across all areas of the curriculum, often alongside difficulties with mobility or communication
- **Profound and multiple learning difficulties (PMLD)**, involving severe and complex learning needs, often with physical or sensory impairments
- **Specific learning difficulties (SpLD)**, which affect one or more particular aspects of learning such as dyslexia, dyscalculia or dyspraxia.

Social, Emotional and Mental Health (SEMH) Difficulties

Children may experience a wide range of social and emotional difficulties that manifest in different ways, such as becoming withdrawn or isolated, or displaying challenging, disruptive or distressing behaviour.

These behaviours may reflect underlying mental health needs such as anxiety, depression, self-harm, eating disorders, or medically unexplained physical symptoms. Other pupils may have recognised conditions such as attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Children with sensory or physical needs may have impairments that prevent or hinder them from accessing the educational facilities generally available. These may include vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI), as well as long-term medical conditions such as diabetes, epilepsy or cancer.

While these conditions fall under the definition of disability, pupils with such conditions will only be identified as having SEND if they require special educational provision to access learning effectively.

7. The Graduated Approach to SEN Support

Early Identification

Initially, we listen to the concerns, and evaluate the information, presented to us. This may come from a variety of sources including:

- Assessments
- Previous school or nursery setting
- Parents/carers
- Pupil's own views
- Pupil observations
- Lack of progress

At this stage, in consultation with the child, parents, class teacher and SENCo, additional barriers to progress including attendance, social circumstances, health (e.g. hearing and sight), changes in family circumstances etc, will be considered and appropriately addressed. If SEND difficulties are still suspected then it may be that 'reasonable adjustments' need to be made, such as providing additional equipment (specialist writing equipment, coloured overlays etc) or adjusting lesson delivery and putting in strategies to suit specific learning differences.

Early Intervention and Monitoring

It may be agreed that some specific short-term interventions will need to be put in place for the child. The need will usually be identified as falling into one or more of the four areas of need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and/or Sensory/Physical).

At this stage, the child is added to our school's Special Educational Needs register for monitoring. A graduated approach is started to address specific issues which are preventing the child from making good progress. This assess, plan, do and review cycle will last for a mutually agreed period of time (usually termly) whereby interventions are implemented that are tailored to the child's needs.

It may be that after a period of intervention, the child will make good progress and after reviewing, if the child is working at a level that is age appropriate, needing just minor adjustments in the class, but no longer requiring anything that is 'different from and additional to' those of his/her peers, then they are removed from our SEND register but are continued to be monitored by the class teacher.

However, if a child has not made adequate progress despite high quality teaching, any interventions/adjustments and personalised teaching, then a decision will be made as to whether the child does have a Special Educational Need. This will be done in collaboration with the parents/carers. The child will then be added to our 'Special Educational Needs Register' and 'SEN support stage' will commence.

At this stage a further information gathering process will take place in the form of a pupil passport so that we can see the whole child. Here, a person-centered approach will gather views about likes, dislikes and favoured strategies/resources. A plan of action is identified in collaboration with parents, and SMART (Specific, Measurable, Achievable, Realistic and Time-based) targets are set and recorded on the passport. We then continue to follow the assess, plan, do and review cycle.

'Assess' Stage

We will already have a very clear picture of a child's needs from our teacher assessments and discussions with the child and their parents/carers. At this stage, we may also seek advice from external agencies such as:

- Inclusion Support Services and Oakfield Outreach
- Specialist teaching services including, Autism Outreach Team, Hearing impairment team, Visual impairment team, Learning support services
- Educational psychology Services
- Health e.g. School Nurse, Community paediatricians, speech and language therapists, care navigators etc.
- CAMHS (Child & Adolescent Mental Health Service)
- Social services

'Plan' stage

Termly pupil progress meetings with the SENCo are held along with termly parent meetings whereby plans are identified and discussed based on the assessments and information gathered. The planned interventions, adjustments and support that will be put into place is recorded; 'expected progress' and 'impact' is central at this stage. Any support and reinforcement that can be carried out at home will be shared and

demonstrated with the parents. This provision may be led by teachers or teaching assistants, and may be within the class, in small groups or on a 1:1 basis. If the school is required to purchase specific programmes or equipment to meet the needs of a pupil, then this will be sourced through the school's notional SEN budget.

'Do' stage

The class teacher will always be the key person responsible for the child however, the SENCO will be responsible for monitoring the provision. At this point, consideration is given to:

- how staff will be utilised to support a pupil
- what teaching strategies will be used
- what resources or programmes will be accessed

'Review' stage

At the end of the cycle, a review of the effectiveness of the support and interventions and the impact on the pupil's progress will take place with the parents, the pupil, the teacher, any support staff and the SENCO. The results will be analysed and next steps will be discussed and agreed.

What happens if good progress is made over time?

Some children make accelerated progress as a result of the school's interventions and high-quality teaching. If progress is rapid, and their needs are no longer 'additional to and different from' that of other pupils in their year group, in consultation with parents, the child can be taken off the SEND register. Reasonable adjustments would remain in the classroom and the stringent tracking of pupil progress would continue with careful monitoring.

What happens if good progress is not made?

For a small number of pupils, needs may be more complex or long-term, requiring ongoing advice and support from external specialists or agencies.

If, despite relevant and purposeful action to identify, assess and meet a pupil's special educational needs, expected progress is not achieved, the school will consider whether the special educational provision required cannot reasonably be provided from within the school's own resources.

In such cases, the school may apply for additional top-up funding from the local authority to provide further targeted support or specialist resources.

If progress remains limited and concerns persist, the school, in consultation with parents and external professionals, may request that the local authority carry out an Education, Health and Care (EHC) needs assessment. Following this assessment, the local authority will decide whether to issue an Education, Health and Care Plan (EHCP) to ensure that the child's needs are met appropriately.

Pupils with medical needs

Some pupils with severe medical needs may require an Individual Health Care Plan, compiled by the school, or the relevant health service lead, in partnership with parents and the pupil themselves. Staff who administer medicine, complete training and are signed off as competent.

For those children who require daily medication, parents/carers will be asked to sign the school's agreement and adhere to the guidelines laid out for those children who require daily medication. Please also see our supporting pupils with medical needs policy.

8. Enrichment Class Provision – Ash Class

In January 2025, Woodstone Community Primary School opened an enrichment class, known as Ash Class. This classroom, currently based in the cabin on the school field, provides an inclusive and nurturing environment designed to support pupils with SEND whose needs cannot be effectively met within the mainstream classroom, even with extensive additional support.

Entry Requirements

Placement in Ash Class is considered only after the school has followed and documented the full 'assess, plan, do, review' cycle, as outlined in this policy. The SENCo and Senior Leadership Team (SLT) will review all evidence before meeting with parents/carers to discuss whether a placement in Ash Class would be appropriate.

Admission is subject to availability, and placement can only be offered when an appropriate space is available. Decisions are made following a review of the needs and progress of the current cohort to ensure that provision remains balanced, effective, and suitable for all pupils. An Education, Health and Care Plan (EHCP) is not essential for admission, although pupils should either have one in place or be under consideration for statutory assessment.

Learning in Ash Class is built around three key pillars:

1. Communication and Interaction
2. Emotional Regulation and Wellbeing
3. Foundational Skills and Knowledge

Key Features of Ash Class

- Small group setting with a higher adult: child ratio
- A calm learning environment designed to reduce sensory overload.
- A child-led approach, combining continuous provision with elements of the mainstream curriculum.
- A bespoke curriculum focused on engagement, communication, and developmental progress.
- Individualised learning plans, tailored to each child's specific needs and strengths.
- High-quality adult support providing targeted interventions
- Weekly Forest School sessions to promote outdoor learning, wellbeing and independence.

Exit Pathways

The long-term goal for all pupils in Ash Class is reintegration into their mainstream year group when appropriate and beneficial. However, in some cases, alternative pathways may need to be explored, which could include access to specialist provision, including part-time alternative provision. In all instances, a thorough and carefully planned transition process will be followed to ensure each child's ongoing success and wellbeing.

9. Admissions

The school will ensure it meets its duties under the School Admissions Code by:

- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy.

10. Roles and Responsibilities

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SENCo

The SENCo's responsibilities include:

- Working with the headteacher and governors to determine the strategic development of the SEND policy and provision in the school
- The operation of this SEND policy on a day-to-day basis and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with previous settings and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

11. Involving Pupils and Parents/Carers in Decision-Making

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the school provides their child with SEND support.

The planning that Woodstone Community Primary School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Provide additional forums for parents to get support and advice from outside agencies, staff and each other.

The class teacher, will meet with pupils, and parents/carers of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

12. Joint Commissioning, Planning and Delivery

Woodstone Community Primary School is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.

Woodstone primary School assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

13. Funding

Woodstone Community Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

14. Education health care (EHC) plans

- The school will fully cooperate with the LA when research about the pupil is being conducted.
- All relevant teachers will be involved in contributing information to the LA.
- If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.
- If the decision is taken not to issue an EHC plan, the school will consider the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

- If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed (by the LA) within a maximum of 16 weeks from the initial request of an EHC assessment.
- The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school in order to provide a high standard of education.
- Relevant staff members will keep up-to-date with any necessary training.
- If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan.
- The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.

Reviewing an EHC plan

Woodstone Community Primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

15. Transferring Between Different Phases of Education

At Woodstone Community Primary School, we recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

Transition within school

When transferring to a new class in school information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All pupils' Pupil Passports are shared with the new teacher. Transition to a new class is facilitated by sessions during the summer term.

Starting school

Induction events are held during the summer term for all children starting Reception in September. Reception class staff conduct pre-school visits during the summer term, gathering information about each child by speaking with the child and their key worker. Children also visit the school during the summer to meet their teachers, classmates, and become familiar with the new environment. Before the summer holiday, formal meetings with parents are arranged where we ask questions to ensure we have a complete history. This information is documented and shared with the appropriate staff members.

Moving school

If transferring to another school we will contact the school's SENCo and ensure they know about any special arrangements or support that needs to be made. We will make sure that all records about children with SEND are passed on. If children are moving into Woodstone from another school we will make our best endeavors to collect all relevant information from their previous school.

Transition to Secondary Education

Children transferring to Secondary Education have a planned transition programme. Less confident children are accompanied to the Secondary School by a member of the support staff for a planned programme of additional induction. The SENCos from both schools meet during the summer term and relevant information and records are passed on.

16. Extra-Curricular Activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Additional support including adults and resources are provided where necessary.

17. Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Initial support from the class teacher
- Liaison with the SENCO
- Pre-transition meetings to ensure smooth entry to new year groups within the school setting and secondary setting

- ELSA Sessions (We currently have 3 members of staff with an ELSA accreditation with the Local Authority)
- Wellbeing sessions
- Monthly Wellbeing board containing strategies to promote wellbeing
- LEGO Therapy
- Worry boxes

18. Working with External Agencies

For all children with SEN, support and advice is available from the school SENCO. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for pupils with SEN where required.

The school builds strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEN provision within our school.

We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENCO is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Supporting Leicestershire Families
- Speech and Language Service
- Specialist Outreach Services e.g. Autism Outreach

- Occupational Therapy
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service
- Education Service for Blind & Partially Sighted Pupils
- Community Health Practitioner
- Outreach Forest Way Teaching School Alliance in cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

19. Complaints

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families who attend school.

Where a parent feels that a situation has not been resolved through contact with the class teacher, they should make an appointment to discuss it with the Headteacher. If the school cannot resolve any complaint or concern itself, the parent will then be referred to the school's complaints policy.

20. Contact Details of Support Services

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Leicestershire – A free, impartial and confidential advice and support on all matters relating to SEND, including education, health and social care issues.

The local authority local offer - The SEN Local offer aims to provide information about how we support our pupils who have SEN and disabilities to reach their full potential. A copy of the Leicestershire Local Offer is available on the school website and can be found at: www.leicestershire.gov.uk/local-offer

21. Monitoring Arrangements

This policy and parent information report will be reviewed by the Headteacher and SENCo, then approved by the governing board annually.

22. Links to other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality
- Medical conditions
- Admissions